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Effectiveness Of Task-Based Language Teaching Strategy (TBLTS) To The Literacy Performance Of The Grade 8 Learners

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Abstract — This study aimed to determine the Effectiveness of Task-based Language Strategy 9TBLTS) to the literacy performance of the Grade 8 pupil in English. The findings of the study served as a basis of a proposed intervention plan. This study used the Quasi-Experimental method of research to determine the significant difference of the aforementioned variables. The researcher utilized Universal Sampling in identifying the respondents of the study. the test of difference between the scores in the pre-test and post-test of Grade 8 students in control and experimental group. It was revealed on the table that the two groups differs on the results where Grade 8 section A with a test scores, the computed t value with the critical value, the decision is the hypothesis is accepted and interpreted as not significant, while Grade 8 section B with the test scores with a computed T value of and critical value the decision is, the hypothesis is rejected and interpreted as significant. This means that from control group their result was consistent from pre-test resulted to good level of performance both pre-test and post-test without applying the Task-based language teaching strategy, while experimental group or section B students were able to understand with the use of the strategy which is the task-based language teaching strategy. This means that there is a significant difference between scores in the pre-test and pot-test from Section B. This implies that with the use of the task-based language teaching strategy is effective and students were able to understand the concepts, attainment of the objective is visible which helps improve the performance of the Grade 8 students.

The results in Table 3 regarding the test of difference of the pre-test and post-test performance of Grade 8 students the integration of task-based language teaching strategy, it implied that students performance will vary on the strategies injected by teacher and how the teacher delivered the lesson well which resulted to improve the level of performance. In other words if that strategy will be applied all throughout the school year, chances are, the performance of the Grade 8 students will really improve.

Keywords — Effectiveness, Task-Based Language Teaching, Grade 8 Learners, English

I. Introduction

Task-Based Language Teaching (TBLT) has become increasingly recognized as an effective pedagogy, but its location in generalized sociocultural theories of learning has led to misunderstandings and criticisms: it is claimed that the lack of controlling the structure of tasks may lead to unpredictable outcomes, rendering TBLT appropriate only for experienced teachers with high target language proficiency; it has been viewed as unsuitable for exam preparation; and it allegedly does not sufficiently privilege the learning of grammar rules (Willis & Willis, 2012).

After the pandemic, the learners became very expressive about their thoughts and ideas. It made them feel the need to share and search for relevance in everything they do. However, the learners in the New Normal lack fluency and familiarity with the language. Thus, the school of Baybay National High School had 27% of students under the Frustration Level from the last 2nd Quarter/ 3rd Grading School Monitoring and Adjustment. The mission I chose for my learners was about loving the language and making our interactions as fun as possible. The thought of doing this approach to the learners of the 21st Century can help them learn the art of How learning. I became an educator to share my acquired abilities and skills to create fluent and competitive graduates.

As a graduate of Franciscan College of the Immaculate Conception in my basic education, I had all the privilege to learn and to acquire the right skills that I needed as a learner. I learned the art of using language to express my thoughts and feelings. Moreover, the confidence I have over the competency skills I acquired ensured my creativity while I was growing up. The more I practice the skills acquired the more self-asserting and expressive I became. This made me realize the calling I wanted to answer in life. Thus, I became a Language Teacher.

It has been with great issue that for these past two years, the learners neglected the habit to study and to appreciate the hows of learning. Learning became rigorous on their part because of the learning modules, the responsibility for them to understand on their own became their number one burden. Transitioning to the new normal was the responsibility of the involved community. The approach we somehow interjected was the Differentiated Activities but it was never enough, another was the Project Based Learning then the Task-Based Language where the central focus is making the language more relevant and enjoyable. Learners in the 21st century believe in learning by doing where a variety of skills are involved and completion is the central task while acquiring the language. This also helps the anxiety of our learners because they gain confidence through positive feedback as a learning group. In this premise that the researcher is eager to conduct the study which will focus on the literacy performance of the Grade 8 learners.

