

Enriching writing competence of grade 11 TVL students through task-based learning strategy

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Abstract

This study is centered on investigating the writing competence of Grade 11 Technical Vocational Livelihood (TVL). It aimed to explore the effect of the Task-Based Learning (TBL) strategy on enriching Grade 11 TVL students' writing ability. It assessed explicitly students' vocabulary and grammar skills before and after the practice of TBL, with attention to differences in performance by sex. Pre-test and post-test designs measured students' writing capacity, and statistical tests were applied to identify significant differences in the results. Findings showed that most of the participants were female. Pre-test scores showed relatively low vocabulary and grammar proficiency, with most students scoring less than half of the total marks in both sections. Post-test scores, however, showed a remarkable improvement in vocabulary and grammar following the use of TBL. Statistical analysis proved there was a significant difference between pre-test and post-test scores, confirming the effectiveness of the TBL approach in improving writing ability. Furthermore, sex did not significantly influence students' performance in vocabulary and grammar, suggesting that both male and female students equally benefited from the strategy employed. This research concludes that TBL is a viable method of enhancing writing ability in TVL students because it facilitates involvement in meaningful language activities. Educators are therefore advised to incorporate TBL in lesson planning, give ongoing feedback, and undergo training on TBLs practical use. Schools and communities are also advised to facilitate real-world writing experiences to advance students' academic and career preparedness.

Keywords: Task-Based Learning; writing competence; vocabulary; grammar; TVL students; sex differences

1. Introduction

Writing is essential in Technical Vocational Livelihood (TVL) courses and is vital for academic and career success. In TVL courses, students must learn technical information and good communication skills, such as writing in English. Writing is more than mere communication; it entails putting thoughts in order, clarifying ideas logically, and giving information briefly. These are essential skills for students at TVL schools since they often must prepare technical reports, project proposals, and other workplace documents. Writing skills, grammar, and vocabulary are essential not only for academic success but also for fulfilling the requirements of future jobs, with clear communication valued by employers. Task-based teaching and learning (TBLT), presented by Prabhu (1987) and further developed by Ellis (2003b), presents a solid framework for the creation of these writing and communication skills. TBLT focuses on having students participate in authentic, real-world tasks in which they must apply the language to achieve objectives instead of learning about language rules.

This method provides a more practical and interactive way of learning, particularly in vocational education. Students can relate their language learning to practical uses by using tasks that reflect real-life situations, such as writing proposals or composing reports. As Ellis argues, task-based instruction can be the central framework for the curriculum so that students can put theoretical knowledge into practice in practical, useful contexts. Linguistic consciousness is also a fundamental component of this approach. The student can look back at and examine language to enhance understanding and facilitate better language use.

This sensitivity is developed in task-based learning by presenting students with tasks to stimulate active vocabulary growth and communication. This approach can be instrumental in enhancing vocabulary development and general language skills for English as a Foreign Language (EFL) students, especially secondary school students. The current research is centered on designing task-based learning materials to promote vocabulary acquisition among 11th-grade EFL learners with a focus on linguistic consciousness. This aimed to produce learning activities that impart language and make the students capable of using it in functional contexts. For TVL students, TBLT advantages go beyond language acquisition. The approach closes the gap between classroom learning and workplace needs by engaging students in assignments reflecting the types of writing and communication they will encounter professionally. By targeting real-life tasks using the literature approach, TBLT promotes active problem-solving and learning, which are much needed in academic and professional life; simultaneously, they enjoy the mirror of literature in real-world situations and enhance their ability to write well.

This approach and strategy will enable students to apply language confidently and effectively in the workplace, setting them up for success in sectors where clear and concise communication is paramount.

1.1 Statement of the Problem

This study aimed to investigate the effect of task-based learning strategy on the writing competence of Technical Vocational Livelihood (TVL) Track students.

