



Developing Teaching Material Based on Task Based Learning in 16 Tenses

Rauldatul Husni¹, Dodi Widia Nanda², Fani Suli Astari³

English Education Program, Indonesian Dharmas University

e-mail: usnii91@gmail.com, dodiwidiananda@undhari.ac.id, faniastari27@gmail.com

Abstrak

Penelitian ini ditulis untuk membuat pengembangan bahan ajar bahasa Inggris berbasis tugas untuk mahasiswa bahasa Inggris. Tujuan utama dari penelitian ini untuk menghasilkan materi bahasa Inggris bagi siswa dengan valid, praktis, dan efektif. Tujuan jangka panjang penelitian ini adalah untuk membuat mahasiswa bahasa Inggris mampu menguasai 16 tenses yang ada dalam grammar bahasa Inggris. Bahan ajar ini dikembangkan dengan menggunakan pendekatan berbasis tugas. Penelitian ini menggunakan metode Penelitian dan Pengembangan ADDIE (*Analyze, Design, Develop, Implement, dan Evaluate*).

Kata Kunci: *Task Based Learning, 16 tenses.*

Abstract

This research was written to develop task-based English teaching materials for English students. The main aim of this research is to produce English language material for students that is valid, practical and effective. The long-term goal of this research is to make English students able to master the 16 tenses in English grammar. This teaching material was developed using a task-based approach. This research uses the ADDIE Research and Development method (*Analyze, Design, Develop, Implement and Evaluate*).

Keywords: *Task Based Learning, 16 tenses.*

INTRODUCTION

In Indonesia, English has been introduced to students when they were in elementary school. According to the expression of (Khairuzzaman, 2016) the main purpose of learning English is to prepare students to achieve communication and use of the language they have learned. In fact, English lessons will continue at the college level. Where, every study program is required to take English courses, including the English education study program itself. English education students will repeat and process and re-sharpen the English lesson from the basics.

Basically, all sentences in English, both spoken and written, consist of words. Words are tools for communicating and conveying ideas or opinions. Therefore, learning a language, especially English, must start from understanding a function and grammar in constructing a sentence. The problem that often occurs in learning English by students in general is learning about tenses.

Tenses are verb forms, used to show time and degrees. Until the completion of an activity, or situation, even to show that an activity has been completed, will be carried out, or is in progress within a certain period of time.

Tenses refer to grammatical forms (grammar) of verbs (Prastowo, 2016). This teaching material will explain the explanation of 16 tenses, namely: Simple Present Tense, Present Continues Tense, Present Perfect Tense, Present Perfect Continues Tense, Simple Present Tense, Present Continues Tense, Present Perfect Tense, Present Perfect Continues Tense, Simple Future Tense, Future Continues Tense, Future Perfect Tense, Future Perfect Continues Tense, Simple Past Future Tense, Past Future Continues Tense, Past Future Perfect Tense, Past Future Perfect Continues Tense.

Based on this, it is necessary to develop related to teaching materials for learning English. Especially regarding tenses, so that it will make it easier for students to learn, because it has a fun method. The learning system must of course be able to channel messages, be able to stimulate the thoughts, feelings, and will of students. So that it can encourage the creation of a learning process for students (Kurniawati & Nita, 2018).

The development of TBL-based teaching materials is a suitable strategy to be carried out in the learning process of second semester English students, because TBL is a presentation method that is centered on student mastery. With the existence of assignments in learning, it will make it easier for students to get lessons. According Wulandari, et al (2017) to task-based learning (TBL) is a language teaching method that focuses on practicing tasks. The aim of doing this assignment is to provide as natural a context as possible for language learning. Students work on assignments, report the results of their work, and learn the language that arises in the discussion.

Meanwhile, the Ask-based teaching and learning method is a method of presenting learning material. Where the teacher gives assignments so that students carry out learning activities. Problem tasks carried out by students can be done in the classroom, library and even at home. Provided that the task can be done properly (Sutiyatno, 2014). Task based learning is a presentation method that is centered on assignments to students, with assignments in learning, it will make it easier for students to get lessons. ask-based teaching and learning is a method of presenting learning material in which the teacher gives assignments for students to carry out learning activities. Problem tasks carried out by students can be done in the classroom, library and even at home as long as the assignment can be done properly (Sutiyatno, 2014). Putri (2017) also explains that material is everything that is used to help teach language to students. Based on the theory above, it can be concluded that material is everything that supports the teaching and learning process.

