

## **CHAPTER I**

### **INTRODUCTION**

This research aims to analyze the effectiveness of Task-Based Language Teaching on speaking skills. This chapter contains the background of the research, problem of the research, purpose of the research, the operational definition, significance of the research, operational definitions, and scope.

#### **1.1 Background of the Research**

Speaking ability is one of the important aspects in education, especially skills that need to be developed in the context of globalization which demands to be able to communicate well in a foreign language. Speaking needs to be mastered by all students of English as foreign language. Speaking is a skill that facilitates individuals to convey thoughts, ideas, feeling directly (Malihah, 2010), so that social and professional interactions are facilitated. It is become the topmost priority around the world due to the current demands of the 21st century skills (Rajendran & Md Yunus, 2021). Speaking takes place everywhere and has become part of our daily activities (Marleni et al., 2021). When people speak, they interact and use the language to express their feelings and thoughts.

Speaking ability is one of the most challenging skills that students find difficult to improve. The difficulties might affect students' ability to speak, particularly in a foreign language (Suparlan, 2021). Common issues such a lack of confidence, insufficient practice and the fear of making mistakes often contribute

to these struggles. These obstacles hinder their ability to communicate effectively and cause them to lose motivation to consistently hone their foreign language skills.

Beside the common issues above, in many educational contexts, the teaching often focuses on the grammar and vocabulary aspects of learning rather than intensive speaking skills, which is consider one of factors that make them less prepared to communicate in real-life situations (Suparlan, 2021). If This focuses or puts more on the grammar and vocabulary rather than speaking practice, it can be affect that students that have a good theoretical understanding of the language, but lack of practical skills needed to express themselves clearly and spontaneously in everyday interactions. This phenomenon has an impact on students' ability to master important aspects of speaking, namely fluency, accuracy, pronunciation.

Instead of focusing on English component such as grammar and vocabulary, the teacher should give more opportunities for the students to practice about element of speaking such as fluency, accuracy and pronunciation. The first aspect is fluency. Fluency is focusses on the fluidity of speech and is operationalized through temporal measures such as speech rate, hesitations, and pausing (Bøhn, 2015). One of the ways to improve fluency is using tongue twister. Tongue twisters help learners to speak fluently and how to process the language (Zahra & Ferial, 2022). In addition, Bot (1996, p. 529) in Shahini & Shahamirian, (2021) “two productive skills, speaking and writing are plays a direct role in enhancing fluency by turning declarative knowledge into procedural knowledge”.

The second is accuracy. Afifah and Devana, (2020) state accuracy as a sign of a person's level of communication proficiency. It is when the person is able to speak quickly and automatically. In other words, the speaker needs to pay attention to the accuracy of grammar and language features that are good and correct as output in conversation. According to Desnita and Safitri (2022), one of the techniques that can be used to teach speaking is the Round Robin technique. Round Robin technique is a technique used in teaching speaking to improve students' performance in terms of fluency and accuracy. This technique is more easily applied in the classroom, in the round-robin technique, students have to construct their own sentences based on the question (Nhac, 2021). Another technique is using Corrective Feedback. According to Chehr Azad et al. (2018) learners' specific spoken accuracy is able to be improved with the provision of Corrective Feedback. This helps them to restructure the interlanguage grammar and initiates the learning process (Nhac, 2021).

The third aspect is pronunciation. Pronunciation is understood as the way in which sound or a group of sound is produced. Pronunciation also includes the intonation, rhythm, emphasis, and pauses of the speaker's utterance (Tesnim, 2019). According to Nicky (2016), competence in pronunciation is related to speaking, listening and reading. Bad pronunciation can have a bad effect on those skills. One of the way to practice pronunciation is phonetics which is closely related to pronunciation and has a concern with the sound articulation, the system of human language system regarding the place to put the sounds and manner, to take the positions of sounds (Ebrahimi, 2010). Another technique is using Tongue

Twister. Thus, the researcher proposed a way to solve the students' problems using Tongue Twister. Tongue twisters are useful in learning pronunciation, and it is very helpful to improve students' pronunciation, not only practicing and pronouncing words, but also developing memory skill as well (Lutfiani & Astutik, 2017). Therefore, teacher needs to prepare an appropriate method to improve students' speaking skills, rather than merely focusing on the theoretical explanation of speaking. One of the methods is Task Based Language Teaching. The task-based language teaching (TBLT) approach is described as a communicative methodology for language teaching and learning that primarily sees language as a means of communication rather than an object of study (Lloret, 2017). Task-based is a communicative approach for the teaching of languages which takes task design as essential in the development of instructional units (Rodríguez-Peñarroja, 2022). TBLT rests on the principle that effective language learning occurs when students participate in communicative task assignment. In this regard, the integration of communicative task assignment into the learning process is considered an effective approach to enhance students' language proficiency, particularly in speaking skill (Hendriani, 2014). TBLT is student-centered and students are actively involved in activities that stimulate the real world, so that they are encouraged to be better prepared to face situations in the real world. Additionally, Hassan et al (2021) find that task-based learning develops students' English speaking skills.

