

The Effectiveness of Task Based Intruction (TBI) toward Students' Interest in Learning English Vocabulary at SMPN 1 Sambelia

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Abstract

This research was aimed at find out whether or not using Task Based Intruction has positive effect toward students' interest in learning English vocabulary. This research was an experimental research. The population the second year students of SMPN 1 Sambelia in academic year 2021/2022 was 209 students. The sample of the research was 54 students. The sample was taken by cluster random sampling technique. The instrument that was used test (20 items) and questionnaire. The score were analyzed by used descriptive and inferential analysis. Descriptive analysis was used to describe mean, mode, median, and standard deviation of group according to Anas Sudijono:2007, and inferential analysis was used to describe the value of t-test for comparison between t-table. It was showed that the value of t-test = 2.575 was higher than the value of t-table = 1.675. So, using Task Based Intruction approach has positive effect toward students' interest in learning English vocabulary at SMPN 1 Sambelia.

Key word: *Task Based Intruction, Vocabulary*

INTRODUCTION

Vocabulary is the knowledge of meanings of words. The ability to communicate and convey our social need cannot be delivered without having enough vocabulary. Learning vocabulary for young learners is fundamental because the ability of students to learn English especially to read as well to comprehend the subject is determined by vocabularies and if the learners have unlimited vocabularies, the ability to communicate and to convey their need cannot be delivered properly. It is impossible to express our ideas, emotion, feeling and desire without enough vocabularies.

Vocabulary is important to mastery four skill of language, such as listening, speaking, reading and writing. According Scott Thornburry (2002: 13) without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Therefore, from the early age we build up our vocabulary so that, everything that we are going to say can be catch by listener. Vocabulary is list of words and often phrases usually arranged alphabetically and define or translated (Mariopei, 1889). Likewise with

interest in learning vocabulary, this is very important because in order to raise students' enthusiasm for learning, it is necessary to build student interest in learning, because with high interest in learning it will open up opportunities for students to gain knowledge, experience, and develop ways of thinking and perspective (Aryanti, 1999; Sabri, 2003). Without going through a learning process that is driven by high interest, the potential of each child is difficult to develop towards a higher level or in other words, it is difficult for children to excel. Interest in learning has a huge influence on learning outcomes because with interest someone will do something that interests him. On the other hand, without someone's interest it is impossible to do something, as well as interest in learning vocabulary because vocabulary mastery is the basis of the concept of understanding in English. The teacher's lack of ability to maximize learning media for material delivery can affect students' vocabulary mastery in reading English. Vocabulary mastery is expected to be remembered continuously and can be used by students at any time. Lack of vocabulary mastery is an

inhibiting factor for students to express what is in their minds orally and in writing (Cameron, 2002; Tarigan, 2011). Therefore, interest is very important in learning vocabulary.

The teaching and learning process must be related with the syllabus in order to achieve learning objectives, but the fact, there are many problems about interest in learning English vocabulary are found based on the researcher observation on 24th June 2019 until 29th June 2019 at SMPN 1 Sambelia, the researcher found out the problems that faced by the students' students in learning English vocabulary about interest such as students' attention, the students do not focus when their teacher explaining the material, the students listen to the teacher but sometimes talk to their friends, as well as interest with enjoyment, the students just enjoy learning process but do not understand, the students cannot discuss with friends because they feel bored, the students feeling bad and make a noise when learning process. And the last problem about interest is students' curiosity, the problem is the students do not want to ask question even they want. Another problem also comes from the use of media or methods from the teacher which makes students disinterested in learning, which makes students feel bored. Thus making the delivery of material uninteresting, this will make students feel bored and will not understand the material that has been given by the teacher because students are not interested. So, students are not interested in learning vocabulary and cause low vocabulary mastery.

From those problems, the researcher interested in using Task Based Instruction to overcome the problem, because in covid-19 situation it's very good process to use TBI, because TBI is good for speaking as proven by Hernest Wisnu in 2006. In other previous study TBI also has been proven in Critical Thinking by Nurlailatul Barokah in 2018. The procedures purpose to make teaching-learning process run well and improve their interaction with their friends as

well while they are doing the task, so they can be more enjoy and focus.

