THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH IN DEVELOPING SPEAKING SKILL OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 6 WATAMPONE AND THEIR ATTITUDE TOWARD ENGLISH

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ABSTRACT

Some students feel difficult when they have to speak in the classroom condition because there is always an audience. They feel so anxious in practicing their speaking skill in foreign language. The objectives of the research were to investigate the effect of using task-based language teaching (TBLT) approach in developing students' speaking skill and to explore students' attitude toward the use of task- based language teaching (TBLT) approach in teaching English speaking. Involving two classes as the experimental class and the control class which consisted of 60 students, selected by using Cluster Random Sampling technique. The research applied quasi-experimental method. The population of the research was the eighth grade students of SMP Negeri 6 Watampone in academic year 2015/2016.The data were collected through speaking test and questionnaires then analyzed by paired-sample t.test. The result of the research showed that (1) The use of task-based language teaching (TBLT) approach in teaching speaking significantly improved the students' speaking skill. It was proved by the mean score of students' posttest in experimental group was 70.00 and the mean score of students' posttest in control group was 58.66. It means that the improvement of experimental group was higher than that of the control group. (2) The students' attitude toward the use of task-based language teaching (TBLT) have strongly positive attitude. It was proved by the mean score of students' attitude was 90%. It was categorized as strongly positive attitude.

Key words: Task-Based language teaching, Speaking Skill, Students' Attitude.

1. INTRODUCTION

English plays an important role for communication in the world, it is used as an international language. Moreover, it is used to relate two or more countries which have different language, so it is important for us to learn it. English is compulsory subject from Junior High School up to the University. Even though English is taught for many years at the school and university. It seems that the result of the teaching is still far from being satisfactory at all levels.

Problems in teaching and learning English as a Foreign Language related to both teachers and students. This problem is partly affected by teaching methods. Another obstruction to EFL learners acquiring English is that teachers mainly employ the traditional teacher-centered approach in which teachers monopolize the learning and teaching process (Nunan, 2004)

Actually, the purpose of English teaching in Indonesia is both for academic purpose and as an international communication (Syamsuri,

A. S., Muhsin, M. A., & Nurmayani, N. (2016). However, the result of English teaching is still relatively low. The students at the school encounter problems in learning English as a compulsory subject in the school and actually they do not like teachers who spend most of class time lecturing. Lecturing time do not motivate them because they do not like being passive in class (Muhsin. A. 2016). Consequently, the students have limited input to the learning process.

The communicative approach recommends teaching English through enjoyable activities (Willis,1996). The communicative approach allows students to express their ideas while practicing and using language. Many approaches have been developed to support students' English skill, for example, task-based language teaching, English camps and game activities.

In Learning English there are four main skills that must be comprehended by students namely: Listening, Speaking, Reading and Writing. According to Harmer (2007) he

divided listening and reading as receptive skills otherwise speaking and writing as productive skills. Speaking as a productive skill is an important aspect in language learning. By speaking, we can understand the progress of language, transfer information, express opinion, share experiences and negotiate by communicating with others.

Dealing with the problem faced by students in the school the researcher then interested in teaching the students with task - based language teaching. TBLT approach is considered to be an effective approach that fosters a teaching and learning process. TBLT is regarded as an alternative approach to traditional language teaching because it favors a methodology in which functional communicative language use is aimed at and strived for achieving the outcome (Willis, 1996).

Task-based language teaching (TBLT) approach provides many advantages for teachers, how the teachers make the students enthusiastically because Task-based language teaching approach offers the language experience in the classroom. TBLT focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004). It encourages them to be actively involved in the learning process.

Purpose

In the accordance with the problem statements above, the objectives of research were:

1. To investigate the effect of using Task-Based Language Teaching (TBLT) approach in developing speaking skill of the eight grade students of SMP Negeri 6 Watampone.
2. To explore students' attitude toward the use of Task-Based Language Teaching (TBLT) approach in teaching English speaking

Theoretical Framework

This research applied quasi experimental design with two groups, one group as an experimental group and the other groups as a control group. In conducting the research, the researcher taught students in experimental group using TBLT and control group without TBLT. The researcher also investigated the effect of using TBLT on students' speaking skill which cover students' accuracy, fluency and comprehensibility and investigated students' attitude toward the use of TBLT. The conceptual framework in this research is described in the figure 2.1 as follows:
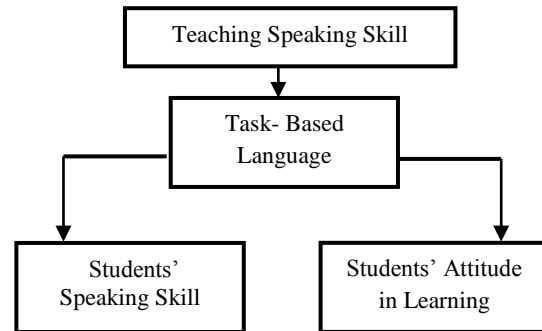

Figure 1. Conceptual framework

Hypothesis

H0: The use of Task – Based Language Teaching (TBLT) does not have significant effect in students' speaking skill.

