

**THE USE OF TASK- BASED LEARNING ON STUDENTS'
VOCABULARY MASTERY**

(A Study Conducted to the First Grade Students of SMA Cisarua)

A PAPER

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ABSTRACT

This research is conducted to find out the effect of Task-Based Learning on Students' Vocabulary Mastery. The method used is pre-experimental method and One Group Pretest-Posttest design. The sample of this research is the first grade of SMA Cisarua with the total of 36 students. The data is collected through pre-test and post-test. The t-test is used to analyze the data. Based on the data calculation, it is found that $t_{\text{calculated}}$ is 15.26. The value of the degree of freedom (df) is 35 with the list of table value at the significant level t_{005} is 2.03 and the significant level t_{001} is 2.72. The value of $t_{\text{calculated}}$ is higher than t_{table} . It can be described as $15.26 > 2.72 > 2.03$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that Task-Based Learning has positive effect to the first grade students of SMA Cisarua in teaching vocabulary.

Keywords : teaching vocabulary, method, task-based learning

CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is a vital element in learning English because it takes place in building the language proficiency. The important part and main component for learners in learning language is vocabulary which is the basic key in order to students can communicate and learn language efficiently.

Based on pre observation, most of the students face some problems dealing with vocabulary. They do not understand the words meaning and cannot use vocabulary in conversation or correspondence with others appropriately and effectively. It may be caused by poor motivation, insufficient practice, and ineffective ways of learning vocabulary.

The appropriate way should be applied to overcome the students' difficulties to enrich their new vocabulary. One of the ways is by using a communicative approach like Task-Based Learning. Task-Based Learning is a practical approach to the learning process, employing various activities and challenges for students to think freely and increase their competence. It offers several advantages by helping students develop creative thinking and problem solving skill. It also gives the opportunity to use language communicatively.

Regarding the advantages of Task-Based Learning, it is needed to implement Task-Based Learning as the alternative approach in learning vocabulary. Various task types that are introduced in Task-Based Learning encourage students to develop the strategies to achieve their communicative

goal and succeed, as well as motivate them. Students are more motivated by activities that can make their vocabulary mastery increase.

Hence, departing from the explanation above, the present study intends to investigate the effect of using Task- Based Learning on students' vocabulary mastery.

B. Reason for Choosing the Topic

Mastering vocabulary is difficult for foreign language students. Based on pre observation conducted by the writer, the first grade students of senior high school still face some difficulties dealing with vocabulary. Although some students study English for 6 years, they still cannot apply in the real life situation. In conducting this research, the writer has two reasons for choosing the topic: vocabulary is important to be mastered and Task-Based Learning gives a better understanding on learning.

Vocabulary is important to be mastered by students in order for them to be able to communicate and apply it in the real life. In addition, it is the main key in learning language, so the students need to master vocabulary to achieve the goal of learning. Thus, the appropriate way is needed for improving students' vocabulary.

Task-Based Learning gives a better understanding on learning. This approach can motivate students since it gives various tasks of learning. By using this approach, the students will get opportunity to actively learn and easily memorize the vocabulary. So, the students can absorb the new

vocabularies properly.

As a result, realizing the importance of vocabulary in learning English, Task-Based Learning is proposed in this study. Through this research, the writer wants to prove whether Task- Based Learning can influence students' vocabulary mastery. Moreover, to progress students' vocabulary, Task-Based Learning can be the alternative way that can be applied in the classroom.

C. Statement of the Problem

The statement of the problem in this research is: "Is there an effect of using Task-Based Learning on students' vocabulary mastery?".

D. Aim of the Research

This research is aimed to investigate the effect of Task-Based Learning on students' vocabulary mastery.

E. Limitation of the Problem

The writer limits the research only to find out the use of Task-Based Learning on students' vocabulary mastery.

F. Operational Definition

There are some explanations which need to be defined in order to avoid misunderstanding during conducting the research.

1. Vocabulary is the collection of words which is the basic component in

learning language. It is also used to communicate in daily conversation. Thus, without mastering vocabulary, the language skill cannot be achieved. In this case, to master all skills in the language, the students have to learn vocabulary first.

2. Task-Based Learning is an approach that gives the students opportunity to learn language using the target language. Moreover, it provides various tasks that will make students engaged during the classroom activity. They also can use their words freely during completing the task.

G. Hypothesis

A hypothesis is a temporary answer or a conclusion of the research. The hypothesis of this research is: Task-Based Learning is effective on students' vocabulary mastery in the first grade students of SMA Cisarua.

H. Significance of the Study

The result of this research is expected to be useful for:

1. Teachers

The result of this research is expected to give the information to the teachers about Task-Based Learning that can be applied in the classroom to enrich students' vocabulary. They also can reflect the result of the research to their teaching learning activities whether they want to apply this approach in their classroom. Thus, it is hoped that this research will give the contribution to improve their teaching learning activities

especially in enriching students' vocabulary.

