CHAPTER 4

RESULTS

This chapter presents the findings of this study. The results of each question are expressed in the following order: 1) research question one regarding the determination the efficiency of task-based learning in English tenses on writing skill of Grade 9 Students to meet the criteria set at 75/75; 2) research question two regarding the comparison between students' writing achievement before and after learning through task-based learning in English tenses on writing skill of Grade 9 Students; and 3) research question three regarding the investigation the satisfaction of the Grade 9 students towards the task-based learning in English tenses on writing skill. The findings presented are drawn from quantitative data of the task activities, achievement tests, and questionnaire.

4.1 Research Question One: What is the efficiency of task-based learning in English tenses?

This research question was directed towards the efficiency of task-based learning English tenses. To answer this question, the researcher employed the quantitative data from the tasks and the achievement test, which determined the efficiency of task-based learning in English tenses based on the criterion set at 75/75. The quantitative data consisted of the activities scores from all tasks (efficiency of the process), and post-test scores (efficiency of the outcomes). There were 8 tasks in this study which the

total mean scores from all activities scores of tasks were 187 scores. The total mean

scores from the achievement test or post-test were 40 scores. Table 4.1 below

illustrated mean, standard deviation, percentage and the efficiency of the tasks.

Table 4.1 The Mean and Standard Deviations, and Percentage for Each Task

   Item (N = 30)

No.	Activities Scores of Learning through Task-Based Learning (Efficiency of the Process)									Post-test (40)
	Task 1 (35)	Task 2 (20)	Task 3 (28)	Task 4 (10)	Task 5 (22)	Task 6 (26)	Task 7 (26)	Task 8 (20)	Total (187)	
1	27	14	18	8	15	18	18	16	134	30
2	31	17	16	10	18	20	19	18	149	29
3	26	15	22	8	16	17	18	16	138	33
4	30	18	21	10	19	21	20	20	159	35
5	30	18	23	10	19	21	20	20	161	30
6	31	17	20	10	18	20	19	18	153	28
7	26	14	19	8	16	17	18	16	134	30
8	31	17	22	10	18	20	19	18	155	28
9	30	18	19	10	19	21	20	20	157	32
10	26	14	17	8	16	17	18	16	132	29
11	32	13	20	10	19	21	21	20	156	33
12	27	14	23	8	15	18	18	16	139	30
13	26	15	21	8	16	17	18	16	137	28

Table 4.1 (Continued)

No.	Activities Scores of Learning through Task-Based Learning (Efficiency of the Process)									Post-test (40)
	Task 1 (35)	Task 2 (20)	Task 3 (28)	Task 4 (10)	Task 5 (22)	Task 6 (26)	Task 7 (26)	Task 8 (20)	Total (187)	
14	27	14	15	8	15	18	18	16	131	29
15	27	14	16	8	15	18	18	16	132	30
16	27	14	15	8	15	18	18	16	131	29
17	31	17	20	10	18	20	19	18	153	30
18	30	18	17	10	19	21	20	20	155	29
19	31	17	21	10	18	20	19	18	154	27
20	31	17	27	10	18	20	19	18	160	36
21	26	15	19	8	16	17	18	16	135	26
22	32	13	22	10	19	21	21	20	158	33
23	32	13	18	10	19	21	21	20	154	34
24	32	13	24	10	19	21	21	20	160	35
25	32	13	20	10	19	21	21	18	154	32
26	26	15	18	8	16	17	18	16	134	26
27	30	18	22	10	19	21	20	20	160	32
28	32	13	25	10	19	21	21	20	161	34
29	30	18	18	10	19	21	20	20	156	31
30	27	14	16	8	15	18	18	16	132	30
Total	**876**	**460**	**594**	**276**	**522**	**582**	**576**	**538**	**4424**	**918**
$\overline{X}$	**29.20**	**15.33**	**19.80**	**9.20**	**17.40**	**19.40**	**19.20**	**17.93**	**147.47**	**30.60**
S.D.	**2.38**	**1.94**	**2.99**	**0.99**	**1.64**	**1.69**	**1.21**	**1.81**	**11.65**	**2.74**
%	**83.43**	**76.67**	**70.71**	**92.00**	**79.09**	**74.62**	**73.85**	**89.67**	**78.86**	**76.50**

As shown in Table 4.1 above, the efficiency of the task-based learning in English tenses conducted by the researcher is 78.86/76.50 which was higher than the criteria set at 75/75. It claimed that students, who learned English tenses on writing skill through task-based learning, received total mean scores from the activities scores of task-based learning at 78.86 % and total mean scores from the achievement test after learning through task-based learning at 76.50 %.

The efficiency of the task-based learning in English tenses which was higher than the criteria setting revealed that the students tend to employ a wide range of the task-based learning when learning English tenses. In order to reflect more profoundly upon the students' mean scores on post-test than those of pre-test of English tenses on writing skill through task-based leaning, a detailed quantitative analysis of the aspect based on multiple sources of data was provided in the Research Question Two.

4.2 Research Question Two: Will grade 9 students who learn English tenses through task-based learning have higher writing skill?

This section reported more insights into the students' learning achievement before and after learning English tenses on writing skill through task-based learning, the second research question was formulated. To address this question, the researcher used quantitative data in terms of comparison the difference between pre-test and post-test mean scores. Evidently, pre-test scores (40 items) and post-test scores (40 items) were also compared to find out the statistically significant difference as shown in Table 4.2 and 4.3.

