The Influence of Task Based Approach toward Students' Speaking Ability at the Tenth Grade of SMAN 4 Kota Serang

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Abstract

The objective of this research was to find out the influence of task based approach toward students' speaking ability at the tenth grade of SMAN 4 Kota Serang. The researcher used quantitative research by applying true experimental design for conducting the research. The population of this research was the tenth grade students of SMAN 4 Kota Serang. The sample of this research was chosen based on cluster random sampling. The groups were put into experimental and control group. The researcher used content validity and inter-rater reliability in order to make the instruments was valid and reliable. In testing the hypothesis the researcher used t-test as formulas to know the influence of task based approach toward students' speaking ability at the tenth grade of SMAN 4 Kota Serang. The calculation shows the result of t_count is higher than t_table (5.38≥ 2.00) with the significance 0.05 (5%). It can be concluded that there is an influence of task based approach toward students' speaking ability at the tenth grade of SMAN 4 Kota Serang. It is suggested that task based can be used by English teacher to help students improve their speaking ability.

Keyword: *Influence, Task Based, Speaking Ability*

Introduction

Speaking is closely related to human daily activity. According to Nunan (2003:48), "speaking is the productive aural/oral skill". It consists of producing systematic verbal utterances to convey meaning. However, students have problem in speaking, as Malihah (2010) stated that there is a phenomenon today that students are sometimes not motivated to talk because the lack of involvement in the topic.

Moreover as the researcher teach in SMAN 4 Kota Serang, the researcher found some students feel uneasy when they have to speak in the classroom situation because there is always an audience. A few prefer

not to speak at all and deny opportunities to practice. They feel anxious in practicing their speaking skill in foreign language.

The problem above needs to be solved. In order to help students accomplish their learning objective, the teachers need to equip themselves with an effective teaching technique applied to teach speaking. The techniques should help the students to practice their English and employ it in a real situation.

One technique which can be implemented by the teachers is task-based learning technique. It offers an alternative technique for language teachers in language teaching and learning to teach speaking, (Willis, 2007).

In task-based learning technique, teachers have a lot of opportunities to develop various activities. Teacher can use fun activities with familiar topics to students. The familiarity of topic and the enjoyment in conducting the task is the solution of students' low participation in speaking class. Task-based learning technique gives a greater chance to speak and communicate in the target language. Task based learning technique is able to offer several advantages by helping learners to develop cognitive processes, creative thinking and problem solving.

There have been several studies related to teaching language using task based learning strategy, (Rizki, 2015; Widia, 2014; Marsakawati, 2013). All of them found that most of the students are afraid of error while they are speaking in front of class and the students' speaking ability skill generally was relatively low.

In order to solve those problems, both of the researchers used task based learning to improve students' speaking skills. The research findings showed that there were improvements in students' speaking skill after being taught using task based learning.

However, the previous studies are conducted in different level by using different research design. Thus, this research was conducted in SMAN 4 Kota Serang and use experimental research. Therefore, the researcher

implements task based learning in the classroom in order to improve the students' speaking skills by using discussion group as the task based learning to make students able to use English as daily communication.

Research Methodology

This research had been conducted in true experimental using quantitative approach with Pretest-Posttest Control Design. This quasi-experimental research involved two groups; experimental group and control group; where the researcher did the experiment and treatment by using task based learning as a technique in teaching speaking in experiment group, while control group had been taught by the presentation. The result of pre-test and post-test of both group compared in order to examine whether the treatment given in experimental group that would give more significant effect on students' speaking achievement.

This research conducted at the first grade students of SMAN 4 Kota Serang in academic year of 2018/2019. The research took two classes as the sample of this research. Random sampling was used to choose the classes. The researcher got class X MIPA 3 consisted 30 students as the sample of experimental group and class X MIPA 4 consisted 30 students as control group.

There were two kinds of test that were administered in this research, those were pre-test and post-test. The pre-test was given before the treatment. Moreover, the post test was given after the researcher gave the treatment to each class. The test was about speaking test. This test used for collecting the data of students' achievement in their speaking before and after being taught by task based learning.

