

*Satyawati Surya – Teaching Innovation by Using Task Based Learning*

## TEACHING INNOVATION BY USING TASK-BASED LEARNING

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### ABSTRACT

This study concerned the notion of using Task-Based Learning for teaching English Integrated Skills to the first semester students of English Department, Mulawarman University. In fact, most students have minimum knowledge and ability on English skills when they attend the class for their first semester. They also have lack of knowledge on grammar and limited vocabulary. The other factors determining the students' success in learning a language are teaching methods, teachers' competence on language and pedagogy, school environment, facilities and media. The limited and lacks of those factors cause them to be unsuccessful in learning a language. A teaching innovation is so important to be applied to the students that the students are able to know well about the language knowledge and theory, all at once, and they can practice it although it is limited only in the classroom situation. The writer intends to introduce and try out the method of Task-Based Learning to the students while they are learning English. Task-based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication used is essential for doing a specific task. Task-based learning offers the student an opportunity to do exactly meaningful tasks or activities. The primary focus of classroom activity is the task and the language is the instrument which the students use to complete it. The writer is interested to describe how the Task-Based Learning is and what activities can be applied to teach English by using this method. This study produces some kinds of activities to teach English based on the topics which the activities on each topic is divided into three phases. Actually, it is the product of doing design and development research. It produces the teaching instructional model which applies Task-Based learning that can be utilized for teaching integrated skills.

**Keywords:** task-based learning, phases of learning, integrated skills

### ABSTRAK

*Penelitian ini membahas gagasan menggunakan Task-Based Learning untuk mengajar English Integrated Skills kepada siswa semester satu Jurusan Bahasa Inggris Universitas Mulawarman. Kenyataannya, kebanyakan siswa memiliki*

pengetahuan dan kemampuan minimal dalam kemampuan bahasa Inggris saat mereka mengikuti kelas untuk semester pertama mereka. Mereka juga tidak memiliki pengetahuan tentang tata bahasa dan kosa kata terbatas. Faktor lainnya menentukan keberhasilan siswa dalam belajar bahasa adalah metode pengajaran, kompetensi guru dalam bahasa dan pedagogi, lingkungan sekolah, sarana dan media. Terbatasnya dan kekurangan faktor-faktor tersebut menyebabkan tidak berhasil dalam belajar bahasa. Inovasi pengajaran perlu diterapkan pada siswa agar siswa dapat mengetahui dengan baik tentang pengetahuan dan teori bahasa, sekaligus, mereka dapat mempraktikkannya meski hanya dalam situasi di kelas. Penulis bermaksud untuk mengenalkan dan mencoba metode Pembelajaran Berbasis Tugas kepada siswa saat mereka belajar bahasa Inggris. Pembelajaran berbasis tugas adalah cara mengajar bahasa yang berbeda. Ini bisa membantu siswa dengan menempatkannya dalam situasi seperti di dunia nyata. Situasi di mana komunikasi lisan yang digunakan sangat penting untuk melakukan tugas tertentu. Pembelajaran berbasis tugas memberi siswa kesempatan untuk melakukan tugas atau kegiatan yang berarti. Fokus utama kegiatan kelas adalah tugas dan bahasa adalah instrumen yang digunakan siswa untuk menyelesaikannya. Penulis tertarik untuk mendeskripsikan bagaimana Task-Based Learning dan kegiatan apa yang bisa diterapkan untuk mengajar bahasa Inggris dengan menggunakan metode ini. Penelitian ini menghasilkan beberapa jenis kegiatan untuk mengajar bahasa Inggris berdasarkan topik yang kegiatan masing-masing topik terbagi dalam tiga tahap. Sebenarnya, itu adalah hasil dari penelitian desain dan pengembangan. Hal ini menghasilkan model pembelajaran mengajar yang menerapkan Task-Based Learning yang dapat dimanfaatkan untuk mengajarkan keterampilan terpadu.

**Kata kunci:** pembelajaran berbasis tugas, tahap pembelajaran, keterampilan terpadu

## A. INTRODUCTION

In fact, the students just learn the English language without a must to use it in a real situation. Therefore, there is a gap between theory and practice since learning a language without practicing it means nothing. As English teachers, it is a compulsory to find an appropriate way to overcome the gap. A teaching innovation is necessary to be applied to the students in order that the students are able to know well about the language knowledge and theory, all at once, they can practice it although it is just in the classroom situation.