Furthermore, TBLT's notable advantages have made it regarded as an effective teaching strategy classroom setting. Further, this TBLT can improve

students' motivation, confidence, teamwork, and learning competencies (Azmy & Nanda, 2024). TBLT itself can be called Task-based if the task adheres to the principle of TBLT principles. According to Nunan in (Sholeh, 2021) some principles are as follows; (1) scaffolding is giving learners the right amount of support when they need it, then slowly removing that help as they become more independent, (2) task chain is designing tasks that are connected in a logical sequence, each one builds on the previous one, (3) recycling is using the same vocabulary, grammar, or topics multiple times in different contexts, (4) organic learning is letting learning happen naturally, based on students' needs, interests, and the real communication that takes place, (5) active learning is learners are actively involved talking, thinking, solving problems, not just listening or memorizing, (6) combination is use a mix of different language skills (speaking, listening, reading, writing) and teaching techniques, (7) reflection, encourage students to think about what they did, what they learned, and how they can improve, (8) copying to creation is start by imitating models, then move toward creating original language.

TBLT has key elements, one of them is activity task that require the use of authentic language so as to support real communication (Ha et al., 2021) TBLT also emphasize a focus on meaning rather than merely on language structures. Furthermore, it highlights the importance of authentic contexts, where tasks are designed to reflect real-world situations, thereby increasing the relevance and engagement for learners. Through task-based learning, students are provided with the chance to handle and share conversations in a formal academic setting because

the skills and training, which they obtained in the classroom lessons, guide them efficiently Jassem in Hassan et al., (2021).

TBLT has many types of tasks, one of them is presentation. The types of tasks that involve students working together to complete the task and individual task is presentation. Presentation task to elaborate on the presentation task in Task-Based Language Teaching (TBLT), this task typically involves students preparing and delivering a presentation on a particular topic. It is designed to encourage students to organize their thoughts, practice speaking in front of an audience, and use language in a structured way. This task can help students improve their fluency and confidence in speaking, as it mimics real-life situations where they might need to present ideas or information to others (Mulyadi et al., 2021).

Overcoming the problem of low speaking ability, using the presentation task method is effective to meet the needs of students because the presentation method is focused on communicative and critical thinking (Thalib & Marsh, 2020). Besides being communicative, presentations are also designed to present information, respond to interlocutors and practice listening skills. In the task presentation, students learn to convey their ideas in a clear and structured manner which is an important skill in speaking. By doing the presentations, students are given the opportunity to practice speaking in a supportive environment. They can improve their pronunciation, expand their vocabulary and learn to organize their ideas logically. It also encourages feedback which is a form of evaluation of the

process of improving speaking skills. They can do exercises in every learning to achieve speaking ability (Mulyadi et al., 2021)

The difference between this study and the previous studies is that the previous journal used dialogue-monologue and storytelling as a form of Task-based implementation, while in this research will use presentation tasks in experimental class.

### **1.2 Problem of the Research**

From the background of the research above, the problem can be identified as: “Is there any significant effect of using Task-Based Language Teaching technique on students’ English speaking skills?”

### **1.3 Objective of the Research**

The objective of the research is to examine whether there is significant effect of Task-Based language Teaching Technique on students’ English speaking skills.

### **1.4 Operational Definition**

The researcher needs to examine the meaning of a few critical words based on the title above ; the following terms are :

**Task-Based Language Teaching** is operationally defined as a method of teaching approach using tasks as the main role to achieve lesson objectives. In this approach, students learn practical activities with the application of Task-Based learning teaching through presentation. In the presentation, students are focused on learning to convey information with the aim of improving students’ speaking

skills. Task-Based utilize real-world and knowledge, making learning effective and meaningful.

**Speaking skills** is operationally defined as the ability to express ideas, feelings, thoughts and information orally in the context of communication in the form of presentation. Speaking skills is not only about speaking but refers to pay attention to pronunciation, accuracy, fluency. Focus of this research is on the implementation of presentation tasks as a method for developing speaking skills, specifically through the use of narrative texts as learning material. Learners are expected to deliver oral presentations based on narrative content, demonstrating their ability to an audience.

### **1.5 Significance of the Research**

The results from this research are aiming to make a better contribution to English teaching and learning. There are two major significance that highlighted; those are theoretical and practical significance :

#### **1.5.1 Theoretical significance**

In the term of significance, hopefully that this research can contribute as a reference for other references with topics that are still related to this topic. In addition, the theory in the study is also a variety of knowledge for future researchers, student and the teacher.

#### **1.5.2 Practical significance**

On practical significance, the researcher highly expected that this method can be a new learning style for educators that affect students' skills, especially in English speaking skills.



## 1.6 Scope of the research

The scope of this research is focused on exploring the application of Task-Based Learning and its positive impact on the speaking skills of students at MAN 2 Jember. Task-Based Learning is an instructional approach where students complete meaningful tasks in real-life situations, which help them improve their language skills in a practical context. This research will specifically examine the speaking abilities of students at MAN 2 Jember, identifying whether TBL fosters increased confidence, fluency, and overall competence in speaking English. Ultimately, the goal is to determine whether TBL can be an effective strategy to address common challenges in speaking skills, such as hesitation, lack of practice, and fear of making mistakes.

