

INNOVATIVE ENGLISH TEACHING STRATEGIES: IMPLEMENTING TASK-BASED LANGUAGE TEACHING IN JUNIOR HIGH SCHOOL CURRICULUM

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Abstract: Task-Based Language Teaching has gained popularity as an effective approach in language education. It focuses on providing learners with authentic, purposeful tasks that mirror real-world communication situations. In this paper, we explore the potential of developing Task-Based Language Teaching into English Speaking Teaching materials. We discuss the benefits of using task-based activities for improving speaking skills and how they can be integrated into English speaking teaching materials. We also examine the challenges that may arise in the development process and provide recommendations for creating effective task-based English speaking teaching materials. An educator's understanding of teaching methods determines the success of students in understanding the material by the teacher in class. However, facts in the field show that not all teachers can understand in determining relevant teaching methods to be used in classroom teaching. Especially in language teaching, good teaching skills are seen from the selection of methods that are relevant and appropriate to the learning objectives. Regarding the selection of relevant teaching methods. The method used in this research is the R&D (Research and Development) method which aims to develop Task Based Language Teaching (TBLT) based English teaching materials. Based on the explanation above, it can be concluded the classroom so that learning can be realized. Therefore, this requires a teaching method that can accommodate teachers in the classroom, and can help students learn. One method that can be used in language teaching is the TBLT-based teaching method or task-based teaching method. The purpose of research and development of English teaching materials based on TBLT or task-based teaching methods focuses on students understand the material well and students are expected to be able to become risk takers in carrying out tasks, become communicative individuals, and be able to complete tasks by building interactions, relationships, and can collaborate well with their friends.

INTRODUCTION

Task-based language teaching (TBLT) prioritizes learners engaging in real-world tasks and instructional activities where meaningful language use to achieve specific goals is central. It distinguishes from activities such as language explanation or mechanical practice. TBLT is grounded in theories advocating language learning through contextual practice, highlighting meaningful communication as crucial for effective learning outcomes. The approach acknowledges the dynamic nature of task implementation, influenced by teacher and learner interactions, shaping the learning process during task execution (Jackson, 2022).

Further, the TBLT method focuses on students in acquiring language skills through performing

tasks that replicate real-world communication and are contextualized to everyday scenarios. It encourages a meaningful communication and interaction over memorization of grammar rules and employs real-life tasks for authentic communication and pedagogical tasks tailored to achieve language learning objectives. introduction and preparation, task completion, and analysis and language focus are its three typical phases (Bolen, 2021; Ellis et al., 2020; Li, 2023). By using task-based methods, it is hoped that it can help teachers to provide material to their students, and for students it will certainly make it easier for them to understand and carry out school assignments.

For an instructor or teacher, choosing a good teaching method is the same as choosing the right tool (Muhamad et al., 2021). Because, good

teaching skills can be seen from the selection of relevant teaching methods. However, the reality is that not all teachers understand how to choose relevant teaching methods so that learning competencies can be achieved (Ritonga, 2018). The teaching methods used must be innovative and relevant in order to facilitate learners in understanding the task. One of the teaching methods that can be used in teaching is Task Based Language Teaching (TBLT).

Teaching materials are used as supplementary materials in the teaching and learning process or in a training (Hasanuddin et al., 2022). Thus, educators need to develop teaching materials and change their teaching methods. Especially in teaching the target language, namely English. English has become an important international language in global communication, business, education and various aspects of modern life (Putrinda & Agustin, 2023). In detail, this development research aims to develop teaching materials that are already used in one junior high school.

The results of subsequent research conducted by Dian (2018) show that task-based methods have an effect on improving writing skills in English Education Study Program students. The result of using task-based methods is the creation of good interactions when learning takes place, as well as, making students a communicative and interactive person and not depending on the teaching given by lecturers in class or in other words, students tend to have high self-study.