The writer intends to introduce and try out the method of Task-Based Learning to the students while they are learning English. Actually, the method is mostly used in a teaching context where learning a language is considered as an integrated skill (listening, speaking, reading, and writing are learned simultaneously) and it is also supported by the ability on vocabulary and grammar.

Therefore, the method of Task-Based Learning will be exposed and applied to teach English as an integrated skill.

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication used is essential for doing a specific task.<sup>1</sup> So, the method can help to across the gap existed between theory and practice. While studying, students use the language they have already learned.

Therefore, the writer is interested to describe and elaborate the information actually on what this method is and how to implement it in the activities in the classroom which is relevant to the materials that are supposed to be learned by the students. It should be realized that this is an innovative method of teaching a language which can help the students to learn and use the language in daily life and situation. On the other words, the students are facilitated to utilize the language they have already learned by accomplishing some tasks and activities given by their teachers. This method focuses on students' center learning which the students should be the main focus and active during teaching and learning process.

Furthermore, the writer constructs instructional materials and activities to develop teaching English integrated skills subject which is proposed as one of the subjects in the curriculum of English Department fitted with KKNi (*Kerangka Kualifikasi Nasional Indonesia*), as in English it can be translated into "Indonesian National Qualification Framework". Actually, it is the product of doing design and development research. It produces the teaching instructional model which applies Task-Based learning that can be utilized for teaching integrated skills. The following purposes of the study are in relation to the problems of the study which are intended:

- (1) To find out how the method of Task-Based Learning is.
- (2) To find out the activities that can be applied to teach English by using Task-Based Learning.
- (3) To develop English teaching instructional model of English Integrated Skills course which apply Task-Based Learning.

## **B. THEORY**

The following is the review of some literatures which are related to the focus of the study in order to assist the writer to describe the phenomenon. They also strengthen and support the writer to answer the research problems which need the contribution of the previous concepts/theories. The literature review includes: The concepts of Task-Based Learning, The Learning Phases, and Integrated Skills.

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<sup>1</sup> Education and Culture DG, Lifelong Learning Program, funded by European Commission, accessed on <http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf>

## 1. The Concept of Task Based Learning

Task-based learning obtains attention widely from second language acquisition researchers, curriculum developers, education experts, teacher trainers, and language teachers over the past decades. As it is declared by Van den Branden (2009) that today Task-Based language teaching is being promoted in many countries all over the world as the science of language learning which is potentially useful.

Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task is created. Task based learning has the advantage of getting the student to use her skills at her current level. It helps the students to develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.<sup>2</sup>

In addition to the information of Task-based learning, Bowen<sup>3</sup> declares that Task-based learning offers the student an opportunity to do exactly meaningful tasks or activities. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning. They are free to use any languages they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

The reason why Task-Based learning is deserved to be applied in learning a language is because of the advantages which can be obtained and felt by the language learners. Nunan (2004) has an opinion that the language learners learn how to communicate by communicating it. Meanwhile, Willis and Willis (2007) stress that the most effective way to teach a language is by connecting the language learners with the use of real language in the classroom. Furthermore, Willis and Willis (2007) suggest that the learners should be connected to the scenario which reflects the use of a language in a real world by designing the tasks, such as having problems to be discussed, giving a game, etc. where the students need to use the language to communicate to the other students.

## 2. The Learning Phases

For more details, the structure of the framework of Task-based learning consists of pre task, task cycle and post task. On the pre task phase, students are

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<sup>2</sup> *Ibid.*

<sup>3</sup> <http://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl>

asked to know what will be learned by introducing the students the tasks they are going to do. At this moment, the teacher is introducing a topic by using pictures, posters, and demonstrating something. On the task cycle phase, the student work to accomplish the tasks by using the target language, that is English. The activities can be undergone by working in pairs or in groups. The exercises given can be in the form of giving information activity which the information has not been known before by the other students. And then, it is increased by making a plan, report, and presentation. Finally, on the post task phase the students are given an activity to select, identify, and categorized words or phrases they are familiar with, to practice the language and phrases in the classroom, and to make a personal dictionary.<sup>4</sup>

It can be concluded that in the pre-task phase, the teacher introduces the class to the topic and the task, and then activates topic-related words and phrases. The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. In the task stage the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own. The last phase in the framework, language focus, allows a closer study of some of the specific features occurring in the language used during the task cycle.<sup>5</sup>

### 3. The Integrated Skill

As the separation of skills shows the evidence that it does not support much about learning a functional language, many experts think of the other strategy to learn a language by using integrated way. Skills are not learned separately but we need to combine all skills to be able to communicate with the language well. Swaffar, Arens, and Morgan (1982) found the separation of skills to **Integrating language skills** be inadequate for developing integrated functional skills. Its inadequacy arises because language skills are essentially interrelated and mutually reinforcing. Fragmenting them into manageable, atomistic items runs counter to the parallel and interactive nature of language and language use.

