



The Effect Of Task-Based Instruction Method In Enhancing The Speaking Skills Of Eleventh Grade Students At MA Hubbulwathan Duri

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ABSTRACT

The aims of the study were to examine the effect of Task-Based Instruction (TBI) on enhancing the speaking skills of eleventh-grade students at MA Hubbulwathan Duri. Using a quasi-experimental design with a quantitative approach, it compares students' speaking abilities before and after TBI implementation and examines differences between the experimental group (TBI) and the control group (traditional instruction). The research questions included: (1) How are students' speaking skills before using TBI? (2) How are students' speaking skills after using TBI? (3) Is there a significant difference in students' speaking skills after using TBI? Data analysis through paired t-tests showed that the experimental group demonstrated significant improvement in speaking skills, particularly in pronunciation, grammar, vocabulary, and fluency, after receiving TBI. Meanwhile, the control group, which received traditional instruction, showed minimal progress. The findings reveal a significant difference in speaking performance between the two groups, emphasizing TBI's effectiveness in enhancing speaking skills. This study highlights the potential of Task-Based Instruction as an effective teaching method for improving students' speaking Skills.

Introduction

In recent years, the importance of effective communication skills has become increasingly evident in academic and professional contexts, yet many students continue

to struggle with speaking skill, particularly in non-native language settings (Smith & Johnson, 2023). Despite various teaching instruction being employed, a notable gap persists in achieving significant improvements in students' speaking skills. At MA Hubbulwathan Duri, eleventh-grade students face challenges in developing fluent and confident speaking skills, which impacts their overall language competence and academic performance. The current curriculum less a targeted method to address these specific speaking challenges, emphasizing a critical need for a more effective instructional method. In Review of Educational Research article, Shahjahan et al. (2022) found many unsuitable and incompetent curriculums in the UN designations of world regions: Africa, Americas, Asia, Europe, and Oceania has made it difficult for instructors to use any suitable methods for teaching. Merdeka Curriculum is known as a learning method that prioritizes the development of critical thinking skills, creativity, and student independence (Yogami, 2023).

Leaver & Jane R. Willis (2004) emphasize Task-Based Instruction (TBI) that has emerged as a promising pedagogical method that focuses on the use of meaningful tasks to facilitate language learning. This method emphasizes real-world language use rather than rote memorization of grammar rules, potentially offering a novel solution to the speaking difficulties faced by students. The phenomenon explored in this present study revolves around the potential of Task-Based Instruction (TBI) to transform traditional language learning instructions. While teaching often relies on passive learning techniques that still Lack engage students or improve their speaking skill, TBI shifts the focus to active, practical language use through engaging, real-world tasks. This method encourages students to practice speaking in contexts that mirror actual communication situations, thereby bridging the gap between theoretical knowledge and practical application. For eleventh-grade students at MA Hubbulwathan Duri, who may struggle with existing instructional methods, TBI offers a promising alternative that could enhance their speaking skills by fostering more interactive and meaningful learning experiences. In terms of the traditional instruction phenomenon in MA Hubbulwathan Duri, refers to the prevalent reliance on conventional teaching methods, often emphasizing rote memorization and direct instruction.

1. *Identification of the Problem*

Challenges Faced by Eleventh Grade Students at MA Hubbulwathan Duri:

- a. Eleventh-grade students at MA Hubbulwathan Duri struggle with speaking skills, particularly in fluency, accuracy, and confidence during English communication.
- b. Instruction primarily relies on rote learning and passive reception of grammatical rules, which fails to provide practical speaking practice.
- c. There is a disconnect between students' theoretical knowledge and their skill to use the language confidently in real-life situations.
- d. Students find it difficult to engage in spontaneous conversations, limiting their participation in academic discussions and everyday interactions.

2. *Formulation of the Problem*

The researcher constructs the research formula after comprehending the research problem:

- a. How is student's Speaking Skills Before Using Task-Based Instruction Method?
- b. How is student's Speaking Skills after Using Task-Based Instruction Method?
- c. Is there any significant different of students Speaking Skills by using Using Task-Based Instruction Method?

3. *The Concept of Speaking Skill*

"Speaking is the most important skill in English language teaching" (Maxom, 2009). Other than that, Maxom (2009) also says that speaking is about being understood. Individual freer practice activities for speaking include having students deliver a speech or presentation (Maxom, 2009).

