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THE INFLUENCE OF TASK-BASED LEARNING APPROACH AND SELF-CONFIDENCE TOWARD STUDENTS' SPEAKING ABILITY AT SMAN 4 PALEMBANG

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ABSTRACT

This research aims to analyze the influence of task-based learning approach and self-confidence toward students' speaking ability. The writer distributed pretest, posttest, and questionnaire in collecting the data. In addition, in analyzing the data, the writer used t-test and two-way ANOVA. The findings of this study were (1) There was a significant difference between the speaking ability of the eleventh grade students who had high self confidence taught by using task-based learning approach that of those who were taught by using conventional technique. (2) There was a significant difference between the speaking ability of the eleventh grade students who had low self confidence taught by using task-based learning approach and that of those who were taught by using conventional technique (3) There was a significant difference between of the speaking ability of the eleventh grade students taught by using task-based Learning Approach and that of those who had high and low self confidence (4) There was any significant difference between of the speaking ability of the eleventh grade students taught by using Conventional technique and that of those who had high and low self confidence (5) There were any significant interaction effects of Task-Based Learning Approach and students' self confidence towards their speaking ability.

Keywords: influence, task-based learning approach, self-confidence, speaking ability

INTRODUCTION

In the era of revolution industry 4.0, English is very important and as the main communication tool in all lives. Almost all people and learners communicate in English in social side, business, economics and education. And all the companies now are recruiting only for those who speak fluent and correct English. Luoma (2004) claimed that Speaking skill is an important part of the curriculum in language teaching and it makes them as an important object of assessment as well and that is why students must be able to speak in English.

Baker (2003,p. 5) stated that “More and more indicators, government, Ministries of Education and employees need people who are able to speak English well Because, students who can speak English well will have more chance to get good jobs.” The problems are found that many students still cannot speak and still faces difficulties to communicate in English even the fact shows that English has been taught from elementary school up to university. As we know, English very extremely dominates in all international communication aspects. Moreover, students are expected to interact in English. The writer expects the students to learn receptive and efficient language skills. Receptive skill means an ability to receive messages in English from someone's utterances or writings. Meanwhile productive language skill means ability to apply the language to express their thoughts and ideas in spoken and written communication.

According to Fahmi (2019, p. 2),“Speaking is a complex skill among the four language skills which becomes a problem for most students.” The best way to do is to improve and develop soft skill in order to be ready to face revolution industry 4.0 such as by enabling the students to improve their speaking ability

especially in English. Nunan(1991:39) stated that “Speaking skill is an essential process for learning English.” Speaking performances are an indicator of academic success and, finally, life in the future. It shows that speaking is the hardest skill to master, especially for students from rural areas.

However, there are recommended activities to aid the aquisition, storage, retrieval, and use of information which have been proved to make learning easier, faster, enjoyable, selfdirected, effective and transferable to new situations (Oxford 1990:8). Self confidence is the biggest problem for the students to be creative and brave when they speak up and share ideas in front of the class. It can be seen when they are in English class, they like to stay in comfort zone, fear failure and so avoid to take risks. Furhermore, most students come from rural areas. The writer is most concerned about encouraging the students to speak English. Self confidence is one of the influences that plays an significant role in deciding the ability of the learners to interact speaking skills.

Kelly (1989, p. 3) defined that “one main reason we feel confident in some situations is what we know the skill to perform the behaviors that are important in the situations.” The instructors are not only busy in teaching and focusing on language teaching based on grammar but also the most important thing is creating a learning atmosphere and a learning process actively, inspiring, motivating, and developing self confidence so then the students are expected to become students who have the initiative and creative minds.

The problems mentioned above are also found at SMAN 4 Palembang. Related on the experiences in the teaching learning processes, students are not only able to compose and interpret also misreading, but still have trouble concentrating and understanding English communicating spesially. However, when the instructors ask them to speak and practice, they prefer to keep silent

and unfortunately, the reality found in the class they refused to do it. And there were few students who actively involve during the English lessons. Students need to build up their self-confidence to have the courage to speak. To resolve the problem, the writer selects the task-based learning approach to improve the students' self-confidence while communicating as the main objective of this analysis. As a teacher, the writer believes that teaching speaking is not easy.