The need of integrated skills is supported by some teaching experts who have a consideration that it is important to integrate language skills in order to build communicative purpose. According to Kumaravadivelu (2003), theoretical as well as experiential knowledge overwhelmingly point to the importance of integrating language skills. It is likely that the learning and use of any one skill can trigger

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<sup>4</sup> *Loc. Cit.*

<sup>5</sup> *Loc. Cit.*

cognitive and communicative associations with the others. Emphasizing the connection between reading and other skills, Krashen (1989: 90) argues that reading may very well be “the primary means of developing reading comprehension, writing style, and more sophisticated vocabulary and grammar.” Similarly, listening activities have been found to help learners make the broader connection between the sociolinguistic concept of form and function and the psycholinguistic processes of interpretation and expression (Rost, 1990).

The integrated skills in this study refers to the name of the course in English Department of Mulawarman University, which is proposed for the latest curriculum, that is, Indonesian National Qualification Framework (KKNI which stands for Kerangka Kualifikasi Nasional Indonesia). Actually, this curriculum has already been designed but has not applied yet. This curriculum is prepared to be applied for the academic year 2016/2017. Therefore, the preparation in the forms of teaching instructional model is urgently required.

### **C. METHOD**

This study applies both descriptive qualitative research design and development research in presenting the phenomenon. Ary, Jacobs, and Razavieh (2002: 425) state that the qualitative inquirer deals with data that are in the form of words, rather than numbers and statistics. The data collected are the subjects’ experiences and perspectives; the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversation, and so on.

Moreover, design and development research seeks to create knowledge grounded in data systematically derived from practice. As Rechev & Klein (2007) define design and development research as the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development.

The data which supposed to be collected are the data related to instructional activities including: course description and objectives, topics, teaching materials, and teaching-learning activities.

Furthermore, the writer constructs the teaching instructional model based on the collection of the data. The process begins by analyzing, planning, producing, and or evaluating. In analyzing process, the writer analyzes the topics or the teaching materials which are appropriate to be employed with kinds of activities of Task-based learning. Then, the writer plans about the whole process of teaching and learning activities which are design on the producing step.

#### D. DISCUSSION

Based on some experts' opinions and concepts about Task Based Learning which include: Education & Culture DG., Nunan (2004), Willis and Willis (2007), and Ellis (2009), the characteristics of Task-Based Learning can be concluded as the real world and meaningful tasks and activities where oral communication is essential for doing a specific task. Students produce both language form and function and display their ability to produce language pattern, but the main focus is still on meaning. In order to achieve real and meaningful tasks, the students need to find and convey the information and solve the problem that they do not know before. The structure of the framework of Task-based learning consists of pre task, task cycle and post task.

**Table 1.**  
**The Activities based on the Characteristics of Task-Based Learning**

Name of Cycle	Activities	Language Focus	Analysis
<p>“What’s this device?” Pre-task</p>	<p>Ask students to give names of tools. Write them on the blackboard. Add also standard sentences such as “this is a hammer”, “this is a spanner” etc.</p> <p>Bring a tool box and show real tools to the student. Say or make students say “This is a hammer” and so on.</p> <p>If you can, show a short instruction video, where some typical tools are used and where the language is not too difficult. Let students add new names to the tools on the blackboard.</p> <p>Prepare a memory game with selected tools (10-15). The memory game must consist of pictures and written names of tools.</p> <p>Split the class into groups of 3-4 students and let two groups play against each other in the memory game. Do not play the game with only two students in the game. This may create a lot of fear and anxiety for the individual student who cannot remember all the tools and</p>	<p>Vocabulary, grammar, pronunciation, speaking, listening, reading, and writing</p>	<p>It is a real world activity where the students talk about something on the picture/video and real tool. They do not imagine something.</p> <p>The students try to recognize the tools they have already learned. They also practice how to ask and answer questions. It is</p>