This research had been conducted on May 2019 and divided into four meetings included introduction, pre-test, two meetings for treatment and post-test. The first meeting was a pretest in which the students were asked to tell narrative text (fairy tales) orally. Then, the other two meetings

were treatments. In the treatments, the researcher applied task based approach in teaching speaking. The last meeting, the researcher conducted a posttest in order to measure how far the improvement of students' speaking skill after the treatments.

Because it was oral test, the researcher divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, was rated into five scale of rating scores, it is based on Brown (2004:172). The students' scores of pre-test and posttest were analyzed to know the students' speaking skill before and after having the treatments.

In addition, to ensure the reliability of the scores and to avoid the subjectivity of the researcher, the researcher used inter-raters reliability. This research used content validity to know the validity of the instrument which used to collect the data. The researcher made this test based on the course objectives in the syllabus of second years.

To find out the distribution data used normality test with graphical method. Normality testing is conducted to know whether the data set is well- modeled by a normal distribution or not. In addition, testing of data homogeneity used to find out whether the experimental class with task based learning as method and the control class with presentation has same variances. If those classes have same variances, so it can be stated that those classes are homogeny. For testing homogeneity, the researcher used F formula. After scoring students' works, find out the normality and homogeneity testing, the data were analyzed by using t-test based on Gay (2011:484) to compare the data of two classes of experimental and control class.

Findings

This research was conducted to find out whether there was a significant effective toward the students' speaking skill after they were taught using task based learning. The researcher conducted the research from May 2019.

The mean score of the pretest in experimental class was 53.6; the highest score was 88; the lowest score was 20. Meanwhile, the posttest was 69.43; the highest score was 96; the lowest score was 40, so the gain score of experimental class was 15.83 points.

Besides, the mean score of the pretest in control class was 54.7; the highest score was 88; the lowest score was 20. Meanwhile, the posttest was 66.4; the highest score was 96; the lowest score was 36, so the gain score of experimental class was only 11.7 points.

Table 1
The Students' Score

	Pre-Test	Post-Test	Gain Score
Experimental	53.9	73.2	15.83
Control	54.7	67.7	11.7

It can be seen that the mean score of experimental class was higher than the mean of control class 15.83 > 11.7. It indicated that there was a significant influence in students' speaking skill after being taught using task based learning.

Figure 1 Normality
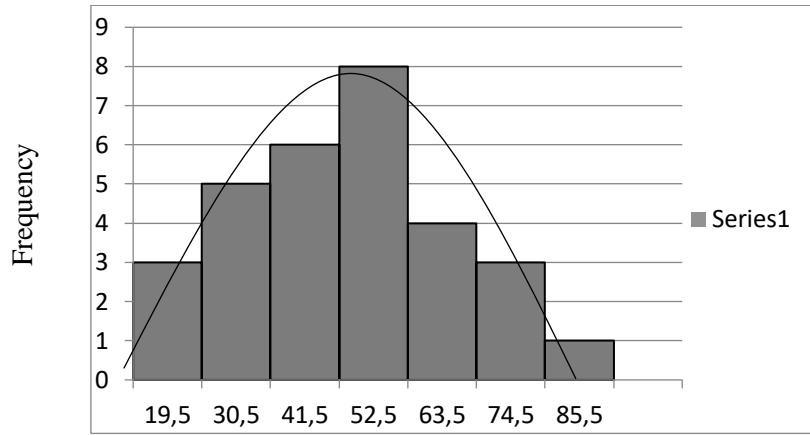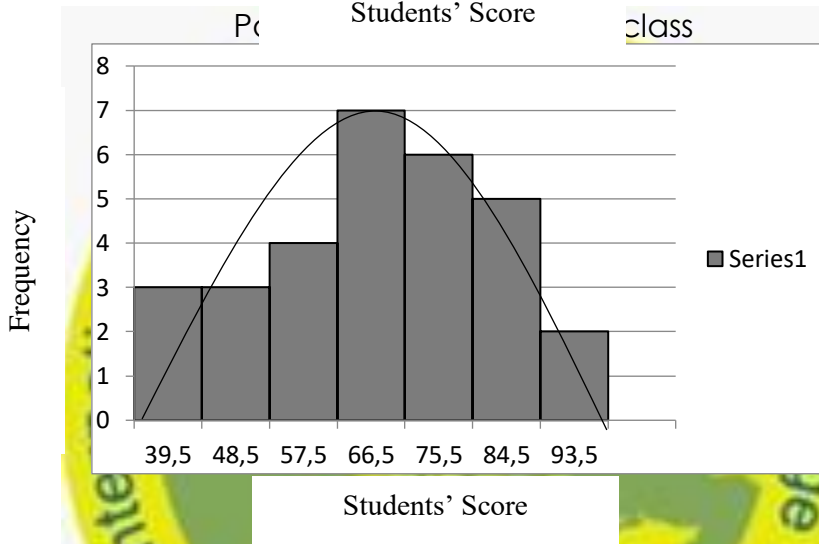Pre-test of Experimental class

