

Task Based Instruction in Teaching Speaking Skill in EFL Classroom

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Abstract

The aim of the study was to examine the effectiveness of task based instruction approach in teaching speaking skills of EFL learners. This research was a pre-experimental. It was conducted at the seventh grade of MTs Darul Aitam Jerowaru in the school year 2017-2018. The sample consisted of 25 students selected by using cluster random sampling technique. The data was collected using a speaking test. In analyzing the data, the researcher using paired sample t-test. The mean score of post-test (57.12) was higher than pre-test (34.56). The result of the paired sample t-test indicated that there was a significant difference in the mean scores between pre-test and post-test, $t(df=24)= 49.59$ at $p < .01$. Based on the finding, it can be concluded that task based instruction was significantly effective in teaching speaking skills.

Keywords: Speaking skills, task based instruction (TBI) approach

1. Introduction

As a foreign language, English is taught as a compulsory subject in almost every level of education in Indonesia. The purpose of English teaching and learning is to enable students to comprehend and produce English. Therefore, every student in every level of educations is expected to be able to master English. It is also stated in KTSP (Kurikulum Tingkat Satuan Pendidikan) that the purpose of teaching and learning English is to make the students to be able to use English actively, functionally and epistimately which is to communicate in spoken and written form to deal with daily life communication.

In learning English, students are expected to master the four English skills, thus are listening, reading, writing and speaking, to know whether they can understand the material or not. The most important of all is speaking because English is language and the language must be spoken to make the other understand.

Tarigan (as cited in Eva Betty, 2014) states that “speaking skill is a skill that develop in child’s life, which is only preceded by the skill of listening, and speaking skill have been studied during the same time.” In addition, speaking is the informal interchange of thought and information by spoken words. When a speaker talks about someone or others, the speaker can be produce information and the listeners can receive information. Its form and meaning are depending on the context in which it occurs. We generally use speaking as means of communication in daily interaction. The presence of speaker and listener is a must to build up

a mutual communication in speaking activity. Thus, speaking is considered inseparable to something we call communication. Communication is the way individual can show the feelings, tell the thoughts, ask question, ask for help, argue, persuade, explain, and give other each other.

In learning process there are some problems that found in teaching speaking. As the researcher experience in Magang III at MTS NW Gelondong, the students is less maximal time to practice their speaking in the classroom because the teacher should teach the suitable with the syllabus from the government, remembering that there is final examination from the government. They do not have time to practice their speaking in the classroom because they do not have partner to speak English and the fact, they are speak in their native language or mother tongue. One solution to overcome that problem is by using task based instruction (TBI).

Task based instruction (TBI) is regarded as an alternative solution to traditional language teaching methods because it favors a methodology in which functional communicative language use is the purpose and strived for (Ellis, 2003). Also, TBI is considered as an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are most likely to achieve the aim of accomplishing defined communicative goals. Based on the phenomenon above, the researcher intends to investigate “the Effectiveness of Task Based Instruction (TBI) in teaching Speaking Skill for the seventh grade students of MTs Darul Aitam Jerowaru in the school year 2017-20118”.

2. Method

This research was used a pre-experimental design that involved a single group to be given the pre-test, treatment, and the post test. The research concerns with investigating the effectiveness of task based instruction (TBI) in teaching speaking skill for EFL classroom.

2.1 Participants

In this case, the researcher took one class as the sample of the study. The researcher used cluster random sampling tehcnique. Cluster random sampling technique is one of the simplest forms of collecting data from the total population. In determining the sample, the researcher used a lottery. Here the researcher registered all members of the population then each member of the population is each numbered in a small piece of paper, after that the paper rolled and then inserted into the box to be shaken, after that the researcher took the paper one by one to obtain the necessary samples. In this case, the sample took from VII B which consists of 25 students.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

The test is absolutely needed to measure the student’s achievement in teaching and learning process especially in teaching speaking. In this research, the researcher used task based instruction to treating students as the sample of the research. The form of speaking test is in oral test based on the topic taught in the speaking test, the researcher asked the students

to speak within 3 minutes. After conducted the instructional, the researcher marked the scheme of student's score, which consist of accuracy of pronunciation, fluency, grammar, vocabulary, and comprehension.