Specifically, it sought answers to the following questions:

1. What is the respondents' profile in terms of sex?
2. What is the writing competence of Grade 11 TVL students in the pre-test in terms of:
 - 2.1 vocabulary; and,
 - 2.2 grammar?
3. What is the writing competence of Grade 11 TVL students in the post-test in terms of:
 - 3.1 vocabulary, and,
 - 3.2 grammar?
4. Is there any significant difference in the writing competence in terms of vocabulary of TVL students before and after using the Task-based learning strategy?
5. Is there any significant difference in the writing competence in terms of grammar of TVL students before and after using the Task-based learning strategy?
6. Is there any significant difference in the writing competence in terms of vocabulary of TVL students when grouped according to their sex?
7. Is there any significant difference in the writing competence in Grammar of TVL students when grouped according to their sex?

1.2 Literature Review

Writing Competence

In language acquisition, it is crucial to become proficient in four basic skills: reading, speaking, listening, and writing. Of these, writing is critical in learning a foreign language. As Brown (2001, p. 34) in Tardy (2021) describes modern methods of teaching writing in English as a Second Language (ESL) and other languages tend to incorporate writing instruction into other language skills, especially speaking and listening. Therefore, when students are asked to develop ideas for writing, they usually collect information from any available source, such as the internet, newspapers, magazines, radio, and television. They do this

simultaneously while using multiple skills, such as speaking, listening, and writing.

Furthermore, writing has been acknowledged as a productive skill that is the active production of language and not the passive reception (Spratt, Pulverness, & Williams, 2005, p. 26, in Sari, 2023). Similarly, Hyland (2004, p. 9) in Simanjorang (2021) highlights that writing is an arena where individuals convey their thoughts and intentions. Consequently, writing enables individuals to express their views on various issues, depending on individual beliefs. Thus, for the practical expression of ideas, writers need to be clear and acceptable in what they say.

When discussing writing, it is important to note that it can be understood from two perspectives: the product-oriented and the process-oriented approaches. On the other hand, the product-based approach focuses on the final written output. Wallace (2023, p. 15) explains that this method involves several structured stages, including notetaking, identifying the main idea, outlining, drafting, and editing. This emphasizes the complex nature of writing since it comprises several sub-skills that come together to form a well-crafted and well-structured piece. In contrast, the process-based model focuses on the step-by-step construction of writing. In this case, planning, drafting, revising, and editing the text are essential in refining and improving the written work step by step.

In addition, writing is not merely placing words onto paper; writing is a process of communicating thoughts effectively in the simplest way possible. Writing has been identified as one of the most essential skills that students are required to develop, particularly within university life, said Rohim in 2019. Besides creating ideas, students must organize and present them coherently and logically (Andini et al., 2020). However, merely writing freely is insufficient; writers must follow proper conventions. To this end, Andini et al. (2020) underscore five essential dimensions that students must consider: content, organization, vocabulary, grammar, and mechanics. Students can guarantee clarity, coherence, and effectiveness in written communication by learning the key elements.

Writing Competence of Technical Vocational and Livelihood Students

Writing is a critical language ability that goes beyond communication. It involves clarity, coherence, and precision in concrete and exact ideas. For TVL (Technical Vocational Livelihood) students in the Philippines, writing ability is still an issue, especially vocabulary and grammar. Even after more than a decade of studying English, most TVL students cannot express themselves well in writing, as shown by their performance on written tests such as sentence building, subject-verb agreement, and error detection. This recurring problem stresses the importance of special interventions in developing more enhanced grammatical and writing capabilities. This was also evident in the 2012 National Career Assessment Examination (NCAE), indicating poor writing capability among Filipino learners (Baronia, 2020).

Acquiring writing ability is not a matter of learning grammar rules by heart. It is about developing deep knowledge of the application of rules in functional contexts. As Malay (1988) put it, writing demands high organization, correctness, and employment of complex grammatical structures to avoid ambiguity and efficiently convey ideas. Grammar and vocabulary, in this regard, are instrumental factors in determining whether students can write logically. To develop readable and descriptive texts, students must comprehend main writing elements like sentence structure, paragraph creation, and word choice (Brown, 2014; Firdaus & Sunaryo, 2013). Writing continues to be difficult for most students because it is mainly caused by grammatical and lexical use complexity, particularly in formal texts (Blanchard & Root, 1998; Rizqiya, 2020).