H1: The use of Task – Based Language Teaching (TBLT) has significant effect in students' speaking skill.

2. RESEARCH METHODOLOGY

In this research, the researcher applied a quasy-experimental method in using one experimental group and one control group. It is employed when it is not possible to randomly assign individual participants to groups (Gay, *et al*. 2006: 257). The experimental group received the treatment by using the task-based program designed by the teacher and control group taught using the conventional method of teaching. Both the experimental and the control group gave pretest and posttest in their speaking skill and their attitude in using task based language teaching. The aim of the test is to find out the effect of task - based language teaching in developing students' speaking ability. The design is formulated as follows:

EG	O1	x1	O2
CG	O1	x2	O2

Symbols:

EG : Experimental group
CG : Control Group
O1 : Pretest
O2 : posttest
X1 : Treatment for experimental group by using task
X2 : treatment for control group by using conventional teaching
(Gay et all, 2006:225)

The research has two variables: independent variable and dependent variable. The independent variable was task-based language teaching (TBLT), and dependent variable were students' speaking skill and students' attitude toward the use of task- based language teaching. In collecting the data the researcher used the following instrumets to achieve the purpose of the research namely:

a. Speaking test

The speaking test was designed and developed by the researcher, and includes oral question. The test was given before and after conducting the treatment. The aim of the speaking test is to asses the students' speaking skill before and after implementation of the task in order to detect the effect of the students' speaking skill. And the students gave the pretest and posttest orally.

b. Questionnaire

The questionnaire designed to find out the students' attitude toward their English before and after the implementation of TBLT approach. The questionaire consisted of items attitudes toward task-based language teaching in the process of speaking learning. And the questionnaire designed in the form of a 5 point Likert scale. The options for that are strongly agree, agree, undecided, disagree, and strongly disagree. In this case, the questionnaire consisted of 20 statements, where 10 positive statements and 10 negative statements. The questionnaire distributed after conducting the treatments to the students.

3. FINDING AND DISCUSSION

The findings of the research deal with students' achievement in speaking which cover students' accuracy, fluency, and comprehensibility and students' attitude. The research finding in this chapter are based on analysis of data collected by using test including pretest and posttest for experimental and control groups.

Then, it is continued with students' attitude toward Task – Based Language Teaching (TBLT).
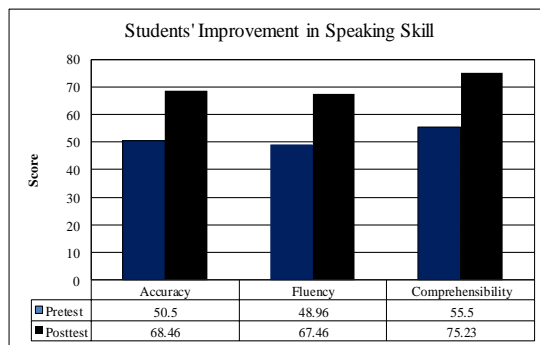
a. Students' Speaking Skills

Figure 2. Students Achievement in Pretest and Posttest in Terms of Accuracy, Fluency and Comprehensibility

The figure shows that the comprehensibility in posttest was higher than the score in pretest. It means that there was significant difference between pretest without treatment and posttest after treatment through task-based language teaching.

The result of the students' improvement in experimental and control group can be described in the figure 3.
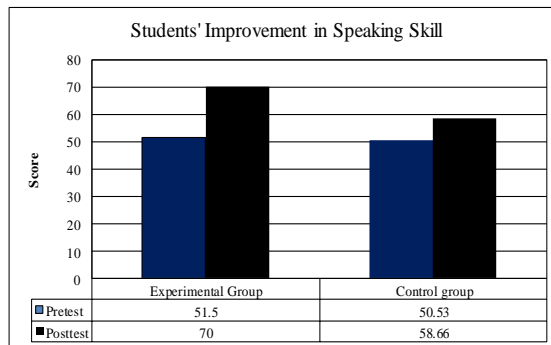

Figure 3. Students' Speaking Achievement in Experimental and Control Groups

b. Test of Significance (t-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) or paired

samples test for independent sample test, that is, a test to know the significance of difference between the result of students' mean scores in all mean score of pretest and posttest.

Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = 58. Below are the t-test results in pretest and posttest of experimental and control group in terms of accuracy, fluency, and comprehensibility.

c. The Students' Attitude

The questionnaires were distributed to the students to know their attitude toward task-based language teaching. The students' score interval of questionnaires is shown in table 1.