2. Students

Through the result of this research, students can find out the useful activity through tasks given that can enrich their vocabulary. Moreover, using different tasks in the students' classroom can create enjoyable environment for students to learn. Therefore, it is hoped that they can apply the knowledge gained after completing the task outside the classroom

CHAPTER II

THEORETICAL FOUNDATION

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is not apart from daily life because people speak of vocabulary in everyday conversation. Procter (1996) in Easterbrook (2013:11) defines vocabulary as the words used by particular person or the words which exist in a particular language or subject. It shows that vocabulary is collection of words that is used to communicate by people.

As the collection of words, vocabulary is closely related to the language. People cannot learn language without vocabulary. However, language is constantly changing and growing, so many new words are added to dictionaries each year. Therefore, people are continually learning new words. According to Zimmerman cited in Alqahtani (2015:25) vocabulary is central to language and of critical importance to the typical language learning. It shows that vocabulary is the main part of language and important tool in learning language.

In addition, students need to learn vocabulary for mastering four language skills. In this case, English skills which include speaking, listening, reading and writing. Richards & Renandya (2002:255) mention that vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.

Based on definition above, it can be concluded that vocabulary provides list of words that are existed in language and used for communication. Vocabulary always grows in accordance with changing

times, so people must learn continually new vocabulary especially people who learn foreign language.

2. The importance of vocabulary

Vocabulary is important in learning language because it is a critical tool in achieving the goal of learning. Wilkins (1972:97) in Thornburry (2002:13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It shows that vocabulary is essential for successful second language learning because it is the basic key for learners to be able to understand the language and communicate well with others.

According to Nation (2007:394) teaching vocabulary has the goal of supporting language use across the skills of listening, speaking, reading and writing. It means that vocabulary is needed to master all skills in learning language.

Moreover, learning vocabulary also can help the learners express their ideas and understand the speaker's meaning. Schmitt (2000:55) in Alqahtani (2015:22) emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language. By mastering vocabulary, people will not get difficulties in doing communication. In this case, vocabulary and communication cannot be separated because they are one unity.

Building a useful vocabulary is also necessary in learning foreign language. When someone learns vocabulary, he/ she surely wants to apply the vocabulary they learn in daily conversation. Thus, it is important to learn vocabulary more useful and authentic in order to be able to be used in the real life.

In conclusion, vocabulary is very important in learning language because it is a foundation in building language skills. If learners can master vocabulary well, they will be able to communicate optimally. Therefore, vocabulary should be taught appropriately and efficiently to learners in order for language skills can be achieved.

3. Kinds of Vocabulary

There are two kinds of vocabulary that have been mentioned by Kamil and Hiebert (2002:3) which related to four skills in learning English language. The first one is receptive or passive vocabulary. Receptive vocabulary is the words that can be learned and understood its meaning. According to Surya (2014:7) receptive vocabulary refers to language items that can be recognized and understood in the context of reading and listening. It means that students only know the words without having ability to produce the words properly and it is commonly found in reading or listening.

However, productive or active vocabulary is the words that is produced appropriately. Students use this vocabulary in speaking or

writing. Kamil and Hiebert (2002:3) define productive vocabulary as the set of words that an individual can use when writing or speaking and the words are well-known, familiar and used frequently. In this matter, students know and understand the words and are able to produce in appropriate way.

As the result, vocabulary is divided into two kinds including receptive and productive vocabulary that both of them need to be mastered by students. They need to master receptive vocabulary in listening and reading skill. They only need to know and understand enough the words that are used by native speakers. Whereas, productive vocabulary is needed in daily communication. Therefore, the learners should understand all the words in speaking and writing.

4. Vocabulary Mastery

Mastering vocabulary is the ability to get and receive a lot of words. The students need to master vocabulary in order to know the meaning of vocabulary in the context. Willis (2008:80) says that when students build vocabulary mastery, they can effectively communicate their ideas, knowledge and voice. It means that if learners try to develop their vocabulary mastery, their thinking and understanding in language skills will be developed.

Moreover, according to Achmad (2013:81), mastering English vocabularies will support the students' knowledge of other subjects. It

shows that by mastering them, it will be easier to students understand other subject. In this case, vocabulary is involved in all aspects in student learning.

Vocabulary is important to be mastered in order to improve the students' skill in English, whether in Listening, Speaking, Reading or Writing. Students cannot speak well, do not listen carefully and may stuck in Reading if they do not know vocabulary. So it means that vocabulary helps students to learn the Language and improve it.

From those can be concluded that vocabulary mastery is the ability of using words whether in listening, reading, writing, speaking and some language components. It is also involved in each aspect of knowledge, and that mean it is crucial to be acquire, especially for communication.

5. Vocabulary Learning

Vocabulary learning refers to learning those words that are beyond the most common words needed for basic oral communication. Wilkins (1997: 130) in Ayuningtyas (2011:21) states that vocabulary learning is learning to differentiate progressing the meaning of words in the target language from their nearest equivalent in the mother tongue. It means that vocabulary learning is learning the words that aim to get the close meaning in the mother tongue.

