



PROCEEDING AISELT

(Annual International Seminar on English Language Teaching)

Available online at <https://jurnal.untirta.ac.id/index.php/aiselt>

e-ISSN: 2597-4955 and p-ISSN 2597-4947

DEVELOPING HARMONY OF DIGITAL TRANSFORMATION IN ELT

The Effect of Task-Based Learning towards Students Speaking Skill at the Eighth Grade of SMPN 1 Sindang Jaya Kabupaten Tangerang

Siti Robiatul Adawiyah, Nurhaeda Gailea, Eri Rahmawati

robiatuladd@gmail.com
Sultan Ageng Tirtayasa University

nurhaedah@untirta.ac.id
Sultan Ageng Tirtayasa University

erirahmawati@untirta.ac.id
Sultan Ageng Tirtayasa University

APA Citation:

Adawiyah, S.R., Gailea, N. & Rahmawati, E. (2023). The Effect of Task-Based Learning towards Students Speaking Skill at the Eighth Grade of SMPN 1 Sindang Jaya Kabupaten Tangerang. *PROCEEDING AISELT (Annual International Seminar on English Language Teaching)*, 8 (1), 10-17.

Abstract

This research has been inspired by the difficulties of eighth-grade students experience when learning how to speak. These problems include students' difficulties with speaking because of their limited vocabulary, lack of confidence in front of the class, and lack of interest in speaking. Therefore, researchers evaluated a task-based learning strategy in eighth grade. The research method used is a quasi-experimental with a quantitative approach. The phases of the research were divided into several steps, namely the pre-test, giving treatment, and giving the post test. Students in classes VIII 7 and VIII 8 at SMPN 1 Sindang Jaya Tangerang were the subject of this research. The result showed that the mean result of the experimental class increased after getting task-based learning treatment. The mean score on the pre-test was 56.07, whereas the mean score on the post-test was 81.93. This indicates that the experimental class students' speaking abilities improved significantly. While the mean score on the pre-test was 56.50, whereas the mean score on the post-test was 66.33. This study's findings indicate that the sig (2-tailed) value is $p(0.00)$. In the meantime, it is possible to conclude that the value of alpha or (α) is less than 0.05. In other words, $0.00 < 0.05$. for the effect size results to support the findings of this research. The result of the effect size calculation was 1.21, that indicated a high level of influence or significance. This indicated that task-based learning techniques have proven affected for enhancing the speaking skills of eighth-grade students at SMPN 1 Sindang Jaya in the 2021-2022 academic year.

Keywords: Descriptive Text; Speaking; Task-based Learning

INTRODUCTION

Speaking skill is more crucial skill for understanding foreign or second language learning Parupalli (2019). In actuality, this is the most essential way of communication for building good relationships with others people. Meanwhile, Darmadi (2015) claimed within the article that speaking is a competence which might be directly and empirically observed to be effective.

Unfortunately, in the real actual world students are struggled with their speaking. Nursyams (2018) in her study stated the problems that most challenges in speaking are lack of self-confidence to speak and afraid of making errors or inaccuracy while speaking, the other problems are lack of

vocabulary and poor of pronunciation. Meanwhile Malihah (2010) stated there is a problem nowadays that suggests learners feel sometimes unmotivated to speak since they have a lack of enthusiasm in the topic. In reality, the researcher found many students in the eighth grade of SMPN 1 Sindang Jaya have the difficulty to controlling their self while teacher are required students to speak and express themselves in the classroom situation. Sometimes, students of eighth of SMPN 1 Sindang Jaya were struggled over their words because they had a limited vocabulary. During students observe the vocabulary, they even feel afraid of being wrong in pronouncing the vocabulary.

These were speaking problems that researcher found while did observation in the eighth of SMPN 1 Sindang Jaya Kabupaten Tangerang. Hence, a new technique is required to deal with this situation.

Speaking is essential for constructing and communicating meaning via the use of verbal and nonverbal signs. It closes by communicating meaning through a succession of ordered spoken statements. This is a key skill since it enables students to express themselves in class. Students communicate their wants, intentions, and needs through speaking. As a result, determining the best technique of speaking will enhance the development of positive communication of relationships between students.

Based on the problem, the teacher should have an effective technique for motivating students to achieve their goals. In this case, students really need an effective teaching technique. The technique that will be used might help the students to practice and employ it as student's daily communication. That is the reason why the teachers are required to be able to manage the class, in order to achieve the goals aimed at students.

There are so many alternative techniques that can be used to enhance students speaking skill, the alternative technique that researcher used in this research is Task-Based Learning (TBL). The second acquisition of language has promoted task-based learning as an alternative to the speaking learning process (Ellis, 2003).