Materials developers are comparatively more knowledgeable and better informed about the stages, rules and aims of materials development; however, a shared principle that has repeatedly been emphasized in this area is that language learning instructors should not base their decisions on the process for developing materials on random recreations or by recycling previously used materials (Brown & Raza, 2020).

Teaching materials are an important means of achieving learning objectives because teaching materials assist teachers in preparing learning activities and

guide students in learning, both at school and at home. With interesting teaching materials, students will be able to generate new ideas, exchange information, solve problems, and complete tasks healthily (Devi et al., 2021).

The development of TBL-based teaching materials is a solution to solving the problem of students' difficulties in mastering material about tenses. This TBL-based teaching material is designed to be studied independently, because in the teaching material there is a brief explanation and assisted with questions that can make it easier for students to understand parts of tenses.

Referring to the background of the problems that have been described, special teaching materials are needed for tense material. Besides making it easier for students to group tenses, it can also be a place to practice by presenting questions about the material. Therefore, the author raises the title Developing English Teaching Material on Based Task Based Learning (TBL) in 16 Tenses Theme for Second Semester English Students.

METHOD

Research and development methods are methods used to produce a particular product, and test the effectiveness of the product (Sugiyono, 2017). This type of research is research and development or Research and Development (R&D). This research uses the ADDIE development model with 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation.

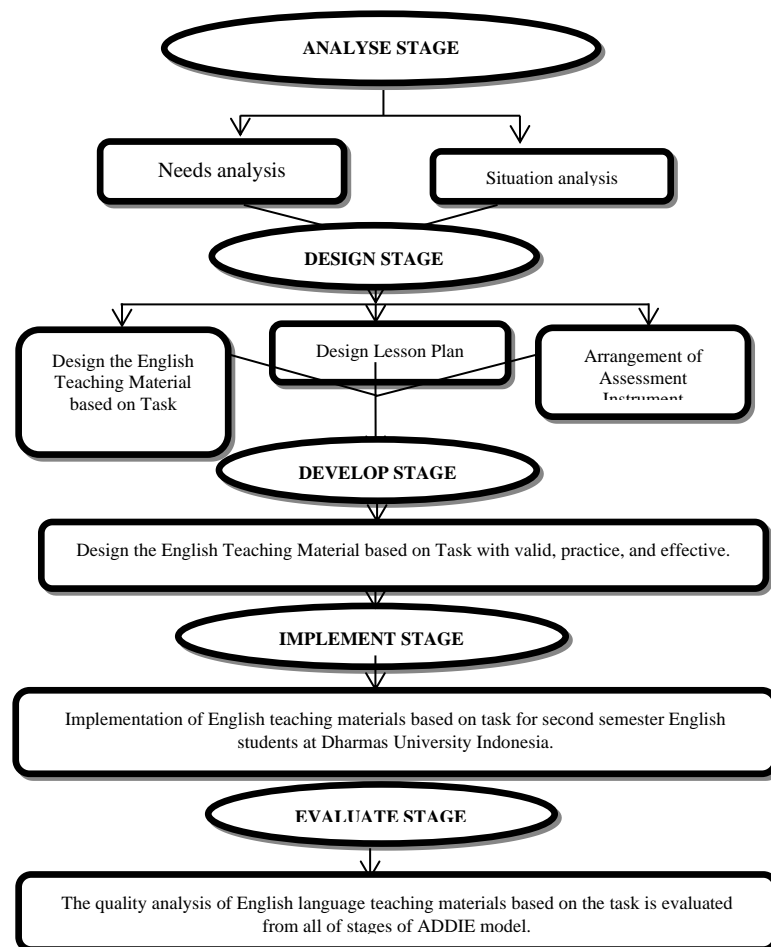


Figure 1 Development stage of English Teaching Material Based on Task

RESULTS AND DISCUSSION

Data analysis techniques performed in this development are as follows:

Validity Analysis

Validity analysis was carried out using a Likert scale of 1-4

Table 1. Using Likert Scale

Score	Category
1	Disagree
2	Less Agree
3	Agree
4	Strongly agree

(Modification from Riduwan, 2015)

Scores that have been obtained by using Equation (1)

$$V = \frac{f}{n} \times 100\%.$$

Formula: V : Validity value
 f : Score obtained
 n : Maximum score

The validity of English teaching material based on the final score obtained on a scale (0-100)

Table 2. The Validity Category of English Teaching Material

Score	Category	Percentage of indicator achievement
1	Invalid	$0 \leq V \leq 25$
2	Quite valid	$25 < V \leq 50$
3	Valid	$50 < V \leq 75$
4	Very valid	$75 < V \leq 100$

(Modification from Riduwan, 2015)

Practicality Analysis

Responses from English lecturers and English students regarding the practicality of using English teaching materials based on the assignments that have been made. Scoring for each category is carried out using a Likert scale with conditions as shown in Table 3.