REVIEW OF RELATED LITERATURE

The Urgency of Interest in Learning Vocabulary

In general, interest is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about himself or herself and his or her environment. Elizabeth B. Hurlock said that "interests are sources of motivation which drive people to do what they want to do when they are free to choose".

Interest is the factor which determines one's attitude in working or studying actively. The stronger he or she has, the harder he or she wants to learn. N.L. and David C. Barliner said:

"Students with an interest in a subject tend to pay attention to it. They feel it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it, either for what it can lead to or for its own sake. Their attention level is high; their work output is sustained...."

According to Hilgard which is quoted by Slameto, interest is persisting tendency to pay attention to and enjoy some activities or content. This definition tells us that an interest is shown by a pay attention and enjoyment in any activity. So, by having interest we are going to be able to get attention in learning fully. It means that when a person is interested in something he/she will pay it full attention and also feels enjoyable it. In other words, in teaching-learning process, a teacher needs paying attention on students' interest and need, because both of them caused an attention. Something interest and needed by students make them to learn seriously.

From the definitions explained above, we can get a point that interest is the internal power as sources of motivation in teaching-learning process. It makes students easier to involve in the subject because they will pay attention fully on that subject in this case is speaking. In term of mental condition, interest does not only form one's behavior but also

support him or herself to the activity in speaking and as a result, one pays attention and makes him or herself to be a part in the activities.

From the definitions from many experts above, it can be shown that students' interest will be shown by some aspect, they are: curiosity, attention, and enjoyment.

The first is Attention. Attention can be directed toward objects, people or ones' own thought an emotions. To give attention is to direct one's thinking toward particular idea or to alert one's self to certain the sound, sights or other selective stim,ulus in one's environment. Many stimuli are present in the classroom, each completing fot the attention of the learners. Therefore they need help from teacher to enable them to bring their attention back to the subject of the lesson.

The second is enjoyment. Feeling like toward something or person will build an enjoyment to do the activities related to it. When students feel enjoy in learning, in this case learning vocabulary. It is easier for them to understand the material.

The last is curiosity. Curiosity is a strong desire to know or to learn. Curiosity is a willing to know the subject material. When someone interest to something, he/she will have a curious to know it more. He/she will search all the information related to it. Students, who are interested in vocabulary try to understand the lesson, learning vocabulary material at class or outside the class.

Likewise with interest in learning vocabulary, this is very important because in order to raise students' enthusiasm for learning, it is necessary to build student interest in learning, because with high interest in learning it will open up opportunities for students to gain knowledge, experience, and develop ways of thinking and perspective (Aryanti , 1999; Sabri, 2003). Without going through a learning process that is driven by high interest, the potential of each child is difficult to develop towards a higher level or in other words, it is difficult for children to excel. Interest in learning has a huge influence on learning outcomes because with interest someone will do something that interests him.

On the other hand, without someone's interest it is impossible to do something. as well as interest in learning vocabulary because vocabulary mastery is the basis of the concept of understanding in English. The teacher's lack of ability to maximize learning media for material delivery can affect students' vocabulary mastery in reading English. Vocabulary mastery is expected to be remembered continuously and can be used by students at any time. Lack of vocabulary mastery is an inhibiting factor for students to express what is in their minds orally and in writing (Cameron, 2002; Tarigan, 2011). Therefore, interest is very important in learning vocabulary.