Utami has shown research results related to the effect of using task-based methods on French learning in grade 9 students (Utami, 2019). Furthermore, research report confirms that the implementation of Task-Based Language Teaching (TBLT) significantly improve the learners' English writing skills (Kaharuddin et al., 2022). And the results of the latest research conducted by Fatimah et al. (Fatimah et al., 2021) have shown the application of the TBLT learning method in improving German speaking skills in FBS (Faculty of Language and Arts) students at Makassar State University. Based on the results of students' final test scores, it shows that there is an improvement in German speaking skills using the TBLT-based method. The subjects of this study were lecturers and students, using the type of class action research. Meanwhile, based on the explanation above, and considering the theory and problems, this research focuses on R&D model research on TBLT-based English Teaching Materials. Research and development design aims

at developing a product through scientific research and experimentation and it helps to advance knowledge, to improve existing products, and to develop a new one (Susanto et al., 2023).

Research and Development (R&D) involves investigative activities by organizations to innovate, improve, or create new products, processes, or services through exploring ideas, conducting experiments, and testing hypotheses, thereby driving technology, knowledge, innovation, competitiveness, and industry growth (Nomura, 2021).

Ahmedova suggests that Research and Development (R&D) involve systematic investigation and experimentation to create new knowledge, products, processes, or services. Research focuses on gathering and analyzing data to discover insights or solutions, while development applies these findings to create innovations that benefit organizations or society (Ahmedova, 2022). According to this perspective, research focuses on the collection and analysis of data to uncover insights or solutions, while development leverages these findings to innovate and create beneficial applications for organizations and society. This dual approach underscores the importance of both generating new ideas and practically applying them, ensuring that R&D efforts are not merely theoretical but lead to tangible advancements that can be implemented in real-world scenarios.

Research and Development (R&D) involves systematic investigative activities to innovate, introduce, or improve products and processes, advancing knowledge and developing new technologies, thus driving innovation, competitiveness, and growth across various industries (Spector et al., 2022). emphasize the role of R&D in driving innovation, competitiveness, and growth across various industries. By systematically engaging in investigative activities to introduce or improve products and processes, R&D advances knowledge and fosters the development of new technologies. This definition highlights the strategic importance of R&D in maintaining a competitive edge and achieving economic growth. Both Ahmedova and Spector et al. agree on the fundamental aspects of R&D, noting its critical function in not only creating novel solutions but also in ensuring these innovations are effectively translated into practical applications that drive progress across diverse sectors.

In conclusion, Research and Development (R&D) involves systematic investigation and

experimentation to generate new knowledge, products, processes, or services. It encompasses gathering and analyzing data to discover insights or solutions and applying these findings to foster innovation and improvements as well as is essential for driving innovation, competitiveness, and growth across various industries by advancing knowledge and developing technologies that benefit both organizations and society.

The development model is used as the basis for producing the product to be produced. Procedural models, conceptual models, and theoretical models are types of development models. The procedural model is descriptive, outlining the procedures needed to make a product (Masykur et al., 2021). The conceptual model is an analytical model that enumerates the components of the product, examines them thoroughly, and describes the relationship between the components to be built.

Houghton defines a module as a self-contained unit of learning that focuses on specific topics or skills within a broader course or program (Houghton, 2023). Furthermore, Hatmi & Ambarita suggest that a module is a well-organized teaching tool that promotes active learning and hands-on practice. Its effectiveness is confirmed by positive feedback from both educators and students, demonstrating its practical value in the educational process (Hatmi & Ambarita, 2022). They highlight the importance of modules as structured educational tools designed to enhance active learning and practical application. Modules facilitate a more engaging and hands-on learning experience, encouraging students to actively participate and apply their knowledge in coherent-manner organized content. Consequently, modules emerge as crucial components in modern educational practices, ensuring that both teaching and learning processes are optimized.

Aris & Mansor define a module is a well-organized unit within a larger system, aimed at achieving defined learning objectives. It operates as an independent instructional segment, concentrating on a specific topic or theme. Modules play a crucial role in structuring educational content, ensuring it is delivered cohesively and sequentially to enhance the learning process (Aris & Mansor, 2023).

