Improving Students' Speaking Skill by Using Task Based Learning Technique At First Semester of English Education Study Program STAIN Bengkalis

Kurniati[1], Ervina[2], Titin Sumarni[3]

Sekolah Tinggi Agama Islam Negeri Bengkalis
e-mail: niastainbkls@gmail.com

Abstrak

Penelitian ini bertujuan untuk menjelaskan sejauh mana teknik task based learning (TBL) dapat meningkatkan keterampilan berbicara siswa dan faktor-faktor apa saja yang mempengaruhi perubahan keterampilan berbicara siswa dengan menerapkan teknik TBL. Penelitian ini merupakan penelitian tindakan kelas (PTK), yang dilakukan dalam dua siklus. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, catatan lapangan, dan panduan wawancara. Data dianalisis secara kuantitatif dan kualitatif. Hasil penelitian mengungkapkan bahwa penerapan teknik TBL dapat meningkatkan kemampuan berbicara siswa pada semester pertama Program Studi Pendidikan Bahasa Inggris STAIN Bengkalis. Itu ditunjukkan dari nilai rata-rata siswa. Skor rata-rata sebelum melakukan penelitian adalah 2,62, skor rata-rata siklus 1 adalah 2,98, dan skor rata-rata siklus 2 adalah 3,38. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan keterampilan berbicara mahasiswa dengan menerapkan teknik TBL yaitu, materi dunia nyata, interaksi, dan peran dosen. Oleh karena itu, dapat disimpulkan bahwa teknik TBL efektif dalam mengajar berbicara. Sedangkan materi dunia nyata, interaksi, dan peran dosen berpengaruh terhadap peningkatan kemampuan berbicara mahasiswa pada semester pertama TBI.

_____
Kata Kunci: *Pembelajaran berbasis tugas; keterampilan berbicara.*

Abstract

This research aims to explain the extent to which task based learning (TBL) technique can improve the students' speaking skill and what factors that influence the changes of the students' speaking skill by implementing TBL technique. This research is a classroom action research (CAR), which was conducted in two cycles. The instruments that were used to collect the data were speaking test, observation sheet, field notes, and interview guide. The data were analyzed quantitatively and qualitatively. The findings reveal that the implementation of TBL technique can improve the students' speaking skill at first semester of English Education Study Program STAIN Bengkalis. It was showed from the students' average score. The mean score before conducting the research was 2.62, the mean score of cycle 1 was 2.98, and the mean score of cycle 2 was 3.38. Besides, this research also found the factors that influence the changes of the students' speaking skill by implementing TBL technique namely, real world material, interaction, and lecturer's role. Therefore, it can be concluded that TBL technique is effective in teaching speaking. While, real world material, interaction, and lecturer's role influence the improvement of the students' speaking skill at first semester of TBI.

_____
Keywords: *Task based learning; speaking skill.*

INTRODUCTION

Speaking skill is one of the main focuses in English Education Study Program of STAIN Bengkalis. The graduates of English education study program are expected to get the job easily and ready to work in the workplace based on their own skill. The company is one of the places that will be targeted. The students are expected not only to be able to do a job well but also to speak English. So, English must be taught to create the students who are able to communicate in real life by using English well.

States "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking". It means that speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also they understand when, why, and in what ways to produce language [1].

In reality, based on the researcher's experience in teaching and learning speaking process, the students' speaking skill was far from the expected. Most of the students felt uneasy when they had to speak in the classroom. They felt so anxious in practicing their speaking skill. They were shy and afraid to make mistakes. Next, based on interview with some students, the researcher indicated that there were some factors that affected their speaking skill. One of them was the technique of teaching speaking.

To overcome the problems, the researcher applied a technique of learning by giving the task namely task based learning (TBL). [2] theory, task based learning is a method of English learning that requires learners to use authentic language through a communicative approach to achieve a desired outcome. In addition, [3] explains that task based learning focuses on learners using language naturally in pairs or groups work to share ideas. Thus, this technique gave the students many opportunities to communicate.

Literature Review

Studying foreign language without practicing is useless. By practicing a language, especially in spoken form, others can know how understand or acquire a second or foreign language. Language is communication, not only just set rules.

