



Revealing Task Based Learning Effectiveness to Teach English Speaking Skill

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Abstract: The purpose of this study was to determine the effectiveness of Task Based Learning to Speaking Skills In Descriptive Text At Eight Grade Of SMP 1 Batahan. A quantitative pre-experimental type was used in this study. Twenty-five of eight grade students of SMPN 1 Batahan where the subject of this study. Performance test was given prior to the treatment to describe their Pre-test score. The treatment was teaching by using Task Based Learning which was conducted for four meetings. At the end of the treatment, students were given the Post-Test. Both tests were analyzed by using scoring rubrics to assess the Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. The result showed that the Post-test score (68.64) was higher than the Pre-test (53.60), suggesting that Task Based Learning had significant effects to Students' speaking skills (at the level of 0.001, significant of 0.05). Therefore, Task Based Learning is proven to effectively help students to increase their speaking skill.

Keywords: *task based learning, speaking skill, descriptive text*

1. PENDAHULUAN

Teachers need various techniques, methods and approaches that will be applied to help students in the English learning process which students find very difficult. Many techniques, methods and approaches can be used to assist students' teaching and learning process. One of these methods is the Task Based Learning. Task Based Learning refers to an method based on the practice of English Language Teaching (Willis, 1996). The task referred to here are task that are based on the belief that if students are to focus on completing a task, they will likely be as likely to learn the language as if they were to focus on learning the form of the language. In the 20th century, Task Based Learning (TBL) began to receive attention as a medium to encourage the growth of communicative skills. Some contemporary work, such as

the studies by Long and Crookes (1991), and Skehan and Foster (1999), also reflect Task-based Learning's focus. Task-based learning (TBL) aims at using authentic language across practical activities. This approach promotes meaningful and student centered communication. Students can use terms in their tasks freely and creatively.

There are four skills that must be mastered in learning English, namely: listening, speaking, reading, and writing. Besides that, students are also required to learn the grammatical structure of English. These four skills are the foundation for someone to master English. This is what will be a benchmark for someone's English language skills.

Speaking in general can be interpreted as the ability or skill to communicate verbally or directly that someone. Harmer (2001:87) says that speaking is the process to express ideas to



other people through oral communication. In the sense that everyone expresses themselves and their ideas through their performance in speaking. According to Richard (2002:204) speaking a language is especially difficult for foreign language learners because effective oral communications requires the ability to use the language appropriately in social interaction. The variety of interactions includes not only verbal communication, but also parallel everyday elements such as tone, stress and intonation.

In teaching speaking, the teacher conveys to motivate students more and apply other teaching methods such as the oral approach, communicative language learning, sound language method, total physical response and natural approach. That's why teachers are required to act as motivators for students. So choosing a learning method is a way of teacher readiness to teach. The choice of learning method is also a way of a teacher's understanding of the situation in the class being taught.

In speaking ability there are also problems, including students who have low abilities and also feel lazy when studying or speaking in public especially using English. This, or their embarrassment, is caused by several problems: first, when they try to speak, they are afraid of making mistakes in vocabulary or constructing sentences. Both students do not have the drive or motivation to express themselves more. The third student did not have many opportunities to speak, in the sense that the teacher sometimes focused more on high-ability students so that students felt they did not have the opportunity to express themselves.

Using the Task Based Learning method will provide opportunities for students to develop their English learning skills. This method give opportunities to student to express their self. In addition, the teacher can also improve students' English speaking skills, when entering the

class starting the learning process the teacher gives assignments that students can discuss together, then students can convey the results of their assignments which can provide opportunities for each student to express their way of speaking . These aspects can be improved by using this approach. So by using this approach the teacher can also find out how students pronounce, grammar, vocabulary, fluency and student understanding.

The researcher seek to investigate whether task-based learning is effective in teaching speaking to secondary school level.