Based on the opinions of these experts, A module is a self-contained, systematically organized unit within a broader educational framework, targeting specific topics or skills. It enhances active learning and hands-on practice,

validated by positive feedback from educators and students. Modules ensure cohesive and sequential delivery of content, thereby optimizing the teaching and learning processes.

Modules are made for teaching materials that are systematically arranged so that students can learn without restrictions and are motivated to obtain the expected competencies (Mulyati & Sulistianingsih, 2020). According to Depdiknas (2008: 3-5), the following are the criteria for a good and interesting module:

Module users must be able to learn independently through the module and not depend on third parties such as teachers/instructors. Therefore, the module should include: clearly stated objectives; learning materials packaged in small/specific units to facilitate complete learning; examples and illustrations to support the clarity of the material; exercises, assignments, and the like to assess understanding and mastery of the material; contextual, meaning that the material provided is relevant to the situation or context of work and its use environment; the language used is simple and communicative; a summary of the learning material; assessment instruments that allow training and education participants to carry out "self-assessment": instruments to measure the level of mastery of the material assessment to ensure that users master the material

A module must cover all learning materials for one unit of competency or sub-competency being studied. The aim is to provide opportunities for students to examine the learning material thoroughly because it is presented as a whole unit.

Modules are said to be good if they do not depend on other modules or materials and do not have to be used together with other learning tools.

Modules should have high adaptive effectiveness, which means they should be able to adapt to advances in science and technology and, at least, should be adaptable. An adaptive module, that is, if the learning material's content can be used for a set amount of time.

The module is considered good if it is uncomplicated to utilize. The only thing that is indicated by user friendly with its users is the use of plain language that is easy to grasp and the use of usually utilized phrases, every instruction and presentation of information that emerges is useful, and it is easy for users to reply and access as needed.

Education developments wide up new opportunities for learning, particularly language learning. The availability of numerous language teaching methods is extremely beneficial in

enhancing language acquisition. At this point, the practice of language learning in schools, both elementary and secondary, as well as tertiary, has not been optimal, despite the use of numerous learning approaches (VanPatten et al., 2020). The teacher's lack of awareness of creative learning models is to blame. Language learning will surely be more optimal and produce better results if the teacher understands creative learning techniques. Task-based language teaching (TBLT) is one strategy that can be employed in language learning (Bean & Melzer, 2021).

A task is an activity designed to allow students to apply their knowledge, skills, and strategies independently or within a group (Fisher & Frey, 2021). Furthermore, a task is an educationally structured activity designed to enhance language skills in real-life contexts. Each task focuses on specific language aspects, providing opportunities for practice and improvement, and allowing for assessment of students' language proficiency (Kayır, 2020).

Meanwhile, a task is a systematically organized plan intended to enhance learners' language knowledge and skills through communicative activities. This can encompass both brief practice exercises and more complex work plans that necessitate spontaneous communication (Ellis et al., 2020).. Students are encouraged to engage in communicative activities that emphasize meaning rather than form, even though meaning is basically inseparable from form. Students are urged in this scenario to apply their grammar skills to express communicative meaning (Bean & Melzer, 2021). A task is a fundamental element in task-based language curricula, allowing students to use their abilities and knowledge to learn language through contextual activities rather than disconnected grammatical structures (Jackson, 2022).

To conclude, task is a structured activity aiming at improving knowledge and skills through real-world communicative experiences. It enables students to apply their knowledge, abilities, and techniques individually or in groups, with a focus on specific language characteristics for practice and assessment. Tasks can range from quick exercises to sophisticated programs that require spontaneous communication, emphasizing meaning over form and employing the target language to achieve a variety of objectives.

