



The Effect of Task-Based Instruction on Students' Speaking Ability

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ABSTRACT

The purpose of the study is to find out the effect of Task-Based Instruction (TBI) on students' speaking skill at eighth-grade students of SMP N 01 Kota Tegal. A true experimental design was applied in this study. Two classes were randomly selected for the study as the control and experimental groups. Both groups were given speaking pre-test before treatment to find out their speaking ability. The experimental group was taught through TBI for four weeks, while the control group studied the same material through conventional way. After a series of treatment, students were given a post-test similar to the pre-test to assess the effect of TBI on students' speaking ability before and after the treatment. To determine if the test results were statistically significant or not, the paired T-test was used and the results of the tests showed that the experimental group had improved their speaking ability more than the control group. Furthermore, students responded to a questionnaire. The questionnaire data shows that 60% of students agree that TBI helps them to practice speaking English since they have to perform in front of the class by using a various task instruction. In conclusion, TBI has a positive impact on students' speaking ability.

Keywords: *Task -Based Instruction (TBI), Language Teaching and Learning, English Language Teaching (ELT)*

INTRODUCTION

Speaking is the ability to express ideas or information. People speak to express their ideas and to communicate. When compared to the three other language abilities of reading, listening, and writing, speaking is perceived as the most necessary. Ur (2012, as cited in Safitri et al., 2020), when people speak a language as though it includes all other kinds of knowledge, they are said to be "language speakers". Speaking is the most critical skill to learn when studying a foreign or second language. Speaking is regarded as the most crucial of the four key language abilities in learning a foreign or second language (Srinivas Rao, 2019). Most people can express their ideas through speaking, but sometimes many difficulties confront them. Some of them are the lack of vocabulary and lack of confidence. Lack of vocabulary can occur if students do not interact directly using the target language, for example if someone learns a language and there is no speaking interaction that can support someone's speaking ability in a particular language, it will certainly be difficult to increase someone's speaking ability. So that often communicating and interacting is one way to support improving speaking skills.

Nowadays, English is an international language used to communicate with people

around the world, thus it is very important to have the ability to speak in English, however it will be difficult for students who do not have confidence and a lack of vocabulary in English. In addition, English has become a necessity for most people in today's society. According to Long, 2014; Lyons, 2017 as cited in (Nget et al., 2020) advanced English proficiency has the potential to influence many people's educational and economic prospects around the world, and it will be common for it to do so in the twenty-first century. The issue is that pupils from all school levels face these difficulties in different parts of the country. Some of these issues occurred when they were unable to explain concepts or respond to questions from the teacher both within and outside of the classroom. This is not a problem that simply affects one or two kids; rather, it affects the vast majority of students. Teachers that face these issues report that the majority of students are passive in their participation in learning, preferring to remain mute or not respond verbally to questions posed by the teacher. However, if given a written assignment, the majority of students responded, indicating that the students preferred to respond in writing rather than verbally. As a result, learning that should involve verbal interaction between teachers and students occurs infrequently during the learning process.

Another aspect is that in junior high school, learning with speaking practice is less important than learning with writing, despite the fact that we need speaking abilities to communicate and create strong relationships with others. However, one of the problems for English teachers is to pique pupils' interest and motivation in studying English, particularly in speaking. Speaking is essential in English teaching since we speak or communicate in English when we are learning English. In English teaching and learning, we must study numerous components of English, such as grammar, writing, listening, reading, and speaking.

These components cannot be overlooked when it comes to English teaching and learning because they have the potential to influence our English. Despite the fact that English is considered a foreign language in Indonesia, learner proficiency in this subject is vital to the country's development goals. From those four macro skills, improving speaking skills is the most important and should be prioritized because they are necessary for communication in academic, business, industry, and many other areas of our society (Nget et al., 2020). However, one of the challenges for teachers in teaching English is to get students engaged and motivated in learning English, especially in speaking.

