

## **TASK-BASED LEARNING FOR YOUNG LEARNERS: IMPROVING COMMUNICATION SKILLS IN EARLY ENGLISH EDUCATION AT SD 213 LAPONGKODA**

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### **Abstract**

*This study aims to explore the implementation of Task-Based Learning (TBL) in developing communication skills in early English language education at SD 213 Lapongkoda. TBL, which focuses on using practical and authentic tasks within the learning process, is expected to enhance speaking, listening, and social interaction abilities of young learners. The research investigates the effects of TBL on communication skills development among elementary school 213 Lapongkoda students through a series of engaging, real-life tasks. Findings indicate that TBL significantly increases student motivation and effectively enhances communication skills by offering opportunities for experiential learning and collaboration. This study suggests that integrating TBL in English language education is an effective strategy to prepare young learners for real-world communication challenges and to foster language acquisition through meaningful tasks.*

**Keywords:** Task-Based Learning, Early English Education, Communication Skills, Young Learners

### **INTRODUCTION**

The ability to communicate in English has become an essential skill in the era of globalization. English is not only a tool for international communication but also provides a competitive advantage for individuals in various fields, including education, career, and social life. As one of the most widely spoken languages in the world, English holds a pivotal role in enabling access to global knowledge, fostering intercultural understanding, and promoting professional mobility (Willis, 1996). Therefore, teaching English from an early age has become a primary focus in education across many countries, including Indonesia.

Young learners, defined as children in their early years of formal education, represent a critical period for language acquisition. During this phase, children are highly receptive to new information and capable of developing language skills rapidly (Ellis, 2020). However, traditional teacher-centered approaches often prove less effective in motivating students to engage actively in the learning process. These methods typically prioritize rote memorization and repetitive exercises, which may fail to capture the attention and enthusiasm of young learners (Pinter, 2015). Instead, children require