At the same time, certain factors must be considered in the task-based learning model or Task Based Language Teaching (TBLT) in order for task-based learning/TBLT to be implemented

as effectively as feasible. "Task-based language teaching (TBLT) refers to an approach based on the use of the task as the core," Richard explained. According to Richards, there are two sorts of tasks in language education in this approach: pedagogic tasks and contextual tasks (Kinanti & Subagio, 2020). Ellis et al. (Ellis et al., 2020) classify two sorts of activities: pedagogic tasks and target tasks (real world tasks) taken from everyday life.

Pedagogic tasks are tasks that are designed to be completed in class using interactional ways. For example, learners may be assigned the task of identifying differences between two objects or photos. Meanwhile, contextual tasks are drawn from everyday life and follow the same interaction pattern as pedagogical tasks. Role play is an example of a learning model that can be utilized.

Ellis et al. also provide the key principles of task-based language teaching (TBLT) are as follows:

Learning by doing: Language learning occurs through task performance to meet learners' communicative needs, rather than just for task completion.

Individual development: Learning aligns with learners' internal syllabuses, integrating task content with their language resources, allowing personalized task accomplishment.

Relevance: Tasks address real communicative needs, making abilities developed through tasks directly applicable to learners' language proficiency goals. Learners drive the learning process, with teachers facilitating through planning and implementation.

Interaction: TBLT promotes interaction for negotiating meaning and developing shared understanding, which is essential for language acquisition.

Input-based tasks: Learners benefit from receptive tasks (listening, reading) that don't require language production, catering to different ages and proficiency levels.

Output-based tasks: Learners need opportunities to produce extended discourse (speaking, writing), test hypotheses, and notice language aspects required by connected discourse.

Focus on form: Learners' attention must be directed to challenging language forms not easily acquired incidentally during communicative tasks.

Supporting performance: Learners need time to plan, reflect, and repeatedly perform tasks to optimize and improve their task performance.

Individual differences: Task-based instruction must be adjusted to accommodate learners' varying aptitude, motivation, and anxiety profiles

to optimize their performance (Ellis et al., 2020).

The teacher's role in task-based language teaching (TBLT) is primarily that of a facilitator in the classroom. The teacher acts as an observer of class activities (observer) during the task cycle stage, then as a giver of advice and input in the use of the target language in class (advisor) during the planning stage, and finally as a guide (organizer) during the carrying out of assignments in a class stage (Hardjana et al., 2023).

Students' participation is required in task-based language learning / TBLT so that learning activities in class can go as planned. This is because the TBLT learning approach is no longer centered on the teacher. As a result, the teacher's job is limited to being a facilitator of learning activities in the classroom (Daga, 2021).

Meanwhile, the advantages gained in task-based language learning (TBLT) are as follows: The application of task-based teaching provides many opportunities for students to practice speaking to improve their speaking skills; Students are active in class; Increase students' courage and fluency in speaking; Task-based learning is student-centered learning which can increase student independence; TBLT can be applied at all levels and backgrounds; Students have more experience; Students can use whatever vocabulary and grammar they know; TBLT emphasizes the communicative meaning; Student education is more enthusiastic in language;

METHOD

The method used in this research is the R&D (Research and Development) method which aims to develop TBLT-based English teaching materials. According to (R&Dgr et al., n.d.), the research and development method is a scientific way to research, design, produce and test the validity of products that have been produced (12), including products in the scope of education. Furthermore, research and development activities can be abbreviated as 4P (Research, Design, Production and Testing). Methodologically, Nollmeyer (2022) explained that the R&D research model has four levels, namely: 1) Level 1 R&D model research is research that produces a design and does not pass the product design and testing stage, 2) Level 2 R&D research is research in which the researcher does not conduct a product trial stage, 3) Level 3 R&D model research, which is research on existing products and passes the product effectiveness test stage, and 4) R&D model research, in which researchers conduct research on a product to design a new product, and

pass the stage of making and testing the effectiveness of the product. Meanwhile, in this development research, researchers only focus on R&D model research at level 3. Researchers began the research by analyzing the initial needs that would be researched and developed in the next stage. Needs analysis or the Define stage is an activity to select and place what products will be researched and developed (English teaching materials). Then, in the second stage, researchers will design a product that will later be developed in the third stage of research (Develop) where researchers will test the effectiveness of the product with the results of validation from several expert judgments related to content validation by lecturers, construct validation by lecturers, and material testing by practitioners (teachers).

