

Improving Students' Speaking Proficiency Through Task Based Language Teaching

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Article Data	Abstract
<p><u>Article History:</u> Received : 12 Agustus 2024 Revised : 2 September 2024 Accepted : 7 Oktober 2024 Published: 29 December 2024</p> <p><u>Keywords:</u> Task based language teaching, Speaking proficiency, fluency, language education, fluency, accuracy</p>	<p>This study aims to explore the implementation and impact of Task-Based Language Teaching (TBLT) in improving speaking proficiency. The research focuses on two key aspects: first, explaining the integration of TBLT principles within the existing curriculum, particularly in terms of task design, sequencing, and implementation strategies; second, analysing the impact of TBLT on students' speaking proficiency. The study assesses measurable improvements in fluency, accuracy, complexity, and confidence levels in spoken communication. Through both qualitative and quantitative methods, the findings provide insights into how TBLT enhances student performance in a real-world classroom setting, offering practical implications for language educators seeking to improve speaking skills in a similar educational context.</p>

INTRODUCTION

Speaking proficiency, especially in the of education, is crucial in the process of language learning and communication. In the educational context, the importance of English language proficiency has been increasingly recognized due to its role as a global lingua franca in various domains such as education, business, and technology. However, although English education is emphasized in schools, many students still struggle to develop speaking skills. Speaking is the process of conveying thoughts, ideas, emotions, and information through the use of articulated sounds. It involves the coordination of cognitive, linguistic, and physical mechanisms to produce and deliver oral messages effectively. There are a lot of definitions put forward by experts: Richard, (2020:102) defines speaking as a highly complex skill that involves producing and interpreting language in real-time, requiring the coordination of both cognitive and linguistic elements. He emphasizes that fluency in speaking depends on the ability to manage pauses, maintain speed, and use intonation effectively to ensure coherent communication. Ravindran, (2022:82) Explains that Speaking is described as a significant language skill, particularly in English as a Foreign Language (EFL) settings. The ability to communicate effectively through speech is considered more important than other language skills because it occurs frequently in daily life and across various settings. Yan and Fan, (2020:330).

Speaking is defined as a "crucial language skill used for communication, expressing views, and projecting identity." They emphasize that speaking skills are essential for international mobility,

higher education, and employment. They also discuss the complexities of assessing speaking, which involves various factors such as task features and rather effects. Sakale (2021:38) Speaking is defined as a productive skill that requires effective oral communication, complex to teach and assess due to its interactive nature. Task based language teaching Task-Based Language Teaching. Is an approach to language teaching that focuses on the use of relevant and meaningful tasks as the primary means of teaching the language. In task based language teaching, students are given tasks that reflect real-life situations or activities they might encounter outside the classroom. The goal of this approach is to help students develop their communicative abilities in realistic contexts, rather than just memorizing grammatical rules. Ellis, (2009:16-30) Under the method known as task-based language teaching, students pick up language while engaging in communicative activities. A task is an activity that calls for language use from learners. with a focus on significance, in order to accomplish a goal. Three phases make up task-based language instruction, according to Ellis: pre-task, task cycle, and post-task. During the pre-task phase, the instructor presents the subject and provides guidance on the tasks that students must complete. Task performance, planning, and reporting make up the task cycle. Nunan. (2004:3) in his book defines TBLT as an approach based on the use of tasks as the core unit of planning and instruction in language teaching. He emphasizes that tasks should be designed to reflect real-world activities and should be relevant to the learners' needs and goals.

Task-Based Language Teaching (TBLT) has an important role in English language teaching with a focus on developing language skills through authentic and meaningful tasks for students. Encouraging Collaboration and Interaction TBLT often involves working in groups or pairs to complete specific tasks. This encourages collaboration between students in building a better understanding of the language and the context in which it is used. With relevant tasks engaging students in purposeful, The goal of task-based language learning is to help students become more participatory and naturalistic communicators. The goal of task-based language learning is to help students become more participatory and naturalistic communicators.

The purpose of task-based language learning is to develop students' naturalistic and participative communication skill, Including, it provides opportunities for students to engage in meaningful language use through the completion of tasks that simulate authentic communication situations. This approach encourages students to actively participate in communicative activities, fostering fluency and confidence in speaking. Additionally, task-based language teaching promotes learner autonomy and creativity by allowing students to take ownership of their learning process and collaborate with their peers. Despite the theoretical advantages of task-based language teaching, its effectiveness in improving students' speaking proficiency. With task-based language teaching on the specific context of this school. By conducting a comprehensive study, classroom observations, and student surveys, valuable insights can be gained into the efficacy of task-based language teaching enhancing speaking proficiency among secondary school students.

