The Effect of Task-Based Learning (TBL) Towards Students' Speaking Skill

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Abstrak

Ada banyak orang di dunia ini yang menggunakan bahasa Inggris dan itu menjadikan bahasa Inggris sebagai hal yang paling penting untuk dipelajari. Bahasa Inggris telah menjadi bahasa internasional. Menurut Syafitri dan Artika, bahasa Inggris merupakan bahasa pengantar internasional yang berpengaruh, empat puluh dua negara di dunia menggunakan bahasa Inggris sebagai bahasa pengantar resmi (Widya Syafitri, 2019). Selain itu, bahasa Inggris telah menjadi bahasa terpopuler di dunia. Artinya bahasa Inggris penting untuk dipelajari, khususnya bagi pelajar. Berbicara sebagai media komunikasi memungkinkan kita bertukar informasi, pikiran, perasaan dengan orang lain. Sebaliknya, kemampuan berbicara siswa relatif rendah. Hal ini memunculkan ide untuk melakukan pembelajaran berbicara dengan menerapkan pendekatan pembelajaran berbasis tugas untuk membantu siswa meningkatkan keterampilan berbicaranya. Desain penelitian ini adalah metode kuantitatif dengan desain quasi eksperimen dengan membandingkan dua kelas. Pengumpulan data dilakukan dengan pre-test dan post-test. Kelas kontrol berjumlah 31 siswa dan kelas eksperimen berjumlah 31 siswa. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan penerapan pembelajaran berbasis tugas terhadap keterampilan berbicara siswa. Hal ini menunjukkan t hitung (3,852) lebih tinggi dibandingkan t tabel (2,004). Berikutnya, terdapat perbedaan yang signifikan pada keterampilan berbicara siswa yang diajar dengan pembelajaran berbasis tugas dan yang diajar tanpa pembelajaran berbasis tugas. Hal ini terbukti dengan nilai t hitung lebih besar dari t tabel (2,807 > 2,004). Terakhir, keterampilan berbicara siswa yang diajar dengan menggunakan pendekatan pembelajaran berbasis tugas lebih baik dibandingkan siswa yang diajar tanpa menggunakan pendekatan pembelajaran berbasis tugas. Hal ini terbukti dengan peningkatan nilai rata-rata kelas eksperimen lebih tinggi dibandingkan dengan nilai rata-rata kelas kontrol (9,08 > 3,72).

Kata Kunci: *Keterampilan Berbicara, Pembelajaran Berbasis Tugas*

Abstract

There are many people in this world use English and that makes English as the most important to learn. English has been an international language. According to Syafitri and Artika, English serves as an influential international introductory language, forty two countries in the world use English as the official introductory language (Widya Syafitri, 2019). In addition English become the most popular language in the world. That mean English is important to learn, particularly for students. Speaking as a media of communication as allows us to exchanges information, thoughts, feeling with others. Otherwise, the students' speaking skills are relatively low. It raised an idea to conduct the learning speaking by the applying of task-based learning approach to help the students improving their speaking skill. The design of this research was quantitative method with quasi experimental design by comparing two classes. The collecting of data was pre-test and post-test. It was control class by 31 students and experimental class by 31 students. The result revealed that there was a significant effect of applying the task-based learning toward students' speaking skill. It showed the t- calculated (3.852) was higher than the t- table (2.004). Next, there was significant differences in students' speaking skill who are taught

by task-based learning and those who are taught without task-based learning. It was obviously proven by the fact that value of t-calculated was greater than t-table (2.807 > 2.004). Lastly, the students' speaking skill which taught by using task-based learning is better than students who were taught without by using task-based learning approach. It was obviously proven by the fact that the improvement of mean score of experimental class was higher than the mean score of control class (9.08 > 3.72).

Keywords: *Speaking Skill, Task-based Learning*

INTRODUCTION

In learning English there are four important skills they are listening, speaking, reading and writing. One of the essential English skills for everyone is speaking. Bailey said that speaking is an interactive process of receiving and processing information (Bailey, 2005). In addition, speaking is a course for the students to convey their knowledge, feelings, and demonstrate their performance (Desnita, Irwandi, Eliza, & Safitri, 2022). It showed that speaking is the way to convey and receiving of knowledge, thoughts, demonstrate performance by the interactive process for the learners.