2. REVIEW

Speaking Skill

There are many experts give their thoughts on the definition of speech. Of course, communication is a process where the message is transferred from the speaker to the listener. Students of all levels can ask and answer questions in practical English. When you speak, you create and communicate with many other people around you. On the other hand, speaking is a way for people to interact and communicate. It implies the use of speech as communication, which includes the ability to verbally convey feelings, ideas, thoughts, suggestions or opinions.

According to Brown (2003: 140) said that "speaking is a productive skill that can be directly and empirically observed. Usually somebody will respect the others individuals based on his/her capacity to talk smoothly and comprehensively.

Based on the components of speaking, Brown (2003: 157) divides component speaking into five, as follows:

1. Pronunciation

Pronunciation is the tool for students to understand clearer language when they speak. It related with the phonological process that refers to the component of a grammar made up of the elements and



principles that determine how sounds vary and pattern in a language. Pronunciation is way to speak a language and a way in which a word is pronounced (Hornby: 2000). So, it can be decided that to understand the sound of the word in order to make the communication understandable it can use a good pronunciation.

2. Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001: 12). Besides, it is important to students to arrange a correct sentence in conversation. If grammar rules are too carelessly violated, communication will not go well. Although, creating a 'good' grammar rules is extremely difficult.

3. Vocabulary

Communication will not be created well or someone will not be able to express their ideas in writing or verbally, if that person does not have adequate vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1994: 4).

5. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Task-Based Learning

According to Willis (1996) task is an activity in which the target language is used by the learner for communicative purposes (goals) to achieve a result. To adopt to the TBL approach, students need to understand the principles behind it and the purpose of each component. They need to understand why this is different and how they can benefit in the long run. He also mentioned an important feature of Task Based Learning (TBL) is that learners are free to choose whatever language forms they wish to convey what they mean, in order to fulfill, as well as they can, the task goal.

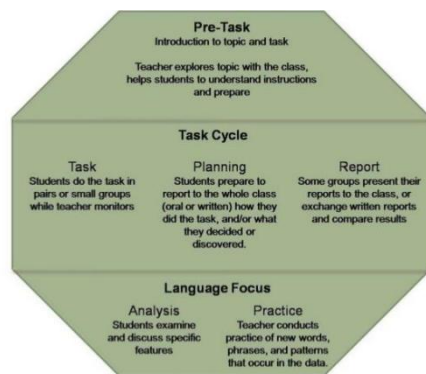
Therefore, although task design mainly influences the choice of a particular format, the focus should be primarily on meaning and paying attention to the linguistic resources themselves. The aim of the task is to produce language use that is directly or indirectly similar to language use in the real world. Like other language activities, tasks may involve productive or receptive skills, oral or written skills, and a variety of cognitive processes.

Every activity has the goal to be achieved, likewise teaching and learning activity. To check the student understanding of learning teacher are giving tasks. Task helps the teacher to predict students' comprehension after learning activity. Tasks are activities that learners use to get the outcomes from it. Tasks are activities that learners use to get the outcomes from it. Every task has goals to be achieved in a period. They are usually oriented to purpose. In other words tasks are focused to get understanding to finish the task well.

Task-based Learning (TBL) started to gain a growing interest in the late 20th century to promote communicative skills growth. Some contemporary work, such as the studies by Long and Crookes (1991), and Skehan and Foster (1999), also reflect Task-based Learning's focus. The goal of task-based learning (TBL) is to be

able to use authentic language practically in all activities. This approach also aims to build student-centered communication. Students are given the opportunity to cook freely and creatively using their own language.

Task based learning is also known as Task Based Language Teaching. Which is Task Based Language Teaching starts with a task based needs analysis of the targets task of some categories of learners about what they get to achieve from the new language. Task in TBLT is defined as the normal and non-technique subject. Task are the real activity such as others' daily activity.



