THE EFFECT OF TASK BASED LEARNING ON STUDENTS' SPEAKING ABILITY

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Abstract

This study uses a research design Quasi-experimental design-Nonequivalent-Group Design to determine the effect of Task Based Learning on students' speaking ability. This research will be conducted at SMK Negeri 1 Subang, in a blended learning situation in January 2022. The sample of this research is the second semester tenth grade students Teknik Permesinan 1 and Teknik Permesinan 2. There are 71 students who will be involved in the research; 36 students in the experimental class and 35 students in the control class. In collecting data, researcher will conduct treatment after the pre-test and the results will be known after the post-test. In the pre-test, students will be asked to explain or describe themselves in front of the class directly with a minimum duration of 3 minutes. Treatment will be carried out after the pre-test, the experimental group will use the Task Based Learning method and the control group will only use conventional teaching methods, to determine the effect of using Task Based learning as well as to find out whether there is a difference between using TBL and not using TBL. Treatment will be carried out online and offline depending on the class situation in four meetings. The experimental class will be given the task of making videos and the control group will not. In the experimental class, the researcher gave a theme and asked students to make a video about the theme and upload it to the class WhatsApp group after the lesson was finished as an assignment. In the post-test, students will be tested directly in class to explain themselves in 3 minutes. The data from the pre-test and post-test results will be analyzed using the independent sample t-test SPSS 2.0. The results of the study are assumed to indicate that the use of Task Based Learning can affect students' speaking ability.
Keywords: Task Based Learning, Speaking Ability

INTRODUCTION

English is a foreign language in Indonesia, although it is considered a foreign language, English is a very important language to be mastered by anyone. In learning English, there are usually four basic skills. The four basic skills are reading, listening, writing, and speaking. Speaking is a part of English. According to Gert & Hans (2008) states that speaking is defined as speech or utterances with the intention of becoming recognized by the speaker. Brown (2000) stated that speaking is a productive skill that can be observed directly and empirically; Observation is always characterized by precision and thoroughness. Based on the above understanding, the researcher concludes that speaking is the ability to say articulations to express

or convey thoughts, opinions, and desires to others. However, there are some students' problems in mastering speaking, the most common is because they are not used to speaking English, the second, students often seem to think first about what to talk about, the third is the lack of vocabulary they have, and finally students are often not confident with their own abilities.

Based on the objectives of learning English at SMKN 1 Subang, students who graduate from SMKN 1 Subang are expected to be able to speak English fluently so that they are ready and able to compete in the world of work. In the Covid-19 pandemic situation, it is very difficult for students and teachers to carry out learning, because it is hindered by distance and time. This situation occurs at SMKN 1 Subang, where there are obstacles for students to learn to speak English. Students are faced with blended learning which forces students to study in class only twice a month, and even then, it only takes 50 minutes in one meeting. The effect is that students have difficulty absorbing or understanding the material, moreover learning is more often done online in the form of assignments. The financial limitations of parents in buying quotas affect the learning method, because conducting video conferences or virtual face-to-face learning is very difficult to do. Students and teachers often carry out teaching and learning activities using Moodle and WhatsApp media. To anticipate this, learning methods or techniques are taken into account. There are many learning methods in this Covid-19 pandemic era, one of which is Task Based Learning.

According to Wulandari & Laksono (2017) mentioned that Task Based Learning (TBL) is a language teaching methodology that focuses on task completion training, the purpose of this task is to provide the most natural context for language learning. students do assignments, report their work and learn the language that appears in the discussion. Willis (1996) said that Task-Based Learning serves to advance the utilization of Task-Based Learning, he added that there is a structure consisting of three stages: Pre-Task, task cycle and post-task

Task-Based Learning focuses on getting students accustomed to using English or speaking English with an assignment in the form of making a video after the lesson is over. Here the teacher acts as a moderator or coach. In the task of making videos, the audio-lingual method is teacher-centered behaviorism. According to Canning-Wilson (2000) in Hanapi (2018) "Video is best defined as the selection and ordering of messages in an audio-visual context". According to (Nanda & Narius, 2012), there are six steps in making videos in class. First, prepare the script and practice. In this step, students are assigned to write a dialogue which then becomes the script for the video. After writing the script, students are assigned to practice it both inside and outside the classroom. Students must understand the script before the video ends. Second, students are asked to prepare

equipment for recording videos. The equipment is a video recorder and microphone. Third, deciding on video settings, students are free to choose video settings both inside and outside the classroom. However, they need to pay attention to the lighting and settings in the settings to produce a good video. Fourth Recording, after all the preparation, the students took video pictures. Because the making of this video is included in Task Based learning and is also adapted to the current conditions during the Covid-19 Pandemic, students make videos at their respective homes. Fifth, edit the video, the video may contain some errors or errors. Therefore, the recorded video is then edited and compiled into a single video file. Sixth, share the video, the video results are then played in front of the class and watched by the teacher, after which appreciation and assessment are given. This is expected to make students free to explore their expressions and abilities through the videos they make according to the material being studied. Based on the research background, the researcher formulates the research question as follows "Does Task-Based Learning affect students' speaking ability and is there a difference in results between the control class and the experimental class?" This study aims to determine the Effect of Task-Based Learning on Students' Speaking Ability and to determine the difference in the results of the use of Task Based Learning between the control class and the experimental class on the speaking ability of tenth grade students of SMK Negeri 1 Subang Semester 2 Academic Year 2021/2022.