METHODS

The research method used in this research is classroom action research according to John Elliot. The action method according to John Elliot consists of two cycles, each cycle consisting of four stages namely planning, action, observation, and reflecting.

The Action Research Cycle

- ❖ Planning: Identify a problem or area for improvement, develop a plan of action to address the problem, define the research questions and methods for data collection.
- ❖ Acting: Implement the plan of action, carry out the interventions or changes as planned.
- ❖ Observing: Collect data and observe the effects of the action.
- ❖ Reflecting: Analyze the collected data. Reflect on the outcomes and the process Identify successes, challenges, and areas for further improvement, plan the next cycle of action based on the reflection.

Design

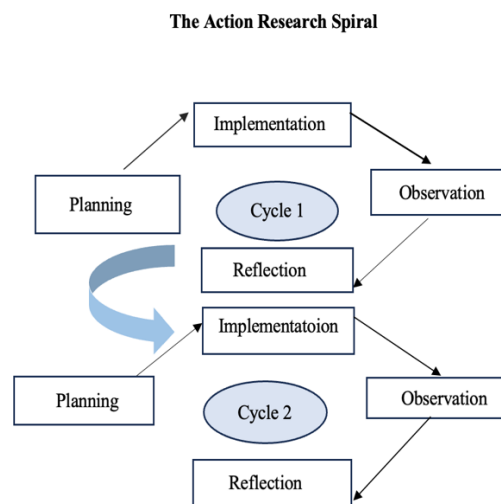


Image 1.3 Action Research Spiral

(Elliott 1991:68-70)

Data Collection

Planning: planning is the first stage in action research where the researcher identifies the problem to be solved and plans the actions to be taken to address the problem, the goal is to design specific strategies and steps to be implemented, including determining the necessary resources and how to measure success.

Action: action is the stage where the planned actions are implemented in real practice, the goal is to execute the strategies planned to address the identified problem.

Observation: observation is the stage where the researcher collects data during the implementation of actions to assess their effectiveness, and the goal is to gather accurate information about the outcomes of the actions taken and their impact on the identified problem.

Reflection: reflection is the stage where the researcher analyzes and evaluates the collected data to understand the successes and failures of the actions taken. The goal is to learn from the experience, understand what worked and what didn't, and plan the next cycle of action with necessary improvements.

Criteria of Successful Treatment. KKM (Kriteria Ketuntasan Minimal) is the minimum standard that must be achieved by students to be declared complete in learning. In the context of this

research, KKM can be interpreted as the minimum achievement target that students must achieve in English speaking skills after implementing the task-based learning method (Task-Based Language Teaching or TBLT). And the KKM in SMPN 1 Setu for this English subject is 75. Technique of Taking Data

In speaking, there are several aspects that must be paid attention to in order to assess and develop the ability to speak effectively. The following are important aspects that need to be considered.

Table 1. Grid of Instrumental

GRID FOR INSTRUMENT		
ASPECTS	CRITERIA	SCORE
Pronunciation	clearly and correctly articulates words.	30
Grammar	The accuracy of using sentence structures.	30
Vocabulary	The richness and appropriateness of word usage.	20
Fluency	The smoothness of speech without frequent pauses or disruptions	20

According to Sekaran and Bougie (2016), a research instrument is a tool that helps researchers collect relevant and accurate data to answer research questions. They also emphasize the importance of validity and reliability tests to ensure the accuracy of the instrument. Tests, role plays, and memorization were the research instruments employed in this study.

Memorization test.

The memorization test in this study was carried out by giving several vocabulary words to students and given a time limit, after which they would be called one by one to memorize the vocabulary words.

Role play.

The role play test in this step is that students will be directed to follow how to read several words and sentences after that students will follow after the researcher reads, and then they will be given instructions to find a partner, as a partner for the role play.

Test.

This test is carried out by researchers writing a list of questions, then the list of questions is written again by the students for them to answer.

Data Analysis

$$M_x = \frac{\sum X}{N}$$

Researcher use this formula to determine the mean of students' scores.

M_x: Mean

X : Personal score

N : The total number of pupils

The researcher applies the algorithm to determine the class percentage that meets the Kriteria Ketuntasan Minimal (KKM) 75 (seventy-five) minimum mastery standard.

$$P = \frac{F}{N} \times 100\%$$

P : The proportion of the class

F : The overall percentage score

N : The number of pupils

RESULTS AND DISCUSSION

Results

Result of the first cycle

Planning: the cycle was conducted over six meetings.

