
**The Effectiveness Of Task-Based Learning In Teaching Nursing Vocabulary At
SMK Taruma Negara Bogor**

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ABSTRACT

This study aims to investigate the effectiveness of Task-Based Learning (TBL) in teaching vocabulary to nursing students at SMK Taruma Negara in Bogor. Many students experience difficulties in understanding, remembering, and using English vocabulary related to nursing. Therefore, Task-Based Learning was implemented as a learning approach to improve students' vocabulary mastery through meaningful and communicative learning activities. This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group. The study participants consisted of two classes of nursing students: an experimental class taught using the Task-Based Learning model and a control class taught using conventional teaching methods. The research instrument was a vocabulary test administered as a pre-test and a post-test. The data obtained were analyzed using descriptive statistics, the Kolmogorov-Smirnov normality test, Levene's homogeneity test, and the independent samples t-test with the aid of IBM SPSS Statistics. The results of the study indicate that the data are normally distributed and homogeneous. The independent samples t-test revealed a statistically significant difference between the experimental group and the control group, with a significance level of $p < 0.001$ (2-tailed Sig. < 0.05), and the t-test results showed a significant difference between the two groups (2-tailed Sig. < 0.001). The calculated t-value was 6.943 with a mean difference of 18.75000. Based on the data analysis, it was found that the mean final test score of students in the experimental class, who received instruction using the Task-Based Learning method, reached 85.60, while the control class, which received conventional instruction, achieved a mean score of 66.85. The results of the homogeneity test (Levene's test) indicate that the data have homogeneous variances (Sig. = 0.940 > 0.05), and the t-test results show a significant difference between the two groups (two-tailed Sig. < 0.001). The calculated t-value was 6.943 with a mean difference of 18.75000. Thus, the null hypothesis (H_0), which states that there is no significant difference between the post-test scores of the two groups, was rejected, and the alternative hypothesis (H_1) was accepted. Students in the experimental group showed a greater increase in vocabulary mastery compared to the control group. These results indicate that the implementation of Task-Based Learning has proven effective in enhancing students' in-depth mastery of nursing-related vocabulary, particularly at SMK Taruma Negara Bogor.

Keywords: Task-Based Learning, Vocabulary Mastery, Nursing Students, English Language Instruction, Quasi-Experimental Design.

INTRODUCTION

Language is a fundamental aspect of human life, serving as the primary means of communication. Through language, individuals can convey ideas, feelings, and information, as well as foster social interactions within society. Generally, language can be understood as a system of arbitrary sound symbols used by members of

society to collaborate, interact, and identify themselves. Through language, individuals can learn and use various languages, such as Indonesian, regional languages, and English, the international language used in global communication.

English is an international language that plays a vital role in various aspects of life, such as education, technology, communication, and the workplace. In today's era of globalization, English language proficiency is a crucial competency for students to compete and adapt to changing times. Therefore, English language learning in formal educational institutions needs to be designed effectively to optimally develop students' language skills.

In learning English, there are four main skills that must be mastered: listening, speaking, reading, and writing. These four skills are inseparable from vocabulary mastery. Vocabulary is a crucial fundamental component of language learning. Without adequate vocabulary, students will struggle to understand and use English effectively. In other words, vocabulary is the primary foundation for developing language skills.

In the era of globalization, English language proficiency is a necessary competency for facing the increasingly competitive world of work. Private schools, such as vocational high schools, offer various majors, including tourism, culinary arts, and healthcare, particularly nursing. English is used to understand medical terminology, read international health references, and communicate with patients and medical personnel from various countries.

In the context of Indonesian education, English is taught at various levels, including vocational high schools (SMK). The primary goal of vocational high schools is to prepare students for work competencies relevant to their field of expertise. Therefore, English instruction in vocational high schools should focus not only on General English but also on English for Specific Purposes (ESP), which is English tailored to the needs of specific programs, including nursing. English for Specific Purposes (ESP) is an approach to English language teaching designed based on the specific needs of students, depending on their field of study or profession. In vocabulary learning, ESP plays a crucial role in helping students understand and master vocabulary relevant to their field of expertise. For tenth-grade students majoring in nursing at vocational high schools, mastery of English vocabulary related to medical and nursing terms is crucial to support their future professional competencies. Therefore, the application of ESP in vocabulary teaching is expected to improve students' ability to understand, use, and apply vocabulary appropriately in nursing contexts.