The vast number of rules and exceptions in the English language also hampers learning grammatical competence. Learners can understand the rules within the classroom but struggle to apply them when composing (Baronia, 2020). The awareness-practice gap is a central difficulty in mastering writing ability. Studies have shown that most students do not have the motivation to enhance their writing, as they find writing a monotonous exercise. Teachers must be curious about designing exciting learning activities, encouraging students to practice and hone their writing skills to overcome such hurdles.

A highly effective method of vocabulary and grammar acquisition is task-based learning (TBL). Task-based learning goes beyond conventional classroom instruction by implementing genuine tasks for which students must employ language in authentic situations. Research has proven the efficacy of TBL in enhancing vocabulary learning and grammatical ability. For instance, Fallahrafie et al. (2015) conducted a study among Mechanical Engineering students. They observed that students who learned technical terms through task-based lessons performed better in vocabulary use and retention than their peers. Besides improving language proficiency, such an approach also makes learners confident in their professional and communication skills (Nychkalo et al., 2020).

Integrating task-based learning into the TVL student curriculum can lead to a dramatic enhancement in writing skills. By having students work on tasks that reflect actual life scenarios, such as writing project proposals or technical reports, teachers can encourage students to use grammatical rules and expand vocabulary in functional, usable ways. The findings of this study substantiate the imperative to shift away from the classical rote approach of learning and toward task-based processes that actively engage learners across the learning continuum, leading to enhanced writing proficiency and language competence overall.

Technical Vocational Livelihood Competencies

In Technical Vocational Livelihood (TVL) courses, task-based learning (TBL) integration can improve the training and performance of TVL students in most of their future jobs, such as customer service simulations. Through experiential, real-life tasks like role-playing customer engagement, TBL hones prime communication skills critical in vocational work. Programs like Catch-Up Fridays, as discussed in DepEd Memorandum No. s. 2024 is specifically designed to plug learning gaps and enhance student motivation. Including task-based learning techniques in such curricula facilitates TVL students to be adequately prepared with the necessary work and academic skills by teachers.

The 2012 National Career Assessment Examination also reported huge gaps in Filipino students' writing ability regarding vocabulary improvement and grammatical correctness. These results indicate the necessity for specific interventions to improve these areas of weakness. Santos (2021) highlights the necessity of aligning TVL learners' language skills with market requirements, which drives instruction to enhance vocabulary and grammar through authentic assessment instruments such as analytic rubrics. This guarantees that the language skills learned in the classroom can be adequately translated into real-world applications.

Therefore, task-based learning approaches significantly improve TVL students' communication competence. TBLT has been shown to enhance students' knowledge of grammar substantially. Yildiz and Senel (2017) have reported that TBLT provides more effective outcomes in learning grammar compared to conventional language teaching. Likewise, Fallahrafie, Rahmany, and Sadeghi (2015) attest to the efficacy of TBLT in the ESP Iranian learners' acquisition of technical vocabulary by observing that task-based strategies are more effective and engaging than conventional approaches. With task attention mimicking real contexts, TBLT encourages learners to utilize grammar and vocabulary in authentic contexts and higher-order thinking, enhancing communicative competence.

The Philippine K to 12 Curriculum aims to equip students with the skills they need for careers and tertiary education through problem-solving, communication, collaboration, and persistence skills (Palafox et al., 2018). In support of this general educational goal, the Technical Education and Skills Development Authority (TESDA), created by Republic Act No. 7796, works with industry and training institutions to develop human resources in the country. It incorporates Oral Communication in Context, Reading and Writing, English for Academic and Professional Purposes, and 21st Century Literature into TVL curricula such that the language proficiency of students will be enhanced (ILIW-ILIW, J., 2023).

Effective English communication skills are particularly beneficial in the workplace because TVL students need to discuss the language demands of their professions (Sari Putri Elrida Siregar et al., 2022). Nevertheless, not many students acquire these skills because they have poor vocabulary, few ideas, and low confidence levels. Through task-based learning methodologies, teachers take a central position in readying students for TVL in the workforce and higher learning to achieve practical communication skills to survive

beyond Grade 12 (Garcia & Panopio, 2019).