3. METODOLOGI

This type of research was Pre-Experimental Design with One group Pre-test and Post-test Design. In this study, there were only experimental group (the ones who received treatment). The one group pre-test post-test Design usually involves three steps; Pre-test, Treatment, and Post-test. The differences identified to the experimental treatment are then assessed by comparing the pre-test and post-test score. The primary criteria in the design should be suitable for testing the study's previously hypothesis, Donald (2010). The purpose of this design was to identify how effective of Task Based Learning in one group of eight grade SMP N 1 Batahan

This research applied a pre-experimental design (one group pre-test and post-test) , this design involved one group that is pre - test (O_1) , expose to treatment (X) and post - test (O_2) . It aims to know whether there is significant development before and after using Task Based Learning Method and to know whether by using Task Based Learning Method can improve speaking skill. The treatment was given for six meeting including the pre and pos test. Teaching materials used was descriptive text. The data was gained through oral speaking test in form of in prompt presentation for 10 minutes on a random given topics.

4. RESULT AND DISCUSSION

After carrying out data analysis using SPSS and manual data analysis, the researcher analyzed the normality test and t test (paired sample test), the results were as follows:

a. Normality Test

The significance value (p) for the Kolmogorov-Smirnov test was 0.046 ($p > 0.05$), and based on the Kolmogorov-Smirnov normality test, the data was normally distributed. The significance value (p) for Saphiro-Wilk test was 0,027, and based on the Saphiro-Wilk normality test, the data was normally distributed. This output explains the test result and wheter a data distribution can be said to be normal. With the testing criteria if $H_0 = \text{Sig value (probability)} > 0.05 = \text{normal distribution}$, and if $H_a = \text{Sig value (probability)} < 0.05 = \text{abnormal distribution}$. The result of data on Kolmogorov-Smirnov obtained data: The value of the pretest probability is $(0.001) > 0.05$, then the distribution is normal. Whereas in the Shapiro-Wilk model, data are obtained: Pretest probability value $(0.001) > 0.05$, then the distribution is normal. From this

description, it can be conducted: Both the pretest in Kolmogorov-Smirnov and Shapiro-Wilk can be said that the probability values for which there the data are normally distribution. Kolmogorov-Smirnov test was 0.001, Shapiro-Wilk test was 0.001

The significance value (p) in Kolmogorov-Smirnov test was 0.058 ($p > 0.05$), so based on the Kolmogorov-Smirnov normality test, the data were normally distributed. The significance value (p) in the Shapiro-Wilk test was 0.266 ($p > 0.05$), so based on the Shapiro-Wilk normality test, the data were normally distributed. This output explain the results of the post-test. The result of data on Kolmogorov-Smirnov obtained data: The post-test probability value is ($0.058 > 0.05$) than the distribution is normal. While in the Shapiro-Wilk model, obtained data: Pre-test probability value ($0.266 > 0.05$) the the data normal distribution. From this description, it could be concluded that the pre-test values in Kolmogorov-Smirnov and Shapiro-Wilk can be said to indicate that the probability values for which there are data are normally distributed. Kolmogorov-Smirnow test was 0.058. Shapiro-Wilk test was 0.266.

Hypothesis Testing

Having analyzed the data of pre-test and post-test by using t-test formula:

$$t = \frac{D}{\sqrt{\frac{5n^2 - \sum D_i^2}{N(N-1)}}}$$

$$t = \frac{15,04}{\sqrt{\frac{6208 - \frac{570^2}{25}}{25(25-1)}}$$

$$t = \frac{15,04}{\sqrt{\frac{6208 - \frac{141.376}{25}}{25(25-1)}}$$

$$t = \frac{15,04}{\sqrt{\frac{6208 - 5.655.04}{600}}}$$

$$t = \frac{15,04}{\sqrt{\frac{552,96}{600}}}$$

$$t = \frac{15,04}{\sqrt{0,9216}}$$

$$t = \frac{15,04}{0,9216}$$

$$t = 15,66$$

The result shows

writer used the degree of significance of 5%. In the table of significance, it can be seen the df 24 and the degree of significance of 5% the value of degree of significance are 2,064. If compared with each value of the degrees of significance, the result is $15,66 > 2,064$.