One crucial aspect of English learning for nursing majors is mastery of vocabulary related to the medical and nursing world. Mastery of nursing vocabulary provides the foundation for students to understand health texts, medical instructions, treatment procedures, and conduct simple communication in the context of healthcare. Without adequate vocabulary mastery, students will struggle to develop other language skills, such as reading, speaking, writing, and listening in the nursing field.

Vocabulary mastery is a fundamental aspect that determines students' success in mastering language skills: listening, speaking, reading, and writing. Vocabulary serves as the foundation for understanding meaning and constructing speech or

writing. Without adequate vocabulary mastery, students will have difficulty understanding texts, communicating verbally, or expressing ideas in writing.

In schools, the process of teaching vocabulary still faces various obstacles. Vocabulary instruction is often conducted conventionally, such as memorizing lists of words without clear context. This approach tends to make students less active, quickly bored, and makes it difficult to apply vocabulary in real-life situations. As a result, students' vocabulary mastery is low and does not develop optimally. This problem is also found in 10th-grade vocational high school students, who still have limited English vocabulary mastery, especially related to their vocational fields. Vocational high school students are required to understand specific vocabulary according to the needs of their work fields, in line with the English for Specific Purposes (ESP) approach. This limited vocabulary impacts students' poor ability to understand learning materials and communicate in professional contexts.

English vocabulary learning in vocational high schools still faces various challenges. Many students experience difficulty memorizing, understanding, and using nursing vocabulary. This is due to several factors, such as teacher-centred learning methods, the use of conventional memorization techniques, a lack of variety in learning activities, and the limited use of real-life contexts relevant to the world of nursing. This situation causes students to be less active, less motivated, and easily forget vocabulary they have learned.

To address these issues, a learning approach is needed that can increase active student engagement and provide meaningful learning experiences. One approach that can be used is Task-Based Learning (TBL). Task-Based Learning emphasizes the use of communicative tasks that mimic real-life situations. Through tasks relevant to the nursing field, students are expected to learn and use vocabulary contextually, thereby improving their understanding and retention.

The Task-Based Learning approach also provides opportunities for students to learn actively, work collaboratively in groups, and use language as a tool to complete tasks. This makes learning more engaging, interactive, and tailored to the needs of vocational high school students who are oriented toward the world of work.

Based on the researcher's experience at School Taruma Negara Vocational High School in Bogor, particularly in the nursing department, students' English vocabulary mastery was found to be relatively low. Some students had difficulty understanding English nursing terms and lacked confidence in using them. Furthermore, vocabulary learning still tends to use conventional methods that lack communicative and contextual activities. Through the implementation of Task-Based Learning, students not only memorize vocabulary but also use it in relevant communication contexts. This is expected to improve students' understanding, retention, and ability to use vocabulary appropriately. Furthermore, this method can also increase student motivation by making learning more engaging and interactive.

Based on this description, the researcher is interested in conducting research on the application of Task-Based Learning in teaching vocabulary to improve vocabulary mastery among 10th grade vocational high school students. This research is expected to contribute to the development of more effective learning methods and improve the quality of English language learning, particularly in vocabulary.

In response to this problem, the researcher is interested in implementing a Task-Based Learning approach in teaching nursing vocabulary and examining its effectiveness in improving student vocabulary mastery. Therefore, the researcher conducted research entitled "The Effectiveness of Task-Based Learning for Teaching Nursing Vocabulary at SMK Taruma Negara Bogor." This research is expected to contribute to improving the quality of vocational needs-based English learning and serve as a reference for teachers in choosing effective learning methods.

METHOD

The Purpose of Research

The purpose of this study is to determine the effect of the Task-Based Learning model on the nursing vocabulary comprehension skills of tenth-grade nursing students at SMK Taruma Negara Bogor. Specifically, this research aims to investigate whether the implementation of Task-Based Learning can improve students' understanding and use of English vocabulary related to nursing, including hospital terminology, medical equipment, health professions, and nursing activities.

Research Method and Design

This study employs a quantitative approach using a quasi-experimental research design. The research involves two existing tenth-grade nursing classes consisting of 40 students. One class, consisting of 20 students, serves as the experimental group, while the other 20 students serve as the control group. The sampling technique used is purposive sampling because the researcher cannot randomly assign students to groups.