Harmer (2007) says that speaking is a multifaceted skill since it involves grammar, vocabulary, pronunciation, fluency, and comprehension. "In fact, speaking is a means to present an object which a person wants to reach and to show feeling through expressions in the verbal process" (Minh & Duong, 2023). Harmer (2007) defines communication occurs when the listener may respond to the speaker after understanding the content conveyed. As we know, there are four basic English skills that must be acquired. One of them is talking. However, while using English to communicate, speaking is often seen as a primary talent, among others.

Knowing that everything begins in the classroom is essential for a good relearning experience; there must be a thorough grasp of the numerous complexity that students and teachers encounter in order to revise these deficiencies and get the best outcomes (Khashan & AbuSeileek, 2023).

Speaking skills are essential for providing and receiving information, as well as progressing in current world culture. The capacity of an individual to explain thoughts in such a way that others would listen and comprehend has become a basic requirement in people's lives. However, learning English, particularly speaking, takes time and effort. The skill to communicate clearly and effectively is something that youngsters will learn in school and will benefit them throughout their lives. Furthermore, speaking skills are described as the skills that allow us to communicate successfully. Aside from that, students in elementary and secondary school will study English speaking skills as well as speaking skills in other languages. Although many educational institutes in EFL settings provide English speaking classes, each institute's teaching style is unique (Plengkham & Wasanasomsithi, 2023).

4. *The Concept of Task Based-Instruction*

Since the introduction of communicative language teaching in the 1970s, the emphasis in language teaching has shifted from viewing grammar as a central unit of instruction to providing learners with communicative competence, which is the skill to use grammar and other aspects of the language for communicative purposes, such as making requests and offers, giving advice, and so on (Richards, 2006). TBI Task-Based instruction (TBI) is a method of language instruction that involves students in meaningful discussion and engagement, allowing them to learn grammar via genuine language use. A teaching strategy that uses communicative and interactive activities as the primary units for lesson design and delivery.

Such tasks are believed to provide a good foundation for language acquisition because they:

- 1) Entail meaningful conversation and engagement;
- 2) Require negotiation; and
- 3) Allow learners to acquire grammar through actual language usage.

This Method does not require a preset grammatical curriculum because grammar is addressed when the need arises during interactive exercises.

When employing tasks in the classroom, instructors frequently used a cycle of activities that includes: a) task preparation, b) task performance, and c) follow-up activities that may focus on language form. Task-based teaching is an extension of the ideas of Communicative Language Teaching, with proponents attempting to adapt second language acquisition principles to teaching (Richards & Schmidt, 2010).

As a product of Communicative Language Teaching, TBI faced a similar divide to its predecessor: the weak and strong versions. In the weaker form of TBI, known as task-supported teaching, tasks are considered as a method of providing learners with communicative practice of language elements provided in a typical, grammar-based classroom. In the strong version, known as TBI, tasks are viewed as central components in the planning and delivery of teaching. The tasks in this edition are both essential and adequate on their own. Willis (1996) claims that TBI is the solution to the challenges encountered by the classic strategy because it creates conducive conditions for language learning. TBI allows learners to acquire language efficiently because they are exposed to actual spoken and written language in use, have opportunities to apply the language to accomplish tasks, are motivated to analyze the usage and exposure, and have the opportunity to focus on forms. TBI implementation is not without its obstacles. The first issue is that instructors have a limited grasp of TBI, which prevents them from effectively implementing the method in their classroom. Furthermore, TBI, as a technique that focuses on general communication skills, appears unsuitable in many countries where traditional, grammar-based tests are preferred. TBI may also produce a difficulty with linguistic accuracy since the task activity may emphasize fluency over correctness. Learners' refusal to use English as a medium of classroom communication is also an issue. Students' excessive usage of their mother language may contradict the

teacher's initial intentions and assumptions that learning English include utilizing it to communicate.

Method

This research was conducted as quasi-experiment using a quantitative method such as experiment done by Hidayati (2019) and Jawad & Abosnan (2020). From these opinions it could be concluded that experimental research is research by conducting experiments on experimental groups, to each experimental group subjected to certain treatments with conditions that can be controlled. Using these designs, the researcher aimed to identify groups that are as comparable as feasible. Unfortunately, as the design's name suggests, the resulting groupings are unlikely to be comparable (Marczyk et al., 2005).