Moreover, TBL might improve the confidence of learners, inspiration, and minimize learner's speaking anxiety (Hassan, 2021). In addition, task-based learning provides students with the chance to engage in and contribute to formal conversations because of the skills and training they acquire in their classes.

The task-based learning technique has a number of benefits since it helps students develop cognitive processes, creative thinking, and problem-solving skills. Many students reported that when their teachers provided them a variety of responsibilities, they were able to use language communicatively. The task-based learning technique prioritizes ' natural use of language in pairing or grouping work, allowing for the exchange of ideas. It supports active participation in the learning process (Nunan, 2006).

Task-based learning is a center that focused on task completion. In other words, the teacher does not predetermine which language will be studied in task-based learning. Alternatively, the lesson is built around the completion of a specific task, and the language studied is determined as the students complete it. This method uses an analytical approach and specifies learners that need real-life communication. In this research, students are will be required to do some of the assignments, either group or pair. After the assignment has been finished, the teacher will go into detail about the language applied, and then make corrections if an error occurs and assess the results of student work through the assignments that have been given and make adjustments or straighten out if there is a misunderstanding in the learning process (Harmer, 2002).

In this technique, teachers can create many activities using task-based learning strategies. Teachers might employ engaging exercises using topics that students are familiar with. Task-based learning strategies allow students to talk and converse in the target language more frequently. This technique has strategies that can assist students to develop cognitive processes, think creatively, and solve issues. Through the tasks given by the teacher, students can learn independently to understand the material to be studied.

This research had been conducted at SMPN 1 Sindang Jaya and used an experimental design. However, previous studies were conducted at different levels using different research designs.

As a result, the researcher used Task-based learning in the classroom to increase students' speaking skills by employing discussion pairs and groups as task-based learning to enable students to communicate in English on a daily basis.

METHOD

The researcher applied quantitative with a quasi-experimental design because this research focuses on statistical analysis. According to Creswell, (2012) that the researcher identifies the quantitative research problem based on fieldwork trends and the need to clarify the reason something happens. Moreover, several quantitative research problems need an explanation of the connection between variables.

In order to support this research, it needs two type of tests to acquire the data. Pre-test and post-test are tests that had been used by the researcher. The aim is to find out the competence before and after students at the eighth grade of SMPN 1 Sindang received the treatment.

RESULT

Based on the table below, it can be seen that the result of independent sample test in p-value or sig (2-tailed) was 0.009. Because p-value was 0.009, it can be said that p-value was less than sig = 0.05 (5%). Since p-value or sig 2-tailed \leq sig= 0.05, it can be concluded that null hypothesis was rejected and

the alternative hypothesis was accepted. Based on the result, there was significant result among experiment and control groups on the post-test.

Table 1.1 The Independent Sample Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.327	.569	-2.703	58	.009	-9.167	3.391	-15.955	-2.379
	Equal variances not assumed			-2.703	57.856	.009	-9.167	3.391	-15.955	-2.378

The researcher clarified the data presented in the two figures 1.1 and 1.2 using the diagram. It is able to be seen from the diagram that the students in the experimental group had a higher post-test score than control group after received four times treatment using task-based learning.

