The Effectiveness of Task Based Language Teaching to Eleventh Grade Students` Speaking Skill at SMK PGRI 2 Sutojayan in The Academic Year 2023/2024

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ABSTRACT

This research is based on the researcher's observations made in the classroom, which showed that uninteresting and non-interactive teaching methods deprive students of the confidence to practice speaking and demonstrate speaking skills appropriate to the topic and their abilities. Instead, students feel that they have the freedom to express their ideas and creativity through teacher-given assignments. The sluggish development of speaking abilities as measured by several factors, including grammar, vocabulary, pronunciation, and fluency, results in poor speaking skill scores.

The problem studied is whether there is an influence of task-based language teaching treatment on improving students' speaking skills and how effective the use of the task-based language teaching method is in improving speaking skills.The design of this research was experimental, the researcher used a quantitative approach with the research subjects being 11th grade students majoring in marketing at SMK PGRI 2 SUTOJAYAN with a sample size of 30 students. This research data was obtained from pre-test and post-test scores from speaking practice and questionnaires.

The research results showed that the average student score increased from 48.08 on the pre-test to 56.41 on the post-test. The 30 students' pre-test and post-test results showed a significant value of (0.014) < (0.05) with Paired sample statistical tests revealing a 0.032 connection between the questionnaire responses on the impact of task-based language instruction on speaking abilities acquired by 30 students. This correlation, which is 39.2%, is weak according to the degree of relationship rules. The calculation results of the calculated t value of 3.196 > 2.045 shows that the calculated t value is greater than the t table, meaning that task-based language teaching is effective and has a positive influence on the speaking skills of the majority of eleventh-grade students at SMK PGRI 2 SUTOJAYAN

KEYWORDS: Task Based Language Teaching , Speaking Skill

1.0 INTRODUCTION

Speaking is a fundamental aspect of language learning that encompasses various essential elements such as communication, performance, pronunciation, intonation, grammar, and vocabulary. These components are integral to teaching any language, enabling students to effectively use the target language for communication purposes.

Speaking is a fundamental skill essential for students studying marketing at vocational high schools. Mastery of this skill is crucial as it directly impacts their competency in various marketing activities and situations during their learning journey. Teachers bear the responsibility of thoroughly preparing students to effectively communicate in English both in real-life scenarios and within the vocational learning environment. This proficiency serves as a vital asset in their vocational competence and in intensive English language acquisition.

To achieve the goal of enhancing speaking abilities, implementing innovative action research

projects is crucial.Task-Based Language Teaching is a very successful approach for this (TBLT). Through the completion of predetermined activities, TBLT enables learners to actively interact with the target language. These tasks are designed not only to facilitate the acquisition of new language knowledge but also to encourage the application of existing language skills in meaningful contexts.

By focusing on tasks that require real communication and problem-solving, TBLT promotes active language use and enhances learners' speaking proficiency. Through TBLT, learners are motivated to communicate effectively and develop their speaking abilities naturally within authentic language contexts.

Overall, TBLT is recognized for its effectiveness in promoting language learning that is interactive, engaging, and conducive to developing both fluency and accuracy in speaking skills. Educators should understand that TBLT involves both input tasks, where students receive language input, and output tasks, where they actively produce language. This approach enables students to develop their speaking proficiency gradually, starting with simpler tasks and progressing to more complex ones.

Improving students' communication proficiency in the target language—both spoken and written—is the main goal of vocational high schools.Learning objectives are centered around achieving effective communication, with activities specifically designed to foster mutual understanding and meet com.

The purpose of teaching speaking is to develop proficiency in grammatical, sociolinguistic, discourse, and strategic skills (Brown, 2007). This underscores the significance of practical inquiry as a tool for social engagement, motivation, and language learning within educational settings, enhancing student enjoyment of language acquisition. Successful teaching and learning processes depend heavily on effective methodology. In this situation, task-based language teaching makes sense since it gives pupils lots of opportunity to practice speaking. This method encourages active use of English in class, fostering discussion and negotiation of ideas during assignments. Consequently, students engage fully in practicing the target language through task-oriented activities.

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Task-based language teaching (TBLT) approaches have several benefits because they help students enhance their critical thinking, problem-solving, and cognitive processes. Specifically, tasks are considered communicative when they involve real communication and are focused on conveying meaningful messages in the language. This focus on communication aims to improve students' speaking abilities as they engage in authentic language use and interaction. Thus, TBLT emphasizes practical application over rote memorization, promoting language learning that is both effective and engaging for students.

