

**THE EFFECTIVENESS OF TASK BASED INSTRUCTION
TO IMPROVE SPEAKING SKILL OF THE ELEVENTH GRADE
STUDENTS' OF SMK TEXMACO SEMARANG**

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Abstract

The purpose of this study are (1) To find out the students' speaking skill before being taught by using task-based instruction. (2) To know the students' speaking skill after being taught by using task-based instruction. (3) To discover the significant difference on the students' speaking skill taught by using task-based instruction and without task-based instruction. To complete her writing , she did two kinds of research, library research and field research. She took the first years students of SMK Texmaco Semarang as her population and sample. In this case, she used random sampling. She took 36 students of two classes from total population. In this case, she conducted an observation to the student respondents, then she analyzed the data which she got during the observation. Finally, she presents the result of her analysis in a conclusion. Teaching speaking by using task-based instruction is an interesting way to do by the teacher to reach better target of students' speaking skill. Teaching speaking by using task-based instruction has many advantages, such as : it can enrich students' speaking skill, it can make teaching learning process becomes more comfortable, it can also help the students to speak English correctly. Beside advantages for students, it also brings advantage for the teacher in teaching the speaking skill target because the students feel relaxed in accepting the lessons for using and speaking English words used for speaking lesson. It can be implemented by using task-based instruction technique as teaching instrument, for example using it as the helping tools to the students to use, speak and respond by using English correctly. Finally, the writer suggests that the English teacher should master the speaking skills and its techniques, so that he or she will not find any difficulties in teaching speaking using pictures techniques, he or she should prepare well the equipments that will be used in teaching speaking process. He or she should manage the class well so that the students will not make some noise in the class.

Keywords: speaking skill, students' speaking skill, pictures, and procedure text

Introduction

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate.

The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. In the international relationship,

English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Based on the reasons above, in recent years, English language teaching has focused on teach the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create scenario to teach the target language in a vibrant, active and interesting manner.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skills namely the students'

interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

English subject in schools in Indonesia strive to involve and support students in the learning process. Instructional tasks are important components of the language learning environment, and "hold a central place" in the learning process (Ellis, 2003, p.1). The type of task used in instruction may positively influence learners' performance. Hence, the curriculum or course designer tries to create tasks that foster a language learning context in which the learners can be involved and supported in their efforts to communicate fluently and effectively (Ellis, 2003; Willis, 1996). Among the ways to create this language learning context, Task-Based Instruction (TBI) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the language classroom.

In this purposeful learning process, learners are not instructed to use certain language forms. Instead, they are encouraged to build and use the target

language on their own, with teacher support but without immediate teacher correction. The role of the teacher is to observe and facilitate the process of task-based communication (Lee, 2000). In order to promote the meaning-focused and communicative nature of tasks, Skehan (1996) proposes that tasks be designed to have a relation to the real world. This relation to real life creates more meaningful and authentic focus. According to Ellis (2003), authentic tasks are those tasks whose interactional patterns are similar to those in real life situations. Other definitions, apart from those that emphasize the relation of tasks to real life, underscore the pedagogical usefulness of tasks (Nunan, 1989).

Pedagogic tasks are similar to authentic tasks, but they do not necessarily aim to have interactional patterns that take place in the real world. These real world and pedagogic tasks are called goal-oriented but they are “form-unfocused” tasks that promote comprehension and production of language for communicative purposes. Focused tasks unlike unfocused tasks, are designed to draw learners’ attention to specific linguistic forms (Ellis, 2003).

Speaking tasks are helpful to fulfil the conditions to practice the target language communicatively. Through design of communicative tasks in speaking classes, fluency can be achieved, and accuracy can be promoted through these pedagogic tasks (Brumfit, 1984). In designing speaking tasks, an essential point is to estimate the difficulty level of the tasks. Some complexity is seen as necessary to vary the language used in order to have challenging communication (Skehan, 1996). According to Skehan, when students are asked to complete tasks that require a lower level of language use than their proficiency levels permit, they may not work on these tasks as diligently as they should, and it is less likely that they will adequately achieve the three stated goals of fluency, accuracy and complexity. The appropriate level of task difficulty may, thus, enable learners to focus on fluency, accuracy and complexity equally. This study will explore the effectiveness of certain kinds of task-based instruction on the development of learners’ speaking skills.

