

THE IMPLEMENTATION OF TASK BASED LEARNING TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILL AT GRADE XI NETWORK COMPUTER TECHNIC (NCT) B OF STATE VOCATIONAL HIGH SCHOOL 1 BENGKALIS

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Abstrak: Tujuan penelitian ini adalah untuk menemukan apakah teknik pembelajaran berdasarkan tugas dapat meningkatkan kemampuan berbicara siswa dan faktor-faktor apa saja yang mempengaruhi perubahan kemampuan berbicara siswa melalui penerapan teknik pembelajaran berdasarkan tugas. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari empat kali pertemuan. Masing-masing terdiri dari plan, action, observation, dan reflection. Peserta penelitian adalah peneliti, teman kerjasama, dan siswa kelas XI NCT B SMKN 1 Bengkalis. Instrumen yang digunakan untuk mengumpulkan data adalah: (1) tes berbicara, (2) lembar observasi, (3) catatan lapangan, dan (4) panduan wawancara. Data dianalisis secara kuantitatif dan kualitatif. Temuan menunjukkan bahwa penerapan teknik pembelajaran berdasarkan tugas meningkatkan keterampilan berbicara siswa kelas XI NCT B SMKN 1 Bengkalis. Ini terlihat dari nilai rata-rata. Nilai rata-rata sebelum melakukan penelitian adalah 2,62, nilai rata-rata tes siklus 1 adalah 2,98, dan nilai rata-rata tes siklus 2 adalah 3,43. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan keterampilan berbicara siswa dengan menerapkan teknik pembelajaran berdasarkan tugas yaitu: (1) materi yang nyata, (2) interaksi, dan (3) peran guru. Oleh karena itu, dapat disimpulkan bahwa teknik pembelajaran berdasarkan tugas efektif dalam mengajar berbicara. Sementara, materi yang nyata, interaksi, dan peran guru mempengaruhi peningkatan keterampilan berbicara siswa kelas XI NCT B SMKN 1 Bengkalis.

Keywords : *Task based learning, speaking skill*

Introduction

Speaking skill is one of the main focuses in English teaching at Vocational High School. The graduates of vocational high school are expected to get the job easily and ready to work in the workplace based on their own skill. The company is one of the places that will be targeted. There, the students are

expected not only to be able to do a job well but also speak English. So, English must be taught to create the students who are able to communicate in real life by using English well.

Brown (1994:254) states "speaking is an interactive process of constructing meaning that involves

producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking". It means that speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also they understand when, why, and in what ways to produce language.

In reality, based on the writer's experience in teaching and learning speaking process, the students' speaking skill was far from the expected. The other phenomenon could be seen from the students' activities in the speaking class. Most of the students felt uneasy when they had to speak in the classroom. They felt so anxious in practicing their speaking skill. They were shy and afraid to make mistakes. It means that most of the students did not have high motivation and self confidence. Next, based on interview with some students, she indicated that there were some factors that affected their speaking skill. One of them was the teacher used old technique in teaching speaking.

To overcome the problems, there are many kinds of techniques in teaching speaking, but in this research, the researcher wanted the students to use English in the performance of oral tasks where the teacher gave a task and the students completed the task. The researcher would apply a technique of learning by giving the task namely task based learning (TBL). Based on Willis' (1996:26) theory "task based learning refers to a method of English learning that requires

learners to use authentic language through a communicative approach to achieve a desired outcome". In addition, Nunan (2004: 8) says that "task based learning focuses on learners using language naturally in pairs or groups work, allowing them to share ideas". Therefore, this technique gave the students more motivation and opportunity to communicate.

Furthermore, Harmer (1988: 87-88) proposes the reason why it is a good idea to give students speaking tasks: 1) Rehearsal; when students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom. 2) Feedback; engagement in a speaking task which demands for the use of all and any language at the students' command provides feedback for both teacher and students. 3) Engagement: completing a speaking task can be really motivating and give real satisfaction.

Willis (1996:52) states that "a framework for task based learning outlines three stages. They are: pre task, task cycle, and language focus". Pre task consists of introducing a topic and task. Task cycle consists of doing task, planning, and reporting. Meanwhile, language focus consists of analyzing and practicing.

Furthermore, task based learning technique has a number of purposes. Willis (1996: 35-36) identifies some purposes, they are: "to develop learner's confidence in communication, to give them experience of spontaneous interaction, to give them chance to speak and communicate, to give them engage in using language, and to make them participate in

interaction". It is clear that the purposes of task based learning relate to two general goals: communicative effectiveness and the second language acquisition. So, TBL technique gives the students much chance to practice their language communicatively.

Based on discussions above, an action research has been done to solve the teacher's and the students' problem. The research was carried out to find whether TBL technique could improve the students' speaking skill and what factors influenced the improvement of the students' speaking skill by implementing TBL technique.

