



## THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING IN TEACHING SPEAKING AT SMAN 2 BANDA ACEH

**Rudi<sup>1</sup>, Syarfuni<sup>2</sup>, dan Mulyadi Syahputra<sup>3</sup>**

<sup>1,2,3</sup>Universitas Bina Bangsa Getsempena

### **Abstrak**

Tesis ini berjudul Keefektifan Pengajaran Bahasa Berbasis Tugas dalam Pengajaran Berbicara di SMAN 2 Banda Aceh untuk meningkatkan keterampilan komunikasi dalam pengajaran bahasa Inggris. Penelitian ini dilatarbelakangi oleh penggunaan metode Pengajaran Bahasa Berbasis Tugas, metode tersebut mendorong siswa SMAN 2 Banda Aceh untuk lebih mengembangkan keterampilan berbicara siswa, pemahaman bahasa dan cara berkomunikasi sehingga individu memiliki perubahan. dalam sikap dan keterampilan. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan yang signifikan pada skor kemampuan berbicara siswa melalui penerapan Pengajaran Bahasa Berbasis Tugas di SMAN 2 Banda Aceh. Metode yang digunakan dalam penelitian ini adalah penelitian Eksperimental Kuantitatif yang melibatkan 62 siswa yang menyelidiki keterjangkauan penggunaan Pengajaran Bahasa Berbasis Tugas untuk meningkatkan keterampilan berbicara siswa secara signifikan.

Kata Kunci: Eksperimental Kuantitatif, TBLT, Kemampuan Berbicara

### **Abstract**

*This Thesis entitled The Effectiveness of Task-Based Language Teaching in Teaching Speaking at SMAN 2 Banda Aceh to improve communication skills in English language teaching. This research is motivated by use of Task-Based Language Teaching method, the method encourages the students of SMAN 2 Banda Aceh to further develop the students speaking skills, understanding of the language and how to communicate so that the individual has a change in attitude and skills. The purpose of this study was to know if there any significant improvement in student's speaking performance score through implementation of Task-Based Language Teaching in SMAN2 Banda Aceh. The method used in this study was a Quantitative Experimental study involving 62 students who investigated the affordability of using Task-Based Language Teaching to significantly improve students' speaking skills.*

**Keywords:** *Quantitatif Experiment, TBLT, Speaking Skill*

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\*correspondence Address: [rudigani96@gmail.com](mailto:rudigani96@gmail.com)

## **INTRODUCTION**

English is a foreign language in Indonesia. He has four skills that learners need to master in English. There are speaking, listening, reading and writing. Graham-Mar (2004) argued that the importance of teaching speaking skills stems from the fact that people acquired language through speaking and listening long before they began reading and writing. Our brains are well programmed to learn languages through sounds and language. This means that speaking is a very important skill for gaining knowledge and information with other races.

According to According to Tuan and Mai (2015), students' poor speaking performance is influenced by factors such as the use of their native language in the learning process, and not all students are interested in learning English. I found that this was due to some students being passive in the classroom. Some people are shy or afraid to speak in front of their friends to speak English. Therefore, teachers have to find solutions to solve problems.

Then there are some solutions which are the solutions to overcome the problems in speaking activity Rafiudin, (2011:Ten). they are:

1. In group work. Increase the number of student conversations in a limited amount of time and lower the inhibitions of students who are reluctant to speak in front of the entire class. It is true that group work means that teachers cannot monitor what every student is saying. Nonetheless, even with the occasional mistake and use of the native language allowed, there are still positive moments left.
2. Act on simple words. In general, the language level required for discussion should be lower than for intensive language learning activities in the same class. It should be easy for participants to access and present.
3. Choose topics and tasks carefully to attract attention. The clearer the purpose of the discussion, the more motivated the participants. A good topic is one on which students can connect ideas from their own experience and knowledge. It should also present a real controversy. A few questions and food for thought can help inspire your storytelling. Tasks are basically goal-oriented. A group or pair must achieve a goal, usually expressed by an observable result such as: B. Short notes or lists, rearranging cluttered items, pictures, verbal summaries.
4. Give some direction or practice discussion skills. If the task is based on a group discussion, add participation instructions at the start. For example, ask students to

participate in discussions with everyone in the group, and nominate a chairperson for each group to encourage participation.