Effectiveness of Task-Based Learning in Enhancing Grammar and Vocabulary

Task-based learning (TBL) has been well established as a valuable method for enhancing students' vocabulary and grammar in diverse learning environments. Prabhu (1987) first introduced TBL, stressing that students learn more effectively when actively involved in meaningful language tasks than when solely concerned with language mechanics. Ellis (2003) also distinguished between task-supported and task-based teaching, pointing out that the latter puts language tasks at the core of the learning process. Therefore, the language skills students learn may be utilized in authentic contexts to promote linguistic competency to a notable extent. As evidence of this, Ahmed and Bidin's (2016) quasi-experimental study ratified TBL's efficacy in developing EFL undergraduates' writing competency across Malaysian universities. Similarly, Hai-Yan (2014) discovered that using a task-based approach considerably enhanced students' essay writing competencies in a large classroom setting in China.

In addition, many studies highlighted TBL's effectiveness in developing grammar and vocabulary acquisition. For example, Yildiz and Senel (2017) illustrated that TBL promotes grammar awareness more efficaciously than conventional teaching. This is because the interactive process of TBL helps learners implement grammar structures to actual communication, rendering the learning of language experiential and engaging. Similarly, Fallahrafie, Rahmany, and Sadeghi (2015) highlighted TBL's advantage in teaching technical vocabulary to Iranian ESP learners. TBL improves understanding and retention by making students carry out tasks that are representative of actual situations. Moreover, Newton (1995) contended that exposure to new words in tasks offers contextual cues, thus ensuring long-term retention.

Moreover, TBL has been impressively effective in higher education. For instance, Nychkalo et al. (2020) found considerable enhancements in learning business vocabulary by master's students through applying TBL. According to their results, TBL facilitates vocabulary acquisition and enhances students' confidence in using business-related vocabulary in the workplace. Likewise, Halici Page and Mede (2018) discovered that TBL positively affects vocabulary acquisition and increases learners' motivation, further validating its efficacy in secondary language learning.

Additionally, studies carried out in multicultural settings substantiate TBL's flexibility. As cited by Ji and Pham (2020) in China and Naqsyabandiyah and Dehghanitafti (2023) in Indonesia, combining grammatical teaching and facilitation by the teacher increased the efficiency of TBL in non-Western settings. As a result, the students registered significant gains in grammar and vocabulary acquisition.

On the other hand, TBL has been an effective pedagogical strategy that reinforces learners' grammar and vocabulary by asking them to complete meaningful tasks. In contrast with the usual rote memorization, TBL encourages real use of the language, with lasting retention and usable application. Specifically, Thirakunkovit and Boonyaparakob (2022) stress that TBL sets students up for authentic communication and builds language skills. Moreover, a study by Shaby and Joy (2020) discusses students' views of how TBL influences writing abilities. Their research identified that students are more at ease and learn efficiently in a TBL classroom. They also gain more confidence since all the students engage actively in writing exercises. Moreover, students think that writing abilities can be developed with TBL since it helps them excel at a higher level in different aspects of writing. Additionally, students recognized that the vocabulary and grammar acquired from TBL are transferable to real life. Nevertheless, others mentioned that teachers emphasize the result more than productive skill-building.

In conclusion, TBL develops writing skills and enhances motivation and engagement among students. Hence, it is an effective language learning tool as it facilitates meaningful interaction, boosts confidence, and guarantees the practical application of language.

2. Methodology

2.1 Research design

The research design employed in this study was a pre-experimental quantitative design, incorporating both a pre-test and post-test methodology. According to Waltz (2023), a pre-test serves as an assessment measure administered to participants before implementing any intervention or treatment. Conversely, a post-test is an assessment measure conducted after participants have undergone intervention or treatment. This design enables the researcher to evaluate the effectiveness of Task-based learning through the literature approach by comparing the writing competence of Grade 11 TVL students before and after the intervention. By utilizing this pre-experimental approach, the study aims to provide robust quantitative data to support the findings and conclusions regarding the impact of TBL on students' writing skills.

2.2 Respondents of the Study

This study's respondents were the selected 30 Grade 11 students enrolled in the Technical-Vocational-Livelihood (TVL) track in S.Y 2024-2025. The study focused on a cohort of students who participated in assessments related to vocabulary and grammar competencies before and after an intervention using task-based learning.

