The Influence of Task-Based Learning in Developing Students' Speaking Skills

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Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi pengaruh metode Task-Based Learning terhadap peningkatan kemampuan berbicara siswa kelas VIII. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental berupa One-Group Pretest-Posttest. Teknik pengumpulan data dilakukan melalui tes berbicara yang diberikan sebelum dan sesudah perlakuan. Subjek penelitian ini adalah siswa kelas VIII di MTs Nur Rahma Kota Bengkulu. Data dianalisis menggunakan uji normalitas dan Paired Sample T-test dengan bantuan program SPSS versi 30. Hasil analisis menunjukkan bahwa terdapat peningkatan yang signifikan dalam kemampuan berbicara siswa setelah diterapkannya metode pembelajaran berbasis tugas, dengan nilai p-value sebesar <0,001 yang lebih kecil dari 0,05. Temuan ini menunjukkan bahwa metode Task-Based Learning terbukti efektif dalam meningkatkan kemampuan berbicara siswa.

Kata kunci: *Kemampuan Berbicara, Task-Based Learning*

Abstract

This study aims to see the influence of Task-based learning method in developing the speaking ability of eighth-grade students. The employed study methodology is quantitative, utilizing a pre-experimental design (One-Group Pretest-Posttest Design), with data collection conducted by speech assessments (pretest-posttest). This research focused on eighth-grade students at MTs Nur Rahma in Kota Bengkulu. Data analysis was conducted using the Normality test and Paired Sample T-test via SPSS version 30. The results indicated a substantial difference in the enhancement of students' speaking proficiency following the implementation of the task-based learning method, with a statistical test p-value of <0.001 <0.05. This demonstrates that the Task-Based Learning approach is efficacious in enhancing students' speaking abilities.

Keywords : *Speaking Skills, Task-Based Learning*

INTRODUCTION

Speaking English is more crucial than ever in today's worldwide society when interacting with individuals from other nations. Proficiency in English can open up a wide range of career and educational options. Even though English is now a mandated subject in Indonesian schools, many students still struggle with it, particularly when it comes to speaking. Despite the fact that speaking English fluently is crucial when learning a foreign language, pupils frequently struggle with it. Many children struggle to compose right sentences, use proper grammar, enunciate words correctly, and communicate ideas clearly (Fatin Nadifa Tarigan, 2023).

According to the initial study conducted at MTs Nur Rahma in Kota Bengkulu, the majority of students still struggle with learning English. The primary issues found were students' limited vocabulary and their lack of involvement in the learning process. Students' proficiency with English is significantly impacted by these two issues, particularly when it comes to speaking. Students' lack of participation in English language study can be caused by several of causes. One of those factors is students' lack of confidence to speak in English (Wijaya, 2024) lack of opportunity to actively practice English in class. Students' vocabulary limitations can be caused by the lack of

exposure to English outside the classroom, as well as students' low motivation to learn new vocabulary independently.

To solve this problem, learning methods that can increase students' engagement and give them more opportunities to actively participate in English learning are needed. One strategy that experts believe works well for achieving this objective is task-based learning, or TBL. While there are numerous methods for teaching and learning foreign languages, TBL is one of them. TBL is a innovative approach derived from the Communicative Approach and has been proven to be successfully implemented in the classroom. The goal of Task-Based Learning (TBL) is to teach students how to use a foreign language. This method encourages meaningful and student-centered communication, which allows them to use a variety of terms in their tasks (Sholeh, 2021).

Richards and Rodgers (2001) state that Task-Based Learning is an instructional approach that emphasizes the use of tasks as the central component in the design and implementation of language learning (Richards and Rodgers, 2001). Accordingly, Mannahali states that the application of the task-based learning (TBL) model is very advantageous as it enables students to concentrate more on their objectives and optimize their abilities to do assignments at a particular level.There are numerous benefits to the TBL learning methodology. It gives students several methods to comprehend language and apply abstract knowledge to the real world, shifting the learning process's emphasis from teacher-centered to student-centered. Additionally, students are able to unite their requirements through the tasks assigned to them, which also provide a foundation for creating an engaging class that meets their needs. (Mannahali, 2022).

Hashemi (2012) explains that, task-based learning consists of three main phases that outline the learning process: pre-task, on-task, and post-task. 1). In the pre-task stage, students are trained in a way that encourages them to acquire language. It is understood that giving tasks in a way that can motivate students is very important. 2). At the task stage, teachers have methodological choices in two specific forms. First, there are various choices regarding how to carry out the task, which can be determined before the actual task is carried out. These choices are called "options for task execution." Second, there are methodological options that involve the teacher and students in directly determining how to accomplish the task. 3). In the post-task stage, there are several options. The three main pedagogical goals in this stage are: (a) providing opportunities to repeat the task and (b) encouraging reflection on task completion (Hashemi et al., 2012).

According to Derakhshan, speaking skills are production skills that fall into two main categories: accuracy and fluency (Derakhshan et al., 2016). Speaking is one of the key skills in communication, as it allows individuals to express and share their thoughts and emotions directly. A person who wants to speak must have the ability to understand others and convey their ideas clearly to those who listen to them. Therefore, mastering the English language is highly important for everyone, especially students. Enhancing students' speaking skills is a primary aim of language instruction. Speaking is the process of communicating orally with others. Language is used to express something in an oral conversation. Conversation is a sign that someone wants to convey something important to the interlocutor (Larosa et al., 2020). Speaking skills are a person's ability to convey their thoughts and desires verbally to others. However, speaking skills require constant practice and collaboration with teachers and students (Astuti et al., 2020). Speaking requires mastery of language, courage, and poise, as well as the ability to convey ideas in an organized and fluent manner. Speaking skills refer to a person's ability to express ideas or information verbally, whether related to knowledge or other topics. On the other hand, speaking is the process of composing words in the form of sound (Muliadi & Rosyidi, 2021).