5. Keep students in the target language. The teacher can appoint one of hers in the group as an observer to encourage the participants to use the target language and later report back to the teacher on how well the group has maintained it. Even if no penalties are actually included, simply recognizing that someone is watching for such mistakes makes participants more cautious.

With the above problem statements, the best solution for using TBLT is to explore students' speaking skills for using task-based language teaching (TBLT), this study has applied experimental design with two groups, one group is the experimental group. and the other group is the control group. The study considered students in the experimental group using the experimental equipment and the control group not using the experimental equipment. The study also investigated the effects of TBLT use on students' speaking skills, which included accuracy and fluency in students' speech on TBLT use. Based on the above theory, it can be concluded that task-based language teaching (TBLT) in the teaching and learning process can improve students' speaking skills. Therefore, the researcher is interested in conducting a research activity titled "Efficacy of task-based language teaching in speaking teaching in SMAN2 Banda Aceh".

### **RESEARCH METHODOLOGY**

The design of this research was quasi experimental because this research wants to measure the effect of task based language teaching (TBLT) toward students speaking ability. According to Cresswell (2014) experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. It is means that, the design in this research is to describe there was effect or not in this research.

The experimental research taught to the students speaking ability of recount text by using task based language teaching. The researcher used two variables in this research. They were: Task based language teaching as independent Variable (X), and students' speaking ability of simple past tense as dependent variable (Y).

The total number of sample was 70 Students at SMAN2 Banda Aceh, the researcher was chosen Random sampling is part of the sampling technique in which sample has an equal probability of being chosen randomly is meant to be an unbiased representation of the

The writer held the research at second grade of SMAN 2 Banda Aceh, Jl. Twk. Hasyim Banta Muda No.8, Mulia, Kec. Kuta Alam, Kota Banda Aceh, Aceh 23123

total population. In other words, random sampling is one of the simplest forms of collecting data from the total population. In this study of the second grade in SMAN2 Banda Aceh. They were divided into two class; XI MIPA1 and XI MIPA2.

The technique of data analysis is the process of examining experimental reach data. In this research, the T-Test method was use to determine the difference in score between Experimental and Control class, based on the design values of the pre-test and post-test. Before utilizing the T-Test to examine data, normality and homogeneity must be determined. And some of methods are outlined below:

#### 1. Analyzing Descriptive Statistics

The writer uses descriptive statistics to identify the sample size (N), lowest and maximum scores, mean, and standard deviation. The experimental group and control group's pretest and posttest scores were used to collect data.

#### 2. Analyzing the Normality Test

Important conditions that must be met when assessing research data include doing a normalcy test. This is done to determine whether or not the acquired data are regularly distributed. The writer of this research utilized the Shapiro-Wilk test with a significance threshold of  $\alpha=0.05$  to assess the normality of the data. If the score is greater than or equal to  $>\alpha=0.05$ , the data are regularly distributed. If, on the other hand,  $< = 0.05$ , the data distribution is not normal. Two groups will undergo a normality test: the experimental group and the control group.

#### 3. Analyzing Paired-Samples T-Test

The Paired Samples T-Test is used to evaluate if there is a significant difference between the means of two paired samples. For the paired sample -t test, data distribution must be normal. In this research, a sample t-test was performed to determine whether or not seeing the film *We Bare Bears* had a favorable influence on students' speaking skills, in order to address the issue question. Additionally, the paired sample t-test is performed to determine if the hypothesis in this research will be accepted or rejected.

#### 4. Analyzing Homogeneity Test

The homogeneity test is utilized to assess if the data is equal and homogenous. In order to assess the homogeneity in this research, the writer employed Levene statistics using SPSS 22 with  $\alpha=0.05$ . if the score is greater than or equal to  $>\alpha=0.05$ , the data is homogenous and

the variance is the same as the normality test. Alternatively, if the data  $\leq 0.05$ , it indicates that the data are not homogenous.