2.3 Population and Sampling

The study centered on enriching writing skills in terms of vocabulary and grammar through task-based learning among Grade 11 TVL students in S.Y 2024-2025. The population comprises 30 Grade 11 TVL students who were identified using cluster sampling. This cohort was chosen due to its relevance in exploring how task-based learning strategies influence language learning, particularly in enhancing vocabulary and grammar.

2.4 Research Instruments

This study, "Enriching the Writing Skills of TVL Students through Task-Based Learning of Grade 11 TVL Students," employed pre-test and post-test assessments focused exclusively on vocabulary and grammar. These instruments are integral for evaluating how the Task-based learning strategy influences these critical aspects of writing among Grade 11 TVL students.

The pre-test establishes baseline proficiency levels in vocabulary and grammar, while the post-test assesses any improvements following the intervention. Implemented after the task-based learning strategy is utilized, the post-test aims to measure the strategy's effectiveness in enhancing students' linguistic abilities. Through structured assessment and statistical analysis, the study seeks to provide insights into the impact of collaborative learning on language acquisition within the TVL educational context.

2.5 Research Procedure

The research procedure commenced with the researcher seeking permission from the School Principal to conduct the study. The principal's support was crucial in facilitating access to Grade 11 TVL students and ensuring the study's smooth implementation. Collaborating with teachers, the researcher organized the distribution of research instruments, ensuring clarity and consistency in administering the questionnaire.

Upon completion of data collection, the researcher promptly retrieved the instruments to begin

organizing and tabulating the gathered data. Each response was meticulously recorded and categorized to facilitate statistical treatment. Statistical methods, such as descriptive statistics, were then applied to analyze the data, providing a comprehensive overview of key variables such as vocabulary and grammar competence among the participants. These statistical analyses formed the basis for interpreting the results, offering insights into the effectiveness of Task-Based Learning in enhancing writing skills among Grade 11 TVL students. The exact treatment of data to uncover meaningful patterns and trends contributes valuable findings to educational research.

2.6 Statistical Treatment of Data

Various statistical techniques were employed to analyze the data gathered for the study, Enriching Writing Competence of Grade 11 TVL Students Through Task-Based Learning Strategy. These techniques allowed for a comprehensive understanding of the relationships and differences among the variables. To compute for the presence of possible significant differences, the mathematical formula used in this study was the t-test.

3. Results and Discussion

3.1 Writing Competence of Grade 11 TVL students with the use of the Task-Based Learning (TBL) strategy.

This study was to establish the writing competence of Grade 11 TVL students in vocabulary and grammar prior to and post the use of the Task-Based Learning (TBL) strategy. The results indicated that most of the participants were female, thus there was a gender imbalance in the class. The results of the pre-test indicated that generally, students had poor writing proficiency in vocabulary and grammar. Nonetheless, upon utilizing the TBL strategy, there were significant improvements in both vocabulary and grammar. Statistical tests proved difference in pre-test and post-test results in vocabulary and grammar, substantiating the success of the TBL strategy. In addition, the analysis revealed no sex-related difference in performance, which means that the male and female students both enjoyed equal benefit from the strategy.

Table 1. Respondents' Profiles according to their Sex

Sex	Frequency	Percent
Male	10	33.3%
Female	20	66.7%
Total	30	100.0%

Table 1 presents the distribution of TVL students by sex, indicating that 66.7% of the students are female (20) and 33.3% are male (10). This shows that there are far more female students than male students. The number disparity indicates a greater female enrollment in this TVL B class.

Table 2. Distribution of Vocabulary Pre-Test Scores

Score	Frequency	Percent (%)	Verbal Description
2	3	10.0	Beginning
3	2	6.7	Beginning
4	7	23.3	Developing
5	8	26.7	Developing

6	4	13.3	Approaching Proficiency
7	3	10.0	Approaching Proficiency
8	2	6.7	Proficient
12	1	3.3	Advanced
Total	30	100.0	

Table 2 shows the distribution of the vocabulary pre-test scores of the 30 student-respondents. It is shown that the scores ranged from as low as 2 to as high as 12. The lowest score (2), achieved by three students (10%), indicates minimal vocabulary knowledge and places them at the Beginning level of competency. On the other hand, the highest score of 12 was achieved by one student (3.3%), demonstrating an Advanced level of vocabulary proficiency even prior to the intervention.