	<p>will do the contrary of what is intended with the pre-task – namely to create a good and safe learning environment.</p> <p>Follow the memory game with a “What’s this device” exercise for the whole group. This exercise should be run by the teacher.</p> <p>Let the students see one sentence at a time. They should read and understand each sentence. Let one student read a sentence out aloud, and let others help in the translation, so that this becomes a joint exercise.</p> <p>When all sentences have been exposed, the students can hopefully guess the name of the device/tool.</p>		<p>meaningful tasks since they use English language as the instrument to talk about something.</p> <p>There is a goal of this activity where the learners are expected to be familiar with the form/grammar point: what’s this? This is a.....</p> <p>The main focus is on meaning</p>
Main Task	<p>The student should now be split into groups of two-three people. Each group must now produce their own “What’s this device” exercise. They have to choose a tool from the memory game. The teacher should leave help-sentences and phrases on the blackboard for students to use if they need to. The teacher monitors the process of the production in the different groups and helps only when it is really needed. The student exercise should be written down, so that it can be used as either an oral exercise or a reading exercise. When all groups have finished an exercise and are satisfied with the result, the groups must test the exercise with other groups.</p>		<p>Students practice language form and function:          What’s this?          This is a...          What is it for?          It is for...          Where can we find it?          We can find it.          Who usually use it?          It is usually used by...          What is it made of?          It is made of...          Do you have it?          Yes/No</p>
Post Task/ Language Consciousness	<p>When the groups have tried out their exercise several times with different groups, the teacher must ask for the attention in the class room again and take over the process. The teacher must now point out a group and ask the group to repeat their exercise and show each sentence on the black board. The aim is to give full attention to the language production of this</p>		<p>Teacher displays language pattern and the students display their ability to produce language pattern</p>



	<p>particular group, to look at the sentences, the choice of words and the grammatical structures. At this point the teacher can pick out good examples from the student production and can at the same time open up for specific grammatical points. Other groups can add suggestions and ask questions. This is also the time and place for the teacher to draw attention to some things that have been monitored by the teacher during the group work. This activity should be repeated and at least two or three groups should be asked to present their exercise. In this way teaching grammar becomes a lively and relevant activity for the students, because they have all delivered and taken part in the examples that are used for explaining grammatical rules.</p>		
<p>“Working with Texts” Pre task</p>	<ul style="list-style-type: none"> <li>• audio text</li> <li>• a video clip</li> <li>• a brainstorm activity</li> <li>• a small exercise ( cloze, cross word etc. )</li> <li>• photos (what do you see?)</li> <li>• webpage ( what do you see?)</li> <li>• matching exercise with new and difficult vocabulary from the text</li> </ul> <p>The most important thing in the pre-task is to focus on the preparation of the main task. To prepare the students for learning new vocabulary, new phrases, new contexts and areas of investigation. The pre-task should always make students feel ready and comfortable before working with the main task and when working with texts, it is always important to include the main theme of the text and new vocabulary from the text in the phase of the pre-task.</p>	<p>Vocabulary, grammar, listening, speaking, reading, and writing</p>	<p>It is a real world activity where the students see something in the form of photos/video/audio text. They do not imagine something. The students also learn new vocabulary and phrases based on context.</p>
<p>Main Task</p>	<p>Nonfiction, example: Split the text into different sections and give the sections numbers. The sections must be divided according to the</p>		<p>There is a gap of information that should be completed based</p>

