An Analysis of Task-Based Method in Asynchronous Online Learning

Indah Muzdalifah[1), Elvira Asril[2)
[1), 2)] Universitas Lancang Kuning
Jl. Yos Sudarso No.Km. 8, Umran Sari, Riau, Indonesia
*Corresponding Author, email: indah@unilak.ac.id elvira@unilak.ac.id

Abstract

The aim of this research is to find out the use of task- based learning in Scientific Reading of English Language Literature students. This research was conducted in pandemic. Nowadays, E-Learning is the best way in conducting teaching learning process. There are two types of E learning Synchronous Online Learning and Asynchronous Online Learning. Synchronous Online Learning is the process of learning almost identify face to face in the class, but this class through virtual class such as using zoom cloud meeting or google meet. Meanwhile Asynchronous Online Learning is using timetable or schedule that has been decided between students and lecturer. The research question is whether scientific reading ability improved after learning through task – based learning and second whether the use of task -based learning was effective in improving students' ability in scientific reading. The method of this research used qualitative research which the instrument in collecting data was using questionnaire and test. The result of this research indicated that the use of task-based method in asynchronous learning gives positive impact especially in pandemic. Another result of this course Scientific Reading is capable of retelling what have been read. Thus, the result of the test is in pre-test has average 74,16 and the post test is 78,3.

Keywords: *Task-Based Method, Asynchronous Online Learning*

Introduction

The term task can be interpreted as various work plans or parts of work that are carried out independently or in groups, either independently or structured Long (1985). A task is "a piece of classroom work that involves students in understanding, producing or interacting in the target language while their attention is principally focused on meaning rather than form" Nunan (1989:10). Besides, task is the purpose action which the usage of language to achieve perceptible outcomes"(Willis,1996). There are four characteristics of task, they are (1) the key of meaning; (2) the connection between the lesson and real-life activity (3) it has some important achievement (4) the result is not the end if the task but the process of its [1]. Another expert explain that task is as a "work plan" that needs the mental procedures of pupils complete the attachment. Although basically diverse, these task definitions share several points in common. Class assignments are activities that have a specific purpose and contain the use of talkative linguistic in the progression. Since the assignment has a convinced connection to the extralinguistic world, it becomes general classroom practice. The category of lesson that emerges after the duty is intended to be comparable to the discourse that occurs logically in the actual activity [2].

Although there are differing views among proponents of task-based instruction in relative to the fundamental values of TBLT, there are several components of basic principles Task based Learning, (1) the proses of learning had better principally comprehend the practice of ordinary

language, and actions connected to the sense of language; (2) Instruction must be backing pupil attention more than tutor attention; (3) because the natural learning sometimes is not effect to target language, it is important to involve internalization component that contain in formal language in order to find useful natural approach; (4) This way can create a chance to focus on the contain, which will get attention of students to focus on the basic of linguistic component because they seem not intention in instructions whose main focus is on sense or communication; (5) The task which communicative is a mostly appropriate device for such an method; (6) Learning of language previously or later more official projects may be valuable. It can underwrite to accepting by principal or maximizing understanding with official features through communication; (7) conventional methods are uncreative and inappropriate, particularly if inactive official teaching and exercise are inaccessible from communicative work.

Communicative language learning consists of Task-based learning where learner can study more effective when thoughts are intensive on the task, not on the language. Richards and Rodgers (2001) explained that Task-based learning is a method grounded on the practice of responsibilities as the central element of arrangement and training in language teaching. Task-based learning emphases on the capability to achieve tasks without clear instruction approximately grammatical structures [3]. Thus, Task-based Learning can be defined as efficient method that adopts a knowledge atmosphere in which students are allowed to select and practice the procedure of target language that is greatest expected to accomplish their specified communicative purposes. Task-based also can be explained by stresses the circumstance that instruction must conduct dealing with reality jobs [2].