Vocabulary learning is often divided between intentional learning and incidental learning. Hatch and Brown (1995:368) define intentional

learning as being designed, planned for or intended by teacher or student. Meanwhile, incidental learning as the type of learning that is by product of doing or learning something else.

According to Brown and Payne (1995) cited in Hatch and Brown (1995:373), there are five essential steps in learning vocabulary including having sources for encountering new words, getting a clear image, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words, and using the words.

The first essential step is encountering new words which the students can learn new words by reading books, listening to television or radio and reading newspapers and magazines. Payne states that watching television and listening to radio as good ways to learn vocabulary. It means that vocabulary can be learned from many sources like television, radio, and book.

The second step essential to vocabulary learning is getting a clear image, either visual or auditory or both of the form of the vocabulary item. In this case, students can associate new words with words that sound similar in their native language. The importance of getting the form of the word appears when students are asked to give definitions of words.

The third essential step is getting the word meaning. Students can get the meaning by looking for in the dictionary or asking the teacher or

native speakers. Moreover, other way to get the meaning words is through context. Learners can guess the meaning of words from the situation, discourse and context in which they are used, and from the structure of the words themselves.

The fourth necessary step is making a strong memory connection between the forms and meaning of the words. Many kinds of vocabulary learning drills, such as flashcards, matching exercises, crossword puzzles strengthen the form-meaning connection. In addition, placing new words into a context, such as meaningful sentence, conversation or story also can make connection between word form and meaning in memory.

The final step in learning words is using the words. Learners use the words in order for the words and meanings will not fade from memory that they are learned. They also will be more confident about their knowledge once they have used a word without undesired consequence.

However, Nation (2007:396) states that in learning vocabulary, the material design is encouraged through meaning focused use of the four skills of listening, speaking and reading and through activities like retelling, role play or problem solving where input (often in a written form) is the basis of the production of the output.

In conclusion, there are five steps that can be used in learning vocabulary including having sources for encountering new words,

getting a clear image, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words, and using the words. in addition, vocabulary should be learned through four skills of language in order for students can produce and apply it based on context.

5. Teaching Vocabulary

Teaching vocabulary is a complex task because it relates to meaning of the words. Rivers (1987) in Ranalli (2003:9) states that Vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, and experienced in all manners of association. It means that teaching vocabulary cannot stand alone, it should be integrated with other skills like writing, listening, reading and speaking.

In teaching vocabulary, a good teacher should use appropriate techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques function not only to help the students grasp the meaning of new words quite easily, but also to make students motivated and able to apply the vocabulary in daily life, as stated by Kamil and Hiebert (2002:7) vocabulary learning is effective when it entails active engagement in learning tasks.

According to Brown (2007:436) there are five principles for teaching vocabulary. First, the teacher should allocate specific class time to learning vocabulary learning. In this case, teacher provides time for

students to learn and apply vocabulary without any grammatical rules applying at all. Second, the teacher should help students learn vocabulary in context. Teaching activity will be more effectively if the word is in a context form because students will know it clearly. Third, the teacher should play down the role of bilingual dictionaries. It is to help students to avoid temptation to overuse their bilingual dictionaries.

Fourth, students should be encouraged to develop strategies for determining the meaning of words. It means that teacher must encourage students to develop their strategies in learning vocabulary. The last, the teacher should engage in unplanned vocabulary teaching which happened when student ask about a word or when a word has appeared and the teacher gives several examples then she encourages students to use the word in other sentences.

B. Task Based Learning

1. Definition of Task-Based Learning

Task-Based Learning (TBL) has close relation to communicative language teaching which similarly produces the communicative goal. This approach focuses on authentic materials that give students opportunity to use language using the target language. According to Rad & Jafari (2013:90) Task-Based Learning is one of approaches that lets students practice and perform the language naturally. It shows that

students are given a chance to present the language naturally through Task-Based Learning.

Freeman (2000:144) also claimed that task-based approach aims to provide learners with natural context for language use. In this case, learners will learn the use of language with authentic materials to native speakers of the target language.

In addition, Willis (1996:23) cited in Willis & Willis (2007:35) states that tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome. It means that students are given a task where they learn language communicatively which they can apply it in the real life.

On looking back at these definitions, Task-Based Learning is an approach that let students to use the target language. This approach is more meaningful and students-centered since it gives students opportunity to use language freely and naturally. As the result, Task-Based Learning is essential in learning for building language skills.

2. Components of TBL framework

Regarding the TBL component, Willis (cited in Ruso, 2007:3) presents three main phases for language learning. These are pre-task, task-cycle and language focus. The first phase is the pre task. Sae-ong

(2010:12) says that pre-task prepares learners to perform tasks in ways that promote acquisition. It means that pre-task can increase learners' acquisition in learning. In this phase, teacher introduces the topic and defines the activity to facilitate learners in learning the useful words and phrases. This phase also helps the learners understand the important aspects and instructions that are related to the task.