---

[1] H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*, *Encyclopedia of the Sciences of Learning*, 2012.

[2] Jane Willis, *A Framework for Task-Based Learning* (Harlow: Longman, 1996).

[3] David Nunan, "Task-Based Language Teaching" (Cambridge: Cambridge University Press, December 9, 2004), last modified December 9, 2004, https://www.cambridge.org/core/books/taskbased-language-teaching/0CA4599235DCF504DE221FF8D21409F0.

According to Brown and Yule "speaking is oral skill to express the needs, to deliver information, and to serve service". Based on this opinion the speakers say words to the listener not only to express what in her mind but also to express what he needs. Most people might spend their everyday life in communicating with others. Therefore, speaking involves at least two persons, sender and receiver who need to communicate and to exchange information, ideas, opinions, views, or feelings .

Furthermore, related theories of this research as follows, [4] states some reasons why it is a good idea to give students speaking tasks: 1) Rehearsal; when students have free discussions or conversations in the classroom they have a chance to rehearse having discussions or conversations outside the classroom. 2) Feedback; engagement in a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students. 3) Engagement: completing a speaking task can be really motivating and give real satisfaction.

Subsequently, O'mallay and Pierce say that"speaking negotiating intended meaning and adjusting one's speech to produce the desired effect on the listeners". It means that the speaker must be able to express the intended meaning in order to attract and to influence the hearer anticipating the possible misunderstanding and by emphasizing intention while speaking.

In addition, Solahuddin Says" in order to express his or her needs, ideas, feeling and thought in real communication, one must be able to speak to communicate with others". Based on this opinion every person needs to speak to express their ideas, or for having real communications .

The best way in mastering spoken English as a foreign language for Indonesian is to speak it regularly in actual communication. One cannot master speaking of a foreign language without a lot of practice. The learning process is actions. A person has to be constantly doing it in order to master it. It takes time, patience, and practice or interaction.

In conclusion, speaking is an ability that allows someone to express her/his idea, feeling, information orally to others. She/he can do it directly and spontaneously. Moreover, speaking is the active and productive skill. It takes place when someone can use sentences orally in social interaction. Teaching English at vocational high school focus on teaching English as a means of communication. Therefore it needs teaching model that focus on language use in improving the students' speaking skill.

---

[4] H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*.

Regarding with TBL definition, states that "task based learning (sometimes referred to as task based instruction or TBI) makes the performance of meaningful tasks central to the learning process". It means that the students not only focus on the completion of a task but also use language in their process in doing the task. TBL refers to learning a second/foreign language that seeks to engage learners in interactional authentic language use by performing a series of tasks [5].

Based on theories above, the researcher can conclude that one clear purpose of choosing TBL is to increase learner activity. It is concerned with learner and not teacher activity and it lies with the teacher to produce and supply different tasks which will give the learner the opportunity to learn foreign language. The teachers who use TBL in language class can get great riches if they explore it in their dual roles as instructor and action researcher. The reason is TBL offers the learners an opportunity to process language which is being learned or recycled more naturally. Therefore, it makes language in the classroom meaningful and memorable.

Muller States that "after using TBL, learners can be confident that they are meeting institutional requirements and facilitating the development of genuine communication skills among learners". The use of TBL in class provides many advantages in learning English as a foreign language because it is learner centered. It encourages students to be actively involved in the learning process.

TBL provides many advantages in learning English as a Foreign Language (TEFL) because it offers language experience in the classroom. Says that "task based learning focuses on learners using language naturally in pairs or groups work, allowing them to share ideas". Therefore, this technique will give the students more motivation and opportunity for public performances [6].

Furthermore, task-based learning has a number of purposes. Identifies some purposes, they are: "to develop learner's confidence in communication, to give them experience of spontaneous interaction, to give them chance to speak and communicate, to give them engage in using language, and to make them participate in interaction". It is clear that the purposes of task based learning relate to two general goals: communicative effectiveness and the second language acquisition. So, task based learning give the students much chance to practice their language communicatively [7].