Table 4.2

Comparison the Difference between Pre-test and Post-test Mean Scores

No.	Pre-test Scores (40)	Post-test Scores (40)	Difference (D)	Double Difference (D^2)
1	8	30	22	484
2	10	29	19	361
3	17	33	16	256
4	16	35	19	361
5	19	30	11	121
6	8	28	20	400
7	9	30	21	441
8	13	28	15	225
9	11	32	21	441
10	9	29	20	400
11	10	33	23	529
12	8	30	22	484
13	15	28	13	169
14	10	29	19	361
15	14	30	16	256
16	10	29	19	361
17	9	30	21	441
18	6	29	23	529
19	5	27	22	484
20	22	36	14	196
21	7	26	19	361

Table 4.2 (Continued)

No.	Pre-test Scores (40)	Post-test Scores (40)	Difference (D)	Double Difference (D^2)
22	14	33	19	361
23	15	34	19	361
24	13	35	22	484
25	6	32	26	676
26	7	26	19	361
27	8	32	24	576
28	11	34	23	529
29	12	31	19	361
30	11	30	19	361
Total	333	918	585	11731
$\overline{X}$	11.10	30.60	24.38	488.79

As shown in the table above, the thirty Grade 9 students who learnt the Additional English (EN23201) course in the first semester of the academic year 2015 at Phnomrung School obtained the pre-test mean scores at 11.10 and post-test mean scores at 30.60. It indicated that the students who learnt English tenses through task-based learning had higher writing achievement scores.

It should be noted that the information presented in table 4.2 only represented the comparison of the difference between pre-test and post-test mean scores of the thirty Grade 9 students. Table 4.3 below then revealed the difference between students' pre-test and post-test mean scores.

Table 4.3

Difference between Pre-test and Post-test Mean Scores

Achievement	N	Total Scores	$\overline{X}$	S.D.	t
Pre-test	30	40	11.10	4.06	31.98**
Post-test	30	40	30.60	2.67	

*** significant difference at .01*

As indicated in the table 4.3 above, the independent samples t-test was conducted in order to find whether there was a significant difference in using task-based learning in English tenses of the pre-test and the post-test mean scores of grade 9 students. The results showed that there was statistically significant difference between the pre-test and the post-test mean scores in using task-based learning in English tenses on writing skill at a .01 level.

4.3 Research Question Three: How are the students' satisfactions in learning English tenses through task-based learning?

The third research question focused on gaining an understanding of the level of the students' satisfactions in learning writing task-based learning approach.

All of thirty grade 9 students were asked to complete the 12 items of 5 rating scale satisfaction questionnaires, ranging from "extremely satisfied" (5) to "not at all satisfied" (1). Table 4.4 below demonstrated the mean and standard deviation for each questionnaire item.

Table 4.4

The Mean and Standard Deviation for Each Satisfaction Questionnaire Item

(N = 30)

No.	Statements	$\overline{X}$	S.D.	Meaning	Rank
1	You enjoy activities provided in the tasks.	4.63	0.61	Extremely Satisfied	3
2	You enjoy doing pair works and group works.	4.57	0.50	Extremely Satisfied	5
3	Practice with TBL activities is interesting.	4.43	0.57	Very Satisfied	9
4	Tasks are simple and easy to understand.	4.47	0.63	Very Satisfied	8
5	Learning English tenses on writing through TBL gives you a chance to practice writing skills.	4.80	0.48	Extremely Satisfied	1
6	The contents and activities are relevant.	4.50	0.57	Very Satisfied	7
7	Learning through TBL helps you understand grammar well.	4.53	0.63	Extremely Satisfied	6
8	You always feel motivated when learning English by doing and practicing with TBL.	4.63	0.57	Extremely Satisfied	3
9	Learning English through TBL enhance your critical thinking process.	4.60	0.62	Extremely Satisfied	4
10	The contents and activities in the tasks are appropriate.	4.67	0.48	Extremely Satisfied	2
11	Time taken on task is appropriate.	4.40	0.72	Very Satisfied	10

Table 4.4 (Continued)

No.	Statements	$\overline{X}$	S.D.	Meaning	Rank
12	You have positive attitude toward learning English writing on tenses after learning through TBL.	4.53	0.68	Extremely Satisfied	6
	Grand Total	**4.56**	**0.29**	**Extremely Satisfied**	

As revealed in Table 4.4, it indicated that the students' satisfactions in learning in English tenses by using task-based learning as a whole were at "extremely satisfied" levels ($\overline{X}$ = 4.56, S.D. = 0.29). When considering at each item, it was found that the three highest mean scores were no. 5 "Learning English tenses on writing through TBL gives you a chance to practice writing skills." ($\overline{X}$ = 4.80, S.D. = 0.48), and no.10 "The contents and activities in the tasks are appropriate." ($\overline{X}$ = 4.67, S.D. = 0.48), followed by no.8 "You always feel motivated when learning English by doing and practicing with TBL." ($\overline{X}$ = 4.63, S.D. = 0.57). On the other hand, the three lowest mean scores were no. 11 "Time taken on task is appropriate." ($\overline{X}$ = 4.40, S.D. = 0.72), followed by no.3 "Practice with TBL activities is interesting ($\overline{X}$ = 4.43, S.D. = 0.57), and no.4 "Tasks are simple and easy to understand" ($\overline{X}$ = 4.47, S.D. = 0.63).

4.4 Summary of the Chapter

As evidenced in the study, the findings of this study reached statistical significance. In this chapter, students' task-based learning in English tenses on writing skill was presented. The results of each research question were described in

three aspects, namely the efficiency of the task-bask learning in English tenses on writing skill; the students' learning achievement towards the task-bask learning in English tenses on writing skill; and the students' satisfaction toward the task-bask learning in English tenses on writing skill, respectively. Besides, the detailed summary of the findings, discussions, implications for instruction, and suggestions for future researches were presented in the next chapter.