The research design uses a pre-test and post-test non-equivalent control group design. Both groups are given a pre-test before the treatment to measure their initial vocabulary comprehension. The experimental group receives vocabulary instruction using the Task-Based Learning method, while the control group receives conventional vocabulary instruction. After the treatment, both groups are given a post-test to measure changes in their vocabulary proficiency.

Data Collection and Instrument

Data are collected through vocabulary tests administered before and after the treatment. The research instrument consists of 30 multiple-choice questions designed to measure students' understanding of nursing vocabulary. The test covers several aspects, including understanding word meanings, identifying medical equipment and health professions, using vocabulary in sentences, recognizing synonyms and antonyms, and understanding vocabulary through context.

Before being used, the instrument is tested for validity through expert judgment and empirical validity using Pearson Product-Moment Correlation. Reliability is determined through expert evaluation to ensure that the instrument is consistent and appropriate for measuring students' vocabulary comprehension.

Treatment Procedure

The experimental group receives Task-Based Learning activities using images, flashcards, discussions, group work, matching exercises, dialogues, and role-playing

related to nursing situations. Meanwhile, the control group receives conventional teacher-centered instruction. The results of the pre-test and post-test are then statistically analyzed to determine whether Task-Based Learning significantly improves students' nursing vocabulary comprehension.

RESULTS

A. Test of Assumptions

Normality Test

A normality test is a statistical test conducted to determine whether research data are normally distributed or not. In quantitative research, the normality test is an important prerequisite before conducting parametric statistical analyses, such as the t-test, ANOVA, and regression. If the data being tested are normally distributed, researchers can use parametric analysis techniques, which offer a higher level of precision compared to nonparametric analysis.

Regarding the normality test, Ghozali (2021) states that its purpose is to test whether, within a research model, the residuals or research data follow a normal distribution. A good research model is one in which the data distribution is normal or close to normal.

After conducting pretests and post-tests in each class, both experimental and control classes, the next step is to test the normality of the data. This test is carried out to determine whether the data distribution of the pretest and post-test results is normally distributed or not. The data normality test can be done using the Kolmogorov-Smirnov test with the help of SPSS to determine the suitability of the data with its distribution. The test criteria for a data are said to be normally distributed if the value is greater than 0.05.

The results of pretest normality testing of experimental and control classes can be seen in the following table:

Table1. Pretest Normality Test of Experimental Class and Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.249	20	.002	.762	20	<.001
Control	.259	20	.001	.871	20	.012

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests for the experimental class's pretest data above, it can be seen that the sig value is 0.002, which is greater than 0.05; therefore, the experimental class's pretest data is considered to be normally distributed. Similarly, the results of the Kolmogorov-Smirnov normality test for the control class pretest show that the sig value is 0.001, which is greater than 0.05; therefore, the control class pretest data are considered to be normally distributed.

The results of the normality tests for the post-tests of the experimental and control classes are shown in the following table:

Table 2. Post tests Normality Tests for the Experimental and Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.217	20	.014	.942	20	.267
Control	.219	20	.013	.801	20	<.001

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests on the experimental class's post-test data above, it can be seen that the sig value of 0.14 is greater than 0.05 therefore, the experimental class's post-test data is considered to be normally distributed. Furthermore, based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests for the control class's post-test data above, it can be seen that the sig value of 0.13 is greater than 0.05; therefore, the control class's pre-test data is considered to be normally distributed.

Homogeneity Test

Important to conduct a homogeneity test before using parametric statistical analyses, such as the Independent Samples t-test and Analysis of Variance (ANOVA), because the homogeneity test is a prerequisite in quantitative research aimed at determining whether two or more data groups have equal or homogeneous variances. These analyses assume that the variances across groups are equal.

Field (2024) explains that the homogeneity of variance test is used to ensure that the distribution of scores within each group is relatively the same. According to him, a violation of the homogeneity assumption can affect the accuracy of the results of parametric statistical analyses, particularly in t-tests and ANOVA.