---

[5] Jeremy Harmer, *The Practice of English Language Teaching*, 4TH editio. (Longman ELT, 2007).
[6] Nunan, "Task-Based Language Teaching", Cambridge, Cambridge University Press, 2004
[7] Jane Willis, *A Framework for Task-Based Learning*, Harlow, Longman, 1996

In implementing TBL technique, task is one of the most important things to be prepared. Many theories gave various definitions of task. Defines that "a task is an activity where the target language is used by the learners for a communicative purpose in order to achieve an outcome". Furthermore, still with Theory "task is a goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms". It means that the aim of tasks is to create a real purpose for language use and to provide a natural context for language study [8].

In addition, [9] states that "a framework for task based learning outlines three stages. They are: pre task, task cycle, and language focus". Pre task consists of introducing a topic and task. Task cycle consists of doing task, planning, and reporting. Meanwhile, language focus consists of analyzing and practicing.

This research was conducted in order to explain the extent to which TBL technique could improve the students' speaking skill and what factors influenced the improvement of the students' speaking skill by implementing TBL technique.

METHOD
Research Design

The type of this research is classroom action research which aimed to improve teaching and learning process in the classroom. It was done to improve the students' speaking skill. Explains that "clasroom action research is reflective process that allows for inquiry and discussion. The researcher collaborated with other lectures become a team who works together to overcome the problems which are faced by the lecturers and students". The participants of the research were the researcher, the collaborator, and the 18 students at first semester of English Education Study Program STAIN Bengkalis. The instruments that were used to collect the data were speaking test, observation sheet, field notes, and interview guide. Then, the data were analyzed quantitatively and qualitatively .

Teaching Procedure

1. Cycle One

   The first cycle was conducted in four meetings. Prior to the implementation of TBL technique, the students were provided with a brief explanation about TBL technique. Then, the students were informed about the purposes of the research.

   Based on the procedures of TBL technique, in pre task, the researcher gave the introduction of the research. Then, the researcher began to lead the students into

---

[8] *Ibid*.
[9] *Ibid*.

discussion about topic and task type that would be done. Then, the researcher and the students shared opinion and highlight useful words and phrases. In doing the task, the students were divided into some pairs or some small groups. For task cycle phase, the researcher asked the students to do the task, while the researcher monitored and helped the students to formulate what they want to say about the topic. After that, every pair or every group prepared and presented their task result in front of the class. After presentation finished, the class discussed and compared their task result and the researcher gave her comment, correction, and feedback on their content. In language focus phase, the students analyzed and identified language focuses that occur during the task and practiced new words and phrases that they found. Finally, at the end class, the researcher concluded the lesson in the day.

Based on the data gotten from speaking test, observation, field note and interview, the researcher and collaborator found some problems that occurred during teaching and learning process. It was found that most of the students were not active and did not have high motivation in discussion, most of the students faced problems in pronunciation and fluency, most of the students had difficulties in doing the task that was given, most of the students did not have confidence to speak English, and most of the students lacked of commitments and responsibilities in their group work. Therefore, the researcher and collaborator decided to continue the research to the second cycle

2. Cycle two

Based on the result and the problems found in the previous cycle, the researcher and the collaborator did some revisions. They were a) Pronunciation and fluency reinforcement should be more intensive in order to upgrade students' score. b) To make students more fluent in speaking than previous cycle, they were given much time to practice their English language. c) To overcome the students' commitment and group responsibility, the researcher put the students in the same group with their close friend. d) The teacher has to control and remember the students to use English to develop their speaking skill and to be active in doing the task.

In the second cycle, the teacher only reviewed her explanation about TBL technique procedures. As usual, she gave a different topic and task type to be discussed for each meeting in the second cycle. The researcher began the class by reviewing all expressions that the students already known in talking about the topic given. In this cycle, tasks were done in smalls group.

After they had understood about the material and the task given, the students did the task in small group. Then, they shared and discussed about the topic. The researcher monitored and helped them if necessary. Besides that, the researcher also reminded the students to use English and to develop their speaking skill. Furthermore, every group prepared and reported their task in front of class one by one. Then, the students discussed and compared the result of group discussion. After that, the researcher gave comment, correction, and feedback to the students.

At analysis stage, the students analyzed the language focuses and practiced it. Finally, the researcher closed the class by giving the conclusion.