Meanwhile, the research data collection process uses descriptive qualitative data.

RESULTS AND DISCUSSION

This development research creates a product that can be applied to the classroom learning process of students, namely the English language teaching module class VIII based on Task-Based Language Teach, additionally referred to as a task-based learning model. In designing teaching modules, researchers used Thiagarajan's development methodology, known as the 4-D development paradigm, which stands for Define, Design, Develop, and Disseminate. The following describes the model development steps:

Define step

Before taking on research and development on class VIII English teaching modules, the researcher conducted an analysis considering the necessity, lack, and want (Rofii & Ramli, 2024). In the beginning process of determining needs in research and development, researchers conducted the following steps:

Front-end analysis

This is the first step before the researcher conducts research and development on the product under development. At this point, the researcher conducted interviews with the English teacher and many class VIII learners to learn more about the English teaching module that would be created. According to the findings of interviews with the eighth-grade English instructor, the teaching approach used during the learning process in class was conventional or lecture-based. The English teaching module used at the moment does not include practice questions that can be used as

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individual assignments or in class for student discussion. Additionally, interviews were conducted with several grade VIII students about learning English in class. It was discovered that English was a difficult subject, and students' lack of understanding of English vocabulary resulted in students having difficulty understanding assignment instructions. found in English textbooks.

Learner analysis

At this point, the researcher analyzed the data by analyzing the students. As a result, the lecture method or the traditional approach, in which students listen to explanations from the teacher (primary informant), will be used during the learning process in class. Furthermore, it was discovered that there was no book of practice questions available to assist students enhance their English skills.

Task analysis

At this point, the activity is to analyze the assignments that will be utilized to construct English teaching modules. As a result, the material for building teaching modules in semester 2 will be content on Comparison Degree and Descriptive Text. Each chapter has six activities designed to assist students enhance their English skills.

Concept analysis

The researcher conducted a concept analysis of the Core Competencies (KI) and Basic Competencies (KD) that would be utilized in developing class VIII English teaching modules. As a consequence, the KD and KI used are 3.9 and 3.11, which are connected to Comparison Degree and Descriptive Text content, respectively.

Specifying instructional objectives

The purpose of this defining step is to define the learning objectives that will be utilized in the following instructional modules. Learning objectives are established in order to provide educational materials that are based on predefined basic competencies.

Design step

At this step, the researcher constructed a draft design for the instructional modules that would be developed, as well as assessment instruments in the form of assessment instruments and response questionnaires. The following are the steps that researchers perform during the design step:

Preliminary concept

At this point, the researcher constructed the first draft of the product to be created, namely the task-based English teaching module for class VIII. The steps in preparing the product at the first design stage are as follows:

The title/identity of the teaching module is Task-Based Language Teaching Module Class VIII. Compilation of Core Competencies (KI), Basic Competencies (KD), and Indicators to be achieved in English teaching modules. Assignments or practice questions to be utilized in the English teaching module. At the end of each chapter, there are assessment or evaluation questions. The purposes are for learners to determine how well they understand the information being studied.

Utilizing the task based learning model

The purpose of selecting a task-based learning model/Task-Based Language Teaching is to enhance students' English skills by working on assignments that are provided in the teaching modules, and assist students become active, communicative, and independent learners during the learning process.

Presentation of teaching module

At this point, researchers are required to concentrate on the preparation of the first product design, specifically:

The generated teaching module is based on the textbook used by class VIII at SMPN 3 Gunungputri, and the teaching material refers to material in semester 2 of the Ministry of Education and Culture's 2017 Revised Edition.