1.1   Theoritical Framework

Task-based language teaching offers students the opportunity to be able to develop the extent to which understanding To evaluate students' progress in communication skills through various activities, to the desired goal. It encourages students skillfully and actively, giving them plenty of opportunities to show their understanding through practical application.

The assignment allows students to use all the languages they know and learn, not just the specific target language of the lesson. This approach gives students the freedom to apply the required grammar and vocabulary they want.

The assignments also facilitate discussion and teamwork among students, both in peer groups and among different participants. This collaborative environment enables the emergence of different perspectives on the same situation. In addition, students can present their work and

demonstrate speech skills, evaluate in order to cultivate a richer learning experience through interaction and feedback from peers. Researchers can formulate the problems as follows:

1. How Is the effect of Task-Based Language Teaching to the eleventh grade students speaking skill at SMK PGRI 2 SUTOJAYAN ?

2. How is the eleventh grade students behaviour when Task-based Language Teaching implemented in speaking class at SMK PGRI 2 SUTOJAYAN ?

2.0   METHOLODOGY

The independent variable,In this study it involves the implementation of Task-Based Language Teaching (TBLT), and the dependent variable is affected by the independent variable. In this research, it pertains to the speaking skills of students.

This research used an experimental design in order to investigate the impact of task-based language instruction on the speaking abilities of SMK PGRI 2 SUTOJAYAN class XI students.The sample selected for this study comprises 30 students from Class XI Marketing, chosen using simple random sampling of the population 90 students. A quantitative technique was applied in the research study. To gauge this research, the investigator must gather the information which The data used in this study are numerical and are the result of statistical analysis. The researcher administers pre-tests without prior preparation in order to gather data. After that, the researcher either administers treatment or employs task-based language training practice to aid in the learning process. Following the pre-test, the therapy was administered. To achieve notable efficacy, compare the pre-and post-test findings, and which Giving a posttest is the final step, which serves

After analyzing the results, to find out whether the use of task-based language teaching has an effect on improving students' speaking skills or not, the authors use the t-test, regresi and correlation test using SPPS 22 to measure how effective the use of task-based language teaching on the speaking skills of class 11 students majoring in marketing at SMK PGRI 2 SUTOJAYAN as a static computing tool. These analyses determine the extent to which the use of Task-Based Language Teaching influences students' speaking skills. This methodological framework ensures rigorous evaluation of the research hypothesis regarding the impact of Task-Based Language Teaching on enhancing students' speaking proficiency.

Tests are the main tools used in the data gathering process, and the researcher takes on the role of a teacher.

Pretest - The researcher gives a speaking exam to students prior to the start of the learning process in order to gauge their initial fluency and comprehension. After conducting the pretest, the researcher proceeds with introducing the importance of learning speaking skills to the participants. Following this introduction, the treatment phase involving Task-Based Language Teaching (TBLT) is implemented. Here's how the treatment phase typically unfolds:

1. Task Introduction: The teacher introduces a specific task or tasks that are designed to promote speaking skills. These tasks are authentic and meaningful, focusing on real-world communication scenarios.

2. Task Design: Tasks are carefully designed to encourage students to use the target language communicatively. They may involve role-plays, discussions, problem-solving activities, debates, presentations, or any other task that requires students to interact verbally in English.

3. Task Implementation: Students work individually, in pairs, or in small groups to complete the assigned tasks. During this phase, they engage in speaking activities that encourage them to express opinions, share ideas, negotiate meanings, and collaborate with peers.

4. Teacher's Role: The teacher acts as a facilitator during the task implementation phase. They provide support, guidance, and feedback as needed to ensure students are on task and using language appropriately.

5. Language Focus: While the primary focus is on completing the task, the teacher may address

language issues that arise naturally during task performance. This may include vocabulary clarification, grammar explanations, pronunciation practice, or strategies for effective communication.

6. Feedback and Reflection: After completing the tasks, students receive feedback from their peers and the teacher. They may reflect on their performance, identifying strengths and areas for improvement in their speaking skills.

7. Post-task Discussion: Students may engage in discussions or reflections about the task experience, sharing insights, challenges faced, and lessons learned in using English for communication.