Table 1: Scheme of the Research Design

Group	Pre-test	Treatment	Post-test
A	Y1	X1	Y2
B	Y1	X2	Y2

(Sudjiono, 2014:86)

Where:

A : Experimental Class

B : Control Class

X1 : Treatment (Task-Based Instruction)

X2 : Treatment (Traditional instruction)

Y1 : Pre-test

Y2 : Post-test

Table 2: Population

Data Population	
Eleventh Grade Students At Ma Hubbulwathan Duri	
Class Xi A	Class Xi B
20	15
Total	35

Table 3: Sample

Data Sample	
Class Xi A	Class Xi B
Student A1	Student B1
Student A2	Student B2
Student A3	Student B3
Student A4	Student B4

Data Sample	
Class Xi A	Class Xi B
Student A5	Student B5
Student A6	Student B6
Student A7	Student B7
Student A8	Student B8
Student A9	Student B9
Student A10	Student B10
Student A11	Student B11
Student A12	Student B12
Student A13	Student B13
Student A14	Student B14
Student A15	Student B15
Student A16	
Student A17	
Student A18	
Student A19	
Student A20	

Finding and Discussion

Based on the data explanation and data analysis above, the researcher found the following findings:

1. To answer the first research problem, “What are the students' speaking skills before using the Task-Based Instruction method?”, the researcher had found the pre-test results for Class A (experimental group) and Class B (control group). It showed that the students' speaking skills before the Task-Based Instruction (TBI) method was applied. For the experimental class, the mean score of the pre-test was 66.40, indicating that the students had a moderate level of speaking skill. Similarly, in the control class, the mean pre-test score was 50.25, suggesting that the students' speaking skills were comparatively lower at the start. These initial scores served as a baseline for assessing the impact of TBI on the students' speaking skills.
2. To answer the first research problem, “What is the students' speaking skill after using the Task-Based Instruction method?”, the Task-Based Instruction method was applied. Then, the experimental class showed a significant improvement in speaking skills. The post-test results revealed a mean score of 16.45 for Class A, indicating a "Good" improvement in the students' speaking skill. Most students performed well, as indicated by the median score of 16.49. On the other hand, the control class (Class B) also showed improvement, but to a lesser extent. The post-test mean score for the control class was 14.33, and the median was 14.30, suggesting moderate progress compared to the experimental group. The

experimental class's higher scores demonstrate that Task-Based Instruction had a more substantial positive effect on students' speaking skills.

3. To answer whether or not there was a significant difference in students' speaking skill by using the Task-Based Instruction method, the researcher found that there was a clear and significant difference in students' speaking skills between the experimental class and the control class after the Task-Based Instruction method was implemented. The experimental class showed a higher mean post-test score of 16.45, compared to the control class's mean of 14.33. The median scored also supported this finding, with the experimental class showing more consistent and higher performance. These results suggested that the Task-Based Instruction method was more effective in improving students' speaking skills compared to traditional instruction. As a result, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected, confirming that TBI had a significant impact on enhancing students' speaking skills.

Conclusion

Based on the findings of this study, the researcher came to the following conclusion:

1. The study demonstrates that Task-Based Instruction (TBI) has a significant positive impact on the speaking skills of eleventh-grade students at MA Hubbulwathan Duri. Quantitative data from pre- and post-intervention tests show substantial improvements in pronunciation, grammar, vocabulary usage, and overall fluency among students in the TBI group. The results further confirm that these gains are significantly greater than those observed in the control group, indicating that TBI effectively enhances students' speaking skill.
2. TBI proves to be more effective in improving speaking skills. The TBI group exhibited notable improvements in all measured aspects of speaking—pronunciation, grammar, vocabulary, and fluency—whereas the control group showed only modest or non-significant improvements. This highlights the superior effectiveness of TBI in fostering meaningful language use and improving speaking skill through interactive and practical activities.
3. Students' perceptions align with the quantitative findings, revealing that they view TBI as an effective method for enhancing their speaking skills. Surveys and observations indicate that students in the TBI group experienced increased engagement, greater self-confidence, and perceived improvements in their speaking skills. The interactive and student-centered nature of TBI contributed to a more enjoyable and effective learning experience, reinforcing its value in language instruction.

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