Vocabulary development is an important component in comprehension and other areas of academic performance, instructional designs place much emphasis on practeas which provide doc, explicit fexperience with worn the content of comprehension and content instruction (Gets, 1956: Hetber, 1978, Johnson and Pearson, 1984). Being interested in something is one of the important things that can stimulate people to get the best from what they do or like. According to Harackiewicz and Hulleman (2010: 42) describes interest is when someone being engaged or engrossed to something care about it and they have positive feeling toward it. While, Henley (2010) said that:

“When students are engaged in their lessons, disruptions are minmal. Conversely, monotonous, dull lessons create boredom, which in turn leads students to seek out distraction. Effective classroom managers are enthusiastic, they know their curriculum, they take their students' need and interest into account when planning, and they use a variety of a teaching methods. “

Harakiewicz and Hulleman said that when we care about something it means that it is important to us, e.g. “ I'm interested in the well- being of my child,” and that we have (mostly) positive feeling toward it, e.g. “ I'm interested in playing football this fall,” and “ I have a research interest in social psychology.” Besides that, Yuan (2009: 21) argues that if

the students are doing something they are interested in, they tend to have positive attitudes about it. Consequently, they might be disposed to concentrate in it and be willing to continue doing it.

Task-Based Instruction (TBI)

Definition of Task Based Instruction (TBI)

Task Based language Teaching (TBLT), also known as Task Based Instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language.

Nowadays the concept of tasks is the common orthodoxy in the field of language teaching and it's becoming more important in language teaching. TBI came into the existence in the realm of second language acquisition with respect to developing process-oriented syllabuses and designing communicative tasks to foster learners' actual language use. According to Nunan (2004) who says that tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. TBI is an approach in teaching English that focuses on the use of educational tasks that are within classroom tasks that involve students in understanding, manipulating, producing or interacting in the target language where they focus more on understanding rather than form. In short, task-based language teaching enables students to produce target languages through communicative task completion. In addition, Richards and Rodgers (2001) defines task-based language teaching refers to an approach based on the use of tasks as the core units of planning and instruction in language teaching. Simply, TBI is a language teaching system which focused on the tasks assigned to students. Tasks are given is the center of language teaching activities. In general, the assignment of students can be said as the basic concept of TBI. However, in this case the student's assignment at the beginning of the material/meeting becomes the hallmark of this approach. From various experiences that teachers often experience is, when given a new material, then the teacher will do a lot of elaboration to embed a concept into the minds of students. However, in TBI, students will be

required to first understand the material to be conveyed and afterwards the teacher's draft will be limited to true or false judgments, or even just enrichment. With this method the role of teachers as supervisor will be more optimized. Afterwards Willis and Willis (2007) acknowledge that Task Based Language Teaching (TBLT) can be organized in terms of pre-task, during task and post task phase. They define that the purpose of pre-task phase is to prepare the learners for completing the task through providing them with the task instruction and activating the background knowledge. While, during task phase, learners are required to complete the task. Furthermore, in the post task phase, learners are required to practice some specific linguistic features of the task. Therefore, this phase is also called as the language focus phase. Based on those descriptions, it can be concluded that Task-based language teaching is an approach rather than a method which creates a natural context for using the target language in the classroom. It allows students to explore their ideas and choose their own words, and thus become active learners. It also gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects. The lesson is based on the completion of a task and the language studied is determined by what happens as the students proceed with the work. It is an approach that offers students material that they have to actively engage with in the process of their learning, enabling them to explore their ideas freely and use their own words without worrying about mistakes in grammar, vocabulary or other mechanical aspects of writing. When they practice to write continually and complete their tasks, they can build their vocabulary and improve their handling of grammar, spelling, punctuation, and useful expressions. The familiarity of the topic and the enjoyment of the task are a solution to students' vocabulary difficulties.

The Principles for Task-Based Instruction (TBI)

TBI has some principles that should be used as the guideline in applying it. According to Nunan there are seven principles

