

The Implementation Of TBLT (Task Based Language Teaching) to Improve Students Speaking Ability

1. Elok Riskiyah (1510231011)
2. Dr. Hanafi M.Pd (196708151992031002)
3. Indah Werdiningsih M.Pd (198508161503633)

Muhammadiyah University of Jember English Education Department Program
Faculty of Teacher and Training
(elokriskiyah28@gmail.com)

ABSTRACT

Speaking is widely known as an ability to share thoughts, ideas, and intention to the other people. To face this common problem there must be some ways and solutions to improve the students' speaking ability through the available method, in this case the researcher used Task Based Language Teaching (TBLT) to help them in speaking especially in controlling their self confidence sentence and generating ideas moreover it help them grammatically with some modification from English teacher.

In this research, the problem is "How can the use Task Based Language Teaching (TBLT) improve Students' speaking Ability at XI grade of MAN Bondowoso in the 2018/2019 Academic Year?". The research objective is intended "To improve improve Students' speaking Ability at XI grade of MAN Bondowoso in the 2018/2019 Academic Year."

The result of the score analysis, it was proven by the calculation score of the test which has been enhanced. In the first cycle the result of the test was 52. That did not achieve the target score and the average result of students active participation was 38%. It showed that the requirement of students' active participation did not achieve the target criteria that was 75%. Thus the first cycle was failed, then the researcher to the next cycle. In the second cycle the result of the test was 79. And the average result of students' active participation in teaching learning process of speaking ability through TBLT had been fulfilled. It indicated that the result of observation cycle 2 had been achieved the target requirement that was ≥ 75 . The result of speaking test and observation checklist was successful and it did not need to continue to the next cycle.

Keywords: Task Based Language Teaching, Speaking Ability

INTRODUCTION

Being successful in teaching English is dominant factor that the English teacher should pay attention to especially in teaching speaking. In teaching English at senior high schools, speaking is one of the English skills that must be learned by

the students' besides listening, reading, and writing. So that, English teachers, in teaching speaking have to pay attention on how to make their students possess communicative competence which will help them able to communicate in spoken language communicatively. Speaking plays an important role in learning

English because speaking is action of conveying information or expressing one's feelings in speech. Speaking as one of the four language skills is an essential skill for the students at every level started from elementary school until university. By speaking students can reinforce the learning of new vocabulary, grammar or functional language and give student chance to use the new language they are learning. (Westrup, 2003, p. 5)

Related to the communicative competence mentioned above, teaching speaking is not an easy task, especially for English teachers who teach English as a foreign language. It is assumed that they find difficulties in making students get involved in speaking. Some students in XI grade at MAN Bondowoso have low motivation to speak English. Some others have good ability in the grammar of English but are not able to speak communicatively. They are able to speak with correct grammar but are not able to say thing appropriately based on the social context. Moreover, some other students are still confused in understanding an individual message which is expressed through spoken language. Therefore, the teachers are supposed to employ an approach which can best help students achieve the communicative competence in speaking.

To make students achieve communicative competence in speaking, English teachers can employ Task Based Language Teaching (TBLT) in their classes. It is an approach which focuses on tasks of how to use English communicatively by referring to real life situations. In this paper, the writer would like to give a description of how to implement TBLT as a solution

for English teachers to improve students speaking ability.

Previous research done by Yegani and Jodaei, (2017, p. 86) studied about "The effect of task based and topic based speaking activities on speaking ability of Iranian EFL learners". She used Experimental research. From the result of the study which is conducted by the writer showed Task-Based language Teaching is one of the most effective and meaningful language teaching approaches in recent years, which emphasizes on „learning by doing“ and „doing things with language“. Communicative language teaching advocates task-based language teaching. Teachers can provide their students with task-based activities, which will make any syllabus more effective by making it student-centered, relevant and motivational. Task-Based Language Teaching offers an effective means of motivation students to learn and giving them confidence to succeed.

Furthermore, as mentioned before, Task Based Language Teaching (TBLT) focuses its activities on task. Related to Amer (2017, p. 173) studied about "The effects of task-based language teaching (TBLT) on the reading comprehension in EFL classes". Task-based approach focuses on communicative and cognitive processes. The students are able to develop their language skills naturally by communicate with others about the task that they carry out. On the other side, content-based approach concerns with information that focus on the fact of content and understanding of information. Students achieve their target based on the academic subject in order to develop their language skills. It is

clear that both of these two approaches have the same goal in language teaching. Task Based Language Teaching (TBLT) focuses on classroom processes that grammar and communicative competence can be developed by- engaging learners in interactive tasks. This method also focuses on cooperative learning which students are divided into groups to participate together. This technique is based on student achievement groups.

This study intends to describe the implementation of Task Based Language Teaching (TBLT) to teach speaking to the students of XI grade at MAN Bondowoso, and to describe students speaking abilities after the implementation. Teachers expressed their need for better teaching strategies and methods that would increase their students' motivation and willingness to actively engage in speaking tasks and consequently improve their speaking skills. Task Based Language Teaching (TBLT) focuses on direct approach and indirect approach. It emphasizes on the aspect of speaking skill especially grammar, vocabulary and content. Students achieve their target based on understanding, producing or interacting in the target language. Beside, students are able to develop their understandable and appropriate for the audience, and the topic being discussed. To Assess the characteristics of the target audience, it includes such sharing knowledge, or having different perspectives.

METHOD

The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consisted of planning,

implementing, observing and reflecting in each cycle

PARTICIPANTS

The subject of this research was the XI grade students at MAN Bondowoso totaling 26 students. The research instrument used were speaking test and observation checklist of the students active participation.

INSTRUMENT

In this study,, this research used speaking test and observation checklist to measure how the implementation of TBLT method can improve students speaking ability and active participation in class.

PROCEDURE

In this study, the students were treated by using 2 steps of TBLT method. In three meetings in each cycle. It is tried that this instruction has close relation to the student's experiences and in other words, each meeting provides a background for the next meeting in short description.

RESULT AND DISCUSSION

Before the action implemented in cycle one, based on the preliminary study. The students speaking score was low. It was proven by students' previous speaking score. Then the result of speaking test after given the action in cycle 1 was only 54 students who passed the criteria of success. The action in this research were considered successful if all of the et 75 or more. The result indicated that the action in cycle one has not been successful yet.

In cycle 2 was implemented with some revision to get better result because the previous action had not fulfilled the objective of the result. After the action in cycle 2, the result of the speaking test was showed improvement. It was shown 79 the meant score. It meant that the students' speaking score in cycle 2 had active the objective of the research.

Based on the result of the research, it could be said that the use of Task Based Language Teaching could improve the students speaking ability. Seeing from their score of the speaking test, there was gradual improvement. From 54 to 79, means that TBLT could improve students speaking ability. One of the activities of TBLT is the students are not only receiving explanation from the researcher but also from their own selves. Therefore, they would understand more easily the material that was descriptive text because the content of the text is from them.

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