Throughout the treatment phase of TBLT, the emphasis is on providing authentic opportunities for students to practice and improve their speaking skills in meaningful contexts. The goal of Task-Based Language Teaching (TBLT) is to improve students' English communication skills by tying language use to task completion.Following the pretest, the researcher highlights the value of developing speaking abilities and offers Task-Based Language Teaching (TBLT) as a strategy for doing so.

The treatment phase involves:
- Teaching speaking using TBLT methods, which emphasize learning through tasks and real-world activities.
- Guiding students through sample dialogue topics to practice speaking in the classroom.
- Showing presentations related to the chosen topics to enhance students' understanding and engagement.

The research begins with a pretest to establish a baseline, followed by a treatment phase where TBLT is implemented to improve students' speaking skills. This structured approach allows the researcher to assess the effectiveness of TBLT in enhancing students' speaking proficiency through both data collection and instructional methods. Prepare a expository text about asking and giving opinions on the three topics given: 1) art; 2) music 3) tourism.

The post-test is administered after the completion of the TBLT sessions.Students choose one of three given topics and engage in conversations related to their chosen topic.

Text Composition: After choosing a topic, students compose a text explaining their chosen topic. Presentation: Students present their compositions in front of the class. Scoring, The researcher evaluates students' speaking abilities based on predefined criteria: pronunciation, grammar, vocabulary, and fluency.

This structured approach ensures that the study evaluates the impact of TBLT comprehensively by measuring students' speaking proficiency through real-time performance assessments.

3.0   FINDING AND DISCUSSION

During the pre-test, the researcher watched the class learn about the students' starting circumstances and identify any issues or challenges they were having learning English, particularly when it came to speaking. Their material was about the expository text. After that, the researcher gave handouts to 30 students. then the researcher gives an example of expository text, the students identify the writing structure and the final step is that the students are asked to read it in front of the class.
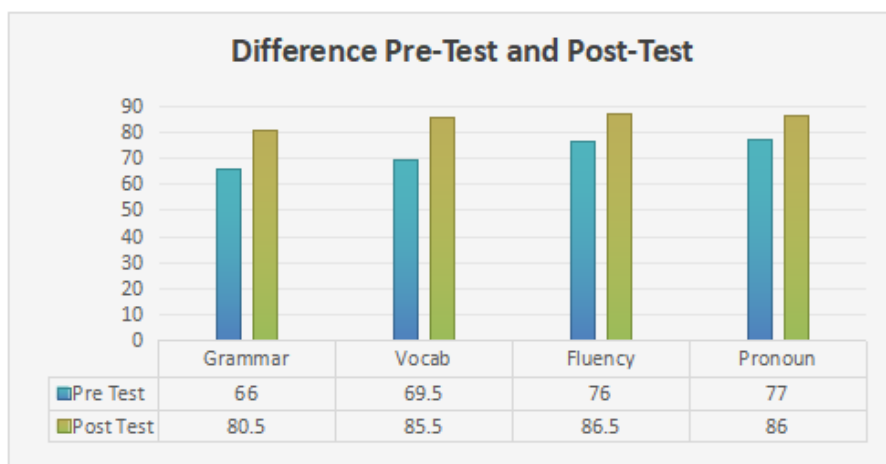
After conducting the pre-test, the researcher will provide treatment to the students. In this activity the researcher will introduce the topic that will be studied by students, and the researcher will present material about Expository text in the school module. After understanding the function and generic structure of Expository text, the researcher provides examples and the researcher gives students the freedom to practice reading them, then students are given the task of compiling a

simple expository text on the topic of tourism or art which will be read aloud or in front of the class independently from the discussion or roleplay with the group.

Students who receive instruction using Task-Based Language Teaching show a strong interest in speaking after a while. As a result, they may learn and enjoy speaking more readily. to assess the student's speaking abilities utilizing the results of a post-test and task-based language instruction. To determine if task-based language instruction has an impact on students' speaking abilities in XI Marketing SMK PGRI 2 SUTOJAYAN, the results of the pre-test will be compared.

Students' speaking skills were assessed with a post-test following three sessions of treatment. The material from the treatment was reviewed by the researcher during the post-test. After reviewing the material, the researcher gives the paper to the students about "Why Art So Important ?" to make an expository text and read it yourself. Arrange the art topics freely according to a generic structure that students themselves will read in front of the class. When students read a text that has been compiled about the art, the researcher will take a grade with assessment points: Grammar, Vocabulary, Fluency, and Pronunciation.