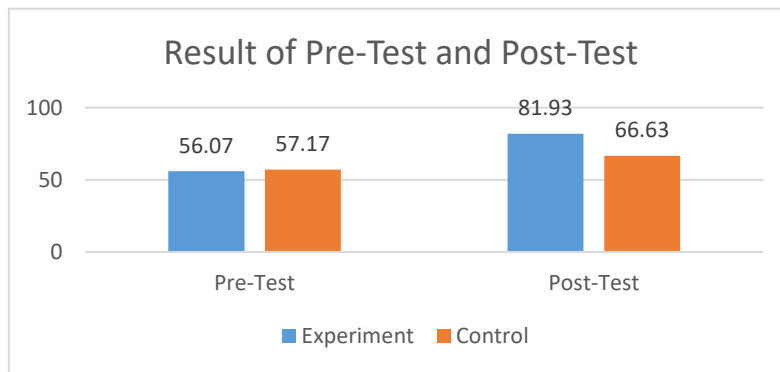
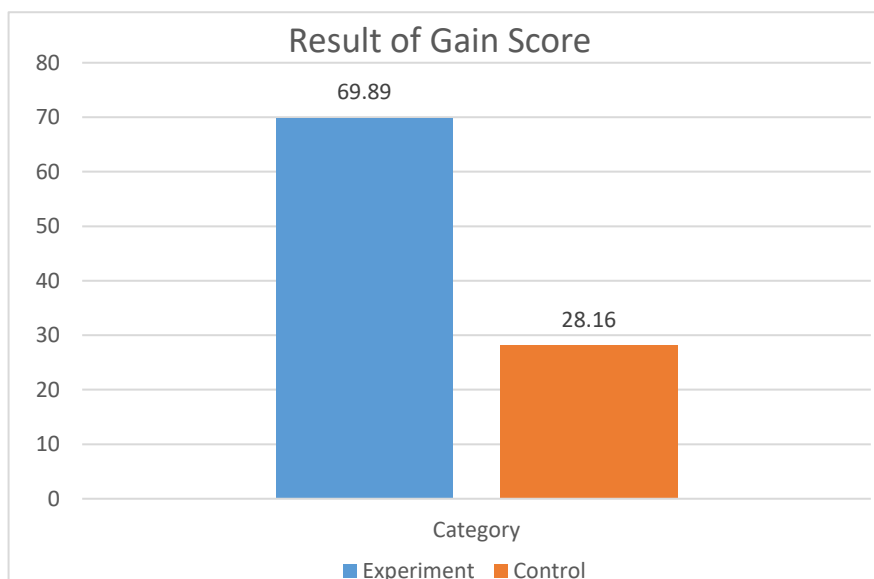


Figure 1.1 Result of Pre-Test and Post-Test

Figure 1.2 The Diagram of Students' Gained Score in Experimental Class and Control Class



DISCUSSION

Students in the eighth grade at SMPN 1 Sindang Jaya enhanced their speaking skill by using Task-based learning. According to the final result, it was indicated that task-based learning was an effective teaching technique for affecting students' speaking skill. Accordingly, the result of the research had effectively answer the research questions provided at the start of the research. The study's design was quasi-experimental. The participants in the study were separated into two groups: experimental and control. The experimental group received the treatment, while the control group did not. The researcher gave the students a speaking assessment to assess their speaking skills before and after treatment. The students received a pre-test before beginning treatment. The experimental and control groups performed well in the pre-test. Before applying task-based learning, students' mean pre-test score was 56.07. Whereas, the control group's pre-test score was 56.50.

Instantly, after sessions of treatment with task-based learning technique in the experimental group and without task-based learning technique in the control group. Students' mean post-test scores improved significantly; students' mean post-test score in the experimental group was 81.93. Meanwhile, in the control group the mean post-test score was 66.33. That was lower than the experimental group's mean score. According to the results, the Task-based learning strategy is beneficial for enhancing students' speaking skills in eighth grade SMPN 1 Sindang Jaya.

In addition, the calculation of the t-test using the independent sample test revealed a p-value or sig (*2-tailed*) value of 0.009. Because the p-value (0.009) was less than sig = 0.05 (5%), the results showed that the null hypothesis was rejected and the alternative hypothesis was accepted. In several other words, the Task-based learning technique had a significant impact on students' speaking ability. Previous research additionally indicated that the Task-based learning technique was useful and effective for enhancing students' speaking skills.

Cohen Kappa was used by the researcher to calculate the effect size of applying task-based learning. The research revealed that the size effect significance for the implementation of Task-based learning techniques to students' speaking skill was 1.21. It was proven that Task-based learning has a significant impact on students' English skills.

According to the results of the presentation, it is clear that students prefer to claim that the Task-based learning technique used to teach speaking was beneficial, efficient, responsive, and entertaining. Furthermore, it allowed them to practice speaking. Several additionally claimed that the Task-based learning technique could enhance their speaking confidence because they interact with their classmates.

In addition, students identified their preferred application of the technique. Some students stated that they were able to speak with their classmates without feeling nervous. They have sufficient time to talk and can express their thoughts to others.

Lastly, the application of Task-based learning to the study of speaking was perceived positively by students. For example, many students claimed that the technique was beneficial, inspiring, and relaxing. The technique proved useful for teaching students' confidence and public speaking skills. In the meantime, several students believed that the implementation of Task-based learning made the classroom noisy and overcrowded since it was necessary for students to speak at the same moment.

Using the Task-based learning technique has a significant effect on students' speaking skills. As a result, the application of Task-based learning enhanced their practice opportunities and increased their enthusiasm to practice speaking English. In addition, Task-based learning was pleasant and beneficial, specifically for eighth-grade students of SMPN 1 Sindang Jaya, Kabupaten Tangerang, in the academic year 2021/22.