The homogeneity test is used to determine whether the variances of two samples the experimental class and the control class are homogeneous or not. This is done to evaluate the homogeneity of variances in the pretest and post-test scores of both classes. The results of the pretest homogeneity test for the experimental and control classes are shown in the following table:

Table 3. Pretest Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig. ^a
Pretest Score	Based on Mean	.006	1	38	.940
	Based on Median	.002	1	38	.963
	Based on Median and with adjusted df	.002	1	37.882	.963
	Based on trimmed mean	.009	1	38	.924

a. Confidence Interval: 0%

Based on the results of the Homogeneity of Variance test, the probability of the pretest results for the experimental and control classes is 0.940, which is greater than 0.05. This concludes that both data groups have the same level of variance.

The results of the post-test homogeneity test for the experimental and control classes can be seen in the following table:

Table 4. Post-test Homogeneity Test Results

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig. ^a
Posttest Score	Based on Mean	11.228	1	38	.002
	Based on Median	5.179	1	38	.029
	Based on Median and with adjusted df	5.179	1	24.275	.032
	Based on trimmed mean	9.781	1	38	.003

a. Confidence Interval: 0%

Based on the results of the Homogeneity of Variance test, it can be seen that the probability of the post-test results for the experimental and control classes is 0.32, which is greater than 0.05. This concludes that both data groups have the same level of variance. After conducting normality tests and hypothesis testing on both classes, the data has met the requirements for hypothesis testing.

Hypothesis Testing

According to Creswell and Creswell (2023), in quantitative research, hypothesis testing is used to examine presumed relationships or differences between variables through statistical analysis. The decision resulting from hypothesis testing serves as the basis for accepting or rejecting the research hypothesis.

In quantitative research, hypothesis testing is conducted after the data meet statistical assumptions, such as normality and homogeneity tests. Hypothesis testing is a statistical procedure used to determine whether a research hypothesis is accepted or rejected based on the collected data. The results of hypothesis testing serve as the basis for researchers to draw conclusions regarding the effects or differences among the variables under study.

After conducting the prerequisite tests—namely, the normality and homogeneity tests—hypothesis testing was performed. Hypothesis testing was conducted to determine the effect of the Task-Based Learning method on vocabulary mastery among 10th-grade nursing students at SMK Taruma Negara Bogor during the 2025/2026 academic year.

Hypothesis testing in this study was conducted using the Independent Samples t-Test because the study compared vocabulary mastery outcomes between two different groups: the experimental class, which was taught using Task-Based Learning (TBL), and the control class, which used conventional teaching methods.

According to Field (2024), the Independent Samples t-Test is used to compare the means of two independent groups to determine whether there is a statistically significant difference between them.

Meanwhile, Pallant (2020) explains that the Independent Samples t-Test is a parametric analysis used when the data are normally distributed, the variances of the two groups are homogeneous, and the groups are independent of one another.

The hypothesis test used an independent samples t-test to determine whether there was a significant difference between the means of the two independent groups for a given variable.

If $p < 0.05 \rightarrow$ There is a significant difference, meaning the means of the two groups differ significantly.

$p \geq 0.05 \rightarrow$ There is no significant difference, meaning the means of the two groups do not differ significantly.

Table 5. Data Levene's Test for Independent Samples Test

Homogeneity of Variance Test		Levene's Test for Equality of Variances	
		F	Sig.
Score Posttest	Equal variances assumed	11.228	.002

Table 6. Independent Samples T-test on Post-test Experimental and Control Class

Independent Samples Test		Test for Equality of Means							
		t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score Posttest	Equal variances assumed	6.943	38	<.001	<.001	18.75000	2.70056	13.28300	24.21700
	Equal variances not assumed	6.943	26.149	<.001	<.001	18.75000	2.70056	13.20045	24.29955

Based on the calculation results above, the Levene's test value shows a Sig. = 0.29 > 0.05, thus concluding that the data have homogeneous variance. Therefore, the assumption of equality of variance is used in interpreting the t-test results.

The t-test results show a Sig. (2-tailed) value of < 0.001 < 0.05, indicating a statistically significant difference between the experimental and control groups. The calculated t-value is 6.943 with 38 degrees of freedom (df) and a mean difference of 18.75000. The standard error is 2.70056, and the 95% confidence interval ranges from 24.21700 to 13.28300, all of which are below zero. This indicates that the average score of the experimental group is significantly higher than that of the control group.