Implementation In the first meeting, the researcher introduced herself, explained the study's purpose, and presented the material on regular verbs. The activities included a seating arrangement in a U-model, explaining the learning objectives, writing the material on the whiteboard, and using choral imitation, where students repeated the words in unison. The researcher then had some students practice individually and corrected their mistakes in the second meeting, the researcher previewed the previous In the second meeting, the researcher reviewed the previous material and aimed to improve the students' scores by clarifying any misunderstandings. After reviewing, the students practiced the content, and corrections were made as needed. The third and final meeting was focused on reinforcing pronunciation, fluency, grammar, and vocabulary. The researcher then administered three tests: a role-play to assess pronunciation and fluency, a written test with multiple-choice, short answers, and essays to assess grammar, and a memory test. The researcher's approach was structured and incremental, emphasizing repetition, practice, and correction to enhance the students' English language skills.

Reflecting

Table 2. The First Cycle Outcomes for Students' Speaking Proficiency

First Cycle						
No	Student	Pronunciation	Grammar	Vocabulary	Fluency	Total
1	Agnes	25	15	15	20	75
2	Alisya	20	15	15	20	70
3	Angga	20	15	20	20	70
4	Anih	20	15	20	15	70
5	Anita	20	15	20	15	70
6	Aqila	20	20	15	15	70
7	Fajar	20	10	15	20	65
8	Irfan	15	20	20	20	75
9	Lengli	20	20	15	15	70
10	Lidwina	20	20	20	20	80
11	Malvin	25	15	15	20	75
12	Ramadhani	20	15	15	15	65
13	Queensi	20	20	20	20	80
14	Raja	20	20	15	20	70
15	Reja	20	20	20	20	80
16	Rona	25	20	15	20	80
17	Ruly	20	15	15	15	65
18	Taskia	25	20	20	20	85
19	Vanessa	25	20	15	20	80
20	Yasmin	25	15	20	20	80

In order to determine how well students performed in speaking throughout the first cycle of the task-

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1.475}{20}$$

$$Mx = 73.75$$

Next, in order to obtain the class percentages that meet the Kriteria Ketuntasan Minimal (KKM) minimum completeness criteria score 75. Students' score that reach or exceed the KKM (75) : 75, 75, 80, 75, 80, 80, 80, 85, 80, 80.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10 \times 100\%}{20}$$

$$P = 50\%$$

The mean score for the task-based language teaching method in the first cycle is 73.75. Of the students, only 10 met the minimum completeness criteria, which is 75 on the *Kriteria Ketuntasan Minimal* (KKM) scale, and the remaining 10 students did not meet the minimum completeness criteria. Result of the second cycle, the planning steps for both the first and second cycles were largely consistent. The researcher focused on developing media, lesson plans, and other resources to enhance the learning experience. Additionally, the researcher aimed to improve students' performance compared to the previous cycle, demonstrating a commitment to continuous improvement in their educational outcomes. Action from this series of meetings highlights the researcher's focus on improving different aspects of students' English skills fluency, pronunciation, grammar, and vocabulary across each session.

During the first meeting, held on March 19, 2013, the researcher emphasized fluency and pronunciation. This was achieved through ice-breaking activities and the "one-word story" game, which engaged students in a fun learning process. The researcher used repetition and individual imitation techniques, making necessary corrections to ensure proper pronunciation.

The second meeting, on July 23, 2024, the primary focus was on improving the students' grammar. The researcher employed similar techniques, such as reading the text aloud and having students repeat it, correcting any grammatical mistakes as they occurred. The third meeting, on April 6, 2013, focused on enhancing vocabulary. The researcher followed the same structured approach by reading the content multiple times, having students imitate it, and making corrections to their vocabulary usage. The researcher used a consistent and interactive teaching approach, involving repetition, individual and collective practice, and corrective feedback, which contributed to improving the students' fluency, pronunciation, grammar, and vocabulary step by step. The observations from this cycle indicate a notable improvement in student engagement and behavior compared to the previous cycle.

The students displayed increased focus on their education, reducing distractions and rowdiness that had previously been observed. Furthermore, there was a higher level of participation, with students actively engaging in the learning process and even correcting their peers' mistakes in pronunciation and fluency. Additionally, students demonstrated a better understanding of regular and irregular verbs and showed enhanced fluency in their speech, reflecting the effectiveness of the instructional strategies employed during this cycle.