which have to be followed in the frame of task-based language teaching: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection (Nunan, 2004) At the beginning of the learning process, the teacher gives the student's context which the learning take place. The teacher also elicits the students' background knowledge as their given information in their mind. Basically, scaffolding is like the strengthen the basic knowledge of the students before they go to the next step in the learning process. In giving the tasks, the teacher should consider the dependency of the task. It means that one task should be given separately with the others. The tasks here will create such a sequence of pedagogical task. Then, recycling language gives more opportunities for the learners to encounter target language items over a period of time. If they are provided more repetition of language items in many different content areas, it leads the learners to understand more. Language will be more understood if it is used. Therefore, by learning actively the learners will get more experiences in using the language. Learners should be taught to integrate linguistic form, communicative function and semantic meaning. It means that they should be given within the learning process, they cannot be taught separately. Learners should be elicited to be active learners. They have to move from the learners that just repeat what the teacher says to the learner that can create their own style in language use. It can be applied in every level of the learners only if the instructional processes are well-sequenced. In addition, learners should be aware of what they have learned. The learners who reflect of what they have done in their learning will be better learners. Based on seven principles above, the teacher can apply TBI properly. The teacher has to be aware that before the students are given the task, the teacher should elicit their background knowledge by introducing the context. Then, the teacher should note about task dependency. It means that the teacher gives one task separately from the others. Then, the teacher has to create an active

learning. As mentioned before, TBI is learner-centered approach, therefore the learners are actively using the language. In addition, the teacher also should be aware about recycling of the learning, integration, and moving from reproductive to creative language use. Last, the teacher has to give a chance for the students to reflect what they have learned and how well they are doing. Besides, Dave and Willis (2007) listed seven kinds of task that can be used in English class to improve the students writing skills. First is listing, which involve brainstorming and/ or fact finding (qualities, priorities, things, features, things to do, reasons). The second is ordering and sorting (sequencing, ranking, classifying, sequencing story pictures, ranking items according to cost, popularity, negative or positive). The third is matching (listening and writing, listening and doing, matching phrases/ description to pictures, matching direction to maps. The fourth is comparing, finding similarities and differences. The fifth is problem solving (real life situations, proposing and evaluating solutions. The sixth is projects and creative tasks (doing and reporting a task, producing a class newspaper). The seventh is sharing personal experiences (storytelling, opinion reactions). TBI has some principles that should be used as the guideline in applying it. According to Nunan there are seven principles which have to be followed in the frame of task-based language teaching: scaffolding, task dependency, recycling, active learning, integration, reproduction to creation and reflection (Nunan, 2004) At the beginning of the learning process, the teacher gives the student's context which the learning take place. The teacher also elicits the students' background knowledge as their given information in their mind. Basically, scaffolding is like the strengthen the basic knowledge of the students before they go to the next step in the learning process. In giving the tasks, the teacher should consider the dependency of the task. It means that one task should be given separately with the others. The tasks here will create such a sequence of pedagogical task. Then, recycling language

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The Application of Task-Based Intruccion (TBI)

This approach leads the students to be the central subject of the teaching-learning process. They are provided by many kinds of task that they have to do in pairs or groups. Therefore, they can improve their interaction with their friends as well while they are doing the task, so they can be more communicative and active. In applying TBI, the teacher tends just to be a facilitator rather than a demonstrator or explainer. The teacher just provides the tasks in the right teaching procedures in TBI. Then, the students employ themselves in doing the tasks independently. Although TBI is learner-centered, it doesn't mean that the students or the learners are released to do the tasks without guideline or explanation how to do the task before. There is a step or stage in TBI which presents what will be expected from the students in doing the task.

Teaching Procedures of Task-Based Intruccion (TBI)

Each method in teaching language has some procedures. These procedures purpose to make teaching-learning process run well. TBI has some procedures as well to make teaching-learning process run in a good order. Although the basic activity in TBI is doing the task, it cannot be given directly from the beginning of teaching-learning process. There should be a scaffolding activity to elicit the students' background knowledge. Then, there should be language practice also which focuses on the use of some language items. Willis (2007) states that in task based language-teaching the core of the class activity is the task He suggests that

each lesson is divided into several stages; there are three stage processes: pre-task, task-cycle, and language focus.

1) Pre-task

This phase functions as the scaffolding for the students. In the pre-task phase, the learners are introduced to the topic and they are explained about the task. The teacher asks the students about the words or phrases that are relevant to the topic which is given by the teacher. There are some procedural options for the Pre-task phase. They are: giving the learners encouragement to perform the task; providing learners with the example to do the task; involving learners to do non-task activities; non-task activities mean the activities exclude the task given by the teacher; and giving learners the time to arrange the performance of the task.