Table 3. Distribution of Grammar Pre-Test Scores

Score	Frequency	Percent (%)	Verbal Description
2	1	3.3	Beginning
4	1	3.3	Beginning
5	1	3.3	Beginning
7	5	16.7	Developing
8	1	3.3	Developing
9	7	23.3	Developing
11	4	13.3	Approaching Proficiency
13	1	3.3	Approaching Proficiency
14	3	10.0	Approaching Proficiency
15	1	3.3	Proficient
16	4	13.3	Proficient
20	1	3.3	Advanced
Total	30	100.0	

Table 3 shows the grammar pre-test scores of 30 students ranging from 2 to 20. The lowest score is 2, which shows that at least one student has limited grammar knowledge and needs more support. The highest score is 20, achieved by one student, indicating excellent grammar skills.

Most students scored between 7 and 9, which means they are still developing their grammar skills. Some students are already approaching proficiency, while a few have reached the proficient or advanced level. Overall, the results show that while some students are doing well, many still need improvement in grammar.

Table 4. Distribution of Vocabulary Post-Test Scores

Score	Frequency	Percent (%)	Verbal Description
5.00	2	6.7	Developing
6.00	5	16.7	Developing
7.00	8	26.7	Approaching Proficiency
8.00	2	6.7	Approaching Proficiency
9.00	10	33.3	Proficient
10.00	2	6.7	Proficient
14.00	1	3.3	Advanced
Total	30	100.0	

Table 4 shows the vocabulary post-test scores ranging from 5 to 14. Two students (6.7%) got the lowest score of 5, showing they are at the Developing level. The highest score of 14 was achieved by one student (3.3%), indicating an Advanced level of vocabulary mastery.

Most students scored between 7 and 10, with 33.3% at the Proficient level and 26.7% Approaching Proficiency, showing noticeable improvement in vocabulary skills. This suggests that most students have progressed and are now performing at or near the expected level of proficiency.

Table 5. Distribution of Vocabulary Post-Test Scores

Score	Frequency	Percent (%)	Verbal Description
7.00	2	6.7	Developing
8.00	2	6.7	Developing
9.00	2	6.7	Developing
10.00	3	10.0	Developing
11.00	2	6.7	Approaching Proficiency
12.00	2	6.7	Approaching Proficiency
13.00	2	6.7	Approaching Proficiency
14.00	3	10.0	Approaching Proficiency
15.00	2	6.7	Proficient
16.00	1	3.3	Proficient
17.00	4	13.3	Proficient
18.00	1	3.3	Advanced
19.00	1	3.3	Advanced
22.00	1	3.3	Advanced
23.00	2	6.7	Advanced
Total	30	100.0	

Table 5 shows the grammar post-test scores, ranging from 7 to 23. Two students (6.7%) got the lowest score, 7, placing them at the developing level. The highest score, 23, achieved by two students (6.7%), indicates an Advanced level of grammar proficiency.

Most students scored between 11 and 17, indicating that most are now at the Approaching Proficiency to Proficient levels. Compared to the pre-test, this shows a clear improvement in grammar skills, with more students moving into the proficient and advanced categories.

Table 6. Significant difference between Pre-test and Post-test Scores in Vocabulary and Grammar

Writing Skills	Pre-test Mean	Pre-test Std. Dev.	Post-test Mean	Post-test Std. Dev.	t-value	Df	Sig. (2-tailed)
Vocabulary	5.1	2.074	7.87	1.852	-9.660	29	0.000
Grammar	10.5	4.167	13.7	4.557	-5.320	29	0.000

Legend: If Sig. > 0.05, it is statistically significant. If Sig. < 0.05, it is not statistically significant.

The table shows that the Task-Based Learning (TBL) strategy effectively improved the writing skills of TVL students, particularly in vocabulary and grammar. The mean scores after the intervention increased noticeably—vocabulary improved from 5.10 to 7.87, and grammar from 10.50 to 13.70. Moreover, the t-values for vocabulary (-9.660) and grammar (-5.320), along with a p-value of 0.000, indicate that the

differences between the pre-test and post-test scores are statistically significant. This means that the improvements were not due to chance but resulted from the TBL strategy.