After receiving the treatment from the researcher utilizing task-based language tea, the difference of students' speaking abilities was displayed in table .

Difference Pre-Test and Post-Test

	Grammar	Vocab	Fluency	Pronoun
Pre Test	66	69.5	76	77
Post Test	80.5	85.5	86.5	86

The mean score of Pre-Test and Post-Test. Based on the table above, the total of sample is 30. The me

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	48,0833	30	12,57192	2,29531
	posttest	56,4167	30	14,36416	2,62252

Beside the table of paired sample statistic, the SPSS output also provides the table of paired sample correlations.The correlation score of Pre-test and Post-test.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	,444	,014

Paired sample statistics shown the result of the correlation between the students speaking skills in pre-test and post-test .Based on the table above the significance value of pre-test and post-test from 30 students is $(0,014) < (0,05)$ it is shown that there is significance different between the pre-test

and post-test score with the correlation score is 0,014.

Paired Samples Test

		Paired Differences				
					95% Confidence Interval of the Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper
Pair 1	pretest - posttest	-8,33333	14,28366	2,60783	-13,66694	-2,99973

		t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-3,196	29	,003

From paired sample test table above, from the table of paired sample test above, Based on the analysis and statistical testing conducted: The mean difference between the pre-test and post-test scores of speaking skill is -8.33333. This indicates that, on average, there was a decrease in speaking skill scores from pre-test to post-test. The standard deviation between the pre-test and post-test scores is 14.28366. The average standard error is calculated similarly, indicating the average amount of error expected in the measurement of the mean difference.The confidence interval (lower and upper bounds) for the difference in scores between the pre-test and post-test is -13.66694 to -2.99973. The t-value calculated (-3.196) exceeds the critical t-value from the t-table (2.045) at a significance level of 5%.The p-value (2-tailed) obtained from the statistical test is 0.003, which is less than the significance level of 0.05.

Related to the hypothesis and data, the result of analysis is shown below :

Df	t-score	t-table 95% confidence interval of difference	Sing (2-tailed)	Ho	Ha
29	3.196	2.045	0,003	Rejected	Accepted

The above table illustrates how the t-value calculation result at degree of freedom 29 using t-table 2.045 is 3.196. 3.196>2.045 indicates that the t-value is greater than the t-table. The two-tailed sig score of 0,003 is less than the taraf significance of 5% (0,003<0,05). It indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

From the questionnaire results it was found that the highest percentage of 80% of students agreed that they really enjoyed task-based learning, because it allowed them to work together in groups and cooperatively, students also felt they had the opportunity to learn independently and engage in interaction and communication. Therefore, students are encouraged to practice speaking English with good pronunciation.

4.0 CONCLUSION

According to research done on grade 11 students at SMK PGRI 2 SUTOJAYAN in the academic year 2023–2024, task-based language teaching (TBLT) has a good effect on students' speaking skills in vocational schools, especially for marketing majors. Here are the conclusions and suggestions derived from the research :

1.The research concludes that TBLT has effectively enhanced various aspects of speaking skills among vocational school students. These improvements include grammar, vocabulary,

comprehension, fluency, and pronunciation. The method not only fosters self-confidence but also generates positive responses from students, thereby increasing their interest and motivation in learning English.

2. Quantitative data, including pre-test, post-test, and questionnaires, indicate a significant improvement in students' speaking skills. The statistical analysis shows a rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), as evidenced by the t-value exceeding the critical t-value (3.196 > 2.045) and a significant p-value (0.003 < 0.05). The study also highlights a positive correlation (39.2%), indicating that as students engage more in TBLT activities, their speaking skills tend to improve. The questionnaire's results also revealed that nearly all students believed that using TBLT had improved their ability to talk.

3.Teachers are encouraged to adopt TBLT as an effective method to promote interactive learning environments. They should focus on integrating tasks that challenge students to express their ideas and engage in meaningful communication. Providing constructive feedback and utilizing varied tasks can further enhance student participation and learning outcomes. Future research could explore additional factors influencing the effectiveness of TBLT, such as teacher training, classroom dynamics, and the role of technology in task design. Longitudinal studies could also investigate the sustainskill of speaking skill improvements over time and across different student demographics.

In conclusion, TBLT emerges as a beneficial approach for enhancing vocational students' speaking abilities, offering a pathway to more engaging and effective language learning experiences.

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