METHOD

Place and Time of the Research

This research will be conducted at SMK Negeri 1 Subang. The time of the research will carry out on January 10, 2022 until March 19, 2022 for tenth grade students in the second semester of SMK Negeri 2021/2022.

Subject of the Research

The students in this study are the second semester students of the tenth grade of *Teknik Permesinan 1* and *2* SMK Negeri 1 Subang. This class was chosen as the subject based on previous observations, students in that class experienced some obstacles in learning English, but they had a desire to learn, judging from whether or not they were diligent in collecting assignments, because this research would have something to do with assignments.

The researcher took the population of tenth grade *Tata Boga*, tenth grade *Teknik Permesinan 1*, and tenth grade *Teknik Permesinan 2* at SMK Negeri 1 Subang for the academic year 2021/2022 as many as 107 students. According to Sugiyono (2013) Population is a

generalization of the area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to study and draw conclusions. The population is all the subjects that will be used as research samples. Larger than the sample, because the population contains the required sample.

In addition, according to Sugiyono (2013) the sample is part of the number and characteristics possessed by the population. Researchers took samples from the number of tenth grade students of SMK Negeri 1 Subang, which amounted to 71 students, based on the number of students in two different classes, including 36 tenth grade students of *Teknik Permesinan1* as the experimental class and 35 students of tenth grade *Teknik Permesinan 2* as control class. For that, in this study, the researcher used nonrandom sampling as stated by Sugiyono (2013) "non-random sampling is a sampling technique used when it is uncertain that each item has an equal chance of being selected, or when it is selected based on an expert." There are several types of nonrandom sampling and I chose purposive sampling.

Researcher will use purposive sampling in selecting samples. Sugiyono (2013) said that purposive sampling is a sampling technique with certain considerations. Based on this understanding, the researcher chose purposive sampling because the previous researcher had observed the class population while teaching, and chose class X TPM 1 and TPM 2 because they met the criteria to be used as research samples, based on the similarity of majors and the same level. In addition, the researcher chose a sample based on the goals and needs, because the needs and objectives were to determine the effect of Task Based Learning on the speaking ability of class X students *Teknik Permesinan 1* as a teacher in the class.

The groups will take in this study are class X TPM 1 as the experimental group and class X TPM 2 as the control group. The two groups were selected based on considerations such as: (1) the class was given the same English material by the same English teacher, and (2) the students from the class had the same level of English.

Research Design

In the research, the researcher uses quantitative research. According to Sugiyono (2013) stated that quantitative research is a research method based on the philosophy of positivism to examine a particular population or sample, which uses random sampling technique, data collection uses instruments and data analysis is quantitative/statistical which aims to test hypotheses. In this

term, quantitative data refers to the use of statistical analysis to calculate the numerical data collected and analyze it using correlation analysis. These data are expressed in mathematics and must be interpreted through appropriate statistical procedures. Because the research design is quantitative, the researcher uses experimental research. According to Sugiyono (2013) "Experimental research can be interpreted as a research method used to find the effect of certain treatments on other people in uncontrolled conditions." In conducting experimental research, usually two groups are involved and compared to determine the effect of a treatment.

In this study, researcher uses the Quasi-experimental design-Nonequivalent-Group Design. The data for this study was gathered by a pre-test and post-test. The experiment's design can be summarized as follows, according to (Sugiyono, 2013):

Table 1. The Experiment Design

Experimental group	O1	X		O2
Control Group	O3			O4

Then the research use form of tests, and try-out as instrument. A test is a means of testing someone's knowledge, skill, or performance in a certain subject (Brown, 2004). According to the preceding statement, a test can be used to assess a student's ability or learning achievement. Researcher used a pretest and a posttest in this investigation.

More than that researchers will do a try-out before the test. According to Arikunto (2002) The results of the try out can be used to measure the validity and reliability of the test, and can be done both in small and large amounts. Sugiyono (2013) said that what is meant by valid is that the instrument can be used to measure what should be measured, also Sugiyono (2013) added, there are three kinds of validity; content validity, construct validity and related external validity.

In this research, researcher used content validity. According to Sugiyono (2013) content validity testing can be done by comparing the contents of the instrument with the subject matter that has been taught. After the test is made, the researcher analyzes it. The test represents the proficiency of speaking skills for beginners. This is considered content validity for the purpose of testing proficiency in speaking skills. According to (Arikunto, 2002), a test is said to be content validity if the test measures a certain goal that reflects the material provided.