Statements of the Problem

Based on the problem that has been stated above, there are some problems that will

be investigated through this study. The problems are:

1. To what extent is the students' speaking skill before being taught by using task-based instruction?
2. To what extent is the students' speaking skill after being taught by using task-based instruction?

Related Theories

Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Then, speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful

3. Is there any significant difference on the students' speaking skill taught using task-based instruction and without task-based instruction?

utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication (Nunan, 1998; Nunan, 2001). It can be said that speaking as the communication tool is always used as a critical way to convey the language in the society.

What is meant by teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Task Based Instruction

Similarly, Project Work and TBI have the aim of communicating in the target language. One distinguishing feature of all these communicative approaches is the time period of anticipated focus. In CBI, language of the content focus may comprise a subject study spread throughout a whole term or year while Project Work, and TBI tend to have topical foci of shorter duration (Richards & Rodgers, 2001). For instance, a "Project" might extend for several weeks while TBI tasks typically are completed in a class period.

In these communicative approaches, especially in Task-Based Instruction, tasks are the tools to promote interaction and real language use. Tasks are considered to be the core of language learning curriculum in TBI. The role of

tasks is to promote interactive and authentic language use rather than to serve as a framework for practice on particular language forms or functions. Tasks promote the role of speaking in negotiating meaning and collaborative problem solving (Richards & Rodgers, 2001).

TBI has been accepted as an effective language (Nunan, 2003:4) methodology for developing purpose-driven communicative language learning built around the use of real-world tasks. The major aim of the tasks is to encourage learners to use authentic language in order to achieve a clearly defined outcome (Richards and Rodgers). On the other hand, many tasks require learners to use language creatively, even though students are not previously trained in acquiring useful language structures to complete the tasks. This situation creates an environment where learners are supposed to negotiate meaning while creating language useful in completing the tasks (Ellis, 2003). For instance, in a program described by Richards (1985 cited in Richards & Rodgers, 2001, p. 238), different communicative tasks were based on five interaction situations: basic interactions, face-to-face

informal interactions, telephone conversations, interviews, service meetings. Task types included role-plays, brainstorming, ordering, and problem solving. As can be seen oral communication was central in all five- interaction situations. In order to accomplish the given tasks, it was necessary to build communicative interaction with fellow-students. Since such group or pair activities are built into tasks in TBI, learners are required to engage in oral interaction to complete tasks. In other words, it can be concluded that communicative tasks, regardless of approach or method, foster oral communication in the target language and help learners acquire the language unconsciously in the course of content mastery, project completion or task accomplishment.

Recent years have shown increased attention to the use of task-based instruction (TBI) in language teaching (Bygate, Skehan and Swain, 2000; Skehan, 1998; Willis, 1996). The need for a change from the traditional approach of presentation, practice and production (PPP) to TBI is a controversial issue. Skehan (1996) claims that there are two opposite ideas about the help of PPP

method in FL classes. Rivers (cited in Skehan, 1996) suggests that the traditional PPP method includes many techniques that provide teachers with a clear schedule of activation to follow. However, Skehan (1996) emphasizes the unproven and unrealistic nature of PPP and proposes task-based approaches to instruction as a preferable alternative. The same ideas are shared by Prabhu (1987) and Nunan (1989). In the PPP method, students are seen as “language learners”, whereas in the TBI pedagogy, they are treated as “language users” (Ellis, 2003, p. 252).

Task-based instruction can be defined as an approach in which communicative and meaningful tasks play the central role in language learning and in which the process of using language in communication carries more importance than mere production of correct language forms. Therefore, TBI is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communication as the primary feature of language learning (Richards & Rodgers, 2001; Willis, 1996). Authentic language use, the real use of real language in classroom content, fosters a learning environment in which learners have their own say; they gain

communicative practice within their own sense of the defined goals in TBI. In other words, learners are to learn the language as they use it. Because of this, communicative language use comes into focus as an essential aspect of a task-based framework (Willis, 1996). In addition to developing communicative capability, attention to form is fundamental for language learning.