There are various types of speaking that are applicable. They are imitative is like perform the language by imitate it, intensive is perform the language by practice short oral language, responsive is perform the language with an interaction and comprehension the language through short conversation, then interactive involve some participants in speaking, and extensive is an oral perform by personal students in front of the class (Brown H. , 1994). While, Nunan stated that there are two types of speaking, such as monologue and dialogue. Monologue defined as the spoken language used in lectures, speeches and news. It means the listener is not in a rush to figure out what the speaker is trying to convey. Dialogue defined as a spoken language with two or more speakers. The interaction in this type occurred through human relationships by exchanging information in talks (Nunan, 1991). In short, the researcher used interactive speaking because it aimed to teach students how to engage, such as receiving and providing criticism, in order to improve their speaking skill in class. According to David, there are five aspects for good speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension (Harris., 1974). Those aspects are crucial for the students' solution to their problem in speaking English while students have low interest in English learning. The teacher required for making class be better, creative, fun, simple, and interested.

Based on the researcher conducted preliminary research by doing observation at the second grade in February, 7th 2022 at MTs TI Koto Tuo Kumpulan, there are various problems in English class. First, most of students were not anthusiastic and interested while teaching and learning process in speaking. Second, the students were rarely practice the English. Third, the students were lack of vocabulary. The students got difficulties in pronouncing word correctly. It indicates that the students rarely use English and make mistakes when saying certain words. Fourth, the learning strategies used by teachers are monotonous. Those are the obstacles for students in learning English in class. So, the researcher have conclusion that students have low in speaking English and inappropriate strategies are used by the teacher in class. Hence, it created the idea of teaching speaking through task-based learning approach in order to aid students in enhancing their speaking skill.

Task-based learning known as activity based learning. It considers the use of task as the main of instruction in language learning. Nunan stated that task as activities that can be done individually and in group as fundamental to do the interaction and sharing the meanings rather than grammar (Nunan D. , 2004). Richards and Rodger argued that task-based learning as an approach by using the task as the core of teaching planning and instruction in the learning process (Jack C Richards, 2001). It means students follow the learning process in class based on the task that the teacher gave to students. The teacher is responsible to give the interesting task for students. In learning, students can accomplish the task in pair or in a group. Task-based learning encourages students to act based on the students' creativity.

There are some principles in implementing the task-based learning in the class. They are scaffolding. It means the task get support from the materials. Dependency refers to the task have relationship that requires a particular order of task to be performed. Students' recycling refers to the students focus on learning by doing. Integration explains the grammatical structure and communicative function, reproduction to creation the students using the similar language items creatively. Reflection means the students should be given the opportunities to reflect on what they learn and how well they do (Nunan., 2004).

To apply the task-based learning in the class, there are procedures that students have to follow. According to Ellis the first is pre-task activities. Planning for the performance of the task, the teacher can use the activity for outlining the task or forming the outcome of the task. The next is whilst-task described as the performance session. The students will gather up with their small group or in pair to do the task, and teacher will monitor the students from a distance. The last is post-task which mainly emphases on the follow-up task from the task performance. In this step teacher report the outcome of the task and give feedback to the students to encourage reflection on how the task was performance (Ellis, 2003). It showed that the procedures can practice it by the students in speaking class.

Task-based learning also useful for student's speaking skill. Task-based learning has several advantages, according to Willis: 1) Students learn the use of language clearly; 2) students are participated in the learning process; 3) it significant increases students' language competence; 4) it provides a language learning opportunities for students (Willis, 1996). When task-based learning is implemented in the class, it has of variety of effects on students' speaking skill. Harmer, on the other hand stated that the task-based learning creates the performance of meaningful task central to the learning process if students are focused on the completion of a task (Harmer J. , 2007).

METHOD
Research Design
This research used quantitative method, especially experimental research designs. In this research, the researcher used quasi experimental research. it is because the researcher did not take a random class for this research. Creswell defines quasi experimental as assignments, but not random assignment of individuals to groups. It is because the experimenter cannot artificially create group for the experiment (Creswell, 2012). Gay said that quasi experimental design it is not just possible to randomly assign subject two groups. In this design, the experimental class and control class were pre-test together, administer a treatment for the experimental class and the control class did not for the treatment, post-test both of classes at the end.

Population and Sample
The population of this research was 62 students that is the total of the students in the two classes of second grade in MTs TI Koto Tuo Kumpulan. Then, the researcher used total sampling in taken the sample of this research. In brief, the researcher divided the experimental and control classes. It was consist of 31 students as a control class and 31 students as an experimental class.