Communicative Language Teaching (CTL) in early 1980s had become highlighted. One of Communicative Language Teaching is Task Based Learning (TBL) method. The activity of TBL is concentration on learning activities (student centered) through exploring their activity as well as involve their spirit in learning in order to improve their own creativity in the reality situation [4]. It occurred because TBL gives the chance to the students in improving their communicative learning skill in recent decade as well as represents a better interpretation learning process which is known as presentation practice product (PPP) [4].

On the other hand, basically TBL has Task-based learning is an influential learning method. This method inspires the learning of language and assistances through task implementation. In this case, teacher is function as a mentor. It also offers the students to become active in doing homework and consequently rises knowledge occasions by contributing in producing homework. It also gives them a reasonable part of individuality and accountability in negotiating subject matter, choosing linguistic forms from their linguistic repertoire in carrying out tasks, exploring various task successes and evaluating task results [4].TBL is applied in the class over diverse sequencing contexts. Task Based Instruction is implemented by directions that inspire learner to have rich communications and improve their activity (students-centered learning). There are three sequencing steps, they are pre-task, whiles task, and language focus. The mechanisms of the task-based learning outline allow teachers to survey the phases of teaching efficiently because TBI suggestions a dissimilar arrangement to other teaching methods [5].

In this era digital, the TBL method can be applied into electronic learning (E-Learning). E-learning contains several submissions and procedures such as *computer-based learning, web-based learning, virtual classrooms, virtual schools, virtual zoom,* and other applications. This virtual learning activity is conducted to substitute face to face learning activities [6]. E learning is defined as mobile learning process that is extensive in the necessity of today's millennial generation. Thus, E-Learning is a learning advice that connect the achievement of teaching materials from the teacher to students through net or other computer network media. One of the computer devices that can be used is Android. Android is a Functioning system for Linux-based mobile devices that embrace an *operating system, middleware, and applications* announcement by Google. Android offer an open platform for users to create their applications [7].

Mobile-assisted Language Learning can be defined as language learning related to mobile devices and technologies. The types of mobile devices in Mobile Assisted Language Leaning are smartphones, tablets, and laptops. This device is used as the name implies mobile technology that facilitates the user with mobility and portability functions. Mobile Assisted Language Learning is a language learning strategy that uses mobile applications such as Facebook, Instagram, YouTube and

other social media that support language learners to learn their target language [8], [9]. Mobile technology, with devices such as Android phones, iPhones, and iPods, dominates the educational context towards a concentration on mobile learning or M-Learning. In the future one of the newest technologies is robotics. Since the invention of various media, from one-way TV to mass media, to various types of computers with enhanced interactivity for computer-assisted instruction (CAI). The instructors have used it in their education. Furthermore, the invention of the internet and the World Wide Web (www) has transformed computer-aided instruction (CIA) into internet-based instruction [10].

The fundamental component on virtual learning contain teacher, leaners, learning material, situation and evaluation. Nevertheless, the key point in E learning is procedure of *portability, mobility, connectivity, flexibility, interactivity, context sensitivity, individuality and accessibility.* The compensations of Mobile learning that have a pure camera tool, big dimensions, extensive camera screen, extended battery time, and strong quality fascinate teachers. Thus, the advantages of Mobile Learning in English subject can improve the student's motivation. Thus, the use of mobile learning in English offer positive impact for teacher as well as students [6]. E learning media using mobile can be defined as applying the networking regularly uses an application on an Android phone or operates a website, in practice [11]. The advantages of E learning is growing the level of communication between students and lecturers/teachers, learning can be carried out wherever and whenever , accomplishment students in a wide-ranging opportunity (possibly attainment a worldwide viewers), and making it relaxed to progress and except learning materials (simply inform content and attainable abilities) [12]. This learning typical uses technology, especially in serving lecturers and students, particularly in dealing learning actions [13]. With this evidence technology, it can performance as a medium that offers among students and lecturers, learning references and means to make learning assessments efficiently [14]. Even though, E learning is also has numerous disadvantages, such as the usage of the networking needs satisfactory organization, spends much money, message through the networking involvements several problems such as slow networking [12].