This study evaluated the effectiveness of the Task-Based Language Teaching Strategy (TBLTS) on the Literacy Performance of the Grade 8 Students in Baybay National High School in the Schools Division of Baybay City. The findings of the study were the bases for an Intervention Plan.

Specifically, it sought to answer the following questions:

1. 1.What is the literacy performance of the Grade 8 students before the integration of the Task-based Language Teaching Strategy (TBLTS) based on the following groups:

    1.1   control group; and

    1.2   experimental group?

2. What is the literacy performance of the Grade 8 students after the integration of the Task-based Language Teaching Strategy (TBLTS) based on the following groups:

    2.1. control group; and

    2.2. experimental group?

3. Is there a significant difference in the literacy performances of the Grade 8 students before and after the integration of the Task-based Language Teaching Strategy (TBLTS) based on the aforementioned groups?

4. What enhancement plan can be proposed based on the findings of the study?

Null Hypothesis:

HO: There is no significant difference in the literacy performances of the Grade 8 students before and after the integration of the Task-based Language Teaching Strategy (TBLTS) based on the aforementioned groups.

II. Methodology

Design. The study utilized the True Experimental type of research Design to evaluate the effectiveness of Task-based Language Teaching Strategy (TBTLS) to the literacy performance of the Grade 8 students in Baybay National School. The findings of the study were the basis for an Intervention Plan. The researcher utilized Universal Sampling in identifying the respondents of the study. The researcher utilized Universal Sampling in identifying the respondents of the study. Quantitative analysis was used to determine the significant difference between the pre-test and post-test mean scores in Baybay national High School in the Division of Baybay City based from the different most essential learning competencies in first grading period delivered in English subject which purely focused on the different competencies. The main local of the study is in Baybay National High School which is located under the in the Division of Baybay City. Based from the aforementioned locale, the main respondents that were chosen by the teacher-

researcher was the Grade 8 learners which was identified based on their test performances prior to the integration of Task-based Language Teaching Strategy (TBTLS) in the delivery of the different learning competencies. The assessment given to the respondents was carefully validated by the teacher-researcher himself which are the pretest and posttest test performances of the Grade 8 learners, the different steps in conducting the identified approach were undertaken in order to validate their performances before and after the implementation of Task-based Language Teaching Strategy (TBTLS) to the respondents. This study is mainly focus on the results of the different test validation to gather data: The pretest scores performance of the Grade 9 learners before the implementation of the Task-based Language Teaching Strategy (TBTLS) in identifying the performance of the respondents, The Posttest scores performance of the Grade 8 learners after the implementation of the Task-based Language Teaching Strategy (TBTLS) as well as the significant difference of the pretest and posttest performances before and after the implementation of the Task-based Language Teaching Strategy (TBTLS) in the delivery of the most essential learning competencies in teaching Math for the first grading Period. In the Quasi- experimental research design, the researcher prepared the different materials which integrating Task-based Language Teaching Strategy (TBTLS). The focus of this study was the Grade 8 learners and those readers who are in the fair and good level of performance in order to improve their performance those on the average level of performance as well as those learners who were independent learners as well as facilitating in the giving of pretest and posttest to the identified respondents in order to gather necessary data that will be significant in the study; The proposed Intervention Plan was taken based on the findings of the study.

Sampling. The respondents of the study are the Grade 8 learners of the school. There were 24 males and 10 females with a total of 34 respondents in the control group while in the experimental group, there were 19 males and 15 females with the total of 34 learners. . The respondents or the grade 8 learners were being identified based on the performance of learners, and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.. Another way of contacting them are through cell phones of their respective parents.