Instrumentation
The instrumentation in this research used speaking test. The researcher used pre-test and post-test. It purposes to whether the test is great or not, the researcher gave the instrumentations to the expert to validate the test. The researcher had validated the instrumentation by two teachers and two lecturers.

Technique of Data Collection
Data collection is carried out for pre-test and post-test data collection. The researcher used pre-test data collection by speaking test for experimental and control classes before the treatment happening, to conduct of steps to collect the data by giving speaking test in two

classes. Furthermore, the researcher used the treatment by implementation of task-based learning approach to the experimental class by using the procedures of task-based previous, while the control class treated by conventional method in two meetings.

Technique of Data Analysis
The researcher used the t-test to analyzing data of speaking test. The researcher used t-test to compare the difference of the mean score between two pre-test and post-test in class. Sugiyono stated that if the researcher compare about previous and after the treatment, or compare the control group and the experiment group, it used t-test of the related sample (Sugiyono, 2020). The researcher used SPSS to analysis the data.

FINDINGS AND DISCUSSION
Data Description

Test Result	Pre Test	Post Test
Experimental class	$\bar{x}$ = 53.71 SD = 7.635 S^2 = 58.286	$\bar{x}$ = 62.79 SD = 9.848 S^2 = 96.989
Control class	$\bar{x}$ = 50.83 SD = 8.220 S^2 = 67.576	$\bar{x}$ = 54.55 SD = 8.227 S^2 = 67.685

According to the result, it can be stated that the post test result of experimental class was higher than pre-test result (62.79 > 53.71). It means that the approach used had improved students' speaking skill. Then, the post test result between both of class showed that the experimental class got higher mean score than control class (62.79 > 54.55). Then, it was indicated that 28 students who were taught with task-based learning approach got better result than the students who were taught without task-based learning.

Normality
Pre- Test Normality Testing

One-Sample Kolmogorov-Smirnov Test

		PRE EXPERIMENT	PRE CONTROL
N		28	29
Normal Parameters[a,b]	Mean	53.71	50.83
	Std. Deviation	7.635	8.220
Most Extreme Differences	Absolute	.128	.127
	Positive	.128	.127
	Negative	-090	-.094
Test Statistic		.128	.127
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

From the table above, it can be showed that the sample distributed was normally because the value of sig pre-test was higher than 0.05, experimental class was 0.200 and

control class was 0.200. It can be concluded that the data of the experimental and control class were more than 0.05. Hence, the data was qualified for analysis.

Post-Test Normality Testing

One-Sample Kolmogorov-Smirnov Test

		POST EXPERIMENT	POST CONTROL
N		28	29
Normal Parameters[a,b]	Mean	62.79	54.55
	Std. Deviation	9.848	8.227
Most Extreme Differences	Absolute	.067	.189
	Positive	.064	.189
	Negative	-.067	-.083
Test Statistic		.067	.189
Asymp. Sig. (2-tailed)		.200[c]	.010[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

From the table above, it can be showed that the sample distributed was normally because the value of sig post-test was higher than 0.05, experimental class was 0.200 and control class was 0.010. It can be concluded that the data of the experimental and control class were more than 0.05. Hence, the data was qualified for analysis.

Homogenity
Pre-Test Homogenity Testing

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Nilai Pretest	Based on Mean	.149	1	55	**.701**
	Based on Median	.129	1	55	.720
	Based on Median and with adjusted df	.129	1	54.774	.720
	Based on trimmed mean	.138	1	55	.712

Post-Test Homogenity Testing

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.965	1	55	**.330**
	Based on Median	1.117	1	55	.295
	Based on Median and with adjusted df	1.117	1	53.718	.295
	Based on trimmed mean	1.006	1	55	.320

Based on the results, it can be seen that the significant values of pre-test and post-test of the experimental class and control class were 0.701 and 0.330. So, it can be concluded that the value was higher than 0.05. It means that Ha was accepted or the instrument was homogeneous.

Hypothesis Testing

After finding the mean score, the standard deviation, and the value of the t-obtained by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

1. The first hypothesis

The first hypothesis of this research, there was any significant effect of using task-based learning toward students' speaking ability at the eighth grade in MTs TI Koto Tuo Kumpulan. (Ha: t-calculated > t-table). The alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

2. The second hypothesis

In second hypothesis, there were significant differences in students' speaking ability who are taught by using task-based learning approach and the students who were taught without task-based learning. (Ha: t-calculated > t-table). In conclusion, the alternative hypothesis (Ha) was accepted.