There are two types of E Learning, they are Synchronous E-Learning and Asynchronous online learning. Synchronous E-Learning happens in actual period. It means that learner in this occasion can be interacting in a specific virtual setting time. Commonly, synchronous methods consist of *conferencing, teleconferencing, live chat, and live streaming lectures* that must be viewed in a set real situation. The advantages are classroom appointment, lively learning and direction teaching in depth [15]. This learning method gives method learning positive impact to those who tend to have active conversation, straight response, and individual communication with peers and teachers in their learning process [16]. While it can provide several of the arrangements obtainable in the class, the learner will be assistance from studying in the ease of their homes. The students in synchronous distance learning cooperate habitually and often with their teachers and this communication offers systematic chances for live discussion, reachable, in-depth teaching, personal training, support and mentoring. While the disadvantage of Synchronous E- Learning comes from the opportunity of students' changeable work timetables and procedural problems such as unbalanced networking connection, hard energy loud, low battery or even deficiency of technological device to conduct this E- learning. [17], [18].

While Asynchronous online learning can be defined as a method that does not happen in real time, but learning happens on the student's timetable. learning materials in several methods (text, videos, assignments for completion, recordings) are offering by the teacher, the learner themselves entree these resources and accomplish the learning necessities on their own agenda, as long as they meet the assumed limits. Common asynchronous methods of E- learning contain self-study modules, lecture notes, virtual libraries, pre-recorded video or audio content, connects to Internet references, and online activity boards. Students study the task by the learning materials themselves, and only irregularly communicate with teachers through social media connections or email. The main benefit of this learning method is created by its elasticity, speed and affordability. Learners admittance without restrictions obtainable materials and complete them as they want [17], [18].Though, they set their own step while accomplishing on the material, within the definite deadline, in finishing the given task based on their thoughtful of the given notion and topic. This may be appropriate for fast learners as well as those who take extensive to engage new information. The weakness of Asynchronous E-Learning is the nonexistence of individual communication and chances to converse and network with

classmates. In addition, it may be very inspiring for learners to stay interested to learn about related themes and notions without continuous response and support from the teacher [17], [18].

Methods

The study was conducted in third semester students' academic year 2021/2022. This research method is qualitative research. The researcher has implemented TBL in Scientific Reading course English Language Literature of third semester The participant was involved 28 students. The instrument of this research is questionnaire and test. Questionnaire is used to answer the research question in analyzing whether scientific reading ability improved after learning through task – based learning. Meanwhile the test is used to measure students' ability whether the use of task -based learning was effective in improving students' ability in scientific reading.

The method of this research consists of three procedures. Basically, TBL consist of 6 stages, thus, Willis (1996) simplified into three steps that are **pre-task, post-task, and task-realization**. Pre-Task is suggested that lecturer as facilitator at this stage chosen material will need to relate the task and how much the learner will need language work, he/she thinks and in this step the researcher use brainstorming. It could be initiated by making a list, comparing idea, and sharing experiences as a lead-in. The finding shows that involving students on the Task-based Learning strategy in reading activity help them to improve their skill. This step is subject to place the students into three main activities of Task-Based learning method and giving benefit to explore ideas to say [19].

Result and Discussion

The data were analyzed under the highlights of research questions. The first research question was to analyze whether scientific reading ability improved after learning through task – based learning. The rating score of reading report test were calculated and converted into mean scores. The second research question was to examine whether the use of task -based learning was effective in improving students' ability in scientific reading. In this research, there are three steps of activity in this method. First, *pre - activity*, students were asked to read an article given by the lecturer every week. In this step, students were asked to read critically. The articles were taken from Online Journal System which is suitable with current issue in order improve their knowledge and experience in daily activity. The second step is *Task realization* where the students were asked to write their understanding about the reading. Besides, they also were asked to add their opinion about their reading article. The purpose of this task is improving their knowledge and awareness about headlines news of the reading paper. First data collection technique in this case is collecting data through questionnaire. The students were asked to give their opinion about the use of task-based method in asynchronous learning in the scientific reading class. The data were collected by using google form which the link was sharing through WhatsApp group. The result is in the flowing table.