Hornby (1995, p. 37) stated that “Teaching means giving the instruction to a person and give a person knowledge and skill. It is obvious that the teaching of speaking is guidance to connect from one person to another.” That is why the researcher should introduce task-based learning in speaking teaching since the SMAN 4 instructor always considers the students' skill always weak and the students hardly train. Task based learning is one of approach which is used in teaching and improving speaking skill. Task-Based learning has several types of activity that can be given and explored to the students.

According to Ellis (2003, p. 17), “Task based learning is a form of teaching that treats language primarily as a tool for communicating rather than a subject for study or manipulation”. Lee (2001, p. 56) note that “task-based instruction provides comprehensible input and promotes communicative interaction among the learners using the target language.” The conclusion is Task-Based learning can develop and improve the students’ competence to use foreign language effectively, easily and actively.

To improve the quality of teaching and learning speaking ability and solve student’s problems in mastering speaking, the writer used Task-Based Learning Approach in teaching speaking ability and self-confidence. According to Thanghun (2012), Task-Based Learning Approach could help students to increase their ability in speaking. Nunan (2004, p. 25) claimed that “task-based

learning strategy provides many advantages in teaching English as a foreign language because it offers language experience in the classroom.” Task-based learning focuses on learners using language naturally in pair or group work, allowing them to share their ideas.

In task-based lesson, the teacher/ instructor sets a task for students to do that involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise. The language point chosen is known as a target language. The task might be an activity from the course book that was intended as a practice of a language point or an activity from a supplementary source. The teacher sets up the task and observes students as they get on with it. The teacher pays particular attention to the students’ performance with the target language.

METHOD

In this study, the writers researched the eleventh grade students at SMAN 4 Palembang in the academic year of 2019/2020. The school was located at Jln. *Ki Anwar Mangku, Plaju*. It was planned for two months in eight meetings that started from April 2020 to July 2020. There are six meetings in the study to see the influence of the Task-Based Learning Approach to develop the students’ speaking ability.

Six meetings were conducted to see the influence of Task-Based Learning Approach of the students’ self-confidence for improving speaking ability. The writer took students’ self-confidence questionnaires’ score, pre-test, post-test. Post-test scores were compared to determine the influence of the treatment.

The writers used 2 x 2 (two by two) factorial design case. There were two factors (Task-Based Learning Approach and students’ self-confidence). In

addition, Creswell (2012, p. 311) noted that “The purpose of this design is to study the independent and simultaneous effects of two or more independent treatment variables on an outcome.”

FINDINGS AND DISCUSSIONS

Findings

The following are the full results of hypothesis testing in this findings:

- a. Measuring the significant difference in speaking ability between the eleventh grade students who had high self confidence taught by using Task-Based Learning Approach and who were taught by using Conventional technique at SMAN 4 Palembang (Research Problem Number 1)

Table 1.
Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means			
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

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o	not	4	9	8	1
n	assum	7	1	1	0
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The statistics calculation by using independent t-test was found that sig (2-tailed) was 0.000 since the sig (2-tailed) was lower than the significant level 0.05, it is significant . Therefore, there was a significant difference in speaking between the students who had high self confidence taught by using Task-Based Learning Approach and those who were taught by using Conventional technique at SMAN 4 Palembang.

- b. Measuring significant difference in speaking ability between the eleventh grade students who had low self confidence taught by using Task-Based Learning Approach and who were taught by using Conventional technique at SMAN 4 Palembang (Research Problem Number 2).

Table 2.
Independent Samples Test

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Statistics calculation by using independent t-test was found that sg (2-tailed) was 0.001 since the sig (2-tailed) was lower than the significant level 0.05, it is significant. Therefore, there was a significant difference in speaking between the students who had low self confidence taught by using Task-Based Learning and those were taught by using conventional technique at SMAN 4 Palembang.