3. The third hypothesis

In the third hypothesis, it was found that the students' speaking ability taught by task-based learning is better than students' who are not taught by task-based learning. It means, the alternative hypothesis (Ha) was accepted.

Discussion

Speaking is the ability to produce the element of language such sounds, articulation and words to show the feeling (Johnson, 2002). Speaking also as a media of communication exchanges information, ideas, and feeling with others. Students have to master of speaking because it is crucial to communicate with others by English. Students have to master the elements in speaking assessment because it is important to communicate with others in English. As a result, teacher must device an effective strategy to improve students' speaking skill. One of the approaches that probably used to improve students' speaking skill is applying task-based learning. Edward and Willis stated that the task can involve all skill in language learning particularly for speaking.

The researcher discovered that there was significant different between students who were taught by the implementation of group work and those who were taught without group work. It can be seen from the value of t-test from the post test of experimental class and control class. Analysis of the t-test shows that the calculated was higher than t-table. Furthermore, the researcher seen that the students' speaking ability taught by group work is better than students' who are not taught by group work. It can be seen from the result that obtained from post-test of experimental and control class. The result also supported by Harmer stated that group work has dramatically increases the number of talking opportunities for individual students (Harmer, The practice of English Language Teaching fifth edition, 2007). The improvement of the mean score of the experimental class was higher than control class.

Based on the explanation above, the researcher had the answer the hypothesis. The result meant that null hypothesis was rejected and there was significant difference between pre-test and post-test of experimental class and control class. In other words, the implementation of task-based learning is better than conventional method. In breaf, the implementation of group work had a significant effect on students' speaking ability at the second grade in MTs TI Koto Tuo Kumpulan.

This research was about the effect of task-based learning towards students' speaking skill at second grade of MTs TI Koto Tuo Kumpulan. The purpose of this research was to find out whether there is a significant effect of using task-based learning towards students' speaking skill. In this research, the researcher had seen the effect of task-based learning towards students'

speaking skill. According to Richard speaking is the process of building and sharing the meaning through the use of verbal in variety of contexts. Edward and Willis stated that the task can involve all skill in language learning such as speaking. To assess the students speaking, the researcher used the criteria from David P. Harris. There are five components to be assessed, they are students' pronunciation, grammar, vocabulary, fluency and comprehension.

Based on the research finding above, it can be seen from the data that obtained from the experimental class in pre-test and post-test were different. The mean score of experimental class in pre-test was 53.71, while the mean score after the treatment was 62.79. After calculating the pre-test and post-test mean score by using t-test, it showed that the value of t-obtained was higher than t-table (3.852 > 2.004). This result also was supported by Nunan that task-based learning is the activities that can be done individually and in group as fundamental to do the interaction and sharing the meanings rather than grammar. It mean task-based learning can improve students' speaking skill. Therefore, it can be concluded that there was significant effect of task-based learning approach towards students' speaking skill in this research. Then we can say that the alternative hypothesis of the first hypothesis is accepted.

Furthermore, the researcher seen that the students who were taught by using task-based learning is better than students who were not taught by task-based learning approach. It can be seen from the result that obtained from post-test of experimental and control class. The improvement of the mean score of the experimental class was higher than control class (9.08 > 3.72). It can be concluded that the students' speaking skill in experimental class is better than the control class and the alternative hypothesis (H_a) is accepted.

The researcher also found that there was significant different between speaking skill of the students who taught by task-based learning and the students who taught without task-based learning. It can be seen from the value of t-test from the post test of experimental class and control class. Analysis of the t-test shows that the calculated was higher than t-table (2.807 > 2.004). It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

From the explanation above, it can be conclude that task-based learning is an approach that can improve the students' speaking skill in asking and stating the ability. Other than that, task-based learning can also be used as an effective approach to help teacher and students in teaching and learning. It is can be proven from the score of post-test in experimental and control class.

CONCLUSION

Based on the finding and discussion in the previous, the researcher concludes that the research questions in the research were answered. First, there was a significant effect of using task-based learning towards students' speaking skill at the second grade of MTs TI Koto Tuo Kumpulan. Second, there was a significant difference in students' speaking skill who were taught by using task-based learning approach and those who were taught without task-based learning. Third, the students' speaking skill which taught by using task-based learning is better than those who did not.

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