Research Procedure. The researcher prepared the research design which is the quasi-experimental research design and tools which are the different learning materials embedding the Task-based Language Teaching Strategy (TBTLS) ased from the numeracy test given to the respondents . The researcher formulated the following steps or procedures to be guided during the gathering of data. The steps are the following:

The researcher sent a letter to the Schools Division Superintendent of Leyte Division for approval in conducting the study to the said school, After which, the approved letter coming from the Schools Division Office was given to the Public School District Supervisor (PSDS) for his awareness.

The researcher conducted the pretest before the integration of Task-based Language Teaching Strategy (TBTLS). in teaching English After conducting the pretest, the researcher now integrating the Task-based Language Teaching Strategy (TBTLS). to the different most essential learning competencies (MELCs) in English for 4 weeks. After 4 weeks of integrating the Task-based Language Teaching Strategy (TBTLS). to the lesson, the posttest was conducted to validate the learning of the Grade 8 learners..

The results were analyzed and interpreted in order to find out if there were increased on the performance level from the pretest to the posttest. Then after the posttest and pretest were analyzed, the posttest result was treated statistically using the test for mean difference. The Approval and recommendation from the Office of the Schools Division Superintendent, as well as to the Assistant Schools Division Superintendent being the Chairman of the Schools Division Research Committee through the Senior Education Program Specialist in Planning and Research. After the Approval of the Schools Division Research Committee, the Approved or endorsement letter from the body together with the approved letter of intent were forwarded to the Office of the Public School District Supervisor as well as to the office of the School principal in order to get full support on the conduct of the study as well as to get also approval from their end. The proposed title and design was submitted to the School Division Office for approval. Upon approval, the Division released endorsement to the District Office where the school is located. When the research was approved by the Schools Division Office and District Office, the researcher began the process of data gathering. Validation of the instruments through Experts such as the Master Teacher and in coordination with the school head and lastly to the Education Program Supervisor in Learning Resource was sought. Orientation of the participants was done. Answering and retrieval of the research tool followed. Tallying of results and treatment of data. Analysis and Interpretation of Data. Making of Proposed Enhancement Plan.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the learners and the teachers including the School Principal was done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data was treated statistically using the following statistical tool.

Weighted Mean. This was utilized to assess the literacy performance of the Grade 8 learners.

T-Test For Mean Difference- This tool was used to calculate the significant difference of the literacy performance of the Grade 8 learners.

III. Results and Discussion

Table 1
PRE-TEST PERFORMANCE OF GRADE 8 STUDENTS

Score Range	Description	PRETEST CONTROL		PRETEST EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	0	0
25-32	Very Good	6	18	10	30
17-24	Good	16	47	12	35
9-16	Fair	12	35	12	35
1-8	Poor	0	0	0	0
Total		34	100	34	100
Weighted Mean		18.05	Good	20.15	Good

Table 1 presents the pre-test performance of Grade 8 learners in literacy performance before the integration of task-based language teaching strategy (TBLTS). Table 1 giving us the idea on the performance of Grade 8 students before the specific intervention to be given to the students. Based on the table, from the descriptive performance which is excellent with a score ranging from 33-40 both section A and section B none of the Grade 8 students achieved this level. In the very good level, score ranging from 25-32, from Section A 6 out of 34 students achieved this level and from Section B 10 out of 30 got the level of very good. For the description of good, score ranging from 17-24, section A 16 students out of 34 or 47% achieved this level and 12 out of 34 students or 35% achieved this level from section B. From score ranging 9-16 with the description of fair level, 12 out of 34 or 35% achieved this level both section A and B and no students belongs to poor level description score ranging from 1-8 both section A and B.

The results in table 1 presented the pre test performance of Grade 8 students in literacy performance before the integration of task-based language teaching strategy (TBLTS). The pre-test result implied that the Grade 8 students who are the respondents of the study showing good in the level of performance in literacy. In this time of the delivery, the students are not yet exposed to the integration of the task-based language teaching strategy. This is a manifestation that the Grade 8 students' needs an integration to improve their performance in the English subject. The students tried their best in answering the pretest. It resulted to good level because some of the students were exposed to technology where they can probably engage some reading passages which resulted to exposure of some sentence or words. With that the teacher need to introduce the Task-based Language Strategy to compare the performance both pre-test and post-test or before and after integrating the intervention or strategy.