Communication in task-based instruction places an equal importance on the processing of comprehensible input and production of comprehensible output. In task-based learning, learners also have the opportunity to negotiate meaning in order to identify and solve a problem that occurs in their communication (Ellis, 2003; Foster, 1998; Plough & Gass, cited in Richards and Rodgers, 2001). Negotiation of meaning involves adjustment, rephrasing and experimentation with language. The components of meaning negotiation are central for communication in real life conversations. Conversations involving clarification requests, confirmation and comprehension checks, and self-repetitions make input comprehensible. Thus interactions to negotiate meaning are essential to ensure that input is

comprehensible and language acquisition is promoted (Seedhouse, 1998, and Yule, Powers, & Macdonald, 1992).

Even though TBI emphasizes the primacy of meaning, a focus on form has a parallel importance in the language learning process (Bygate, Skehan & Swain, 2001). In the task-based framework, it is desirable that learners can achieve accurate as well as fluent use of language (Willis, 1996). In addition to real language use, which is a common feature both in CLT and TBI, other critical dimensions define TBI: “input and output processing, negotiation of meaning and transactionally focused conversations” (Richards & Rodgers, 2001). TBI provides effective language learning contexts in the form of tasks (Willis, 1996). Among the significant contexts for language learning, exposure to meaningful language input is seen as primary (Krashen, cited in Ellis, 2003; Willis, 1996). However, Swain (1985) indicates that productive output is as significant as meaningful input, and TBI requires a product—an output—at the end of a task (cited in Richards & Rodgers, 2001). Communication in task-based instruction places an equal importance on the processing of comprehensible input and production of comprehensible output.

Research Method

Research design

In this study the writer used the form of experimental research. Based on Best (1981: 68) experimental design is the blueprint of the procedures that enable the researcher to test hypotheses by reaching valid conclusions about relationship between independent and dependent variables. The general procedure is one or more independent variables are manipulated to determine their effect on a dependent variable. These designs can be used where there is time priority in casual relationship (cause precedes effect), there is consistency in casual relationship (a cause will always lead to the same effect), and the magnitude of the correlation is great.

0	1	X	0	2
0	3	-	0	4

Where :

- 01 : Pre-test of the experimental group
- 03 : Pre-test of the control group
- 02 : Post - test for the experimental group
- 04 : Post-test for the control group
- X : Treatment

(Best, 1981:68)

In the design above, subjects were assigned to the experimental group (top line) and the control group (bottom line). The quality of the subject is first checked

by giving them pre test (01 and 03), then the experimental treatment was performed to experimental group, while the control group was taught with conventional method. The test consisted of one part, it was questions and answer. The result of the test (02 and 04) were computed statically. According to Best (1981: 8) “a population is any group of individuals that have one or more characteristic in common of interest to the researcher”. “Population (target group) used in a questionnaire or interview study is that about which the researcher is interested in gaining information and drawing conclusion. According to Kerlinger (1965: 118) a sample is a part of a population, which is supposed to represent that characteristics of the population.

The population of this study was the eleventh grade students of SMK Texmaco Semarang in the academic year 2013/2014. The choice of the sample of the study was based on some consideration. The sample of this research was class eleventh (11)-TEL.3 as the control group and eleventh (11)-TKR.1 as the experimental group which each class consisted of 35 students.

1. Method of Data Collection

In the first week of conducting the research, the writer requested two teachers to be the interviewers or raters in pre- and post-treatment oral tests. After assigning it, the writer asked the teacher to the student groups, the writer arranged a schedule of the pre-tests. The oral interviews as pretests were administered by the 4 raters to students in pairs. The interviewers were also in pairs. In order to control inter-rater reliability, to some extent, one half of experimental and one half of the control group students were graded by one pair of raters, and the other two halves of the groups were assessed by the other pair of raters. Raters were unaware whether individual pairs of students came from the control or experimental classes. Each pair of students was interviewed for 10 minutes by two raters. Following each interview, the raters individually graded each student's performances for 5 minutes. Since there will be 45 participants, students formed 22 pairs, (one student was interviewed in a group of three students). One group of raters interviewed 23 students (11 pairs), and the other group interviewed 22 students

(11 pairs). Therefore, the whole of the oral conversation interviews will be lasted 3 hours on each of two days.