The approach that teachers employ in teaching the learning process, together with other influencing elements, has a substantial impact on students' motivation and achievement in learning. Fun learning will entice students to participate in the learning; if students are already

engaged in learning, their enthusiasm to learn will rise. English teachers should also have effective tactics or ways for carrying out their duties in the classroom. As a result, in order to overcome the problems of teaching English, teachers must use certain strategies in the classroom. English teaching and learning is at its most productive, energizing, meaningful, and imaginatively vital, enhancing students' competence, confidence, and creativity while also developing good attitudes toward learning. Schoepp (2018) as cited in (Hamouda, 2016), in order to create a positive image for students, there is a need to teach them in a better language learning method. Considering a number of recent challenges to traditional methodologies such as presentation, practice, and production, new teaching methods focusing on improving learners' communicative competence have been presented. It is called Communicative Language Teaching (CLT) (Nget et al., 2020), and Task-Based Instruction is one of it because Task-Based Instruction is a method for supporting communicative language instruction. Thus, Task-Based Instruction is relevant if it is implemented in learning whose competence is speaking. Task-Based Instruction has an effect on students' language skills when it comes to speaking skills (Hamouda, 2016). Based on that case, Task-Based Instruction is thought to be useful to create an interactive teaching in order to make students' learning more proactive, efficient, and easily to practice the materials. To a language learner, the impact of teaching method is absolutely vital. The student's ability to grasp language concepts is dependent on the teaching method and all that goes along with it. Because Task-Based Instruction has some advantages, it is highly recommended in this study to use it as a classroom or language teaching strategy. Students can learn how to use form and communication in a task-based classroom environment (Safitri et al., 2020).

There are a few In a Task-Based Instruction environment, students are more engaged and motivated to complete tasks and activities. Task-Based Instruction allows students to attend on classroom activities or tasks while also allows them to use language as a tool to perform these tasks and activities (Hamouda, 2016). It provides a platform for students to express their abilities and further improve them through their efforts. Students can learn how to use form and communication through task-based learning (Safitri et al., 2020). Language learners engage in groups and collaborate with one another, creating relationships between them. In conclusion, Task-Based Instruction is the teaching of the learning process through the use of tasks, according to the idea presented above. Teachers provide tasks to students during the teaching learning process, which they must complete by themselves, in pairs, or in groups. These tasks in the Task-Based Instruction method are tasks that support students' speaking skills. Because the technique emphasizes learner activities, it means that teachers in the classroom act as

facilitators, supervisors, and monitors for learners (students-center).

Lin (2009) as cited in (Al-Tamimi et al., 2020), TBLT is a communicative approach method that engages students in meaningful tasks that require them to use the target language. It's a method that emphasizes the use of real-world language tasks. Task-Based Instruction (also known as Task-Based Language Teaching (TBLT)) is a method of language instruction that involves students in meaningful speech and engagement, allowing them to learn grammar through actual language use. Plonsky and YouJin (2016) as cited in (Hamouda, 2016) state that Task-Based Instruction allows students to focus on classroom activities or assignments while using language as a tool to finish these tasks. A task, on the other hand, is an activity in which students use language to achieve a specific goal. In other words, as part of Task-Based Instruction, playing a game, solving a problem, or sharing information or experiences are all important and authentic tasks.

If it were applied to the process of learning how to speak at SMP Ihsaniyah Tegal, the learning method known as Task-Based Instruction would be an appropriate choice. Since SMP Ihsaniyah Tegal offers both intense and bilingual classes, and a comparison of the two reveals that the bilingual class possesses more advanced speaking skills than the intensive class. Therefore, it is appropriate to conduct research employing learning methods that are based on Task-Based Instruction in order to determine whether or not Task-Based Instruction can improve the speaking skills of students who are enrolled in intense classes. If it is successful, then the Task-Based Instruction approach can be used as a reference for the selection of learning methods that can be applied to the teaching of speaking, in particular when it comes to learning English.