In preparing the instrument, the researcher considers several factors that tend to affect the validity of the test, namely: (1) before giving the test, the researcher will carefully examine the direction of the test; (2) the researcher will explain to the students how to respond to the given situation; (3) the researcher will arrange the test in such a way that the words and sentence structure are not too difficult for them; and (4) situations are arranged from easy situations first to difficult ones.

According to Brown (2004) "Measurement of content validity can be observed when we can clearly define student achievement related to the learning objectives listed in the lesson plans that we measure". So, content validity itself is the student achievement that we measure. Achievements to be measured as follows, students are able to respond to speech; students are able to analyze questions; students are able to analyze objects or things that will be the object of explanation; students are able to describe the object.

Based on the explanation above, in this study, try-out will be used to measure the validity of the test, particularly content validity. The researcher also looked at the curriculum when compiling the test and the test was in accordance with the English curriculum for the tenth grade SMK level. The researcher also mentioned the purpose of the test.

Moreover, the researcher will also conduct a reliability test. According to Sugiyono (2013), a reliable instrument is an instrument which, when used several times to measure the same object, will produce the same data. Other than that Brown (2004) said that the problem of rater reliability is not limited to the context in which two or more scores are involved.

Based on the above explanation regarding reliability, the researcher will test the instrument that will be used by conducting a trial before the pre-test, to determine the reliability of the instrument that will be used for research, especially those that will be used for pre-test and post-test. the researcher will also ask for the help of the English teacher to assess, so that the results of the assessment of the English teacher and researchers are expected to be a valid and not subjective assessment. So, the try-out function is to find out the extent of the difference between different individuals.

The researcher will teach the control group and the experimental group. The control group used the usual conventional method and the experimental group used Task Based learning, namely giving the task of making videos. Both groups will teach the same material, but differ in their teaching media. Before the researcher give the treatment, the researcher would give a pre-test to both groups on January 31, 2022. Then the students will give a treatment on February 7, 14, and 21, 2022. After that, the researcher would give a post-test to both groups on March 28 2022.

Data Collection Technique

In addition, on the data collection technique, both the experimental and control groups used assessment scores, and for the assessment rubric, the researcher would use the scoring rubric proposed by Brown (2004) with slight changes to assess the results of the speaking test. Here is the rating scale table:

Table 2. Rating scale of speaking

Aspect of speaking	Rating scale
Pronunciation	1-4
Grammar	1-4
Vocabulary	1-4
Fluency	1-4
Comprehension	1-4
Maximum scores is 20	

The Technique of Data Analysis

To find out the results of data collection, it is necessary to analyze research data which aims to analyze whether there is a significant difference in writing skills between students who are taught using Task Based Learning and students who are taught without using Task Based Learning.

In addition, to determine the effect of the use of Task Based Learning. Before analyzing the data by using paired sample test, the researcher find out the normality of the data. Normality test of the data was analyzed by using Kolmogrorov- Smirnov technique with SPSS 22. Furthermore, in this test will use to analyze whether the sample variance is homogeneous or not. The homogeneity test will be carried out using the Windows SPSS version 22.0 computer program. The homogeneity test is designed to test the normal distribution version of the population, the homogeneity test is carried out by the Levenu test. Research data that has been collected from a homogeneous population if the adequate significance is more than 0.05. If Fobserved < Critical Value, it can be concluded that the data is homogeneous or vice versa.

Analysis of the Data

Hypotheses will be tested to state the effect of using Task Based Learning on students' speaking ability in the tenth grade of *Teknik Permesinan 1* and *2* SMK Negeri 1 Subang. The data

will be analyzed are the results of the pre-test and post-test in the experimental class. In this study, the media is said to be effective if it meets the criteria to determine whether the average score of students' speaking skills taught using Task Based Learning is better than when they are taught without using Task Based Learning using the SPSS 22 program.

Hypothesis testing is used to determine whether the null hypothesis is accepted or rejected. To test the hypothesis, two ways of ANOVA were applied. The hypothesis is accepted if the significance level is less than 0.05. In analyzing the normality test, homogeneity test, and hypothesis testing, the researcher used the IBM SPSS Statistics 22.0 computer program based on the guidelines from (Setyawarno, 2016):

a. Ha accepted : $pv < 0.05$ There is a significant effect on students who teach using Task Based Learning on the speaking skills of students in the tenth grade of Teknik Permesinan 1 SMK Negeri 1 Subang.

b. Ha rejected : $pv > 0.05$ There is no significant effect on students who taught using Task Based Learning for students' speaking skills the tenth grade of Teknik Permesinan 1 SMK Negeri 1 Subang.

CONCLUSION

Based on the discussion, it can be said that this research is still in the form of a research plan that may change from time to time, considering the current unstable condition. Besides that, researchers have prepared everything to conduct this research next year in 2022 to find out the effect of using Task Based Learning on Students' Ability. It is hoped that if this research can be carried out it will be useful for students, teachers and other researchers.

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