This implies that even before using the strategy it resulted to good result where both control and experimental were able to achieved the score ranging from 17-24 or good level of performance.

Table 2
POST TESTPERFORMANCE OF GRADE 8 LEARNERS

Score Range	Description	POST TEST CONTROL		POST TEST EXPERIMENTAL	
		Frequency	%	Frequency	%
33-40	Excellent	0	0	23	67
25-32	Very Good	2	6	11	33
17-24	Good	27	79	0	0
9-16	Fair	5	15	0	0
1-8	Poor	0	0	0	0
Total		34	100	34	100
Weighted Mean		**19.60**	**Good**	**34.88**	**Excellent**

Table 2 shows the post-test performance of Grade 8 students in literacy performance after the integration of the Task-based Language Teaching Strategy (TBLTS). The results in Table 2 showed a positive result for Section B where 23 out of 34 students or 67% achieved excellent level of performance with score ranging from 33-40, for post test control none of the 34 students achieved that level of performance. For very good level of performance with a score ranging from 25-32, from post control group 2 out of 34 students with 6% achieved this level of performance and 11 out of 34 or 33% achieved this level, none from the section B achieved good level of performance with score ranging from 17-24 and 27 out of 34 or 79% achieved this level of good description. For the score ranging from 9-16 with fail level of performance there were 5 out of 34 students or 15% from the total population achieved this level from section A and no one from section B achieved this level. Poor level of performance score ranging 1-8 no one from both section achieved this level of performance.

The results in Table 2 which focuses on the post-test performance of the Grade 8 students, with the integration of Task based Language Teaching Strategy. This implies that the performance of the Grade 8 students were improved with the used of the task-based language teaching strategy.

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Table 3

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE PRE-TEST AND POST-TEST OF GRADE 8 STUDENTS IN CONTROL AND EXPERIMENTAL GROUP

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 8 Students	Pre Post	18.05 19.60	0.992	1.741	Accept H_o	Not Significant
GRADE 8 Students	Pre Post	20.15 34.88	2.997	1.741	Reject H_o	Significant

Table 3 presents the test of difference between the scores in the pre-test and post-test of Grade 8 students in control and experimental group. It was revealed on the table that the two groups differs on the results where Grade 8 section A with a test scores from 18.05 to 19.60, the computed t value is 0.992 with the critical value of 1.741, the decision is the hypothesis is accepted and interpreted as not significant, while Grade 8 section B with the test scores from 20.15 to 34.88 with a computed T value of 2.997 and critical value of 1.741 the decision is, the hypothesis is rejected and interpreted as significant. This means that from control group their result was consistent from pre-test resulted to good level of performance both pre-test and post-test without applying the Task-based language teaching strategy, while experimental group or section B students were able to understand with the use of the strategy which is the task-based language teaching strategy. This means that there is a significant difference between scores in the pre-test and pot-test from Section B. This implies that with the use of the task-based language teaching strategy is effective and students were able to understand the concepts, attainment of the objective is visible which helps improve the performance of the Grade 8 students.

The results in Table 3 regarding the test of difference of the pre-test and post-test performance of Grade 8 students the integration of task-based language teaching strategy, it implied that students performance will vary on the strategies injected by teacher and how the teacher delivered the lesson well which resulted to improve the level of performance. In other words if that strategy will be applied all throughout the school year, chances are, the performance of the Grade 8 students will really improve.