LITERATURE REVIEW

Task-Based Instruction

Task-Based Instruction evolved as a turn of CLT (Communicative Language Teaching) to realize effective model for learning a second or foreign language, as well as to approach a more practical and actual situation for learners. Thus, Task-Based Instruction can be described as a strategy that provides learners with a learning context that involves the use of the target language through communicative tasks and prioritizes the activity of using language above the production of correct language forms. TBLT (Task Based Language Teaching) or Task-Based Instruction is regarded as one type of Communicative Language Teaching (CLT) in terms of emphasizing genuine and meaningful communication as the core component of language learning (Richards & Rodgers, 2001; Willis, 1996) as cited in (Ashrafi, 2020). Thus, Task-

Based Instruction facilitates and promotes second language acquisition.

The Nature of Speaking

There are many definition of speaking. Nunan (2009, as cited in *Regina*,) described that speaking also known as oral language, spoken language, or verbal language, is the medium via which one expresses thoughts, feelings, and emotions; delivers information; reacts to other people and situations; and influences and communicates intentions with others. Speaking is perceived as the most prominent skills compared to three other language skills: reading, listening, and writing (Safitri et al., 2020). Spratt, Pulverness, & Williams (2005, as cited in Syafii et al., 2019) describe that speaking is a useful ability that requires employing speech to communicate meaning to others. Speaking proficiency is classified as one of the most fundamental but difficult productive skills among learners of English as a Second Language (ESL) (Hassan et al., 2021). Chastain in (Hamouda, 2016), Speaking is an active process, through which learners use their world and language knowledge to convert their thought to meaningful oral message.

Speakers must learn to adapt their speech to the listener in the communicative process: Chastain in (Khoshsima & Bajool, 2015) state that speaking includes two major processes: talking to, when the speaker addresses but does not interact with the audience, and talking with, when the speaker creates a message while actively communicating with the listener.

Based on the theory above, the writer includes that speaking is a process of using language in order to transmit the information, knowledge, idea, and opinion to the other person. Ur (1996) in (Leong & Ahmadi, n.d.) said speaking is one of the most significant skills of the four language skills because individuals who study a language are referred to as speakers of that language. Speaking, according to Chaney (1998) in (Leong & Ahmadi, n.d.), is the process of creating and sharing meaning through use of verbal and nonverbal symbols in various circumstances.

The Component of Speaking Skill

According to Syakur (2000, as cited in Regina,2015), there are at least five components of speaking skill that should be concerned by the teacher in teaching speaking; comprehension, grammar, vocabulary, pronunciation and fluently.

The Principle for Teaching Speaking

Anuradha (2014, as cited in Hussain, 2017) there are several principles of teaching speaking skill; first, it encourages students to speak from the very beginning. If it did not appear, teacher should teach them as soon as possible, rather than waiting until she has a store of words, phrases, or sentences. Second, it allows students to repeat what they say if that is all they have

to say. Third, accept it for the time being if a student responds to a question with a single word. Fourth, allow students to speak freely with whatever English skills they have. Next is propose structures/words and have the students use them in a variety of situations, drilling as much as possible. Sixth, encourage students to use the back-chaining or tail-forwarding approach to combine more than 10 sentences to create large sentences. Seventh, as much as possible, organize role play and pair work, and manage the learners to correct the active ones and activate the inactive ones. Then, be well-prepared in terms of lesson planning, activities, and tasks ahead of time. Final principle, teacher may allow learners to make faults and mistakes in the early stages. Interruptions and corrections will increase the students' learning creativity and discourage them.

Teaching Speaking for Junior High School

As English is currently an international language that people all over the world use to communicate in certain matters, educators are encouraged to use methods and develop these methods in an effort to improve successful and well-executed language learning. Since English is currently an international language, it is used by all people in the world to communicate in certain matters. Therefore, children need strategies for learning English both inside and outside of the classroom, and teachers need to do a good job of developing these tactics for their students. This learning technique helps those who are successful learn and increase their communicative skills, which is essential for success. According to Wenxia (2008) in (ASRIDA, 2016) says when teaching, the teacher should consider not only how to deliver language in a certain scenario, but also how to teach it as a communicative act. In the classroom, teaching speaking can be defined as conversations of oral communication between students and teachers. In 21st century learning, the role of students here is very dominant or as a learning centre, in order that educators need to change the way of teaching which was previously the teacher as a learning centre, turned into students who are given the opportunity to do a lot of practice, especially in learning related to speaking skills. CLT (Communicative Language Teaching) learning can be used as an alternative way to teach speaking skills to students. For junior high school students, it can be said that they are still young, as teachers we need to provide learning strategies that are communicative, student-centered, but still fun, because it is related to student motivation to learn.