The second phase is the task cycle which offers learners the opportunity to use language they know freely. In this case, learners will improve their language skills by themselves and teacher will monitor and guide them. In the task-cycle, there are three sub-phases including task, planning, and report. In this phase, learners work in pairs or group and do the task. Then, they prepare to report to the class how they did the task and what they discover. After that, they present their spoken report to the class or display their written reports. During the task cycle, the teacher acts as monitor and may give brief feedback to students after they perform their task.

The last phase is the language focus, the learners analyze and compare their work with a text or transcript text of recording that is similar. Then, they will find new words and phrases so they can write on their book. The learners practice words, phrases and patterns from the analysis activities. In the practice, teacher controls practice of new words, phrases and patterns to build confidence. Practice activities may help them remember new words, new phrases and patterns from tasks.

According to Willis (1986:75) in Ruso (2007:3), Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. It means that at this phase, learners are made more aware of how the target language is to be applied and understood.

In conclusion, it is important to be aware in applying the task-based learning since it encourages students to use their own language and vocabulary. It is necessary for the teacher to help them develop their language skill by giving the tasks that are useful and meaningful. Finally, beside giving communicative learning, task-based learning can increase students' motivation to learn because it provides various tasks that will develop and challenge the different types of students.

3. The Advantages of TBL

Task-Based Learning has many advantages in learning language. Frost (2004) in Pietri (2015:73) summarizes the advantages of using a task-based learning approach. First, the students are free of language control. It means that students are allowed to use whatever language they want, and let them focus on the meaning of their message. The context of learning is also natural and developed from the students' experiences with the language that is personalized and relevant to them.

Moreover, the students will have a much more varied exposure to language. They will be exposed to a whole range of lexical phrases,

collocations and patterns as well as language forms. Next, the language explored arises from the students' needs. In this matter, the language will be developed based on students' need and are not made by the teacher or the course book.

In addition, TBL is a strong communicative approach where students spend a lot of time communicating. The last, it is enjoyable and motivating. By various tasks given, students will be active to engage the learning activity and of course it will increase their motivation.

Moreover, Willis & Willis (2007:2) says that task based activities is designed to produce learners who can use their English in the real world outside classroom. It shows that task-based learning provides the activity which related to the real world. Students are familiarized to use the target language where it helps them solve the problem in real condition.

Additionally, Sasayama & Izumi (2012:23) state that tasks are designed to encourage learners to pay attention to meaning and form that is necessary to convey meaning. In this matter, tasks can make learners aware to meaning and form so that they understand the meaning easily.

Based on the advantages above, it can be concluded that task-based learning has various tasks that clear similarity with real life where learners use language naturally and creatively. Therefore, being involved in these tasks, students can apply their knowledge in the real life situation which also motivates them and increases their confidence. In this way, they find themselves in situations where they may need to interact, solve

problems, make decisions, and actively communicate in the real setting. In other words, by applying these tasks, what they learn is more meaningful and worthwhile.

C. Related Research

There are previous studies from two researchers related to students' vocabulary and task-based learning. The first study reported by Fallahrafie, Rahmany & Sadeghi (2015) entitled "The Effects of Task-Based Teaching on Incidental Vocabulary Learning in English for Specific Purposes". This study examined the effect of task-based learning towards incidental vocabulary learning. It was conducted in Islamic Azad University of Hashtgerd which used quantitative method. The result of study confirmed the strong effects of task based language teaching in teaching technical vocabulary to Iranian ESP learners.

The second study reported by Bahtiar (2015) entitled "The Use of Task-Based Language Teaching to Improve Students' Vocabulary Mastery". The study was conducted to know about process of teaching vocabulary by using task-based language teaching and to find out whether this method can improve students' vocabulary mastery. The participants of this study were the first grade students of SMK Muhammadiyah Susukan. The results of his reasearch showed that task-based language teaching could improve students' vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, the writer uses pre-experimental method and One Group Pretest-Posttest design. The method and design are adapted from Sugiyono (2015:75) as follows:

$O_1 \text{ X } O_2$

O_1 : Pretest on vocabulary mastery before giving treatment

O_2 : Posttest on vocabulary mastery after giving treatment

X : Treatment (using Task Based Learning)

In this research, the writer took one class as a sample. At the beginning of the research, the sample was given pretest to know their vocabulary mastery. O_1 is used as a symbol of result of the pretest. Next, the writer applied task based learning as the treatment (x) in teaching learning process that was conducted four times in the classroom. At the end of the teaching learning process, posttest was given to find out the effect of task based learning on student's vocabulary mastery. The symbol of O_2 is used as the posttest result.

B. Population and Sample

The writer did the research at SMA Cisarua which located at Jl. Raya Puncak, Bogor. She conducted this research from January up to February 2018 by implementing task-based learning in teaching learning activity.

The population of this research is all of the tenth grade students at SMA Cisarua. But the writer only took one class from three classes of the tenth grade as the sample. X-1 students which consist of 36 students were chosen because the teacher explained that the English proficiency of the students was varied.