Table 1. The result of the use task-based learning method

| No.	Statement	Agree	Agree
1	Doing task prefer at home rather in campus	100%	0%
2	Getting Idea at home	97%	4%
3	self-confidence doing task at home	100%	0%
4	I'd prefer task than discussion	54%	47%
5	Task is representing the material	93%	7%
6	task is representing the exercise	100%	0%
7	task is representing the aim	93%	7%
8	Task is clear instruction	82%	18%
9	Task is suitable with the subject	100%	0%
10	Task has Feedback as score	100%	0%
11	Task has Feedback as comment	100%	0%

| 12 | Task has much time | 89% | 11% |

The result of this study indicated that the use of task-based method in asynchronous learning gives positive impact especially in pandemic. Based on the data through questionnaire from 28 students answer 100% agree doing assignments given by the lecturer at home rather than on campus; 97% agree getting idea at home; 100% feel self-confidence doing task at home; 54% agree and 47% disagree dealing with doing task than discussion; 93% agree that the task as representing of learning material; 100% agree the task representing the exercise; 82% agree the task representing the aim of the course; 100% agree that the task has a clear instruction; 100% agree that the task has feedback as score; 100% agree the task has Feedback as comment; and 89% agree that the task has much time. The graph is as follow.

Figure 1. The result of the use task-based learning method
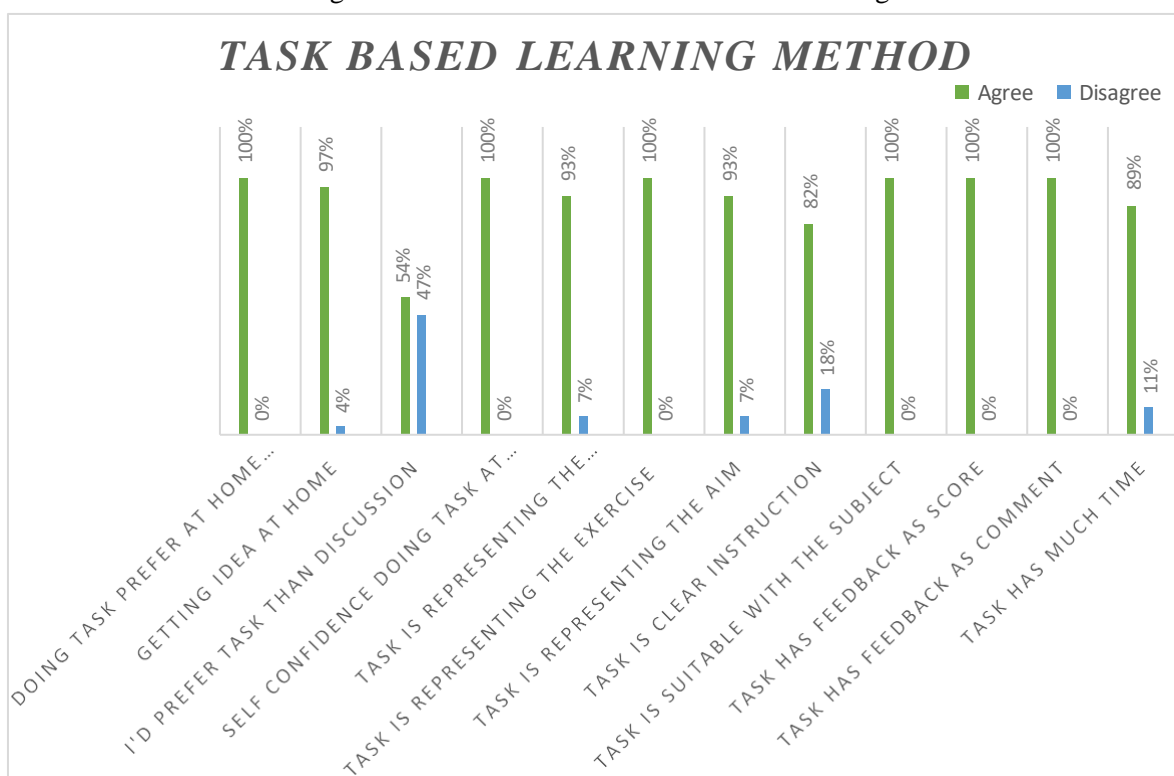
In conclusion, the data were shown, analyzed, and interpreted to interpret the findings of the study. The interpretations and the analysis were based on classroom participation and post-test scores. The findings of the research deal with students' satisfaction during learning through task-based learning. The questionnaire is designed to find out the students' attitude toward their English before and after the implementation of TBL. The questionnaire consisted of items the differentiation between doing the task at home and in the class, the differentiation between getting idea at home and in the class; self-confidence doing task at home, the differentiation between discussion and doing the task; the advantages of task contain the material; the advantages of task contain exercise, the advantages of task contain the purpose of learning; the advantages of task contain the clear instruction; the advantages of task suitable with the course; the advantages of task contain the feedback and comment; and the advantages of task contain longer time at home. Moreover, the questionnaire designed in the form of Likert scale. The options are strongly agreed, agree, undecided, disagree, and strongly disagree. In this case, the questionnaire consisted 12 statements.