Table1. Scoring rubric of student's speaking ability

Elements	Score	Criteria
Fluency	5	Speak very fluently, native-like fluency.
	4	Speak less fluently due to few problems of vocabulary.
	3	Occasionally have problems in speaking due to selection of words, so that the are several pauses during speaking.
	2	Regular pauses and hesitancy
	1	Very slow speaking due to serious language problems.
Grammar	5	Very few mistakes without deducing the meaning of information.
	4	Accosionally making mistakes, e.g. order or words, but the meaning can be understood.
	3	Making several mistakes, thus repetition is necessary to strengthen meaning.
	2	Making many mistakes, so that meaning is unclear.
	1	Making regular mistakes so that it is difficult to understand.
Vocabulary	5	Accurate selection of words, native speaker-like.
	4	Very few mistakes in word selection, but it does not deduce the meaning.
	3	Accosionally uses inaccurate words, so that clarification of meaning is necessary.
	2	Regular wrong uses of words which make meaning difficult to understand.
	1	Serious problems in using accurate words, so that it is unable to undertand.
Pronunciation	5	Accurate pronunciation with native-like accent.
	4	Accurate pronunciation withn mother tongue accent.
	3	Good pronunciation with one or two mistakes.
	2	Having problems in pronunciation, thus it is difficult to comprehend.
	1	Having problems in pronunciation, thus it is unable to comprehend.
comprehension	5	Very good understanding of the material so that the story could be expresses nicely.
	4	Good understanding of the material, but occasionally make repetitions in expressing the story.
	3	Having comprehension problems, but not serious and directly understand after having some repetitions so that the story could be expressed.

2	Having difficulties to comprehend the material so that unable to express the story.
1	Unable to comprehend the material so that unable to express the story.

Brown (2004)

Table 2. Scoring Interpretation

Score	Category
80-100	Very High
60-79	High
40-59	Modest
20-39	Low
00-39	Very Low

2.2.2 Techniques for Collecting Data

In collecting data, the researcher used a speaking test. The researcher administrated the steps to collect the data they were: Pre-test, treatment, post-test. Pre-test was applied before treated the students using task based instruction, here the students were asked to describe their idol. During they discribe their idol the reseacher record them by using mobile phone. The purpose of pre-test was to know students speaking skill. Then the researcher conducted treatment by using task based instruction. During the treatment, the researcher discused about descriptive text. Here, the treatment was done in four meeting. After the treatment was done, the researcher conducted the post-test, in this step the students describe their idol by using picture, here the researcher asked the students to speak within 3 minutes. The purpose of post-test was to know the effectiveness of task based instruction in teaching speaking skill for EFL classroom.

2.3 Data Analysis

2.3.1 Descriptive Statistics

In analyzing th data the researcher used descriptive statistic to find out the mean score (M) and standard deviation (SD) of students score. To get mean score of pre-test and post-test, the researcher used SPSS 22 for windows.

2.3.2 Required Statistic For Testing Hypothesis

There were two statistics required for testing hypothesis, those were normality and homogeneity. Normality testing was used to check whether the distribution of pre-test and post-test was normal or not. Moreover, the data was said to be normal if the values of the signficance is higher than $(p) = 0.05$. Based on the result One-Sample Shapiro-Wilk, all of the values of Shapiro-Wilk in pre-test and post-test were higher than the values of the significant $(p) = .05$. The value of Shapiro-Wilk in pre-test was 141 while the value of signficance in post-test was 157. It implied that the data was normal. In addition, homogeneity test was conducted to know that the data are homogeneous or not. Moreover, the data was said to be homogeneous if the values of the level significant is greater than $p = .05$. Based on the calculation of One-Way ANOVA, the significant values in pre-test and post-test were .483. It means that the data was homogeneous.

2.3.3 Hypothesis Testing

To know the effectiveness of task based instruction (TBI) in teaching speaking skill, thus the researcher calculated the data by using computer package SPSS 22 for Windows. Then to examine the effectiveness of TBI in teaching speaking by using paired-sample t-test to process the data. Moedjito (2016, p.122). The result of the procedure which indicates that the hypothesis is accepted or rejected.