Table 3. The Practicality Category of English Teaching Material Based on Task

Interval	Category
$0 \leq P \leq 25$	Not practice
$25 < P \leq 50$	Quite praktice
$50 < P \leq 75$	Practice
$75 < P \leq 100$	Very practice

(Modification from Riduwan, 2015)

The calculation of final value data for each category analyzed on a scale (0-100) performed using Equation (2):

$$P = \frac{f}{n} \times 100\%.$$

Where P is the value of practicality f is the score obtained, n is the maximum score.

The results of this study explain how the process of developing teaching materials task *based* learning (TBL) as learning 16 tenses for English students. Furthermore, it also discusses the results of the validation of English teaching materials which were validated by media, content and language expert validators, the practical results of the teacher and student response questionnaires and the level of agreement from the student perception questionnaire to determine the effectiveness of interactive games.

Analyze

This stage analyzes two aspects, namely needs analysis and situation analysis. Needs analysis is carried out to find out which material suits the needs of English students, whether the design is in accordance with the desired goals. Material analysis aims to identify details and systematically organize the main material that students learn. The results of the needs analysis were collected through interviews with English lecturers and second semester English students. Based on the interview session with the English lecturer. It was found that English students needed 16 tenses teaching materials that fit the needs of English students. Furthermore, the researcher also interviewed second semester English students and found that English teaching materials were still within the general learning objectives. Based on the needs analysis, the material studied by English students is 16 tenses. Based on this material, the needs of English students as a basis for learning English are encountered when teaching at school. This material discusses how to involve students actively in learning by doing various tasks available in English teaching materials.

Furthermore, situation analysis aims to see how the processes and approaches or methods used in the classroom during learning. The results of the situation analysis were collected through interviews with second semester English students. It was found that students are used to learning by using the presentation method. This condition makes not all students active in the learning process. In addition, the lack of special English teaching materials in 16 tenses makes understanding the material difficult to understand. Based on the needs analysis and situational analysis, it is better to develop English teaching materials using a task-based approach that tries to involve students actively in doing many tasks that focus on reading and writing skills.

Design

At the design stage, English teaching materials are designed related to 16 tenses based on needs analysis and situational analysis. The material is according to the needs of English students and helps them understand it. Every material discussed in the development of teaching materials, there will always be evaluations such as practice questions to hone previously studied material. Furthermore, the preparation of assessment instruments is designed to assess English teaching materials. Researchers designed an assessment instrument consisting of validity sheets, practicality sheets, and effectiveness sheets.

Development

At the development stage the English teaching materials that have been designed are then validated by media, content and language expert validators. According to (Sugiyono, 2017) validity is a test step carried out on the contents of

an instrument, with the aim of measuring the accuracy of the instrument used in a study. Media validation was carried out by a Lecturer at Dharmas Indonesia University. Based on the results of the media validation questionnaire above, a validation percentage of 96% is categorized as very valid.

Furthermore, material validation was carried out by a lecturer at Dharmas Indonesia University, on the results of the material validation questionnaire, the validation percentage was 90% with a very valid category. The last validation is language validation which was carried out by a Lecturer at Dharmas Indonesia University. Based on the results of the language validation questionnaire, a validation percentage of 80% was categorized as very valid.

After conducting media, content and language validation, small group tests were carried out with 6 English students as subjects. The practicality test data used a student response questionnaire with 6 statement items regarding the English teaching material being developed. The results obtained from the student response questionnaire obtained an average result with a percentage of 98%.

Implementation

After the small group trials were carried out, the teaching materials were implemented in learning activities with large group trials held at Dharmas Indonesia University with the research subjects being second semester English students. This trial was attended by 13 students which was carried out on June 24 2023.

On that day, the researcher visited the intermediate grammar classroom and asked permission from the lecturer who was teaching. After that, the researcher took the learning activity experts by starting to convey the objectives of taking the learning experts. Next, the researcher asked the material about 16 tenses in English grammar. After that, the researcher showed the teaching material products made by the researcher and the uses of these products.