RESULT AND DISCUSSION
Result
1. The Improvement of the Students' Speaking Skill.

Based on the data analysis, it can be concluded that the implementation of TBL technique could improve the students' speaking skill at first semester of English Education Study Program STAIN Bengkalis. The improvement can be seen from the scores were gotten by the students in speaking test in each indicator of each cycle.
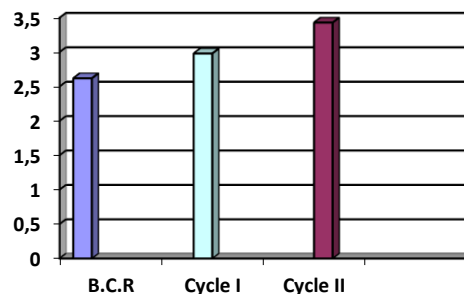
Graph 1. The Improvement of the Students' Speaking Skill

From the graph above, the students' average score from the beginning until the end of the research are clearly shown. The students' average score in test before conducting the research was 2.62. It indicated that the result was still low. Therefore, teacher needed to implement an appropriate technique to improve the students' speaking skill. Then, in the first cycle, the students' speaking skill increased to 2.98. It means that the students' speaking skill was improved by implementing TBL technique. However, the students' speaking skill in the first cycle still was below the passing score (3.00). Then, the students' speaking average score increased in the second cycle which was 3.38. It can be concluded that the score was higher than the passing score. In conclusion, based on the

result of speaking test in cycle 1 and cycle 2, it was known that the students' speaking skill was improved continuously and significant by implementing TBL technique. It means that task based learning technique was one of the appropriate techniques to be implemented in improving the students' speaking skill.

2. Factors that Influence the Changes of the Students' Speaking Skill through the Implementation of TBL Technique.

The effectiveness of task based learning technique in improving the students' speaking skill was related to some factors that influenced the success of the technique implementation. The factors can be seen from the result of interview, observation sheet, and field notes described as follows:

a. Real World Material

Bringing the real world materials into the Classroom as one of ways to stimulate the imagination of the students and motivate them to learn. The materials were provided in this research consisted of some expressions about invitation, future plan, bargaining, necessity and obligation, asking and giving opinion, and describing process. It showed real expressions that were used in real life. Conversation that was happened in real context and situation was really useful in helping the students' understanding the materials and tasks. Below are samples of field notes:

1) *The students show their interest to pay attention when the researcher tells about the topic.*

2) *The students listen the researcher's instruction carefully.*

3) *The students enjoy the teaching and learning process, they more active in doing the task and preparing the report.*

The interview also showed that materials that were provided in every meeting were clear to be understood. Besides that, it was also really interesting. It made them easier in figuring out the meaning of the expressions. By having real world materials, the students had willingness to have discussion and used English in speaking class. The following are the samples of the students' answers about the materials:

Student 1 : *"I like the materials. It makes me motivated in speaking English because the expressions used in my real life".*

Student 5 : *"I like the materials because the teacher gives us different topic in every meeting. Besides, I am easier to share and discuss with my friends to do the task because the material correlate with what happened in my life.*

Student 7 : *"I like the materials because I am interested to know some expressions in English that I can be used in my daily activities".*

All students agreed that real world material helped them to practice their English. They were challenging and motivating by giving real world material. So, it can be concluded that real world material was one of the factors that influenced the students' speaking skill by implementing TBL technique.

b. Interaction

The classroom activity was one of factors which could influence the students' speaking skill. Tasks in TBL technique were designed in pair or group work activities. These tasks were intended to increase the communication among the students. Then, discussion was also helpful in increasing interaction among themselves and practice language more. The following are the samples of field notes and observation:

1) *Almost all the students participate in class discussion.*

2) *Almost all students interact with their friends by using English.*

3) *The students communicate with their friends in English during doing the task.*

The result of interview also proved that interaction was really helpful in improving the students' speaking skill. The following are the samples of the students' answers about classroom activities in TBL technique and interaction:

Student 11 : *"Of course miss, many practices make my speaking become better".*

Student 7   : *"Yes, of course, my speaking to be better. I am formally shy to speak English but now I have self confidence. I always interact and practice with my group members by using English".*