Table 1. The Percentage of the Students' Attitude toward Task-Based Language Teaching

Interval score	Category	Task-Based Language Teaching	
		F	%
84-100	Strongly positive	28	93
68-83	Positive	2	6.7
52-67	Neutral	0	0
36-51	Negative	0	0
20-35	Strongly Negative	0	0
Total		**30**	**100**

The students' interval score based on the questionnaire in table 4.15 indicates that the use of task-Based Language Teaching in teaching speaking shows that there were 28 students or 93% felt strongly positive which is categorized as strongly positive, there were 2 students or 6.7% of the students felt positive which is categorized as positive), and none of the students felt neutral, negative and strongly negative. Further analysis shows the mean score of students' attitude toward Task-Based Language Teaching.

Table 2. The Mean Score and Standard Deviation of the Students' Attitude.

Group	Mean	Standard deviation
Task-Based Language Teaching (TBLT)	90	4.81

The mean score of Task-Based Language Teaching was 90 which were categorized as *Strongly Positive*. The students' attitude toward Task-Based Language

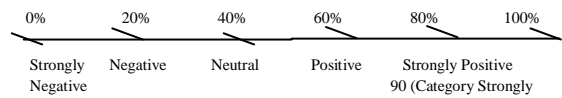Teaching also can be seen in the figure 4.5 as follows:

Figure 4. Percentage of Students' Attitude toward Task-Based Language Teaching

Discussion

This section discusses the interpretation of the findings based on the result of statistical analysis and the description of data gained. It consists of two parts, students' speaking skill and students' attitude.

a) Students' Speaking Skill

In this section, the researcher presents the discussion of the result of statistical analysis. Based on the data above, the comparison of the improvement of students' speaking skill of experimental and control group can be proved by analyzing the posttest result. The result shows that the mean score of the students' posttest both the groups increased after the treatment.

It was proven through the mean score of the students' pretest was 51.50 becoming 70.00 for the experimental group, while the students' pretest for control group was 50.53 becoming 58.66, but in this case, the result of the posttest in experimental group was higher than the control group (70.00>58.66). The result of the posttest indicated that the use of Task-Based Language Teaching gave significant progress toward students' speaking skill.

The result can be described that task – based language teaching approach emphasized the students actively in learning process. In task- based language teaching, tasks are central to teaching and learning activity. It means that students can learn more effectively when their brain focuses on the task. Furthermore, TBLT enables the teacher to develop the students' speaking skill and to practice making oral representation immediately. Using TBLT in the class, the situation is comfortable, cooperative, non-threatening and enjoyable. Consequently, the

students speak confidently in performing the task.

The use of task-based language teaching in developing speaking skill enhances the students' achievement in speaking. But although the score of students' posttest improved, it did not mean that they speak without any deficiencies and mistakes. Here are some common mistakes made by students.

1) The Students' Speaking Skills in Term of Accuracy

The result of data analysis shows that the use of task-based language teaching the result of posttest was higher than in the pretest (68.33>50.55). However, it cannot be denied that students made some mistakes during the research. The mistakes that the students made were exemplified in the following description.

a) *Mispronunciation*

Pronunciation is an act or result of producing the sounds of speech, including articulation, vowel formation, accent, and inflection. Correct pronunciation is the pronunciation that almost same with the native speaker and correct based on the phonological. Some students are not particularly concerned about their pronunciation therefore the pronunciation was one of difficult problems faced by students. Some mistakes that sometimes the students made when pronouncing English words are as follows:
For example:

a) Afternoon /afternun/ ⟶ /a:f.tə'nu:n/

b) Picture / pikcur/ ⟶ 'pik.tʃə r /

c) Because / bikaus /⟶ bi'kɔz

d) Color /kaler/⟶ /'k ʌlə r

e) Live /lif /⟶ / lIv/

b) *Structure (Grammar) error*

The term of structure does not only with the pattern or the sentence construction but also the rules of how and when the patterns are applied to form the sentence for the communication. Knowing grammar knowledge will help students in speaking English, because they will know how to arrange the words in sentence, what tense will

be used, how to use appropriate utterance. Gautam (1988: 34) states that the quality of students' speaking ability will be better if they have a good structure. Here the example of the most grammatical errors that sometimes the students made:

a) *The misuse of pronoun*
For example:
*"…I like Taslim because they handsome…"
It should be "…I like Taslim because he is handsome…"
*" … when I go to school I usually I drive a motorcycle…"
It should be " When I go to school I usually drive a motorcycle"

b) *The misuse of adjective form after tobe*
For example:
*"…When I hot.." It should be "When I am hot… "

2) The Students' Speaking Skills in Term of Fluency

Some students want to speak fluently and clearly but actually they repeated the words or sentences twice, three times or until several times.