	<p>content. You must hand the text to the students with the marked sections and numbers. You must also hand out another piece of paper with a specific format, like the one below.</p> <p><i>You must read the text and fill in the format. Look at the sections in the text and write down the most important information from each section in the first column.</i></p> <p><i>Write down your own experience, opinion, knowledge about the information you find in the text in the second column.</i></p> <p>You can let the students work together or alone when they read and fill in the format. When everybody has finished with the text and the format, students should be given time to tell each other what they have chosen to write down in the format.</p> <p>The motivating element here is that it becomes a choice of the student which information to put into the format and that each student will have to make a case for his/her choice when talking about the text in class.</p> <p>When students tell each other what they have chosen to put down in the format, they are also given a time to work with difficult words and phrases from the text. Here they can ask each other about meanings without being exposed to the attention of the whole class and they can ask the teacher about words and phrases that they did not understand fully in the reading process.</p> <p>The teacher can walk around in the class room and monitor the students reading and filling in the format and the teacher can listen to the students when they talk about they own work</p>		<p>on students' experience (Sharing information and experience)</p> <p>Students do meaningful tasks by using English as the instrument to talk about what they have chosen to write down.</p> <p>The main focus is on meaning they need to convey to other students,</p> <p>Students practice language form and function through reading text. They learn new vocabulary and phrases.</p> <p>Task based learning is useful for moving the focus of the</p>
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	with the text. This phase leaves the teacher with a chance and opportunity to listen in and pick up good examples, but more importantly, to pick up problems and misunderstandings related to the text and the specific language.		learning process from the teacher to the student.
Post task/ Language Consciousness	<p>You can choose to let different students write their own result from the format on the black board. It should never be only one student alone at the black board. It must always be more than one student who delivers the examples for the consciousness raising activities. Remember that it is always motivating to see for yourself what other students have come up with – especially when you have chosen your own answers for specific reasons and put an effort into it. You must use that feeling as motivation factor in your classes.</p> <p>You can also choose to do the same activity as an oral activity, where you ask students to read what they have written down in their format. You must then yourself write down some relevant examples on the black board.</p> <p>It is important to pick up the relevant grammatical points in this phase of the TBL cycle. This is a crucial moment for documenting the necessity of extra work with specific grammatical elements for the students at this level. And you have the full attention of the students, because they have delivered the examples that you work with jointly in class for language consciousness raising activities.</p>		<p>Students display their ability to produce new vocabulary and phrases/language pattern by written and spoken language. Besides presenting their idea and reasons, the students learn how to present the idea and reasons by using: in my opinion, according to ..., I think, I guess, based on..., because, since, as a result of, etc.</p> <p>There is a goal to be achieved on particular grammar points.</p>

<p>“Getting to Know” Pre-Task</p>	<p>The teacher/lecturer does brainstorming activity: it is about what they usually ask when they meet someone they have already known.</p> <p>The teacher/lecturer writes the questions mentioned by the students on the board. Then he/she adds other possible questions.</p> <p>The students practice the dialogue using questions they have already learned to find some information of their classmates.</p>	<p>Grammar, pronunciation, speaking, listening, and writing</p>	<p>The students are given an opportunity to share their experience in real world activity.</p> <p>Students do meaningful tasks by using English as the instrument to find information.</p>
<p>Main Task</p>	<p>The students are grouped into several groups consisting of three students. The teacher/lecturer gives them tasks to set list of questions to find any kinds of information about someone.</p> <p>Then each group is assigned to find some information about someone who is around the school environment like a teacher, headmaster, administration staff, their senior, parents, etc. One student asks question and the others write and have record on the conversation.</p> <p>Next, each group makes a report on the result of the conversation and presents it with the whole class</p> <p>The teacher/lecturer monitors students’ activities and help them if it is necessary.</p>		<p>Students produce language form and function. They also display their ability to produce language pattern.</p> <p>Since the students do not know the information before, there is a gap of information to be completed.</p> <p>Students share experience/information they got.</p> <p>Task-based learning is useful for moving the focus of the learning process from the teacher to the students.</p>
<p>Post-Task</p>	<p>The students are asked to write down some questions which have already emerged when they conduct presentation and the teacher/lecturer adds some other relevant questions.</p> <p>Based on the examples of questions on the board, the teacher/lecturer explains about the important point of the language, that is, how to make questions in English. The</p>		<p>Students display their ability to produce language pattern.</p> <p>There is a goal the teacher/lecturer is expected to achieve, that is,</p>

	teacher/lecturer also explains the rules or grammar on making questions.		how to ask questions in English.
What's the animal? Pre-task	<p>The teacher/lecturer shows some posters of tame and wild animals. Then he/she asks some questions, for examples: what can you see in the picture? Where do they live? Are they tame or fierce/wild animals? What food do they eat? What is your favorite animal?</p> <p>Then the teacher/lecturer writes the questions and answers given by the students on the board.</p>	Vocabulary, grammar, pronunciation, speaking, listening, reading, and writing	<p>Students do real-world activity to give information they know based on their experience.</p> <p>The main focus is on meaning. The students answer the questions based on their knowledge/experience.</p>
Main Task	<p>The teacher/lecturer asks the students to work in pairs and then distributes two kinds of cards to the pairs, each student gets different card which is written student A and student B. The first card (student A) is as a shop assistant and the second card (student B) is as the customer. The shop assistant (student A) is assigned to greet the customer, ask what he/she looks for and introduces the animals the shop sells. Otherwise, the customer (student B) is looking for a pet as a gift from his/her parents. The parents provide the budget of an amount of money. The student B is looking for a pet he/she wants fit with the budget given. Here the conversation takes place.</p> <p>After doing the activity, the students are asked to make a report on what they have talked about and what animal he/she has bought. The students are also asked to describe the animal they have already had. Next the students are asked to make some groups (one group consists of three students). They are assigned to describe animals by giving the properties. The students from the other groups compete to answer the animal correctly.</p>		<p>The students do meaningful tasks/activities by using English as the instrument to communicate.</p> <p>Students produce language form and function since they need to describe the animal they have.</p> <p>The students display their ability to produce language pattern by giving description and the other students compete to fill the gap of what animal they talk about.</p>
Post-Task	The students are asked to write down the properties/features of		Students display their ability to