Table 4

TEST OF DIFFERENCE BETWEEN THE SCORES IN THE POST-TEST OF GRADE 8 STUDENTS IN CONTROL AND EXPERIMENTAL

Aspects	Test Scores		Computed T	Critical T	Decision	Interpretation
GRADE 8 Students	Control Experimental	19.60 34.88	2.665	1.741	Reject H_o	Significant

Table 4 presents the test of difference between the scores in the post-test of Grade 8 students in control and experimental group. It revealed that from control group with test scores of 19.60 with computed T value of 2.665 higher than the critical T value of 1.741 the decision is rejected and interpreted as significant, while from the experimental group the test scores of 34.88 with the computed T value of 2.665 higher than the critical T value of 1.741 so the null hypothesis is rejected and interpreted as significant.

This implies that both section A and section B the hypothesis is rejected and the interpretation is significant which means that the task-based language teaching strategy is effective and helpful to Grade 8 students.

IV. Conclusion

Based from the findings of this research, it can be concluded that there is a significant difference between the pre and post-test scores of grade 8 students in English- Literacy. Therefore; Task-Based Language Teaching Strategy (TBLTS) is an effective strategy for improving the performance of students in Literacy skills.

V. Recommendations

1. The proposed intervention plan should be used.

2. Supervisors and Administrators should initiate trainings and workshops may it be f2f or in virtual platforms on how to apply Task-Based Language Teaching Strategy in English and other subjects to be taken by the learners in all grade levels.

3. School Heads should encourage teachers in all subject areas to apply or research suitable strategy for all subjects handled in every competency that were not mastered by the learners.

4. English Teachers should develop Task-Based Language Teaching Strategy in every least learned competency every quarter.

5. Based from the results of the study having the excellent and good performances level, teachers should continue to adopt the activities to maintain the performance of Grade 8 students.

6. In order to maintain the performance of the students in integrating the Task-Based Language Teaching Strategy (TBLTS) in teaching English, the School Head should monitor the utilization and crafting of the TBLTS.

7. In relation to the abovementioned, the researcher is giving the authority to the future researcher to conduct the same study to validate the significant findings of the study.

This thesis was written during my stay at the Western Leyte College of Ormoc City which allowed the researcher to delve into planning and conducting the research.

Several people played a decisive role in making the thesis which encouraged the researcher to continue and vigorously strive for success.

As the researcher strived to finish the research, it allowed her to pursue interests, learn something new, hone problem-solving skills, and challenge herself in new ways. Furthermore, learning the strategy made her carry out using the target language and its taught elements which takes the pressure off learning a language but engages the learners with the language as they focus on completing the activity. In addition, learning a strategic plan in place can enable the researcher to track progress toward goals. The progress can directly impact success, creating a great approach for learners.

The researcher would also like to give special thanks to my husband Lendon Roble and my family for their continuous support and understanding when undertaking my research and writing my project. Your prayer for me was what sustained me this far.

For all the challenges and difficulties experienced, the researcher is glad to have experienced it all for her to deeply understand her missions in life.

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AUTHOR'S PROFILE

JOY P. ROBLE

The author was born on November 11, 1994, in Poblacion 4 Baybay City, Philippines. She finished her Bachelor's degree in Secondary Education with flying colors at Franciscan College of the Immaculate Conception Baybay City, Incorporated. In high school and college, she was really into the supervision field. She was a leader in different organizations when she was a student and that helped her decide to take administration and supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education majoring in Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher II in the Department of Education and a Grade – VIII English Teacher at Baybay National High School at 30 de Deciembre St. Baybay City Leyte. She is a School Librarian in charge and an advocate of reading literacy in her station. She believes that supervising the young is the foundation of understanding how to supervise the old. This will help her to reflect on challenging areas of her work, which can help her to identify issues early on and discuss actions to resolve these; seek advice; and talk through solutions in a proactive and timely way. Furthermore, this will also stimulate, direct, guide, and encourage others to apply instructional procedures, techniques, principles, and devices. Thus, school administration keeps in direct contact with the community, provides it with care and education, and a proper environment that would academically qualify students well, leading eventually to the progress of the community and upgrading its level.