Fluency refers to be able to speak confidence without too great an effort with fairly wide range of expression and explore the ideas without thinking too much about the things to say or having to stop. Richard and Rodger (2001: 90) state that fluency is ability to produce written or spoken language easily. This means that spoken language is needed naturally with hurtles and when speak orally, little confidence must be avoided because the discomfort in speaking may be reflected in a frustration, shaking voice, shaking hands ,difficult to think clearly, and other unpleasant mental emotional.

In implementing the task-based language teaching, the students speak too much confidence and they do not pay attention the common mistake in speaking for example; repeating words many times, unnatural pause, and so on. Although the use of task-based language teaching make students share their ideas and exchanged their knowledge to each other, the researcher assumed that students' fluency was influenced by the students' lack of vocabulary, students did not mastery grammar,

students made too many pauses, halting, and repeating words several times.

Here some examples of students' inhibition in speaking:

a) *Unnatural pause. The speaker makes a pause when he wants to say something but he loses of words or of the though what he wants to express.*
For example:
*" … I …I usually ….make a juice…"
*" … If rainy season I usually…wear the jacket and….ee…I wear un brella…"

b) *Repeating words. It is a word that the speaker almost all the time repeats the same word to get what he says.*
For example:
*" ..and my brother...my by brother
*" ..he.. he is marry and..ee…three children
*" .. After that I will…I pray with my family I pray…I will pray ..after …I pray reading usually .. ee..

3) The Students' Speaking Skill in Term of Comprehensibility.

The result of data analysis shows that the implementations of task-based language teaching can develop students' speaking skill in term of comprehensibility. It can be shown from the result of posttest was higher than in the pretest (69.86>53.20). Comprehensibility refers to the understanding of purpose and general meaning of the speech delivered. Here the example of the utterance of the students in speaking;

a) * " … my name is Anwar Hamid I live in jalan Husein jeddawi I like the game and sport my… favorite is … is … em.. bapak Rustam , my mother name is…my …may sister name is nurfahira, may… may favorite em… Ireng Sungkar… because …e…beautiful, smart, em…and…"
In this utterance the researcher needs to clarify the word what the students say and mean, for example my favorite …, so the clarification is still necessary.

b) Basically, the listener can understand the speaker and easy to comprehend the speaker's intention, but he must constantly seek clarification, for example;
My full name is Ardiansyah, my nick name is Ardy, I was born ….i was born in Bulukumba four September two thousand two, I am thirteen years old, I..I live in Jalan gatot Subroto my mother…my mother….(unclear utterance)..my father job is army, my favorite actress is Mahadewi because she is beautiful her.. (Unclear utterance) is beautiful em.. she is smart her skin.. (unclear utterance) rainy season. Researcher must seek clarification what the speaker said and clarified the student' utterance).

From the overall data above the researcher concluded that the use of task-based language teaching in English language teaching can develop students' skills in speaking, although there are still lacks such as lack of vocabulary students, students feel not confidence to speak, they do not pay attention the good structure of sentences, and sometimes they are ashamed to talk even they firstly have to ask the teachers what should be talked.

b. Students' Attitude

The result of the questioners showed that the use of task-based language teaching affect the students' attitudes because it can be seen the response of the students were responded to strongly positive and positively, there were no students responded to negatively. Moreover after the implementation of the Task – based language teaching, their attitudes were showed strongly positive, they felt interested, motivated and confident in speaking (these responses were in items number 7, 9 and 11 in attitude questionnaire, (appendix 3). The fact of the students' attitude is related to designed task; they studied by interacting with each other without being afraid in making errors. In addition the researcher has motivated the students to participate in the designed activities. For example, in comparing, ordering and sorting activities the students were motivated to think and use the language; they had less anxiety, stress and participated in the classroom interaction with the highest self-confidence.

The attitude of the students can be also shown from the mean score of the students'

attitude toward task-based language teaching. The mean score of the students' attitude was 90% with the standard deviation 4.81 which was categorized as strongly positive attitude with the interval score 85-100.

During teaching and learning process, students gave serious attention, participated well in speaking class activities, asked teacher if need help and cooperated with peer. After noticing the finding and discussion above, it is indicated that the use of TBLT can develop the students' speaking skill and makes them motivated and enthusiastically in learning English especially in speaking skill.

4. KESIMPULAN

Using Task - Based Language Teaching (TBLT) approach have significant effect in developing speaking skill of the eight grade students of SMP Negeri 6 Watampone, it can be seen in the results of students' score. The students' mean score of posttest was 07.00 for experimental group, while control group was 58.66, and the t-test of the students' speaking achievement in experimental and control group in posttest was smaller than α (0.00 < 0.05).

The students' attitude toward task-based language teaching (TBLT) approach in teaching speaking have good attitude. The mean score of students' attitude was 90%. It was categorized as strongly positive attitude.

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