

# TEACHING SPEAKING THROUGH TASK-BASED LANGUAGE TEACHING AT THE FIRST GRADE STUDENTS OF SMAN 1 GEDONG TATAAN

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**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui apakah ada efek dari penerapan teknik pembelajaran bahasa berbasis *Task (Task-Based Language Teaching)* terhadap pencapaian berbicara siswa pada siswa tingkat pertama di SMAN 1 Gedong Tataan dan bagaimana kinerja siswa. Penelitian ini menggunakan pendekatan kuantitatif. Subjek nya adalah 30 siswa kelas X IPA 5 di SMAN 1 Gedong Tataan. Tes berbicara dalam bentuk menceritakan kejadian masa lampau digunakan untuk mengumpulkan data. Data dianalisis menggunakan Pired Sample T-test. Hasilnya menunjukkan bahwa ada efek secara statistik terhadap pencapaian berbicara siswa setelah diajarkan *Task-Based Language Teaching* dengan level signifikansi 0.00. Dengan demikian, TBLT adalah salah satu teknik yang dapat dijadikan sebagai alternatif teknik pembelajaran bahasa untuk meningkatkan pencapaian berbicara siswa.

**Abstract:** The aim of this study was to find out whether there was a statistically significant effect of Task-based language teaching (TBLT) on students' speaking achievement in terms of complexity, accuracy, and fluency aspect of the first grade students at SMAN 1 Gedong Tataan. The research used quantitative approach. The subjects were 30 students in class X IPA 5 of SMAN 1 Gedong Tataan. The speaking tests in the form of telling the past story were used to collect the data. The data were analyzed using paired sample T-test. The result showed that there was a statistically significant effect of the implementation of TBLT on the students' speaking achievement with the significant level 0.00. This suggests that TBLT facilitates the students to improve their speaking achievement.

**Keywords:** Task-based language teaching technique, speaking, achievement.

## INTRODUCTION

One of the goals of teaching English at senior high school is to master four language skills, one of which is speaking (Curriculum 2013). This shows that speaking is an important skill to acquire by students. Moreover according to (Baker & Westrup, 2003) they state that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion. This suggests that speaking has crucial roles in learning English.

However, the capability of students speaking is regarded as being unsatisfactory. That is many language learners find it difficult to express themselves in spoken language (Mei Leong and Ahmadi, 2017). The problems that students face in developing their speaking capability relate not only to their personality factors but also linguistics (Widiati and Cahyono, 2016). Thus, teachers have an important role in fostering students' capability to speak English well.

In addition, the students' low capability speaking were due to a number of factors, one of which inappropriate use of method in teaching English. According to Mudra (2016) in his research entitled *Enhancing Students' Speaking Skill through Task Based Language Teaching at English Tadris Department of STAIN Kerinci* states that conventional method implemented in the speaking class has been likely uninteresting and does not motivate them to speak English as what the lecturer ask them to do. They should be given a kind of real communicative tasks in order to make their speaking capability better. To make as naturally as possible tasks for students, a teacher should choose a proper technique to apply.

Techniques which enable students to communicate actively in effective and meaningful activities in the classroom are believed as the answer to solve this problem. Task Based Language Teaching is one of techniques which are believed to engage students in real language use in the classroom (Thresia F, 2012). According to Ellis (2003) TBLT is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. TBLT is based on the real world or target task by using language. Since this method is students' centered, it demands students' involvement and creativity in the speaking activity. TBLT focuses on interaction and communication among the students who do the tasks using the appropriate language at the correct time. In TBLT the students are to follow a speaking lesson which consists of tasks. The tasks are communicative and contextual that the students have experience it daily. So, it enables them to practice the tasks and communicate as to better understanding on speaking skill (Mudra H, 2016).

In line with the explanation above TBLT is believed as an effective method to give learners a greater chance to speak and communicate in the target language (Baihaqi Y, 2016). According to Pietri (2015), he examined the effect of task-based learning with Thai students at Stamford International University (Hua Hin Campus, Thailand). The results showed that task-based learning not only encourages students to learn and retain language skills, but also encourages their creativity. Zhang and Hung (2012) also have done a research for exploring the viability of the task-based instruction in big-sized class on Chinese college students. At the final of the experiment, they found that the experimental group is likely to have presented significantly better learning attainment, oral English performance and while comparing with the control group. The experimental group tends to present more active and motivated learning than the control group based on data collected from individual interviews.

Based on the previous research with respect to TBLT, the current study focused on finding out whether there was a statistically significant effect of TBLT on students' speaking achievement in terms of complexity, accuracy, and fluency aspect.

## **METHOD**

The objective of this research was to find out whether there was a statistically significant effect on students' speaking achievement in terms of complexity, accuracy, and fluency aspect. This research applied one group pretest-posttest design of pre-experimental design. In this research, the students were given pre-test, treatments, and post-test.

This research was conducted to the first grade students of SMAN 1 Gedong Tataan in which the sample was X IPA 5 consisting of 30 students. Speaking tests were used as the data collection instrument for pre-test and post-test. The pre-test was applied before conducting the treatments. The test was in oral test with the instruction to tell their past story. The post-test was administered after the treatments in which the instruction was the same with the pre-test with different topics.

The treatments were in three meetings with three different topics. To meet the validity of the speaking tests, both the materials and the topics of the test were adapted from the curriculum 2013. In order to make sure that data instruments were reliable, the researcher applied rank order. After getting the result of the test, the researcher analyzed the students' score of pretest and posttest by using Paired Sample t-test which computed using SPSS 16 program.