Creating instructional modules with Microsoft Word 2019 and Canva for producing the front cover and images.

The design of instructional materials is printed items with A4 paper size that are properly packed.

Preparation of assessment instruments for teaching modules

The purpose of developing an assessment instrument for developed teaching modules is to allow researchers to determine whether the teaching modules have become developments as well as ideas and input related to module improvements before they are disseminated. The assessment method is presented in the form of validation sheets for media and material specialists, as well as student answer surveys.

Develop step. The step of development is intended to be the process for developing instructional modules for implementation at Junior

High School in Bekasi. At the development stage for task-based English teaching modules (TBLT), the following steps are followed:

Creating english teaching module. English teaching modules are created and prepared using Microsoft Word 2019 and Canva as the medium for designing the front and rear covers of the English teaching module. The processes for creating English teaching modules for class VIII based on Task-Based Language Teaching are as follows:

Designing the front cover, back cover, and identity of instructional materials. The module title, the Panca Sakti University of Bekasi logo, the class and level, and the author's institution are all printed on the front cover. Then, on the back cover of the book, there is the author's agency logo and name. In addition, the module identity section includes the author's name, supervisor, photograph, and institution.

The following pages contain Core Competencies, Basic Competencies, and Achievement Indicators derived from Comparison Degree and Descriptive Text material in the English textbook's 2017 revised edition.

Practice typing questions. The purpose is to teach students how to understand teaching material and to enhance their skill to communicate in English. This section contains six models of varied practice questions.

Type evaluation questions to measure the skills of learners after learning Comparison Degree and Descriptive Text material.

Answering evaluation questions by typing the response key.

Create a list of references.

Teaching module validation

At this point, the researcher distributed assessment sheets to expert validators, who consisted of two expert lecturers and one English teacher. The purpose of validating teaching materials is for researchers to determine whether the generated training modules receive ideas and input as material for improvement.

Revision of teaching module. After material and media validation experts validated the teaching modules, the researchers revised the teaching modules in response to criticisms, suggestions, and input on the teaching modules. The following are some of the enhancements made to the designed instructional modules by validation experts: The need for a follow-up survey for students so that the instructions in the module can be understood. Teaching modules that

are developed need to be linked to textbooks as a 100% reference source. The need for improvement on the cover of the front module, namely the provision of illustrations and colors to make it look more attractive. The need for improvement on the color of the title writing "English Teaching Module" so that the writing can be read clearly. The need for improvement in the layout of page numbering on each page. It is recommended to place the page number on the bottom side of the paper. The need for modifications to the practice questions so that they are more diverse and improvements to each illustration to make it look more attractive.

Limited experiment. After modifying the teaching modules in response to expert criticism, suggestions, and information, the researchers conducted a follow-up survey by delivering student response questionnaires to determine student reactions to the teaching modules under development. Small groups of 10 grade VIII students obtained student response surveys.

Disseminate step. Products that have been revised and evaluated by validation experts are limited, acceptable for small-scale distribution, or limited at this point. The developed product, an English language teaching module for class VIII based on Task-Based Language Teaching, has been distributed to numerous class VIII English instructors.

Model feasibility

Product R&D is carried out using the R&D model approach, which applies to the Thiagarajan development model or what is known as 4-D, which stands for Define, Design, Develop, and Disseminate. The model development result, which pertains to the 4-D development model, is as follows:

Define step. Following to the results of the definition step, the results of the analysis were obtained, namely front-end analysis, learner analysis, task analysis, concept analysis on Core Competency (KI), Basic Competency (KD), and achievement indicators, and analysis on determining learning objectives.

Design step. Design is the next step in the research and development methods for teaching modules. At this stage, the researcher completed the first draft of the product under development, determined the learning model used in the teaching module under development, completed the first draft of the product under development, and created an assessment instrument related to the teaching module under development.