Student 5   : *"I think interaction is very useful for me, because I can practice my English that I have before, and I can get new words from my friends".*

According to explanation above, it can be concluded that activities which involved real communication were essential for language learning. Interaction between the teacher and the students, the students and others made the students' speaking skill became improve. It means that interaction was the factor that played important role in improving speaking skill by implementing TBL technique.

c. Lecturer's Role

Lecturer's role was the third factor that influenced the changes of the students' speaking skill through TBL technique. The teacher's role during the implementation of this technique not only taught the students, but also monitored and guided the students to do all of the procedures of TBL technique. In addition, the lecturer also

helped the students in solving their problems that they could not handle with her or his friend. The following are the samples of the students' responses about the lecturer's role:

Student 5 : *"Yes miss, it's useful for me. If my group have problem in doing task, the teacher gives us explanation. If we make mistakes, the teacher gives us the correct one".*

Student 6 : *"I think it's good. Because every student are given chance to speak English. If I get difficulties in speaking, the teacher helps me to solve the problem. The teacher always encourages and motivates us to speak English and study well".*

Based on the result of field notes and observation, it showed that the lecturer controlled and organized the class effectively. Below are the samples of field notes and observation:

1. *The lecturer encourages the students to speak English.*
2. *The lecturer gives enough time for the students to do the tasks. She guides the students in practicing the language, and gives a corrective and feedback to the students.*
3. *The lecturer goes around to monitor and help the students' activities during the speaking class.*

It means that the roles of the lecturer in the class were needed by the students to improve their speaking skill. The lecturer did not only have a single role in the class, but also had to monitor, observe, guide, and help the students during teaching and learning process. Through TBL technique, most of the activities needed the students to participate actively.

Discussion

Based on the findings of the research, it can be concluded that the implementation of TBL technique could improve the students' speaking skill at first semester of English Education Study Program STAIN Bengkalis. The findings also support the research finding from [10] who mentions that "TBL technique enhanced significantly the speaking skill of the students and positively affected their attitudes towards English". In addition, the result of

---

[10] Nazenin Ruso, "The Influence of Task Based Learning on EFL Classrooms," *Pharmacology, Biochemistry and Behavior* 18 (2007): 563–567.

this research also supports the theory from [11] who mentions that TBL is a technique to provide learners with a natural context for language use. In TBL technique the tasks were able to motivate the students' interest in the speaking class and increase oral communication in the classroom.

The first factor that influenced the changes of the students' speaking skill was real world material. The students could participate during the process of teaching and learning because the materials were easy, meaningful, and understandable, and authentic. This is in line [12] who says that "the material and the topic will also impact on learner's propensity to negotiate meaning". It can be said that TBL technique requires the use of learning materials which correlate with their life or authentic.

The second factor that influenced the improvement of the students' speaking skill by implementing TBL technique was interaction. The variation activities done by the researcher and the students could lead the students become more active in the classroom. The variations of activities also make the classroom atmosphere more effective. [13] identifies that "some activities in TBL technique develop learner's confidence in communication, give them experience of spontaneous interaction, chance to speak and communicate, engage in using language, and make them participate in interaction". This is also in line [14] idea, "interaction as the key to improve EFL learner's speaking skill". It is clear that the interaction is very influential to improve students speaking skill through TBL technique. Furthermore, It is supported by [15] [16] research finding, "TBL create opportunities for the development of learner's speaking, provide students with opportunities for real life language use, and the students can create and use natural language through such activities". So, classroom activities of TBL technique provided many opportunities to interact or communicate. It made the students familiar in interaction by using English and made the students felt self confidence.

---

[11] D. and long Larsen-Freeman, *An Introduction to Second Language Acquisition Research* (London: Longman, 1991).

[12] Rod Elilis, *Task-Based Language Learning and Teaching* (Oxford: Oxford University Press, 2003).

[13] Jane Willis, *A Framework for Task-Based Learning*.

[14] Jack Richard, *Communicative Language Teaching Today* (Cambridge: University Press, 2006).