- c. Measuring significant difference in speaking ability between the eleventh grade students who had high and low self confidence taught by using Task-Based Learning Approach

Table 3.
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Significance (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
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w	varia	9	1	8						

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	Equa	8.	36.	.00	12.47	1.413	9.6	15.
	l	82	51	0	6		11	341
	varia	8	1					
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y using independent t-test was found that sig (2-tailed) was 0.000 since the sig (2-tailed) was lower than the significant level 0.05, it is significant. Therefore, there was a significant difference in speaking between the students who had high and low self confidence taught by using Task-Based Learning Approach at SMAN 4 Palembang.

Table 4.
Independent Samples Test

Lev	t-test for Equality of Means
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Measuring significant difference between speaking ability of the eleventh grade students who had high self confidence and that of those low self confidence taught by using Conventional technique at SMAN 4 Palembang.

The statistics calculation by using independent t-test was found that sig (2-tailed) was 0.000 since the sig (2-tailed) was lower than the significant level 0.05 it is significant. Therefore, there was a significant difference in speaking between the students who had high and low self confidence taught by using Conventional technique at SMAN 4 Palembang.

- e. Measuring Interaction Effect of Task-Based Learning Approach and Students' Self Confidence in Speaking ability (Research Problem Number 5)

Table 5.
Tests of Between-Subjects Effects

Dependent Variable: Score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3314.143 ^a	3	1104.714	53.108	.000	.666

					0	
Intercept	32912	1	32912	1582	.	.995
	5.762		5.762	2.448	0	
					0	
					0	
Task_Based_Learning_and_Con	629.7	1	629.7	30.27	.	.275
ventional_Tehnique	62		62	5	0	
					0	
					0	
Self_Confidence	2652.	1	2652.	127.5	.	.614
	190		190	02	0	
					0	
					0	
Task_Based_Learning_and_Con	32.19	1	32.19	1.548	.	.019
ventional_Tehnique *	0		0		2	
Self_Confidence					1	
					7	
Error	1664.	8	20.80			
	095	0	1			
Total	33410	8				
	4.000	4				
Corrected Total	4978.	8				
	238	3				

a. R Squared = ,666 (Adjusted R Squared = ,653)

It was found that p-output 0.000. This is lower than 0.05. It is significant. Therefore, there is significant interaction effects of Task-Based Learning Approach and the eleventh grade students' self-confidence towards students' speaking ability at SMAN 4 Palembang.

In relation to the findings, the students' speaking ability using Task-Based Learning had a significant improvement in students' speaking ability. It was indicated that teaching speaking ability using Task-Based Learning gave a significant influence on students' speaking ability than conventional teaching based on the data analysis, the students' self-confidence in speaking ability were taught by using Task-Based Learning. Some interpretations were made based on the statistic analysis related to the writer's findings.

The findings had the same idea as Nunan (2004:13) noted that Task-based learning approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purpose. Task application can also provide a consistent and purposeful context for the teaching and learning of grammar and other language features and skills.

Another problem that influenced their self-confidence was a technique by the teachers. Students were motivated and confident in teaching and learning activity if the technique used in the classroom interesting for them. In this study, the application of Task-Based Learning gave better effects in students' score and self-confidence.

CONCLUSIONS

Based on the findings and interpretations, it can be concluded that there was significant difference between the speaking ability of the eleventh grade students who had high self confidence taught by using Task-Based Learning Approach that of those who were taught by using Conventional technique at SMAN 4 Palembang. There was significant difference between the speaking ability of the eleventh grade students who had low self confidence taught by using Task-Based Learning Approach and that of those who were taught by using Conventional technique at SMAN 4 Palembang. There was significant difference between of the speaking ability of the eleventh grade students taught by using Task-Based Learning Approach and that of those who had high and low self confidence at SMAN 4 Palembang. There was significant difference between of the speaking ability of the eleventh grade students taught by using Conventional technique and that of those who had high and low self confidence at SMAN 4 Palembang. There were significant interaction effects of Task-Based Learning Approach and the eleventh grade students' self confidence towards their speaking ability at SMAN 4 Palembang

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