3. Findings

After counting the data from 25 students, the researcher found the result in speaking skill of pre-test was “low”. The detail data regarding the score of the students in pre-test was as follow: 9 students (36%) was categorized into “modest”, 16 students (64%) was categorized into “low”. Thus, from the data it can be concluded that the majority of students (64%) still have problems and were essentially assisted to improve their oral communication competence or speaking ability.

Moreover, in post-test further showed that the students speaking skill more significantly improved than pre-test. The detail data regarding the achievement of the students in post-test was as follow: 11 students (44%) was categorized into “high”, 14 students (56%) was categorized into “modest”. Thus, from the data above it can be proved if the students’ speaking skill was improved than pre-test.

The result of the data calculated that the mean score of experimental group in pre-test was 34.56 and standard deviation was 9.85. Meanwhile, the mean score of post-test was 57.12 and standard deviation of the post-test was 8.83. Based on the data gained of students’ speaking skill, it was indicated that there was a tendency of mean score after having the treatment was higher than before, it means that task based instruction (TBI) was effective in post-test.

4. Discussion

The goal of this study were to find out the effectiveness of task based instruction (TBI) on students’ speaking skill for the seventh graders of MTs Darul Aitam Jerowaru in the school year 2017-2018 and how is the effectiveness of task based instruction (TBI) approach on students’ speaking skill for the seventh graders at MTs Darul Aitam Jerowaru in the school year 2017-2018.

The result of the study discovered that task based instruction (TBI) significantly effective to be used for teaching speaking. Task based instruction (TBI) is regarded as an alternative solution to traditional language teaching methods because in process of teaching and learning using task based instruction (TBI) students will be given topics as interesting as possible such as describing the things they are really like, when students are interested of the topic, certainly students will be more active in the learning process. So unknowingly the students are doing a task that is provided with a relaxed and enjoy.

In this case, during task based instruction activities, the teacher give examples of tasks in advance such as describing famous figures or someone that they idolize like actors and artists. After they understand it, the teacher then gives the task instructing them to speak in front of the class to present the results of their understanding of the descriptive text that has been given. When they do the presentation, they will directly reveal their knowledge of their

characters or idols. Mention the physical and characteristics are the most important thing in describing idol. In this case the student in demand must be confident when describing his idol, because when mentioning their idol characters they could just use his expression in front of the class. It can be concluded that task based instruction (TBI) can improve students' learning interest when it comes to assigning and speaking in the classroom using the target language. It is believed that task based instruction (TBI) is effective in joining teaching and learning process in MTs Darul Aitam Jerowaru students.

The results of this research was compliance with other research about the effectiveness of task based instruction in teaching speaking skills which was conducted by Baris Kasap (2015). The result of his research showed the use of task based instruction in teaching speaking skills was effective to the improvement of students' oral skills. In this research, the hypothesis is "The Effectiveness of Task Based Instruction in Teaching Speaking skills for the seventh graders of MTs Darul Aitam Jerowaru." To support the result, Ellis (2003) stated that task based instruction is regarded as an alternative solution to traditional language teaching methods because it favors a methodology in which functional communicative language use is the purpose and strived for. Through task based instruction method, students are derived into a situation like in a real world, a situation where oral communication is essential for doing a specific task and undeliverable. In addition, the purpose of applying task based instruction (TBI) is to assist the students in building confidence in doing instructional tasks speaking skill in their classroom.

4. Conclusions

Based on the result of the data analysis and discussion presented in the previous section, the researcher concludes that using task based instruction (TBI) able to improve students' speaking skill after given treatment. It means that task based instruction was significantly effective in teaching speaking skill for seventh graders of MTs Darul Aitam Jerowaru in the school year 2017-2018.

Furthermore, the success in teaching do not depend on the lesson program only, but more important is how the teacher present the lesson and use various approaches or method to manage the class more lively and enjoyable. Regarding to the teaching speaking by using task based instruction (TBI), the researcher provides some suggestions for the teacher and students. For the teacher before assigning used task based instruction (TBI) to the students, the teacher should make sure that the students have fully understood and have information they need. Then, for students they are hoped to speak English when they practice task based instruction (TBI) in the classroom.

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