	<p>animals on the board. The teacher/lecturer adds some other relevant features.</p> <p>Based on the examples on the board, the teacher/lecturer explains the grammar point they have learned, that is, how to describe something by using simple present tense.</p>		<p>produce language pattern.</p> <p>There is a goal the teacher/lecturer is expected to achieve, that is, how to describe something by using simple present tense.</p>
<p>“School Rules” Pre-Task</p>	<p>The teacher/lecturer distributes handout of signs/notice/warning to the students. Then they are asked to identify the signs according to their groups. The teacher /lecturer gives questions, such as: Have you ever seen these signs around you? Where can you find these signs? What do these signs mean? Why do we need to put these sign at certain place?</p> <p>The teacher/lecturer writes the meaning of some signs mentioned by the students on the board. Then the students are asked to group the signs whether they are obligation or not: must/have to/has to/ to be prohibited or mustn’t/don’t have to/doesn’t has to/not to be prohibited; whether they are permission or not: can/may/ to be allowed to or can’t/may not/ not to be allowed to); whether they are good idea or not: should/shouldn’t.</p>	<p>Grammar, pronunciation, speaking, listening, reading, and writing</p>	<p>It is real-world activity when they talk about something that they can find around them.</p> <p>The main focus is on meaning. The students can classify the signs based on the meaning.</p>
<p>Main Task</p>	<p>The teacher /lecturer asks the students to work in pairs and then writes the school and classroom regulation classified into their categories whether they are obligation, permission, and is/isn’t a good idea.</p> <p>The students then make report about the regulation they discussed and write the sentences on the board. The teacher/lecturer helps the students to correct the grammar errors they made in making sentences.</p>		<p>It is meaningful task/activity since they use English to talk about rules and the classification.</p> <p>Task-based learning is useful for moving the focus of the learning process from the teacher to the students. The students</p>

	The teacher/lecturer asks the students to play game: tell us about...Each group is given a chart and dice to play. They row the dice in turn and start to count the step and walk on the chart board suited with the dots on the dice. If they come to particular balloon, they read the instruction what they need to tell. The game is finish if one of the player reaches finish line.		produce language form and function.  The students display their ability to produce language pattern but the main focus is on meaning.
Post-Task	Based on the examples on the board, the teacher/lecturer explains the grammar point they have learned, that is the sentences using modals in English to make obligation, permission, and is/isn't good idea sentences.		There is a goal the teacher/lecturer is expected to achieve, that is, how to use modal in English.
“City Map” Pre-Task	The teacher/lecturer shows the map of Samarinda city to the students. Then they are asked to identify the signs in the map. The teacher /lecturer gives questions, such as: Have you ever seen these signs? What do these signs mean? Why do we need to put these sign at certain place?  The teacher/lecturer writes the meaning of some signs mentioned by the students on the board. Then the students are asked to mention the location of particular places stated on the map of Samarinda city.	Grammar, vocabulary, pronunciation, listening, speaking, and writing.	It is real-world activity when they talk about something that they can find around them.  Task-based learning is useful for moving the focus of the learning process from the teacher to the students. The students produce language form and function.
Main-Task	The teacher /lecturer asks the students to work in pairs and then design the map of Samarinda city 50 years later. The students then make reports about the maps they already made by giving description below the map. The teacher/lecturer helps the students to correct the grammar errors they made in making sentences.		The students display their ability to produce language pattern but the main focus is on meaning.