C. Research procedure

There are three steps used in this research. First, the writer gave pre-test in the beginning of attending class to know the students knowledge of the material that will be taught.

Second, she gave treatment to the sample in four meetings by using Task-Based Learning. The materials used during the treatment are procedure, narrative, and descriptive text. In implementation of Task-Based Learning, there are some steps that were done by teacher.

In the pre-task, students were given some vocabularies related to the material. Then in the task cycle, they were asked to make a group which each group would do the task provided. During the task, each group was also asked to prepare their report and present their result. After that they were given feedback. Next, in language focus, the students were asked to analyze the result of their tasks and write or practice the new vocabularies they got.

Third, after the treatment was done, post-test was given to measure their vocabulary mastery and to find out the effect of Task-Based Learning on students' vocabulary.

D. Research Instrument

The writer used vocabulary test to collect the data and to know the effect of Task-Based Learning on students' vocabulary mastery. The form of the test used in this study is an objective test in the form of 20 items multiple choice (the score is 1 for each item) which has been used in pre-test and post test.

The questions are vocabularies that can be found on the procedure, narrative and descriptive text. The final score is score gained times by 100 and divided by 20. So if the students answer all questions correctly, they will get 100 score.

Before giving pre test and post test to the sample, the writer did validation instrument. The pretest and posttest was given to other class that is X-2 that consist of 30 questions of multiple choices. Next, the result of the pretest and posttest were validated by using SPSS. The results of validity and reliability continually are interpreted. The questions are valid if the value of r_{table} is more than 0.3, meanwhile the questions are reliable if the value of cronbach's alpha is more than 0.6. After analyzing validation, it is found that there are 20 questions which are valid from pretest and posttest. Additionally, the questions from pretest and posttest are also reliable because the value of cronbach's alpha is 0.7 (The result of validity and reliability can be seen in the appendix). Next, the valid questions were given to the sample.

E. Data Analysis

To analyze the result after giving treatment on students' vocabulary, t-test was used to calculate it. The t-test was used to analyze the data of pre-test and post-test result. The following formulas are taken from Supardi (2013:325). The processes are shown as follows:

1. Calculating Gain (d)

$$d = [y - x]$$

Y = the post-test result of one student

X = the pre-test result of one student

2. Calculating Mean of Gain (Md)

$$M_d = \frac{\sum d}{n}$$

M_d = Mean of gain

$\sum d$ = Sum of gain

n = total of sample

3. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{n(n-1)}}}$$

t = t test

M_d = Mean of gain

$\sum X_d$ = Deviation of gain score

$\sum X_d^2$ = Quadrate deviation of gain

n = Total of sample

4. Testing the hypothesis

The writer formulated Null Hypothesis (Ho) and Alternative Hypothesis

(Ha) as follows:

(Ho) : there is no effect of task based learning on students' vocabulary mastery.

(Ha) : there is an effect of task based learning on students' vocabulary mastery.

The assumption of this hypothesis is as follows:

If $t_o > t_{\text{table}}$, the Null Hypothesis (Ho) is rejected and the Alternative

Hypothesis (H_a) is accepted.

If $t_o < t_{\text{table}}$, the Null Hypothesis (H_o) is accepted and the Alternative Hypothesis (H_a) is rejected.

To test the hypothesis, the writer needs to calculate the degree of freedom (df). It is intended to find the value of t_{table} . The formula is shown below:

$$df = (N-1)$$

df = degree of freedom

N = total of sample

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the finding of the research and the hypothesis testing of the data has been collected to find out if there is a significant difference between the vocabulary mastery of the first grade students of SMA Cisarua in the academic year 2017/2018 before and after being taught by using task based learning.

1. Description of Pre-Test Score

Before doing the treatment, the writer gave the students vocabulary pre-test to measure the vocabulary mastery. The writer distributed the

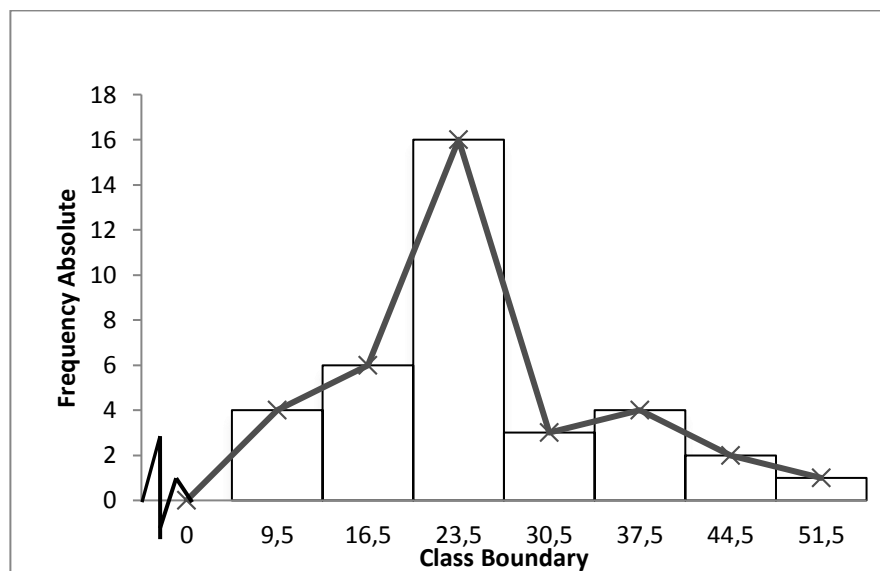
vocabulary pre-test for 36 students of X 1 class. They did the test for about 40 minutes without opening their dictionary.