2) Task-cycle

In task-cycle, learners are provided the opportunity to use their given information about target language. The language form is not a priority in this stage. The learners are allowed to use whatever language they already know in solving the problems in the task. However, it should be followed by the teachers' guidance to improve that language. This stage consists of three basic conditions for language learning exposure; they are task, planning, and report.

3) Language focus

This stage functions as the focus on the use of some language items. There are two types of activities in this stage namely analysis and practice. While doing the task-cycle, learners naturally learn some specific features as well. For example: when the teacher gives a task to make a conversation about the materia, learners also focus on the tense used in a coversation. Therefore, learners will have already worked with the language during the task-cycle. The three stages in TBI above should be fulfilled by the students. The students cannot ignore one of them. They should be run thoroughly while the teacher is applying TBI. The teacher

should design appropriate activities in every stage. Therefore, the students can accomplish the task in an appropriate way as well. the level is from basic to advanced.

RESEARCH METHOD

Research Design

This research of this study was used quantitative method to determine the relationship between Task Based Intruction toward students' interest in Learning English Vocabulary at the second grade of SMPN 1 Sambelia in academic year 2021/2022.

Khotari (2004) stated that, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in term quantity. The researcher uses an experimental method because to test the effectiveness of Task Based Intruction in teaching and learning, so that the results can be applied if it is good or not used if it is not good in actual teaching.

It applies a true-experimental design, pretest-posttest group design and these group are experimental group and control group. The experimental group was applied by Task Based Intruction and the control group was applied by CLL (Community language Learning) approach.

Population and sample

Population is a group of individuals who have the same characteristic (Creswell, 2012). Population is all the subject in that school.

The population of this research the second grades students of SMPN 1 Sambelia in academic year 2021/2022. The total number of the population is 209, which is divided into 7 classes, VIII A = 30 students, VIII B = 27 students, VIII C = 28 students, VIII D = 27 students, VIII E= 28 students, VIII F= 29 students, VIII G=30 students.

After identifying a list of possible participants, the next step was to select the sample. Arikunto (2010:174) states that sample is a part or representative population of the research. It means that sample as a representative part of population that taken to

represent the research. The researcher wastook two classes as the sample of the study. These two classes was used cluster random sampling technique than lottery. The population of the second grade students of SMPN 1 Sambelia is 204 students, consist of 7 classes and researcher decides 2 classes as samples. The researcher given number 1 until 7 in the paper suitable a total of classes and the cluster random sampling is done by lottery, so through the lottery I take VIIIB and VIIID because both classes came out. The sample of this study X VIIIB consist of 27 students and VIIID consist 27 students. The total numbers of the samples are 59 students.

Research instrument

In a research, instrument is an importantelement to support the researcher in finding out the data. Here there two kinds of instrument that the researcher used to collect the data: vocabulary test and questionnaire.

Vocabulary Test

To know the effect of teaching vocabulary by using Task Based Intruction, the researcher give the multiple choice test about vocabulary that consist of 20 questions with 4 options (a, b, c, or d), each correct answer get score 5 and incorrect answer get score 0.

Questionnaire

The instrument for interest is questionnaire. According to Sugiyono (2011) questionnaire is technique of collecting data by giving set by written questions to answer by respondents. Questionnaire is important to know student's interest in learning English vocabulary. The questionnaire in this research are consist of 15 statements and five categories. Those categories are: very agree, agree,undecided,disagree and very disagree. Questionnaire is conducted as supporting data.

Technique of data analysis

Pre-test

Pre-test is the first step of collecting the data. At the first meeting the researcher come to the class as a teacher. The researcher give test as pre-test to both of groups (experimental group and control group) before explaining the material, it aimed to

measure the ability of students in vocabulary before using "Task Based Intruction". The test in the form of multiple choices with 4 options. The item consists of 20 items.

Post-test

Before the researcher gives the students Post-test, the researcher gives treatment by using "Task Based Intruction." after the students given the treatment, the researcher gives Post-test to the students. The test was similar to the Pre-test, but different instruction.