One effective strategy for improve students' speaking skill development involves skill development involves including learners in tasks that involving the practice of using english in real-life situations encourages students to communicate more naturally and confidently, especially when they are engaged in activities that reflect real-world contexts. This allows learning to be more student-centered and allows them to actively participate and practice using language functionally. Classroom activities that encourage active participation and authentic use of language help students develop greater confidence and become more fluent in speaking (Omar et al., 2020) It is crucial to use appropriate learning media to support this process. Visual media, such as

photographs or illustrations, can stimulate students' thinking and serve as inspiration for speaking activities. Visual media helps students develop ideas, enrich their vocabulary, and express themselves more clearly.

Research by (Tarihoran, 2024) shows that pictures used in speaking activities encourage students to think creatively and critically as they analyze, describe, or tell stories based on what they see. In addition, pictures also help students understand the context and speak more fluently. Therefore, students' engagement, encouragement, and English communication skills can be significantly enhanced by incorporating visual media into speaking exercises (Tarihoran et al., 2024).

METHOD

This research design is Experimental research, with the type of One-Group Pretest-Posttest Design. Pre-experimental designs involve independent variables that do not vary or control groups that are not randomly selected (Apuke, 2017) thus this design was used because this study involved only one class (Safitri et al., 2020). The experimental method allows researchers to observe the connection between independent and dependent variables directly by eliminating outside factors. This allows them to produce acceptable results that can be generalized to a wider population. In order to obtain the required data in this study, data collection techniques are an important step because the data obtained used to test the research hypothesis.

In this study, researchers used a type of data collection technique, namely by test. Tests were used to measure students' ability to speak English before and after treatment. The researcher analyzed the data using pre-test and post-test results of the experiment group. The pupose was to determine whether the application of TBL method significantly improved students' speaking ability. The researcher guided by following hypothesis: Null hyphothesis (H0): speaking skill can not improve students' speaking skill. Alternative hyphotesis: speaking skill can improve students' speaking skill.

RESULTS AND DISSCUSSION

Table. 1 Grade result in the experimental class

Name	Pre test	Post Test
Student 1	51	71
Student 2	50	70
Student 3	31	35
Student 4	62	75
Student 5	63	78
Student 6	64	75
Student 7	63	60
Student 8	53	63
Student 9	42	45
Student 10	45	61
Student 11	50	69
Student 12	52	63
Student 13	51	67
Student 14	50	64
Student 15	46	43
Student 16	52	69
Student 17	49	63
Student 18	66	80
Student 19	42	54

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.178	19	.114	.931	19	.181
Posttest	.177	19	.117	.920	19	.116

a. Lilliefors Significance Correction

Figure 1. The normality test of pre-test and post test

As the sample size for this study was less than fifty people, particularly 19, the Shapiro-Wilk test was utilized to determine whether or not the data was normally distributed. Based on the figure that was presented before, the significance value (Sig.) for the pre-test was 0.181, and the significance value for the post-test was 0.116. Both of these values are higher than 0.05. All of this points to the fact that the data follow a normal distribution. Because of this, the normalcy assumption of normality based on the Shapiro-Wilk test was seen in both the pre-test and post-test scores. This made it possible for the analysis to proceed with parametric testing, namely the paired sample t-test, in order to investigate the efficacy of the applied learning model.
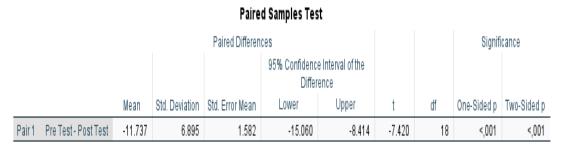
Paired Samples Test

		Paired Differences							Significance	
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Pre Test - Post Test	-11.737	6.895	1.582	-15.060	-8.414	-7.420	18	<,001	<,001

Figure 2. Paired sample t-test experimental class

Referring to figure 2, the results of the paired t-test for the experimental class pre-test and post-test scores show a mean value of -11.737, with a standard deviation was 6.895 and a t value of -7.420 . The significance value (2-tailed) was found <0.001. According to the hypothesis testing criteria: If the significance value is > 0.05 then the null hypothesis (Ho) is rejected and If the significance value is <0.05 then the alternative hypothesis (Ha) is accepted. It can be seen that the sig value (2-tailed/2-sided) is 0.001. Therefore, it can be concluded that the Task-Based learning method had a significant impact on students' speaking abilities before and after treatment.

CONCLUSION

The research findings in Chapter IV indicate a strong impact of the Task-Based Learning approach on the speaking proficiency of students in class VIII at MTs Nur Rahma Kota Bengkulu. This is indicated by the increase in students' average score on the speaking test after being given the treatment, namely from the lower pre-test score to the post-test score of 63.42.

A significant aspect contributing to this enhancement is the elevated engagement and excitement of students facilitated by the deployment of Task-Based Learning in the classroom. Students demonstrated active participation, experienced increased confidence via collaborative efforts, and were able to communicate thoughts and ideas freely. This approach offers a conducive environment for students to practice English speaking without embarrassment, facilitating the steady and natural development of their speaking skills. The Paired Sample T-test findings demonstrated a statistically significant outcome, with a two-tailed significance value of < 0.001, which is below < 0.05. Consequently, the alternative hypothesis (Ha) is affirmed, whereas the null hypothesis (Ho) is dismissed. This indicates a substantial mean difference between the pre-test

and post-test scores after the treatment was administered. The data indicate that the Task-Based Learning method effectively enhances the English speaking skills of students in the experimental class.

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