After calculating the pre-test, the highest score is 40 and the lowest score is 10 from the data of 36 students as a research subject. The scores are presented in the table of frequency distribution, as shown in the following table.

Table 4.1
Frequency Distribution of Pre-Test Score

| No. | Class Interval | Class Boundary | Midpoint | F_{absolute} | F_{relative} (%) |
|--------------|-----------------------|-----------------------|-----------------|-----------------------------|---------------------------------|
| 1. | 10-16 | 9.5-16.5 | 13 | 4 | 11% |
| 2. | 17-23 | 16.5-23.5 | 20 | 6 | 17% |
| 3. | 24-30 | 23.5-30.5 | 27 | 16 | 44% |
| 4. | 31-37 | 30.5-37.5 | 34 | 3 | 8% |
| 5. | 38-44 | 37.5-44.5 | 41 | 4 | 11% |
| 6. | 45-51 | 44.5-51.5 | 48 | 2 | 6% |
| 7. | 52-58 | 51.5-58,5 | 55 | 1 | 3% |
| TOTAL | | | | N=36 | 100% |

Based on the frequency distribution in Table 4.1, students' pre-test score in range 10-16 and 38-44 are in the amount of 11% with the total number of four students. Then, at range 17-23 with the total number of six students, it reaches 17%. While sixteen students with the percentage of 44% is at range 24-30. Next, the total students in range 31-37 are three students and reach 8%. Then, at range 45-51 reaches 6% with the total number of two students. Last, at range 52-58 which reaches the percentage of 3% is only one student. Here is the histogram and polygon graph of pre-test score can be seen at the figure below.



Picture 4.1 Histogram and Polygon Graph of Pre-Test Score

From the histogram and polygon graph above, it can be seen the different heights of each bar in the graph while each bar presents frequency of the data. The highest bar shows most of the students score in that range. The lowest bar shows least of students score in that range. The most of students are in range score 23.5-30.5 and the least students are in the range 51.5-58.5.

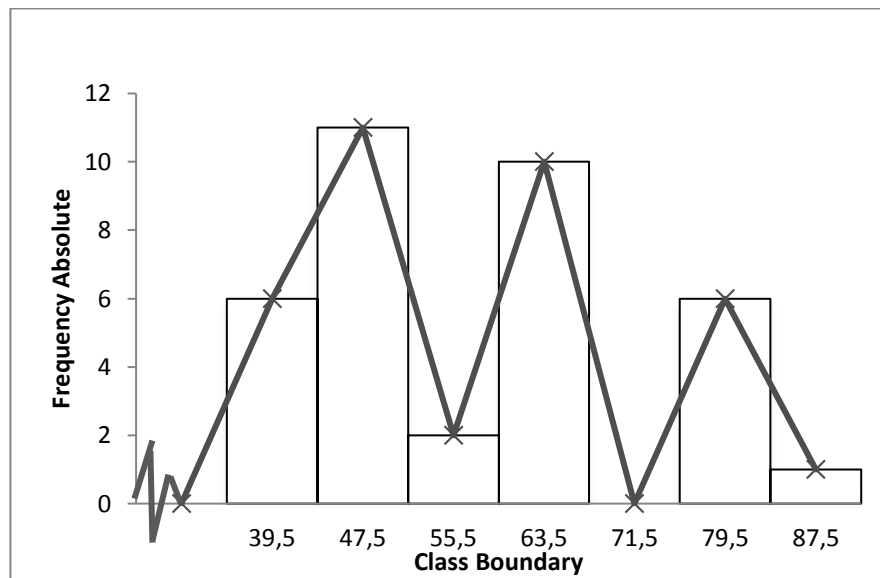
2. Description of Post-Test Score

After treatments, the writer gave the post-test to students to find out the students' vocabulary mastery after being taught by using Task-Based Learning. The highest score of post-test is 90 and the lowest score is 40. Hence the scores are presented in the table of frequency distribution of post-test score, as shown in the following table.