The second research question is to find out whether the use of task -based learning was effective in improving students' ability in scientific reading. To find out the answer, this research collected the data through pretest and post test of scientific reading task. Thus, in the last step is ***Post activity***, this activity is the assessment and comments given by the lecturer on the assignments that have been done by students. In addition to providing feedback and comments, students and lecturers discussed the tasks that have been conducted. This is necessary because students need to know the results of the assignments they have done. Meanwhile, the reading comprehension consists of indicator that function as a tool in giving assessment to task-based language. The main purpose of this course Scientific Reading is capable of retelling what have been read. Thus, the result of the test is in pre-test has average 74,16 and the post test is 78,3. The graph is as follow.

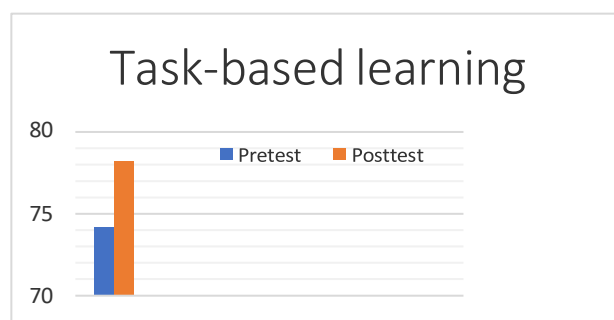Figure 2. students' score test before and after using TBL method

Figure 2 above indicates that the TBL score of the student's pre-test and post-test on the Scientific Reading. Besides getting to know the score of the test, the students also find out the comment from the lecturer. Some of the lecturer's comment such as *Too long paper, but I can't find your reading report. You don't need to copy the data of the research and the references; It almost closely reading report but still copy the paper; You have written reading report, but it still doesn't your own words* and others. Thus, the important thing of using TBL is not only giving the task to students but also guidance them through the assignment. Besides, this comment gives positive impact and appreciation of their job.

Conclusion

This research was conducted based on the situation during Pandemic that makes the lectures should be able to find the appropriate method in learning. One of the learning methods that suitable with long distance learning is Asynchronous learning. This Asynchronous learning can be combined with task Based learning. After applying TBL method, it is indicating that Scientific Reading tasks. There are two finding in this research, first the students' satisfaction during learning through task-based learning and the second to find out whether the use of task -based learning was effective in improving students' ability in scientific reading. The result of first finding which analyzing through questionnaire that TBL gives positive effect of students' attitude to the task was given. Through this method can express students' idea in conducting the task; more confident; easier in reaching the goal of learning, and contain clearly instruction; and clearly feedback as result and lecturer's comment. Thus, it can be one of the solutions for students and lecturers in teaching learning process especially in Asynchronous learning. The second finding that this method can help the students in improving their ability in retelling the information. It occurs because the students have long time during doing the homework at home. It can rise their inspiration up in arranging their reading report task.

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