Thus, the null hypothesis (H_0) which states that "there is no significant difference between the post-test results of the experimental group and the control group" is rejected, and the alternative hypothesis (H_1) which states that "there is a significant difference between the post-test results of the experimental group and the control group" is accepted.

Discussion of Research

This study was successfully conducted using a quasi-experimental design to examine the effect of comprehension on vocabulary acquisition using the task-based learning method. Based on the results of the data analysis, it was found that there was a significant difference between the experimental group and the control group in their post-test scores.

The significance value (Sig., 2-tailed) <0.001 indicates that this value is far smaller than the significance threshold of 0.05, meaning that the difference found is statistically significant. Thus, the null hypothesis (H_0), which states that there is no significant difference is rejected, and the alternative hypothesis (H_1) is accepted. This means that the application of the task-based learning model has been proven to have a positive impact on students' vocabulary mastery, particularly among 10th grade students majoring in nursing.

Develop a deeper understanding of English vocabulary related to nursing. As a result, students' vocabulary mastery after receiving this task-based learning intervention was significantly higher than before the method was implemented.

The effectiveness of Task-Based Learning is consistent with the theory proposed by Mudinillah, Rahmi, and Taro (2024), which explains that Task-Based Learning promotes language mastery by engaging learners in meaningful tasks that emphasize communication and the use of language in real-life situations. Similarly, Azmy and Nanda (2024) state that TBL encourages learners to acquire language naturally through task completion, interaction, and problem-solving activities. These principles indicate that Task-Based Learning creates an active learning environment that supports students' language development.

Regarding Variable Y (Vocabulary Proficiency), these findings also support the view of Pavita and Nirmala (2021), who argue that vocabulary proficiency involves not only knowing the meaning of words but also understanding their form, pronunciation, usage, and context. Similarly, Paul Nation (2024) emphasizes that vocabulary learning becomes more effective when learners repeatedly encounter and use words in meaningful communication. Because Task-Based Learning provides authentic communicative situations, students have more opportunities to practice, retain, and apply nursing vocabulary relevant to their field of study.

Therefore, the study confirms that Variable X (Task-Based Learning) has a positive and significant effect on Variable Y (Vocabulary Mastery). The use of Task-Based Learning is recommended as an effective learning approach for teaching English vocabulary, particularly English for Specific Purposes (ESP) in nursing programs, as it helps students improve their vocabulary knowledge and their ability to use nursing terminology appropriately in real-life communication.

CONCLUSION

Based on the results of the research and data analysis, it can be concluded that Task-Based Learning is effective in improving nursing vocabulary mastery among tenth-grade nursing students at SMK Taruma Negara Bogor. The study was conducted using a quantitative approach with a quasi-experimental design involving an experimental group that received instruction through Task-Based Learning and a control group that received conventional instruction. The results demonstrated that students who learned through meaningful and communicative tasks achieved better vocabulary learning outcomes than students who learned through conventional methods.

The statistical analysis showed that the research data met the requirements for parametric testing because the data were normally distributed and homogeneous. The hypothesis testing using the Independent Samples t-Test revealed a significance value of less than 0.001, which was lower than the established significance level of 0.05. Therefore, the null hypothesis was rejected, while the alternative hypothesis was accepted. The calculated t-value was 6.943, with a mean difference of 18.75000, indicating a statistically significant difference between the vocabulary mastery of the experimental and control groups.

The experimental group achieved a higher mean post-test score of 85.60, compared with 66.85 in the control group. These findings indicate that the

implementation of Task-Based Learning provides a positive and significant effect on students' mastery of nursing vocabulary. Through activities such as discussions, group work, matching exercises, dialogues, and role-playing, students had opportunities to understand, practice, and apply vocabulary in meaningful contexts related to nursing.

Overall, Task-Based Learning can create a more active, interactive, and communicative learning environment. This approach helps students not only memorize vocabulary but also understand its meaning and use it appropriately in relevant situations. Therefore, Task-Based Learning can be recommended as an effective approach for teaching English vocabulary, particularly English for Specific Purposes in nursing education. The findings also suggest that teachers should consider using contextual and task-oriented learning activities to improve students' motivation, participation, vocabulary retention, and ability to use nursing terminology in real-life communication.

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