[15] İsmail Hakkı Erten and Meryem Altay, "The Effects of Task-Based Group Activities on Students' Collaborative Behaviours in EFL Speaking Classes," *Journal of Theory & Practice in Education (JTPE)* 5, no. 1 (2009): 33–52, http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=36488633&S=R&D=ehh&EbscoContent= dGJyMNLe80SeqLI4zOX0OLCmr0meprdSr664SK+WxWXS&ContentCustomer=dGJyMOzpsEi0rrRJuePf geyx44Dt6fIA%5Cnhttp://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=3648863.

[16] H. Douglas Brown, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*.

Lecturer's role was the last factor that influenced the improvement of the students' speaking skill by implementing TBL technique. In teaching and learning process, the lecturer controlled, helped, guided, and monitored the students. On the other hand, the students paid attention and became more attracted in the classroom. This is in line with [17] who describes of activities in TBL, "teacher walks around and monitors and encouraging in a supportive way everyone's attempt at communication in the target language". This finding also support research finding

From [18] who states that "the improvement could be reached through TBL because of the interesting material used by the researcher, teacher's guidance, class atmosphere, and technique used in teaching and learning process".

All in all, those three factors above influenced the improvement of the students' speaking skill by implementing TBL technique.

CONCLUSION

By referring to the findings, the researcher draws her conclusion that the implementation of TBL technique can improve the students' speaking skill at first semester of English Education Study Program STAIN Bengkalis. This improvement can be seen from the scores were gotten by the students in speaking test in each indicator of each cycle of the research.

In addition, there are three important factors that support the students' improvements in speaking skill by implementing TBL technique. They are real world material, interaction, and the teacher's role. The first factor is real world materials were used in this research. By having real world material, the students have a willingness to have discussion and practice their English. The second factor is interaction that was applied in activities of TBL technique. It improves the students' participation to become more active in the teaching and learning process. The last factor is the lecturer's role. By having a good lecturer's role and guidance in the classroom activities, the teaching and learning process in speaking becomes better.

REFERENCE

Amlas. *Improving Students' Writing Skill through TBL at the First Grade of Animal Husbandry Class of Vocational High School 2 Batu Sangkar*. Padang: Unpublished Thesis, 2009.

Erten, İsmail Hakkı, and Meryem Altay. "The Effects of Task-Based Group Activities on Students' Collaborative Behaviours in EFL Speaking Classes." *Journal of Theory &*

---

[17] Jane Willis, *A Framework for Task-Based Learning*.

[18] Amlas, *Improving Students' Writing Skill through TBL at the First Grade of Animal Husbandry Class of Vocational High School 2 Batu Sangkar* (Padang: Unpublished Thesis, 2009).

Practice in Education (JTPE) 5, no. 1 (2009): 33–52. http://content.ebscohost.com/ContentServer.asp?T=P&P=AN&K=36488633&S=R&D=ehh&EbscoContent=dGJyMNLe80SeqLI4zOX0OLCmr0meprdSr664SK+WxWXS&ContentCustomer=dGJyMOzpsEi0rrRJuePfgeyx44Dt6fIA%5Cnhttp://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=3648863.

H. Douglas Brown. *PRINCIPLES of LANGUAGE LEARNING AND TEACHING*. *Encyclopedia of the Sciences of Learning*, 2012.

Harmer, Jeremy. *The Practice of English Language Teaching*. 4TH editio. Longman ELT, 2007.

Jane Willis. *A Framework for Task-Based Learning*. Harlow: Longman, 1996.

Larsen-Freeman, D. and long. *An Introduction to Second Language Acquisition Research*. London: Longman, 1991.

Nazenin Ruso. "The Influence of Task Based Learning on EFL Classrooms." *Pharmacology, Biochemistry and Behavior* 18 (2007): 563–567.

Nunan, David. "Task-Based Language Teaching." Cambridge: Cambridge University Press, December 9, 2004. Last modified December 9, 2004. https://www.cambridge.org/core/books/taskbased-language-teaching/0CA4599235DCF504DE221FF8D21409F0.

Richard, Jack. *Communicative Language Teaching Today*. Cambridge: University Press, 2006.

Rod Elilis. *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press, 2003.