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Develop step. At this point, the researcher assesses the training modules created with the assistance of validation experts (material and media). The purpose of distributing assessment instruments to validation experts is to assist researchers determine whether the produced learning materials can be modified and used. The assessment of the produced teaching modules was carried out by two lecturers from Panca Sakti University Bekasi, Dr. Leroy Holman Siahaan, M. Pd and Mrs. Dini Hidayati, M. Pd, as well as one English teacher, Mrs. Linda Elvira, S. Pd.

Researchers revised the teaching modules developed in response to criticism, ideas, and input from experts after receiving changes from validation experts. The researcher then conducted a restricted testing of the designed teaching modules by administering a limited response questionnaire to 10 learners.

Disseminate step. Products that have been revised and determined by validation experts are limited, acceptable for small-scale distribution, or limited at this point. The English language teaching module for class VIII based on Task Based Language Teaching has been distributed to several class VIII English teachers.

Model effectiveness

The researcher determined the findings of experiments on the produced learning materials at this point. The following are the validation findings from the validators for the produced instructional modules:

Table 1. *The material validator's validation results*

No	Aspects	Average score	Criteria
1	Self-Instruction	3.7	Feasible
2	Self-Contained	4.0	Very Feasible
3	Stand Alone	3.5	Feasible
4	Adaptive	4.0	Very Feasible
5	User Friendly	3.0	Feasible
Total		3.64	Feasible

Table 2. *The media validator's validation results*

No	Aspects	Average Score	Criteria
1	Module size aspect	4	Very Feasible
2	Module cover design aspect	3.75	Feasible
3	Module content aspect	3.8	Feasible
Total		3.85	Feasible

The results of the student response

Questionnaire assessment

No	Aspects	Score	Mean	Criteria
1	Appearance design	266	44,38	Feasible
2	Language	117	39	Feasible
3	Evaluation	189	37,8	Feasible
Total		572	40,39	Very Feasible

The researcher utilizes the Four D research and development steps in the teaching module development approach, namely define, design, develop, and disseminate. The results of the analysis are derived based on the problems from the define stage, particularly the initial-end analysis, student analysis, task analysis, concept analysis, and setting learning objectives. According to the findings of a research and development needs analysis obtained through interviews with teachers, the learning model utilized during the learning process in class was a conventional teaching method, with a lack of practice questions that could have assisted students enhance their English skills (Sholeh, 2022). Furthermore, it was determined through interviews with several students that the English subject featured content that was difficult to understand due to restrictions in understanding the language and assignment instructions offered.

The selection of task-based learning models since it encourages student to actively involve in a meaningful communication and interaction and employs real-life tasks for authentic communication and pedagogical tasks (Jackson, 2022; Li, 2023). Following the completion of the analysis steps, the researcher designed the first draft by deciding on the writing format to be utilized, the supporting media to be used to design the cover and content of the teaching module, and preparing an assessment instrument to be given to the validation expert.

Following that, throughout the development phase, researchers validate and evaluate the material and media with the assistance of material and media validation experts. The validation results from material and media experts are used as revision material to improve the training modules that are currently being developed. Likewise, after revising the teaching modules under development, the researcher conducted a restricted trial with 10 class VIII students, administering limited student response questionnaires to determine the effectiveness of the teaching modules under development.

The researcher disseminated the developed teaching modules to numerous grade VIII English teachers at Junior High School in West Java in the last stage, identified as product dissemination.

CONCLUSION

The production of Class VIII English teaching modules utilizing the Thiagarajan development model or the 4D development model, stands for Define, Design, Develop, and Disseminate. The results of the student response questionnaire related to the English language teaching module class VIII based on Task-Based Language Teaching have the criteria of being used, with the results detailing the mean score as follows: The module size aspect receives a mean score of 4.0 with extremely good criteria. Module cover design aspects receive a mean score of 3.75 with good criteria. Module content design aspects receive a mean score of 3.85 with good criteria. Meanwhile, the entire total rating with good criteria is 3.85. As a result, the English teaching module is effective.

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