The test consist 20 items of multiple choices that based on the materials that hastaught in the treatment. The studentsselected one of the best answers.

Distributing questionnaire

The questionnaire in this research are consist of 15 statements and five categories. Those categories are: very agree, agree,undecided,disagree and very disagree.

RESEARCH FINDING

This chapter leads to discuss the finding of the research and the discussion of finding. In finding the data from the student the researcher designed by using test and questionnaire, the test in the form of multiple choices, there were pre-test, and post-test. The pre-test given on 28March 2022for experimental group, and on 30 March 2022 for control group. The post test and questionnaire on 14 March 2022 for experimental group,and on 16 March 2022 for control group. After collecting the result of the test then the researcher started calculate from the score experimental group to know the mean, mode, and median, after that continued to calculate control group score the analysis for both score. After calculating the both results then the researcher begun to find out the t-test. The t-test examined by using t-table (Arikunto) whether the experimental group score was higher than control group.

This research conducted at SMPN 1 Sambelia at second grade student in academic year 2021/2022 by applying Task Based Intruction and other approach in teaching learning process, particularly in learning English Vocabulary.

Based on the research question in chapter one that was “Is Task Based Intruction (TBI) effective toward students’ interest in learning English Vocabulary at the second grade of SMPN 1 Sambelia in academic year 2021/2022? To find out the solution of the problem on this research, the researcher intended to analyze the data obtained from students’ test result. Data of the study consists of 3 steps, Vocabulary test, questionnaire and observation. The first step was pre-test, it conducted to know the students’ ability in vocabulary before conducting the treatment, then the second steps was post-test, then the third steps was questionnaire as the last of test in this research. Then the researcher presented the vocabulary test by the statistical computation of mean score, mode, median and standard deviation. The discussion continued in analyzing and interpreting the finding. The statistical computation covered the calculation of Pre-test, Post-test, Deviation, and Deviation Square.

a. The mean score of pre test experimental group

$$\begin{aligned} MX_1 &= \frac{\sum X_1}{N} \\ &= \frac{1.340}{27} \\ &= 49.62 \end{aligned}$$

Based on the result computing the mean score of the pre-test of experimental group it has been obtained from mean score of the test was 49.62.

b. The mean score of post-test

$$\begin{aligned} MX_1 &= \frac{\sum X_1}{N} \\ &= \frac{1920}{27} \\ &= 71.11 \end{aligned}$$

Based on the result of the computing of the mean score of the post-test of experimental group it has been obtained from mean score of the test was 71.11.

c. The mean score of pre-test control group

$$\begin{aligned} MX_1 &= \frac{\sum X_1}{N} \\ &= \frac{1475}{27} \end{aligned}$$

$$= 54.62$$

Based on the result computing the mean score of the pre-test of control group it has been obtained from mean score of the test was 54.62.

d. The mean score of post-test control group

$$\begin{aligned} MX_1 &= \frac{\sum X_1}{N} \\ &= \frac{1875}{27} \\ &= 69.44 \end{aligned}$$

Based on the result computing mean score of the post-test of control group it has been obtained from mean score of the test was 69.44.

$$\begin{aligned} S &= \sqrt{\frac{\sum fixi^2 - \frac{(\sum fixi\bar{x})^2}{n}}{(n-1)}} \\ &= \sqrt{\frac{386656 - \frac{\sum 1394^2}{27}}{27-1}} \\ &= \sqrt{\frac{386656 - \frac{1943236}{27}}{27-1}} \\ &= \sqrt{\frac{314.685}{25}} \\ &= \sqrt{12103,269} = 110.01 \end{aligned}$$

Based on the result computing of the standard deviation pre-test of experimental group it has been obtained from standard deviation of the test was 110.01.

$$\begin{aligned} S &= \sqrt{\frac{\sum fixi^2 - \frac{(\sum fixi\bar{x})^2}{n}}{(n-1)}} \\ &= \sqrt{\frac{703734 - \frac{\sum 1974^2}{27}}{27-1}} \\ &= \sqrt{\frac{703734 - \frac{3896676}{27}}{27-1}} \\ &= \sqrt{\frac{559412.67}{26}} \\ &= \sqrt{21515,87} \\ &= 1236.52 \end{aligned}$$