## 5. Independent Sample T-Test

The independent sample t-test was performed to examine whether there is a difference between the means of two unpaired sample data sets. In this research, the writer employed an independent sample t-test to address the problem statement and determine whether there was a statistically significant difference between the speaking scores of students who used the We Bare Bears movie clip and those who did not (conventional teaching method). The post-test results of the experimental group and the control group were subjected to an Independent Samples t-Test.

When evaluating a research instrument, validity and reliability are two factors that must be considered. The following provides an explanation of each valid and reliable instrument:

### 1. Validity

Validity of an instrument is determined by its ability to consistently measure data from an evaluable variable. A test is valid if it measures what it is intended to measure.

in this research, the writer used the research instrument's content and construct validity to evaluate it. Content validity is used because the instrument is relevant to the first semester's for, students in second grade.. Construct validity is used because the topic on the test looks at every aspect of a certain instructional goal of a lesson plan. that is, the exam is meant to evaluate capacity for speaking ability with the formula :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

where :

- $r_{xy}$  = Validity of the test
- $\sum x$  = Sum of score each test number
- $\sum y$  = sum of total score
- $N$  = Number of student
- $\sum x^2$  = Quadrate of sum score
- $\sum y^2$  = Quadrate of sum total score

### 2. Reability

The reability of characteristic of good test refers to obtain reability of test, the research used kuder Richardson formula as the following formula :

$$r = \frac{k}{k-1} \left[ 1 - \frac{m(k-m)}{kxs} \right]$$

Notes :

K= is the number of question

M= is the mean of question

S = is the standard deviation

Research instruments are tools that researchers used to measure participants. This is used to get primary data and support data. The types of use of research instruments must be adapted to the research problem. In this research, the researcher used pre-test and post-test as instruments. Pre-test and post-test included tests of understanding talking about recount text.

## RESULT AND DISCUSSION

The result of the study were obtained based on the data anylisis, the data were the socres of student speaking ability test which was taken from pre-test and post-test given to both experiment and control class.

### The Result of Description of Pre-Test in Experimental Class

The Frequency Distribution of Student's Pre-Test				
Valid	Frequency	Precent	Valid Percent	Cumulative percent
55	3	9,7%	9,7%	9,7%
60	14	45,2%	45,2%	54,9%
65	9	29,0%	29,0%	83,9%
70	3	9,7%	9,7%	93,6%
75	2	6,5%	6,5%	100,0%
Total	31	100%	100,0%	

Based on the table above, it showed that were 2 student got 75 (6,5 %), 3 student got 70(9.7%)9 student got 65 (29.0%), 14 student got 60 (45.2% ), 3 student got 55 (9.7%).

### The Result of Description of Post-Test in Experimental Class

Valid	Frequency	Precent	Valid Percent	Cumulative percent
65	5	16%	16%	16%
70	13	42%	42%	58,06%
75	10	32%	32%	90,32%
80	3	10%	10%	100,00%
Total	31	100,0%	100,0%	

Based on the table above, it showed that was 3 student got 80 score (10 % ), 10 student got 75 score ( 32% ), 13 student got 70 score (42 % ) and 5 student got 65 score (16%)

### . The Result of Description of Pre-Test in Control Class

Valid	Frequency	Precent	Valid Percent	Cumulative percent
55	1	3%	3%	3%
60	14	45%	45%	48%
65	14	45%	45%	93%
70	1	3%	3%	97%
75	1	3%	3%	100%
Total	31	100%	100%	

Based on the table above it showed that 1 student got 75 ( 3 % ), 1 student got 70 (3%), 14 student got 65 (45%), 14 student got 60 (45%) and 1 student got 55 (3%).