Reflecting

Table 3. The Second Cycle Outcomes for Students' Speaking Proficiency

Second Cycle						
No	Name	Pronunciation	Grammar	Vocabulary	Fluency	Total
1	Agnes	20	20	20	20	80
2	Alisya	20	20	20	20	80
3	Angga	25	20	20	20	85
4	Anih	20	20	20	20	80
5	Anita	25	20	20	20	85
6	Aqila	20	20	15	15	70
7	Fajar	20	15	15	20	70
8	Irfan	20	20	20	20	80
9	Lengli	30	25	20	20	95
10	Lidwina	20	20	20	20	80
11	Malvin	25	20	20	20	80
12	Ramadhani	25	25	20	20	90
13	Queensi	30	25	20	20	95
14	Raja	25	20	20	20	85
15	Reja	25	25	20	20	90
16	Rona	25	25	20	20	90
17	Ruly	20	15	20	15	70
18	Taskia	30	30	20	20	100
19	Vanessa	30	30	20	20	100
20	Yasmin	30	30	20	20	100

second cycle the researcher calculates the mean score by using the formula:

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{1.705}{20}$$

$$Mx = 85.25$$

The researcher applied the same formula in this cycle to determine the mean score for the students, and the students whose scores at the second cycle met or exceeded the KKM (75) were 80, 80, 85, 80, 85, 80, 95, 80, 80, 90, 95, 85, 90, 90, 100, 100, 100.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17 \times 100\%}{20}$$

$$P = 85\%$$

As can be shown from the statistics from the second cycle, 3 students failed to meet or surpass the mean score, while 17 students were successful in doing so.

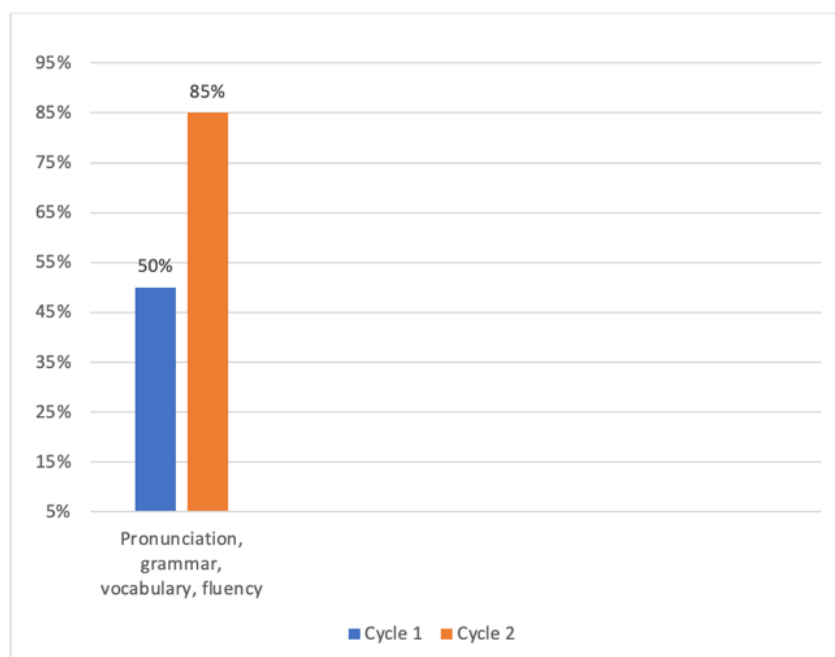


Chart 1. Improving Student's Speaking Proficiency

Discussion

One of the more useful language skills is speaking, which allows one to communicate ideas, thoughts, and feelings to another person orally. Some claim that a mastery of English includes not only proper pronunciation but also a systematic understanding of grammar, as well as fluid and clear speech. Furthermore, the researcher's method may help the pupils become more proficient speakers. The information reveals that there were variations between the two cycles, with 50% of students in the first cycle meeting the minimum completion criterion *Kriteria Ketuntasan Minimal (KKM)* and 85% in the second.

CONCLUSION

Researchers can draw the following conclusions from their research:

1. Task-based language instruction can raise students' speaking competency at the SMPN 1 Setu second-year level. The fact that pupils' competency increased from the first to the second cycle is evidence of this.
2. Based on the findings of the study carried out from July 16 to July 26, 2024. The proficiency of the students significantly improved. In the first cycle, the indicator of success was classified as follows: 65 percent of the students succeeded, and 35 percent did not; in the second cycle, the percentage of students who succeeded was 80 percent, and the percentage of students who did not succeed was 20 percent.
3. The use of creative teaching techniques has successfully raised student motivation and engagement. Task-based language instruction can boost motivation and engagement. Pupils demonstrated greater confidence while speaking in English and became more engaged in speaking activities.

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