Figure 2 Normality
Post-test of Experimental class
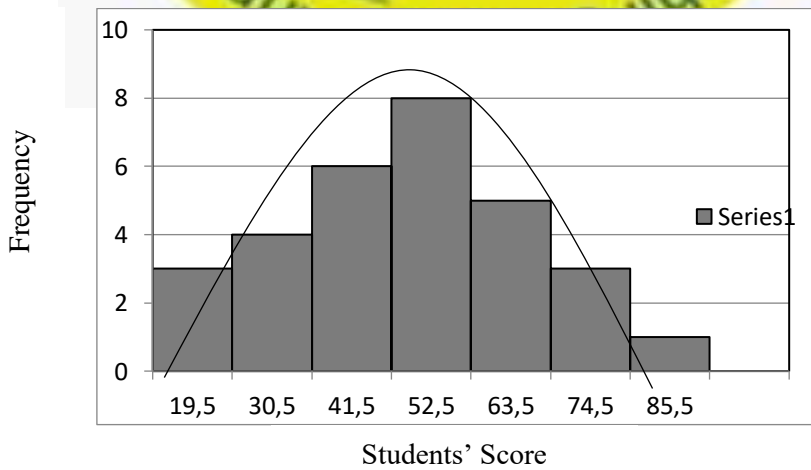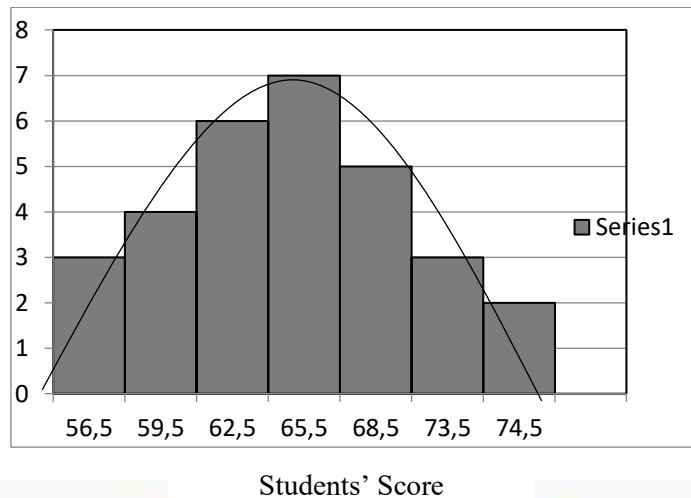

Figure 3 Normality
Pre-test of Control class

Figure 4 Normality
Post-test of Control class

Students' Score

Based on the results of normality pre-test and post-test, the graphic indicated the distribution of data was normal.

Table 2
The Homogeneity Testing

F-formula	Standard of Deviation (S)	
	Pre-Test	Post-Test
Experimental	17.47	5.18
Control	17.36	5.06
F_{count}	1.006	0.92
F_{table}	4.010	

Pre-test   : $F_{count} \leq F_{table}$ = 1.006 ≤ 4.010
Post-test : $F_{count} \leq F_{table}$ = 0.92 ≤ 4.010

It can be concluded that pre-test and post-test in control and experimental class was homogeneous.