2. Technique of Analyzing the Data

After collecting the data, the writer processed them by using statistical computation which was used to analyze the data from two groups, namely control group and experimental group. The t-test is used to discover whether the data will be used is statically significant shows the differences between the means of two groups, using parametric data drawn from random samples with normal distribution. T-test formula as follows:

$$t = \frac{\bar{x}_1 + \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which,

$$S = \sqrt{\frac{(n_1 - 1)s_1 + (n_2 - 1)s_2}{n_1 + n_2 - 2}}$$

Where:

t = t-value

X₁ = the average score of experimental group

X₂ = the average score of control group

S = standard deviation

s^2 = variance

n_1 = the number of students participate in the test in experimental group

n_2 = the number of students participate in the test in control group

(Cohen et al, 2007: 543)

Discussion

After knowing the result of the pre-test and post-test from the students, the writer is able to discuss and explain the problems of using task-based instruction and without task-based instruction in teaching and improving speaking and also the significant differences on the students' speaking skill

The Students' Speaking Skill Before Being Taught Using Task-Based Instruction

We know that every teaching has advantages as well as weakness. In this instance during the experimental research, the weaknesses of teaching speaking before being taught using task-based instruction are:

1. The teaching speaking was too difficult for the students and it was too boring for the students because they had to speak English fluently. The vocabulary that were used to be were far from the simple way. Besides, that technique could not be used because they were difficult to be used. Therefore, teacher could

not teach speaking well by using some kinds of speaking techniques.

2. The teacher had to spend his much time to find any simple and difficult English words to make them related to the topic, and the students' level of learning. Because if the words used were too difficult, the students would have difficulties to know, use and interpret the language.
3. The teacher used to use one or conventional technique in his or her teaching in speaking, that is why it was more difficult when understanding and interpreting the English words using task-based instruction. Because sometimes, some students didn't know the meaning of word or they found the words one by one and carefully. And definitely, the teacher had to make new way to give the students and it spends a lot of time.

The subsequent section details recommendations for future research which propose that the effects of in-class and out-of-class on motivation

and attitudes toward EFL be further investigated. Another future area of research is timed speaking comprehension tests as well as research on students with other language and educational backgrounds.

The Students' Speaking Skill After Being Taught Using Task-Based Instruction

Teaching-learning English especially speaking comprehension in this research, the teacher needs techniques, in this case by using task-based instruction. There are some points why the writer chooses to use it and the improvement:

1. Task-Based Instruction was well-organized in the categories in teaching speaking, so it helps student know and use the words easily. The writer not only blanked the scheme of speaking comprehension, but also sometimes uses task-based instruction techniques to help the students, because students need something that could help them to understand the meaning of the words and response them well.
2. Task-Based Instruction prevents students' boredom in speaking

English text. Students need something that could make them focus on the learning material. The effectiveness of task-based made with unique grids and sometimes there are examples and clues in it.

3. Students' activities are needed in this technique. Therefore, it is not only teacher who is active in teaching-learning process. Sometime students must be involved in teaching-learning process, because when students got involved, they will learn it quickly and unconsciously.
4. Familiar techniques by using task-based instruction increases student motivation to speak English words and continue to use them daily. When students speak something that has connection with their environment, they will be more interested to speak up which is helped by using pictures which is taken from something that student's usually see every day.

It is proved in this experiment that the result of the grade of achievement is good. We can see the result of post test that the average score of the experimental group is 76.11 and the

control group is 74.31 then the $t_{\text{-test}}$ is 2,01 and $t_{\text{-table}}$ is 1.87. This means that the teaching-learning in improving students' speaking skill by using task-based instruction is categorized good because it is able to make a lot of gap between the previous score of pre-test and the score of post test both experimental group and control group.