### The Result of Description of Post-Test in Control Class

Valid	Frequency	Precent	Valid Percent	Cumulative percent
65	5	16%	16%	16%
70	13	42%	42%	58,06%
75	10	32%	32%	90,32%
80	3	10%	10%	100,00%
Total	31	100,0%	100,0%	

Based on the table above it showed, that was 5 student got 65 score (16%), 13 student got 70 score (42%), 10 student got 75 score (10%) and 3 student got 80 score (10%)

### The Result of homogeneity Testing in Experiment and control class

Experiment	Pre test score	Post test score
Standard deviation	3,8240889	4,180085918
F count	1,09309329	1,09309329
dk	30	30
A	0.05	0.05
F table	1.840871689112	1.840871689112

Based on homogeneity table above it showed that standard deviation in pre test was 3,8240889 and post test was 4,180085918, and f count < f table then  $H_0$  was accepted then  $H_a$  was rejected, data scores pre test and post test were from the same population

Control	Pre-test	Post-test
Standard deviation	3,8240889	4,082482905
f count	1,067570083	1,067570083
Dk	30	30
A	0.05	0.05
F table	1.840871689112	1.840871689112

Based on the table above sd of pre-test was 3,8240889 and post-test was 4,082482905 and f count < f table

### Hypothesis Testing

	T	Df	Mean difference	95% Confidence Interval of the Difference	
				Lower	Upper
Pre-Test	62,7419355	29	63	61.06	64.93
Post-Test	70,8333333	29	71.8	70.17	75.49

Based on the table above, it showed that t observe . t table at significant 5%, the mean of pre-test was 62,7419355 and post test-test was 70,8333333. There was significant effect of Task-Based Language Teaching at SMAN2 Banda Aceh at the second grade.



## Paired Sample Test

		Mean	Paired differences				T	Sig (2-tailed)
			Std deviation mean	Std error mean	95% confidences interval of the differences			
					Lower	Upper		
Pair 1	Pre-test Post test	-14.957	6,824	0,9468	-15.676	15.765	-12,7371	.000

Based on the table above it was answered that  $H_0$  and  $H_a$  because  $t_{\text{Observe}}$  was  $-12,7371 > t_{\text{table}}$  was 2.048. there was significant effect of Task Based Language Teaching (TBLT) towards students speaking skills at second grade of SMAN2 Banda Aceh, on the formulated from the research if  $t_{\text{observe}} > t_{\text{table}}$  the result is alternative hypothesis ( $H_a$ ). While if  $t_{\text{observe}} < t_{\text{table}}$  the result is null hypothesis ( $H_0$ ). If  $\text{Sig.N} < 0.05$  it is ( $H_a$ ) but if  $\text{Sig.N} > 0.05$  it is ( $H_0$ ). In this research the researcher found .000 in  $\text{Sig.N}$ . So,  $.000 < 0.05$ . it can be concluded there was significant effect of Task-Based Language Teaching.

## CONCLUSION AND SUGGESTIONS

The statistical evidence reported that there was a significant difference on the student's speaking scores. In the experimental class, the mean was 63 and the mean score of post test was 71.8, while the control group the mean was 62.9 and the mean of post-test was 69.8. and formulated from the research if  $t_{\text{observe}} > t_{\text{table}}$  the result is alternative hypothesis ( $H_a$ ). While if  $t_{\text{observe}} < t_{\text{table}}$  the result is null hypothesis ( $H_0$ ). If  $\text{Sig.N} < 0.05$  it is ( $H_a$ ) but if  $\text{Sig.N} > 0.05$  it is ( $H_0$ ). In this research the researcher found .000 in  $\text{Sig.N}$ . So,  $.000 < 0.05$ . it can be concluded there was significant effect of Task-Based Language Teaching.

After conducting the research, several suggestion the was given by the research are :

1. for the teacher

The researcher would like to give a suggestion to the teachers of English that this method was very useful to teach speaking or even practicing speaking inside the classroom however there were many method to be used in teaching learning process, but task based language teaching was only alternative method of teaching speaking that could overcome the problem while teaching English especially for teaching speaking such

a; students were difficult in expressing their idea and students less motivated, this method was better for teaching in the class.

2. For the student

Task-Based Language Teaching is applicable and suitable for students because it will encourage students to be more ambitious in the language, students are free to use whatever vocabulary and grammar they know rather than just the task language of the lesson and the students are free to deploy as much language as they need rather than focus on particular structure, lexis and other items.

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