METHOD

In this particular investigation, the researcher takes a quantitative research approach. The researcher used a proper experimental design in their work. The true experimental design

can be broken down into two distinct subcategories: the design of the pretest-posttest control group and the design of the posttest only control group. In the course of this research, a two-group design was utilized (experimental group and control group). The experimental group is going to receive a unique form of treatment, which is going to be the Task-Based Instruction approach. The speaking test and the questionnaire are the research instruments for this study. The data was gathered through the use of a speaking exam in addition to a questionnaire. In total, there are 810 pupils enrolled at SMP N 01 Kota Tegal, from which 60 were selected at random to participate in this study.

RESULTS AND DISCUSSION

After conducting experiments in which they taught recount text using the Task-Based Instruction and without utilizing the Task-Based Instruction, the researcher then examined the data from these experiments and continued to draw conclusions from them. The purpose of this study is to determine whether or not Task-Based Instruction is an effective method for teaching speaking to students in the eighth grade at SMP N 01 Kota Tegal. The next step is to determine whether or not there is a discernible gap in speaking scores between students who are participating in Task-Based Instruction and students who are not participating in Task-Based Instruction.

According to the descriptive statistics, the results of the data analysis suggest that the mean score of both the pre- and post-tests in the experimental group has greatly increased, but the mean score of both the pre- and post-tests in the control group has remained relatively unchanged. The results of the paired samples t-test indicate that there is a significant difference between the mean score of the pre-test in the experimental group and the mean score of the post-test in the experimental group. The significance level for this test is 0.000 0.05, which indicates that this difference is statistically significant. Therefore, the author can reach the conclusion that Task-Based Instruction is an efficient method to teach speaking to students in the eighth grade at SMP N 01 Tegal.

Task-based learning prioritizes the use of tasks in both preparation and classroom teaching. (Richards, 2006) as cited in (Safitri et al., 2020), So, in the implementation of Task-Based Instruction method in experimental class, students are given tasks or activities that encourage students to actively speak in class, such as examples group activities, discussing and presenting the results of the discussion in front of the class, role play activities and individual task performance activities where students are trained to work on, identify and present the task

in front of the class. This is also accordance with (Hamouda, 2016) that state Task-Based Instruction allows students to attend on classroom activities or tasks while also allows them to use language as a tool to perform these tasks and activities.

The learning outcomes of the experimental group obtained at SMP N 01 Kota Tegal with treatment using the Task-Based Instruction were higher than the control group. During the implementation of the treatment, students are given several activities that can be considered as tasks in implementing Task-Based Instruction. These activities are in the form of group and individual activities, such as matching activities, discussion and decision, roleplay, picture and picture stories.

Furthermore, the learning carried out in the experimental class has positive effect on improving students' speaking skill. The "matching activities" in this activity means students are asked to discuss and analyze the recount text and pair the parts of the generic structure in the text together with their group members and continue to present the results in front of the class. This activity is similar to "Discussion and decision" activity which carried out during the teaching treatment because those are classified as group activities. However, these activities are carried out together with groups. Furthermore, this activity help students to work in team and develop social skills, and practice their confidence to speak through group activity. This is supported by Richard (2008) as cited in (Maca, 2020) that a small group discussion is a good way for students to talk about their ideas and work together. Moreover, De Bot & Lowie (2005) as cited in (Maca, 2020), states that most language learning happens in everyday situations. Thus, they gained more confidence and got more practice speaking.

The "roleplay" activity, where students are asked to role-play with their classmates and perform in front of the class, then their classmates are given the opportunity to comment on the appearance of other students. Conversations made by students are about their activities in the past. This activity can improve their creativity because they have to make a recount text based on their experience in the past. This is accordance with Sunardi (2013) as cited in (Gumelar & Sugara, 2019) The role-playing activity would seem to be the best opportunity for students to use their English creatively. It also gives them a chance to practice and develop their communication skills while motivating a conversational setting that they might find themselves in. Furthermore, this activity also asks students to increase their confidence in speaking because they have to perform the task in front of the class.