Table 4.2
Frequency Distribution of Post-Test Score

| No. | Interval Class | Class Boundary | Midpoint | F _{absolute} | F _{relative} (%) |
|--------------|----------------|----------------|----------|-----------------------|---------------------------|
| 1. | 40-47 | 39.5-47.5 | 43.5 | 6 | 17% |
| 2. | 48-55 | 47.5-55.5 | 51.5 | 11 | 30% |
| 3. | 56-63 | 55.5-63.5 | 59.5 | 2 | 5% |
| 4. | 64-71 | 63.5-71.5 | 67.5 | 10 | 28% |
| 5. | 72-79 | 71.5-79.5 | 75.5 | 0 | 0% |
| 6. | 80-87 | 79.5-87.5 | 83.5 | 6 | 17% |
| 7. | 88-95 | 87.5-95.5 | 91.5 | 1 | 3% |
| TOTAL | | | | N=36 | 100% |

Based on the frequency distribution in Table 4.2, the score of students' vocabulary mastery in range 40-47 is 17% with the total number of six students. Then, at range 48-55, it reaches 30% with the total number of eleven students. Meanwhile, the amount of 5% with the total number of two students is at range 56-63. Next, ten students with the percentage of 28% are at range 64-71. Then, the total students in range 80-87 are six students and reach 17%. Last, at 88-95 with the percentage of 3% is only one student. Here is the histogram and polygon graph of post-test score can be seen at the figure below.



Picture 4.2 Histogram and Polygon Graph of Post-Test Score

Based on the graph above, it indicates that most of students are in range score 47.5-55.5.

3. The Comparison of Students' Pre-test and Post-test

Before calculating the data, the writer compared the pre test and post test into the table to make her easier to calculate the data. (The table can be seen in the appendix). After that, she calculated the students' gained scores (d) which are resulted from the subtraction of the score of post test and pre test, the quadrate of students' gained score (d^2) which are resulted from multi-playing of students' gained score, the students' deviation gain scores (X_d) which are resulted from the subtraction of the students gained score (d) with the mean of gain (M_d), and the quadrate deviation of gain score (X_d^2) which are resulted from the multi-playing of the student's deviation of gain score.

Based on the calculation, the total score of pre-test is 1015 and the total score of post-test is 2185. Meanwhile the mean score of pre test is 28.19 and the mean score of post test is 60.69. It indicates the score of post test is higher than the score of pre-test. Beside it shows that the total of gain score ($\sum d$) is 1170, the total of quadrate of gain score ($\sum d^2$) is 43750 and the total of quadrate deviation of gain score ($\sum X_d^2$) is 5725.

4. Calculating Mean of gain

For calculating the t-test, the writer has to find the score of mean of gain in advance. The mean of gain can be found by dividing the total score of gain ($\sum d$) with the total number of students (n). Based on the result, $\sum d$ is 1170 and n is 36. The calculation is as follows.

$$\begin{aligned} M_d &= \frac{\sum d}{n} \\ &= \frac{1170}{36} \\ &= 32.5 \end{aligned}$$

5. Calculating the t-test

After finding the mean of gain, the writer needs to calculate the t-test to find out t-test value. According to formula, mean of gain (M_d), quadrate deviation of gain score (X_d^2) and the total number of students (n) are needed to calculate the t-test. Based on the result, M_d is 32.5, X_d^2 is 5725 and n is 36. Here is the calculation of t-test.

$$t = \frac{M_d}{\sqrt{\frac{\sum X_d^2}{n}}}$$

$$\begin{aligned}
& \sqrt{\frac{n(n-1)}{36(36-1)}} \\
&= \sqrt{\frac{32.5}{5725}} \\
&= \sqrt{\frac{32.5}{5725}} \\
&= \sqrt{\frac{32.5}{1260}} \\
&= \sqrt{4.54} \\
&= \frac{32.5}{2.13} \\
&= 15.26
\end{aligned}$$

Based on the calculation, the value of t-test is 15.26. This result continually will be compared with the value of t-table at the significant level 5% and 1 %. It is meant to know whether there is significant difference of the students' vocabulary before and after being taught by using task-based learning. If the result of $t_{\text{calculated}}$ is higher than t_{table} so there is significant difference, but if $t_{\text{calculated}}$ is lower than t_{table} , there is no significant difference.

6. Hypothesis Testing

The degree of freedom (df) is calculated after t-test value is found out. It is intended to find the value of t_{table} . The degree of freedom is resulted from subtraction from total sample (N) with 1. The calculation is shown below:

$$\begin{aligned}
 df &= (N - 1) \\
 &= 36 - 1 \\
 &= 35
 \end{aligned}$$

The result shows that the degree of freedom is 35. Based on the t-table, the degree of freedom of 35 at the level significance of 0.05 is 2.03 while at the level significance of 0.01 is 2.72. From the calculation above, it is found that the result of $t_{\text{calculated}}$ is 15.26. It means that the result of $t_{\text{calculated}}$ is higher than the value of t_{table} . Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

B. Discussion

Task-Based Learning is one of approach in learning. This approach gives contribution positively to the atmosphere of class and motivation to the student in students' achievement vocabulary learning. The writer applied this approach in this research because the students are still difficult in learning, especially in vocabulary.