	The teacher/lecturer asks the students to play game: tell direction... The students work in pairs. One student asks about a place and the other student give direction to go to that place by telling and drawing the map.		It is meaningful task/activity since they use English to talk about places and direction and there is an information gap.
Post-Task	Based on the examples on the board, the teacher/lecturer explains the grammar point they have learned, that is the sentences using preposition and command in English.		There is a goal the teacher/lecturer is expected to achieve, that is, how to give direction by using preposition and command.

All the models produced are fulfilled the criteria or the characteristics of the Task-Based Learning activities. Each model presents the activities which include English skills and components. Finally, the students can achieve the goal of teaching, that is, to understand the form and practice the function of the language by utilizing the target language as much as possible. They do meaningful task by asking questions to find out the information that they do not know. For examples, they talk about the animal they want to buy, and find the information about people they do not know by doing interview. Furthermore, they create something based on the language knowledge they learned. For examples, they make classroom regulation and make a map of a city. In addition, the students also play game with the language they learned by guessing about the tools and animals based on the characteristics given by the other students.

The following is one example of model instructional materials in the form of lesson plan which apply Task Based Learning.



### LESSON PLAN

Institution : FKIP, Mulawarman University.  
Course : English Integrated Skill  
Credit/hour : 10/5  
Program : S1 – English Department  
Semester : I  
Topic : What's the animal?

#### **A. General Objective:**

This course is designed to provide students with receptive and productive skills at using English in communication at pre-intermediate level. The emphasis is on the correct use of basic English structure, vocabulary, pronunciation, stress and intonation patterns in oral communication through intensive classroom practice, such as dialogues and role playing, as well as pair, group, and class activities.

#### **B. Specific Objective:**

On completing this course, the students will be able to:

1. Pronounce English vocabulary with good stress and intonation
2. Understand simple grammatical patterns
3. Develop basic skills of English

#### **C. Material/Content**

Names and features of animals

#### **D. Method/Activities: Task-Based Learning**

##### **Pre-task**

The teacher/lecturer shows some posters of tame and wild animals. Then he/she asks some questions, for examples: what can you see in the picture? Where do they live? Are they tame or fierce/wild animals? What food do they eat? What is your favorite animal?

Then the teacher/lecturer writes the questions and answers given by the students on the board.

##### **Task-Cycle**

The teacher/lecturer asks the students to work in pairs and then distributes two kinds of cards to the pairs, each student gets different card which is written student A and student B. The first card (student A) is as a shop assistant and the second card (student B) is as the customer. The shop assistant (student A) is assigned to greet the customer, ask what he/she looks for and introduces the animals the shop sells. Otherwise, the customer (student B) is looking for a pet as a gift from his/her parents. The parents provide the budget of an amount of money. The student B is looking for a pet he/she wants fit with the budget given. Here the conversation takes place.

After doing the activity, the students are asked to make a report on what they have talked about and what animal he/she has bought. The students are also asked to describe the animal they have already had.

Next the students are asked to make some groups (one group consists of three students). They are assigned to describe animals by giving the properties. The students from the other groups compete to answer the animal correctly.

**Post-Task**

The students are asked to write down the properties/features of animals on the board. The teacher/lecturer adds some other relevant features.

Based on the examples on the board, the teacher/lecturer explains the grammar point they have learned, that is, how to describe something by using simple present tense.

## E. CONCLUSION

This research produces conclusion based on the findings as the following:

1. Based on the investigation on some sources including: Education & Culture DG., Nunan (2004), Willis and Willis (2007), and Ellis (2009) as library research, the writer found that the method of Task-Based Learning fulfills some characteristics, that is, placing the students in the real world situation, offering the activities which are meaningful, designing the tasks where the students use the language to communicate, focusing on meaning rather than form, filling the gap of information, achieving learning goals, and consisting of three phases: pre-task, task cycle, and post task.
2. Based on the activities developing as models to teach English Integrated Course for English Department of Mulawarman University, all activities are analyzed as Task-Based Learning activities since they fulfill the characteristics of TBL.
3. This research has produced six topics of English Teaching Instructional Models (six lesson plans) by using Task-Based Learning consisting of *what's this device, working with text, getting to know, what's the animal, school rules, and city map*.

Referring to the significant of the study the writer suggests to the teachers and lecturers to apply the method of Task Based Learning by following the model of teaching instruction provided in this research. For further researchers, they can investigate more about the models of teaching by using Task-based learning and analyze how effective teaching by using the models of Task-based learning toward particular English skills and components.

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