The significant difference on the students' Speaking Skill after being taught. Using Task-Based Instruction and Without Task-Based Instruction.

The result of this study is that there is a significant difference between students' speaking skill who were taught using task-based instruction and those who were not taught in improving speaking skill. Based on the investigation and discussion in Chapter IV, it is concluded:

1. There was a significant difference of students' achievement in speaking skill between those taught using task-based instruction and those were not taught using task-based instruction for the eleventh year students of SMK Texmaco Semarang.
2. The use of task-based instruction in teaching speaking and improving students' speaking skill is more

effective than the teaching without by using task-based instruction technique. From the two classes, the experimental and control groups, the measurement showed that the increasing line of the speaking skill of the experimental group was higher than the control group. The $t_{\text{-test}}$ measurement obtained 2.01 and $t_{\text{-table}}$ is 1,87, this means that the $t_{\text{-test}}$ score was higher than the $t_{\text{-table}}$ score. Since the $t_{\text{-test}}$ measurement is higher than $t_{\text{-table}}$, it was found that the experimental group's achievement in speaking skill was better than the control group's achievement.

3. There are some advantages for using task-based instruction in teaching speaking and students' speaking skill:
 - a. It prevents students' boredom in speaking English words as their communication
 - b. Students' activities are needed in this technique. Therefore, it is not only teachers who are active in teaching learning process
 - c. Familiar material will increase students' comprehension to speak English words

- d. The categorized words in English t can be easily used, spoken and understood by the students
4. There are also some disadvantages of the application of the task-based instruction to teach writing.
- a. Task-based instruction only can be done in short time in the classroom.
 - b. It takes time for preparation.
 - c. Whether it is used every day and easily to help the students, it will spend a lot of energy

This study has discussed three main aspects of the findings revealed by the study with specific reference to the research questions. It has reviewed some of the research related to these findings. The study has claimed that teaching speaking before using task-based instruction is still far from the hope to achieve te good result because the teaching speaking was too difficult and too boring for the students for they still got difficulties to speak English. Then, the teacher had obstacles to spend his much time to find simple English words to use to relate with the topic and due to that the students were difficult to know, use and understand the language. And, the the technique used by the teacher for teaching speaking was conventional.

The teaching speaking after using task-based instruction gives students a chance to speak English quickly and well. Students, in turn, can acquire a considerable sense of individual autonomy. From the results of the study, even though the teaching conducted had limited success in encouraging all the participants to speak in a large number of English words, it was effective for most of the participants. They displayed gains in speaking comprehension, positive attitudes toward speaking in based instruction, and particularly significant gains in speakinfg English fluently.

The result of knowing the significant difference on the students' speaking skill taught using task-bask instruction and without task-bask instruction can be seen that tjhere is sifgnificant differences of the students' achievement in speaking skill then, the use of task-based instruction in teaching speaking is more effective and can improve the students ' speaking skill. It can be seen from the score got by the students before being taught and after being taught by task-based instruction in speaking.

Consequently, the researcher is of the belief that improving speaking skill by

using task-based instruction can foster students' speaking skills. To improve speaking by using task-based instruction in teaching speaking English in the vocational school environment in students' contexts, it is suggested that speaking should be adjusted in order to encourage learners to speak English words extensively and effectively.

As a candidate of teacher, we must try to create conducive situation in our class. An enjoyable relationship between teacher and students is the most important thing in teaching learning activities. So that, both of teacher and students will get success together through a good communication. Teaching speaking by using task-based instruction for eleventh grade students of Vocational School is not easy as we thought; there are many difficulties both of teacher and students

had. They are often bored and sometimes lose their motivation to learn and speak English. As a professional teacher, we must push their enthusiasm always in teaching learning English by several ways as well as we can.

Also, this study have certain limitations in examining the effects of task-based instruction on the improvement of students' speaking skills. The limitations of this study resulted from the duration of the study, the selection of the groups, the inadequacy of implementing full task-based instruction through the whole eight hours of instruction each week, the design of the tasks, the inability of the researcher to observe the implementation of the treatments, and the limited amount of qualitative data.

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