There are several tests and treatments to gain the data of this research. First the students were given vocabulary test as pre test. The vocabulary test which contains twenty multiple choice items as the research instrument has been validated by using SPSS. After that, the writer did pretest for the experimental group (X-1) in the first meeting to find out the vocabulary mastery of the tenth grade students of SMA Cisarua before being taught by using task-based learning. The result of pretest showed the total score ($\sum x$)

is 1015 and Mean (Mx) is 28.19. From the result, the writer concludes that most of the students do not understand well about the material given on the test, and they have difficulties in answering the questions.

Second the students were given treatments for four times by using Task-Based Learning. The materials used during the treatment are procedure, narrative, and descriptive text. In the learning process, the writer gave students various tasks and asked them to do the task with their group. In implementation of task based learning, the students participated more and enjoyed the activities. It could be seen in the first meeting when they were asked to make a procedure text in group, they looked enthusiastic. Based on their results of the task, all groups were able to make procedure text well. Even though there were still some mistakes, they could apply the vocabulary into sentences properly. Additionally, the various tasks given motivated them in learning and make them not feeling bored. Through the task activity, they explored their ability during completing the task and were more engaged with other students by doing discussion. As Celce-Murcia (2001:8) mention, the most effective classroom organization is pair and group work which students may transfer and negotiate meaning in situations in which one person has information that the other's lack.

The last, the students were given post-test to know the significant difference after treatment. The result of post-test showed the total score ($\sum y$) is 2185 and Mean (My) is 60.69. From the result, the writer concludes that the total score and the mean of post test are higher than the pre test. It means that

students' vocabulary mastery can increase through the implementation of task based learning. This matter is also stated by Badalyan (2007:41) in her study that some tasks introduced in the Task-Based Learning encourage and stimulate learners to develop their communicative strategies necessary in the learning activity.

After all the data were collected, the results were calculated by using t-test formula. There were several steps to calculate the results. The steps were calculating the mean of deviation, calculating the value of t-test and calculating degree of freedom. Next, the result of calculation of $t_{\text{calculated}}$ was compared with t_{table} to know whether it had significant effect or not.

Based on the calculation, it is found that $t_{\text{calculated}}$ is 15.26. The value of degree freedom (df) is 35 with the list of table value at the significant level t_{005} is 2.03 and the significant level t_{001} is 2.72. In this case, t_{table} at the significance 0.05 and 0.01 is lower than value of $t_{\text{calculated}}$ ($2.72 < 15.26 > 2.03$). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. The results show that there is an effect of task-based learning on students' vocabulary mastery. It means that the use of Task-Based Learning enriches students' vocabulary mastery, as stated by Nation (2002:269) that learners are able to provide useful vocabulary in a typical communicative task. If someone in a group does not know a particular word, there is likely to be someone else in the group who knows something useful about it and who can communicate this information effectively.

From the explanation above, it can be concluded that teaching through Task-Based Learning is quite successful. The students' score after getting the treatment by using Task-Based Learning is increasing. It can be seen from their result of pre-test and post-test and the value of $t_{\text{calculated}}$. It shows that teaching through Task Based Learning can give a positive effect on students' vocabulary mastery at first grade of SMA Cisarua. In addition, it is also more students centered since it gives the students opportunity to involve actively in accomplishing the task. This matter proves Willis's theory (2007:1) who states that the most effective ways of teaching a language is to engage and motivate learners in the classroom and this can be achieved by designing enjoyable tasks such as games, discussions, quizzes and so on. Therefore, task-based learning can be an alternative way to teach vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data finding, it can be concluded that teaching vocabulary by using Task-Based Learning has given an effect to the students in SMA Cisarua. The use of different tasks during the teaching and learning process is effective. The implementation of group work also creates a good situation for the students during the teaching and learning process since the students get the opportunity to interact both with the other students and with the teacher. The interaction between students and teacher can run well during the task-cycle.

The class atmosphere is more alive because the students share and discuss the difficult part of tasks together. The use of appropriate tasks with clear instruction also helps the students to learn effectively and efficiently. As a result, the students feel more comfortable in learning because the group work can minimize their anxiety with the difficulties they find during the learning process.

Additionally, the score of post test after treatment using Task based Learning is higher than the pre-test, and these all can be seen from the result of the research which is held by the writer. The result of the analysis in the research showed that the value of $t_{\text{calculated}}$ is higher than $t_{\text{table}} (t_i)$ at significance level. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted.

It can be said that there is significant influence of using task based learning on students' vocabulary mastery. Based on the results above, it can be concluded that the use of task based learning can enhance the students' vocabulary mastery.

B. Suggestion

Based on the result, task-based learning affects students' vocabulary mastery. Therefore, English teacher can apply it in teaching vocabulary. Task-Based Learning provides various tasks that can make students engaged and motivated in the classroom. It also gives opportunity to use the target language and enrich their vocabulary.

However, there are some suggestions to apply Task-Based Learning in the learning process. First, the teacher should speak slowly and clearly in giving instruction and explanations. Second, the teacher should provide the creative tasks in order to make students interested and engaged in learning process. Third, the teacher should guide the students to do the task. Fourth, the teacher should make the tasks based on their needs to achieve the goal of study.

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