At this meeting, the researcher also prepared an evaluation tool that was developed by distributing the questions in the teaching materials. After completing the task, students collect back teaching materials which are distributed to researchers. After the evaluation activity, the researcher distributed questionnaires to student perception sheets to see the effectiveness of the teaching materials developed by the researcher.

The practicality of task-based learning (TBL)-based English teaching materials was also assessed by one practitioner, namely an English lecturer at Dharmas Indonesia University using a lecturer response questionnaire. The practical category is seen from the aspects of use, presentation and language with the results of the practicality test as follows.

Tabel 4. Practicality Results (Lecturer Response Questionnaire)

No	Rated aspect	Scor
1	The language used is communicative.	3
2	The language used motivates students.	4
3	The language used does not have a double meaning.	3
4	The language used is good and correct	4
5	The language used is easy for students to understand	4

6	The material presented is in accordance with the initial competence	4
7	The material presented is in accordance with the learning objectives	3
8	The material presented is in accordance with the learning outcomes	3
9	Existing material helps students' understanding	4
10	The material presented is clear.	4
11	The material is structured.	3

$$P = \frac{\sum x}{n} \times 100\%$$

$$P = \frac{\sum x}{n} \times 100\%$$

$$P =$$

Based on the results of the lecturer response questionnaire above, practical results with a percentage of 88.63% were categorized as very practical.

Evaluation

The evaluation stage is the last stage in the ADDIE development model. At this stage the researcher processed the research data on the effectiveness test obtained from the student perception questionnaire when using the 16 tenses English teaching material which was applied to second semester English students.

Test the effectiveness of large groups using a student perception questionnaire with 6 questions regarding the interactive game being developed. Based on student perception questionnaire data, the total average final result of the effectiveness test was 80.72% and categorized as very effective for use in the learning process. From the student perception questionnaire, it was found that 23% of students gave an assessment of "strongly agree" and 77% of students gave an assessment of "agree", thus teaching materials based on task-based learning (TBL) as a learning guide for 16 tenses have been well appreciated by student.

CONCLUSION

Based on the results of the development and testing of task-based learning English teaching materials in the theme of 16 tenses for English students, it can be concluded that English teaching materials fall into the category of valid, practical and effective. The valid category is seen from the assessment of content, media and language suitability. The practice category can be seen from the material presented according to the learning objectives, the material is interesting and easy to understand. The effective category can be seen from the test questions that use language that is clear, easy to understand, does not contain double meanings and is in accordance with the objectives to be achieved.

REFERENCES

- Brown, R. D., & Raza, K. (2020). Materials Development in EALP Legal Writing Courses. *Language Teaching Research Quarterly*, 15(1), 33–49. <https://doi.org/10.32038/ltrq.2020.15.03>
- Devi, S. F., Rahma, S., Riyanti, L. E., & Haryanto, H. (2021). Developing the English Teaching Materials to Improve the Students' Speaking Skills (Case Study at Private MTs Jepara). *Journal of Advanced Multidisciplinary Research*, 2(1), 21–35. <http://jurnal.unissula.ac.id/index.php/JAMR/article/view/15869>

- Khairuzzaman, M. Q. (2016). Pentingnya Pembelajaran Bahasa Inggris di Sekolah. 4(1), 64–75.
- Kurniawati, I. D., & Nita, S. (2018). Media Pembelajaran Berbasis Multimedia Interaktif Untuk Meningkatkan Pemahaman Konsep Mahasiswa. *DoubleClick: Journal of Computer and Information Technology*, 1(2), 68. <https://doi.org/10.25273/doubleclick.v1i2.1540>
- Prastowo, P. (2016). *Kiat cepat kuasai grammar dan 16 tenses*. Yogyakarta: Laksana
- Putri, R. D. (2017). "Developing English Materials for Students with Visual Impairment at Language Development Center (P2B) State Islamic University (UIN) Sunan Kalijaga". *Jurnal TA'DIB*, Vol. VI, No. I, EISSN 2528-5092.
- Riduwan. (2015). *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*. Bandung: PT. Alfabeta
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: ALFABETA.
- Sutiyatno, S. (2014). Penerapan Task-Based Language Teaching and Learning dalam Pembelajaran Bahasa Inggris. *Transformasi (Informasi & Pengembangan Iptek)*, 10(2), 1–10.
- Wulandari, D., Candria, M., Wulandari, R., & Laksono, A. (2017). Penerapan Task Based Learning dalam Pelatihan Bahasa Inggris Terkait Kriminalitas bagi Personel Polrestabes Semarang. *Harmoni*, 1(1), 89–96.