Table 3
Hypothesis Testing

Mx (Control)	73.2
∑X2	471.83
My (Experimental)	67.6
∑Y2	479.95
T-count	53.8
DF	58
T-table	2.00
Decision	Significant

Based on the result of test of mean difference significant (independent〖 t〗_test), it was Calculated t_count≥t_table or 5.38 ≥ 2.00. The alternative hypothesis was received. It can be concluded that there was an influence of task based approach toward students' speaking ability at the 10th grade students of SMAN 4 Kota Serang.

Discussion

This research was aimed at finding out the influence of task based approach as a method in teaching speaking for the tenth students at SMAN 4 Kota Serang, Banten. The research question is to know the the influence of task based learning toward students' speaking ability.

Based on the formula, the result of the statistic calculation indicated that the value of to = 5.38 and the value of df (degree of freedom) 58 with significance 5% is 2.00. The result showed that t-test (to) > t-table (tt) (5.38>2.00). It means that t-test was higher than t-table. Since to score in the table is higher than $ttable$ score obtain from the result of calculating, so the alternative hypothesis (H) is accepted and the null hypothesis (Ho) is rejected.

Based on the explanation about the result on the table, it can be concluded that using task based learning in teaching speaking was succeed in increasing students' score in speaking ability. From the data

above, students' score can be increased after the use of task based learning. Moreover, it can be said that using task based learning affected students' achievement in speaking score.

By using task based learning, it is significant in teaching speaking compared to the use of other method. It can be inferred that there is significant difference between students' speaking score who were taught by using task based learning and who were taught without task based learning.

The influence of task based learning towards students' speaking ability can be seen from the score of experimental class students that increased after task based learning was applied in the class. This study also confirms what has been found by Marsakawati (2013); Widya (2014); Rizky (2015); all of them found that there was an influence in students' speaking ability with the implementation of task-based learning as a method, although the research design and sample differed between the researchers.

The result of students' achievement from pre-test to post-test showed that there was a significant difference between students' speaking ability from the experimental class that received treatment and the control class that did not receive treatment. Students in the experimental class got a better score in speaking than students' from the control class. Both students in experimental and control class showed that there was an improvement of the score after treatments; the score from the experimental class was higher than the control class. Therefore, it is believed that the task-based learning can increase students' speaking ability. This study suggests that using the task-based learning can be an option for teachers to improve students' speaking mastery.

Conclusion

The conclusion based on the result of the analysis of the research is it is proven that the students' score of speaking after being taught by using task based learning is better than before being taught by task based learning. It can be seen from the score of to is higher than ttable. From the result of statistical calculation, it can be seen that the value of to or ttest is 5.385 and the degree of freedom (df) was 58. The value of t in the degree of freedom of 58 and at the degree of significance 1% or ttable of df 58 α=0.01 with t(1-½α) or t(0,995) is 2.663. The result showed that t-test (to) > t-table (tt) (5.385>2.663). It means that Ho is rejected and Ha is accepted. Therefore, it can be concluded that using task based learning influenced towards students' speaking ability.

Suggestion

Based on the research and observation, by using communicative method like task based learning is appropriate and applicable in teaching speaking English to a foreign language learner. English teacher should make a creative and effective method and strategy in teaching speaking.

Therefore, the teacher can use task based learning as a proper method for the classroom activities especially in the speaking English. The reason is that because task based learning eneble the students to be more confident to use English in their activities and be more interactive each other in the classroom.

The success in teaching does not depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various methods to manage the class more lively and enjoyable. Being aware that speaking is important in global communication, the students should be trained to be confident to speak up their ideas in English fluently and understandable to reach communicative classroom activities.

The researcher hopes for the further researcher to conduct a research which is related to use task based learning as method in teaching speaking more detail. Based on the result of the research the using task based learning is influence for teaching and learning language especially in speaking skill. Therefore, for further researcher can conduct a research in different field by using qualitative research design or classroom action research to know whether the task based approach is even more effective or not for teaching speaking.

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