According to Sudjiono if the result of calculation $t_o < t_t$: the null hypothesis (H_0) is rejected. If the result of calculation t_o (t observation) is lower that t_t (t table), $t_o < t_t$: the null hypothesis is accepted . Since the scores obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. In other word, the writer hypothesis is accepted. It means that there is significant differences between student's achievement in learning speaking skill using Task Based Learning.

Based on the result of data analysis, it is proven that the students' score of speaking taught by using Task Based Learning is increase. It means that the use Task Based Learning in teaching speaking is effective. Another reason based on the students' responses is because most students find that Task Based learning is enjoyable. This reason leads to better attention in learning and stimulate them to



participate in Task Based Learning activities

DISCUSSION

1. Students speaking skill at the Post-test

On the hypothesis, it was stated that there is a significant difference in students' speaking skills between the pre-test and post-test results. This hypothesis was analyzed using t-test statistical analysis. The results of the analysis show that the simulation technique applied in the treatment provides a significant improvement in students' speaking abilities.

By providing treatment, the classroom atmosphere becomes more active; students become enthusiastic, brave, in expressing themselves. they also get many ways to remember. This condition is supported by preparations made before starting the simulation such as; building students' knowledge and skills regarding the use of language and the topics to be discussed, knowing and recognizing the rules of what to do, preparing the media, and some of the equipment needed. So when class starts, students already know the rules of what they will do. They express their language freely (speak English as best they can).

This is also supported by research conducted by Hilma Safitri (2020) entitled "Improving Students Speaking Skill Trough Task Based Learning: An Action Research at the English Department". In her research, the application of Task Based Learning to improve students' speaking skills gave significant results. As explained in the research, students' speaking scores increased after the experiment was carried out. This fact is supported by students' responses to the use of task-based learning. They said that carrying out assignments through various

activities in pairs and working groups facilitated them to speak English better. They can practice simple dialogues, round taking, information flashes, interviews, discussions, short role plays, simulations and mini dramas. The important thing is that they can spread their learning. Various learning experiences motivate students to improve their speaking skills in the future.

2. Students speaking skill at Pre-test

On the hypothesis, it was stated that there is a significant difference in students' speaking skills between the pre-test and post-test results. This hypothesis was analyzed using t-test statistical analysis. The results of the analysis show that the simulation technique applied in the treatment provides a significant improvement in students' speaking abilities.

In the pre-test class, the class was not given the treatment. The class atmosphere is not very dynamic, the atmosphere is also not very active. Almost some students are just passive students. Students also cannot answer when asked questions about the material provided. tendency to feel afraid of being wrong if answering questions is the main reason that makes students silent when asked. Students rely heavily on their language deficiencies, also making them not want to answer questions at all.

3. The comparison between Students Speaking Scores

Comparison of Students' Speaking Skills between post-test and pre-test results. The results of data analysis carried out between the post-test and pre-test in the treatment class illustrate that there are significant differences in students' speaking skills between the two groups. Data analysis carried out by researchers previously showed significant results. In the pre-test class (before treatment was given), the



student's speaking score was very poor. while the treatment given in the post class produced a score that was quite significant.

Therefore, it can be concluded that the comparison between the treatment of the pre-test and post-test is that during the pre-test (before being given treatment) it did not provide significant results on students' speaking abilities. However, after the treatment was given, the post-test results were very significant.

5. CONCLUSION

The data analysis as reported in the previous part showed that the students' speaking skill got better significant effect after using Task Based Learning than before implementing this method. A conclusion could be taken that the students' speaking skill score had significant effect. We can see the difference of mean speaking test of students in pre-test and post-test.

The result of this research also showed the pre-test and post-test score, the students' speaking skill in pre-test mean score **53.60** while in post-test got **68.64** it showed that, the mean of speaking score in post- test had increase than pre-test. It showed that the use of Task Based Learning method had a significant effect on students speaking skill .

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