Regarding vocabulary, TBL proved effective because it allowed students, specifically TVL students, to learn new words through meaningful and engaging tasks. Rather than simply memorizing word lists, students used vocabulary in real-life contexts, which helped them understand and remember the words better. For instance, Fallahrafie, Rahmany, and Sadeghi (2015) found that TBL was more effective than traditional methods in helping students learn technical vocabulary. Similarly, Newton (1995) showed that students could better grasp unfamiliar words when presented in context. In addition, Nychkalo et al. (2020) observed that TBL increased students' confidence in using business vocabulary in practical situations. These findings support the significant improvement in vocabulary shown in this study.

As for grammar, TBL also had a strong positive impact. Through task-based activities, TVL students could apply grammar rules in real communication, instead of learning them through drills or isolated exercises. This made grammar learning more natural and useful. In support of this, Yildiz and Senel (2017) reported that students became more aware of grammar rules when they practiced them in real-life situations. Likewise, Ji and Pham (2020) and Naqsyabandiyah and Dehghanitafti (2023) found that grammar taught through tasks led to better understanding and correct usage. These findings help explain the significant gains in grammar scores among the students in this study.

Overall, the results clearly show that Task-Based Learning is an effective strategy for improving both vocabulary and grammar. By involving students in real, meaningful tasks, TBL helps them learn language in context, which leads to better understanding, retention, and application in writing. The statistical results, supported by past research, confirm that TBL is a valuable approach in enhancing language learning outcomes.

Table 7. Significant Difference between Vocabulary Pre-test and Post-test when grouped according to Sex

Test	Source of Variation	Sum of Squares	Df	Mean Square	F	Sig. (p-value)
Pre-test Vocabulary	Between Groups	0.600	1	0.600	0.135	0.716
	Within Groups	124.100	28	4.432		
	Total	124.700	29			
Post-test Vocabulary	Between Groups	0.417	1	0.417	0.118	0.734
	Within Groups	99.050	28	3.537		
	Total	99.467	29			

Legend: If Sig. > 0.05, it is statistically significant.
 If Sig. < 0.05, it is not statistically significant.

The table shows the significant difference between the vocabulary scores in the TVL students' pre-test and post-test when grouped according to sex, and the findings of the TVL students' vocabulary pre-test and post-test scores. The p-values (0.716 for the pre-test and 0.734 for the post-test) show no statistically significant difference in vocabulary scores when categorized by sex. This implies that sex did not significantly influence students' vocabulary performance before and after the Task-Based Learning strategy intervention.

Similarly, a study by van der Slik et al. (2015) explored sex differences in Dutch acquisition among immigrants and established that sex played no significant role in vocabulary acquisition.

Table 8. Significant Difference between Grammar Pre-test and Post-test when grouped according to Sex

Test	Source of Variation	Sum of Squares	Df	Mean Square	F	Sig. (p-value)
Pre-test Grammar	Between Groups	3.750	1	3.750	0.210	0.650
	Within Groups	499.750	28	17.848		
	Total	503.500	29			
Post-test Grammar	Between Groups	12.150	1	12.150	0.576	0.454
	Within Groups	590.150	28	21.077		
	Total	602.300	29			

Legend: If Sig. > 0.05, it is statistically significant; If Sig. < 0.05, it is not statistically significant.

The table shows the pre-test and post-test grammar scores of TVL students. The p-values (pre-test = 0.650 and post-test = 0.454) show that the score difference in grammar between the sexes is statistically not significant. It shows that sex had no specific effect on students' grammar performance before and after the intervention of the Task-Based Learning methodology.

This is consistent with the findings of research by Ellis (2003) that there is less impact of sex on language acquisition and grammatical skills than on exposure, usage, and practice, as well as the method of instruction. As cited by Sunderland's (2015) study, despite disparities in language usage between male and female students, there is minimal evidence to confirm sex impacts heavily on the construction of grammatical skills. These findings reinforce the argument that pedagogies such as task-based learning play a bigger role in developing students' grammar ability than sex differences.

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