In addition, during the teaching treatment also carried out “picture and picture stories” activities. In this activity, the teacher displays several pictures and provides a verb that corresponds to the picture. Here students are not only asked to make recount text from the picture, but also pay attention to several things that must be considered in making recount text, there are appropriate structures and linguistic elements. In addition, students were asked to perform individually telling the contents of the recount text they had made. Therefore, this activity can practice students' self-confidence and students' speaking skills especially in telling story. This is supported by Wulandari (2012) as cited in (Pratiwi & Ayu, 2020) that describing pictures was an important way for students to improve their speaking skills because pictures help people learn how to speak.

For this reason, students engage in learning activities using the Task-Based Instruction technique with a high level of activity and enthusiasm. As a result, the vast majority of students are able to comprehend the information presented in recount texts. This is also reinforced by the results of the questioner, which showed that 70% of students were completely in agreement that Work-Based Instruction helps make the English lesson more accessible because they are required to accomplish the task in front of the class.

By using Power Point as a learning media, students easily accept the content of the material presented. This is accordance with (Oktaviani & Mandasari, 2020 as cited in (Pratiwi & Ayu, 2020) that using media in teaching can improve students' motivation in learning English. When students showed a video of recount text, and they asked to analyze the structure and linguistic elements of recount text, they start extracting information from the video shown, indicating that students' curiosity can be seen from one-seat group discussions.

In addition, English is the language that is utilized during the lesson when Task-Based Instruction is used. Since English is the target language in this context, English is the language that is used. In other words, the use of English is prioritized over the use of Indonesian when it comes to the implementation of Task-Based Instruction. In order for the method of Task-Based Instruction to have a higher score increase when compared to the method of conventional instruction, this is also supported by the results of the questionnaire answers which explain that sixty percent of the students in the experimental class are completely in agreement that Task-Based Instruction helps practice speaking skills in English because in the implementation of Task-Based Instruction, they have to perform the task in front of the class. This is because in the conventional method, they do not have to perform the task in front of the class. According

to the other findings of the survey, seventy percent of the students in class VIII A, which was an experimental class, are in complete agreement that Activity-Based Instruction makes the English lesson easier to learn because they are required to perform the task in front of the class.

In addition, if the instructor does not direct the students throughout the implementation of task-based instruction in group activities, then the students will develop an interdependent relationship with one another. Students who dominate the task are present in one of the groups, and some of those students do not even contribute to the completion of the task at all. As a result, the tasks they do have a tendency to be more messy. Because they do not engage in conversation and the sharing of ideas with other members of the group while accomplishing work. They will, in the end, hand in the assignment, which has a great deal of room for improvement. Therefore, when they participate in group activities, the results that they achieve are not ideal since they only collect replies that are straightforward. As a result, the answer to the questionnaire revealed that some students preferred group activities, while others preferred activities that they could participate in alone.

CONCLUSION

Based on the results of the data analysis, the research results, and the discussion in the last chapter, the author came to these following findings. Before treatment was given, the experimental group had a higher mean score than the control group. The t-test result was lower than the t-table, which means there was no difference between the two groups. However, after the treatment was done, there was a significant difference in the results of the post-test. Because the mean score of the experimental group went up, and the average result of the experimental group was always higher than the average result of the control group. The fact that the t-test result was higher than the t-table result shows that there was a significant difference between the two groups after treatment. While in the pre-test results, there was no significance between the t-test and the t-table. Since the value of the t-test was lower than the value of the t-table, this mean that the alternative hypothesis was rejected. And after the treatment was given, in the post-results, there was a significant difference between the t-test and the t-table. Since the t-test value was higher than the t-table value, this showed that the alternative hypothesis was accepted.

In conclusion, the findings of this study indicate that the method of teaching based on tasks is an effective way to assist students in improving their speaking ability. Following the administration of the treatment, the average scores obtained by both the experimental group and

the control group revealed that the experimental group experienced greater growth than the control group.

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