Based on the result computing standard deviation pre-test of experimental group it has been obtained from standard deviation of the test was 1236.52.

$$S = \sqrt{\frac{\sum fxi^2 - \frac{(\sum fxi)^2}{n}}{(n-1)}}$$

$$= \sqrt{\frac{386.656 - \frac{\sum 1394^2}{27}}{27-1}}$$

$$= \sqrt{\frac{386.656 - \frac{1943236}{27}}{27-1}}$$

+

$$= \sqrt{\frac{314684.3}{26}}$$

$$= \sqrt{12103.24}$$

$$= 1347.99$$

Based on the result computing standard deviation pre-test of control group it has been obtained from standard deviation of the test was 1347.99.

$$S = \sqrt{\frac{\sum fxi^2 - \frac{(\sum fxi)^2}{n}}{(n-1)}}$$

$$= \sqrt{\frac{814061 - \frac{\sum 1683^2}{27}}{27-1}}$$

$$= \sqrt{\frac{814061 - \frac{2832489}{27}}{27-1}}$$

$$= \sqrt{\frac{709154}{26}}$$

$$= \sqrt{27275.15}$$

$$= 165.151$$

Based on the result computing standard deviation post-test of control group it has been obtained from standard deviation of the test was 165.151.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum D^2 + \sum D^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{21.48 - 14.81}{6.67}$$

$$t = \frac{\sqrt{\left(\frac{12925 + 8.200}{54 - 2}\right) \left(\frac{1}{27} + \frac{1}{27}\right)}}{6.67}$$

$$t = \frac{\sqrt{\left(\frac{4725}{52}\right) \left(\frac{2}{27}\right)}}{6.67}$$

$$t = \frac{\sqrt{(90.86)(0.074)}}{6.67}$$

$$t = \frac{6.67}{\sqrt{6.72364}} = \frac{6.67}{2.59} = 2.575$$

t-test (2.575) > t table (1.675)

Table 4.1 The Comparison between the t-test and t-table

t-test	t-table	
	Df (n-2)	0.05
2.575	54-2=52	1.675

Based on the result of the t-test above, it was found that t-test was 2.575, t-table was 1.675 and sig was 0,05. It means that the t-test value was higher than the t-table. Based on this finding, the researcher also concluded that the alternative hypothesis (Ha) which stated that using TBI has a significant effect toward students' interest was accepted and the null hypothesis (Ho) which stated that using TBI has no significant effect toward students' interest was rejected.

Discussion

Before going on, back to (Hiebert, 2005:3) said vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words also comes in at least two forms, receptive that which we can understand or recognize and productive the vocabulary we use when we write or speak.

From the definition of vocabulary the researcher found out many problems, such as the students were difficult to memorize vocabulary, difficult to pronounce and spelling. This also happen when teacher ask students to mention name of noun in around, students are confused how to solve the problem given by the teacher. So that, the researcher applied TBI in learning English vocabulary. Because according to Richards and Rodgers (2001) defines task-based language teaching refers to an approach based on the use of tasks as the core units of planning and instruction in language teaching

There were statements of the problems as follows: "is Task Based Intruction effective toward students' interest in learning English Vocabulary at the second grade of SMPN 1 Sambelia in academic year 2021/2022?" this statement of the problems had been answered based on the research result above. Based on previous chapter, there were explained about the comparison between t-test and t-table, where if t-test is higher than t-table or t-test quell with t-table. Therefore Ha was accepted and Ho was rejected.

In previous chapter, it were analyzed that the value of pre-test and post-test, observation, questionnaire of students'

interest by using TBI and inferential and inferential analysis were found that the value of $t\text{-test} = 2.575 > t\text{-table} = 1.675$ Based on the discussion above, the researcher conclude the use of TBI has significant effect toward students' interest in learning English vocabulary .

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