Compared to the previous relevant study, this research differs in several ways. For comparison, the previous study's sample consisted of Senior High School students, but this study's sample consisted of second-year Junior High School students. The sample dimensions and location were also different from the previous sample. In addition, the research methodology was dissimilar, with the previous study employing qualitative methodology and the current study employing quantitative methodology.

CONCLUSION

Based on data processing, hypothesis testing, and discussion, the researcher concluded that Task-based learning had an effective teaching technique on students speaking skill in the eighth grade of SMPN 1 Sindang Jaya, Kabupaten Tangerang. According to the result of statistical data, it can be seen that (p) or sig 2-tailed was 0.009. In other words, it can be concluded that alternative hypothesis (H_A) was accepted and null hypothesis was rejected (H₀), because the score of sig 2-tailed (0.009) was lower than alpha score (0.05), $p < (\alpha)$.

References

- Aek, P. (2014). *Experimental Research Method in Language Learning*.
- Anuradha, R. V. (2014). *Method of Teaching English*. Hyderabad.
- Aseptiana, P. (2018). *Using Analytic Teams Technique To Improve students' Speaking Skill*. IKIP Siliwangi.
- Brown, H. (2004). *Language Assessment: Principles and Classroom Practice*.
- _____ (2010). *Language Assesment Principle and Classroom Practice*. New York.
- Brown, Yule. (1983). *Teaching The Spoken Language*.
- Chakravarti, R. G. (1968). *Planning of Surveys and Experiments*. In *Handbook of Methods of Applied Statistics (Vol. 63)*. Journal of the American Statistical Association.

- Creswell, J. W. (2012). *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Pearson.
- Darmadi, H. (2015). *Assessing Procedure Text Through Simulation to the Tenth Grade Students of SMK Al- Madani Pontianak. An Article for TEFL Assessment*.
- Ellis. (2003). *Task- Based Language and Teaching* . Oxford: Oxford University Press.
- Fraenkel, J. R. (2019). *How to Design and Evaluate Research in Education*. McGraw Hill Higher Education.
- Gerot, L. W. (1994). *Making Sentence of Functional Grammar*. Antipodean Educational Enterprises.
- Hammond, J. (1992). *National Centre For English Language Teaching Research*. Sidney , Australia.
- Haris, D. (1974). *Testing English as a Second Language*. Newyork: Mc. Graw Hill Book Company.
- Harmer, J. (2002). *The Practice of English Languge Teaching*. III.
- Hassan, A. (2021). *Development of English Speaking Skills Through Task-Based Learning Among Primary School Students in Malaysia*. Academy Publication, 1501.
- Kayi, R. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. TESL.
- Kumaravadivelu, B. (2003). *Beyond Method: Macrostrategies for Language Teaching*.
- Leni, W. (2014). *Improving Speaking Skill through Task Based Learning Strategy at Seventh Grade Students of SMP Negeri 3 Baturiti*. Universitas Mahasaraswati Denpasar: Jurnal Santiaji Pendidikan.
- Malihah, Noor. (2010). *The Effectiveness of Speaking Instruction through Task-Based Language Teaching*.
- Masakawati, N. P. (2013). *The Effect of Task-Based Learning Technique and Learning Style of Education*.
- Matus, Saliya. (2012). *Teachers' Strategies In Teaching Speaking (A Case Study)*.
- Nunan. (2003). *Practical English Language Teaching*.
- Nunan, D. (2006). *Research Method in Language Learning*. Cambridge: Cambridge University Press.
- Nursyams. (2018). *A Study Of Students' Problems In Daily English Speaking*. A Thesis. Makassar: Makassar Muhammadiyah University.
- Parupalli. (2019). *The Importance of Speaking Skills In English Classrooms*. VS Publications.
- Rizki. (2015). *Task Based Learning to Improve Students Speaking Ability by Using Class Action Room (CAR)*. Serang: UNTIRTA.
- Rostampour, N. (2013, December 4). *on the Correlation Between Irian Undergraduate EFL Learners' Emotional Intelligence, Motivation and Vocabulary Knowledge*. *International Journal Language Learning and Applied Linguistics World (IJLLALW)*, IV.
- Samuda, V. &. (2008). *Tasks in Second Language Learning*. Retrieved from <http://dx.doi.org/10.1057/9780230596429>
- Surinah, R. a. (2015). *An Analysis on Students Speaking Skill at Second Grade SMP 8 Rambah Hilir*. Retrieved from <https://media.neliti.com/media/publications/109753-EN-an-analysis-on-students-speaking-skill-a.pdf>

Willis, J. (1996). *A Frame Work of Task-Based Learning*. Harlow, Longman.