## **RESULT AND DISCUSSION**

### **Results**

After conducting the research and gathering the data, the researcher analyzed the result of the pre-test and the post-test as follows:

**Table 1. The Mean Score of Students' Pretest and Posttest**

| Technique                    | Main Score of the Pre-test | Main Score of the Post-test | Improvement |
|------------------------------|----------------------------|-----------------------------|-------------|
| Task-Based Language Teaching | 49.80                      | 56.90                       | 7.10        |

Table 1 reveals that students' mean scores of speaking performance improve from the pre-test to the post-test. After analyzing the improvement of the students' achievement scores in the class, the researcher then used Paired Sample T-test to answer the research question. The result of the test is elaborated in the following table.

**Table 2. The Result of Paired Sample T-test**

| Paired Samples Test |                    |                    |                |                 |                                           |          |       |    |                 |
|---------------------|--------------------|--------------------|----------------|-----------------|-------------------------------------------|----------|-------|----|-----------------|
|                     |                    | Paired Differences |                |                 |                                           |          | t     | df | Sig. (2-tailed) |
|                     |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |          |       |    |                 |
|                     |                    |                    |                |                 | Lower                                     | Upper    |       |    |                 |
| Pair 1              | posttest - pretest | 7,09933            | 8,37292        | 1,52868         | 3,97283                                   | 10,22583 | 4,644 | 29 | ,000            |

It can be seen from the table that the significance level of the test is 0.00 which is lower than 0.05. It can be concluded that there is a statistically significance effect of students' speaking achievement after the implementation of Task-Based Language Teaching technique.

**Table 3. The Students' Different Scores in Each Aspect of Speaking**

| No. | Aspects    | Pre-test | Post-test | Improvement |
|-----|------------|----------|-----------|-------------|
| 1   | Complexity | 19.08    | 27.17     | 8.09        |
| 2   | Accuracy   | 3.40     | 5.22      | 1.82        |
| 3   | Fluency    | 126.90   | 138.89    | 11.99       |

It can be seen from the table above that students' speaking performance had good effect in all aspects of speaking.

## Discussions

The findings of this research show that there is a statistically significant effect on students' speaking achievement in each aspect after the implementation of Task-Based Language Teaching. Based on the result presented before, it is proven that there was an effect of students' speaking achievement after three times of treatments using Task-Based Language Teaching through exchange personal information tasks on accuracy, fluency, and complexity aspects. Then, aspect of speaking that improved the most was fluency. The increase of fluency is 11.99. It is in line with Ortega (1999) who stated that learners were able to produce significantly more fluent and complex language when planning time was provided.

The pretest was administered to know the students' speaking achievement before the researcher gave the treatments. In the pretest, the researcher asked the students to tell their past story. They showed their performance in front of the class. While the students were showing their performances, the researcher recorded the students' performances. The researcher did so with all of students by giving the time maximum 2 minutes.

After conducting the pretest, the researcher conducted three times treatments. During the treatment, the researcher gave the students some materials related to the topic. First, in the pre-task stage, the researcher used 10 minutes planning time. In planning time, learners were given the opportunity to plan or write what they were going to produce before carrying out the tasks. Most of the research studies have allocated between 1 and 10 minutes and Skehan 1998 also stated that 10 minutes was optimal for planning time. In detailed planning, the teacher gave the instructions with guidance about how to plan what to say for upcoming task. The guidance provided by the researcher was table activity, where the students were asked to fill the table based on their activity and they can improve their speaking by themselves for upcoming task. Then, in during

task, the researcher provided four types of tasks in this process. This involved exchange personal information about students' past activity. The students provided a sample of dialogue and they needed to practice it with their friends. The last task was post task. Post task was an activity where the students were provided with feedback from the researcher. In the second and third meeting of the treatments, the researcher gave the same treatments with that of the first, the differentiation laid on the topic being discussed by the students. After three meetings of treatments, the researcher accomplished the post-test to see the students' speaking achievement after Task-Based Language Teaching applied in their speaking class.

From the result of students' scores in the post-test, the researcher then analyzed how did the students' speaking performance in terms of three aspect of speaking. First is complexity aspect. by the improvement of the result of the posttest, it could be concluded that the students' achievement in speaking improved after Task Based Language Teaching was implemented. By using Task Based Language Teaching, it can be used as a useful teaching tool that could be employed in terms of complexity and fluency aspect of speaking.

## **CONCLUSION AND SUGGESTION**

### **Conclusions**

In line with the result and the data analysis from the discussion, the researcher concluded that Task-Based Language Teaching is very useful to give a better effect on students' speaking achievement in all aspects of speaking. It is proved by the result of Paired Sample T-test which shows the level of significance is under 0.05. It means that Task Based Language Teaching facilitates the students to improve students' speaking ability, especially in telling their personal experience.

### **Suggestions**

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. Suggestions for English teacher  
English teachers are suggested to use a media like video or picture when applying this technique because it will help the students to get drawing about what they want to produce for the task.
2. Suggestions for further researcher
  - a. For further researchers who will conduct the same research are suggested to mix the group member and do not allow the learners to pick their own group member. By mixing the group member, it is expected that learners with high level of understanding can help the low level learners to improve their utterance in speaking.
  - b. Further researchers are also suggested to conduct similar research with different field or task types. Since this research is in form of detailed planning time in retelling personal experience, the future researchers are suggested to conduct detailed planning time with different type of task.

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