Method

a. Research Design

The type of this research was Classroom Action Research which aimed to improve teaching and learning process in the classroom. It was done to improve the students' speaking skill. Ferrance (2006:6) defines that "classroom action research is reflective process that allows for inquiry and discussion, the researcher collaborated with other teachers become a team who works together to overcome the problems which are faced by the teacher and students". The participants of the research were the researcher, the collaborator, and the 18 students at grade XI NCT B of SMKN 1 Bengkalis 2012/2013 academic year. The instruments that were used to collect the data were speaking test, observation sheet, field notes, and interview guide. Then, the data were analyzed quantitatively and qualitatively.

b. Teaching Procedure

1. Cycle One

At the beginning of this cycle, the teacher explained everything about the teaching and learning process by implementing TBL technique. She explained the process in teaching and learning speaking through TBL technique. She did the first cycle in four meetings; three meetings for teaching and learning process and one meeting at the end of the cycle for speaking test.

In the cycle one, the researcher explained in detail by giving some examples about TBL technique. Then, she introduced and explained about the procedures of TBL technique. After that, she checked the students' understanding about procedures by asking question. Then, the researcher implemented this technique in teaching and learning activities.

Based on the procedures of TBL technique, in pre task, the researcher gave the introduction of the research. Then, the researcher began to lead the students into discussion about topic and task type that would be done. Then, the researcher and the students shared opinion and highlight useful words and phrases. In doing the task, the students were divided into some pairs or some small groups. For task cycle phase, the researcher asked the students to do the task, while the researcher monitored and helped the students to formulate what they want to say about the topic. After that, every pair or every group prepared and presented their task result in front of the class. After presentation finished, the class discussed and compared their task result and the researcher gave her comment,

correction, and feedback on their content. In language focus phase, the students analyzed and identified language focuses that occur during the task and practiced new words and phrases that they found. Finally, at the end class, the researcher concluded the lesson in the day.

Based on the data gotten from speaking test, observation, field note and interview, the researcher and collaborator found some problems that occurred during teaching and learning process of this cycle. They were as follows: Most of the students were not active and did not have high motivation in discussion, most of the students faced problems in pronunciation and fluency, most of the students had difficulties in doing the task that was given, most of the students did not have confidence to speak English, and most of the students lacked of commitments and responsibilities in their group work.

Therefore, the researcher and collaborator decided to continue the research to the second cycle in order to solved the problems above and found the solutions to be applied in the next cycle.

2. Cycle two

Based on the result and the problems found in the previous cycle, the researcher and the collaborator did some revisions. They were designed toward teaching and learning process in cycle 2 as follows: a) Pronunciation and fluency reinforcement should be more intensive in order to upgrade students' score. b) To make students more fluent in speaking than previous cycle, they were given much time to practice their English language. c) To overcome the students' commitment and group responsibility, the researcher put the

students in the same group with their close friend. d) The teacher have to control and remember the students to use English to develop their speaking skill and to be active in doing the task.

In the second cycle, the teacher only reviewed her explanation about TBL technique procedures. As usual, she gave a different topic and task type to be discussed for each meeting in the second cycle. The researcher began the class by reviewing all expressions that the students already known in talking about the topic given. Then, the researcher reinforced from what they had known about the expressions and tried to improve their skill in understanding the material being discussed. In this cycle, tasks were done in smalls group.

After they had understood about the material and the task given, the students did the task in small group. Then, they shared and discussed about the topic. Whereas, the researcher did her role, she went around to monitor and remember the students to use English and to be active in doing the task. Furthermore, every group prepared and reported their task in front of class one by one. The class then discussed and compared about group results. Afterwards, in analysis stage, the students analyzed the language focuses and practice it. Finally, the researcher closed the class by giving the conclusion.

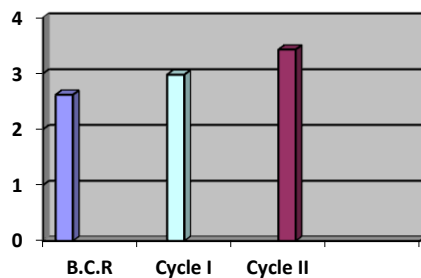
Findings

1. The Improvement of the Students' Speaking Skill.

Based on the data analysis, it could be concluded that the implementation of TBL technique

could better improve the students' speaking skill at grade XI NCT B of SMKN 1 Bengkalis. It has been proved that there were significant improvements on the students' speaking skill during two cycles. The improvement can be seen from the scores were gotten by the students in speaking test in each indicator of each cycle.

Graph 1. The Improvement of the Students' Speaking Skill



From the graph above, the students' average score from the beginning until the end of the research are clearly shown. The students' average score in test before conducting the research was 2.62. It indicated that the result was still low. Therefore, teacher needed to implement an appropriate technique to improve the students' speaking skill. Then, in the first cycle, the students' speaking skill increased to 2.98. It means that the students' speaking skill was improved by implementing TBL technique. However, the students' speaking skill in the first cycle was (2.98), it could not yet achieve the passing score (3.00). Therefore the research should be continued to the next cycle. Then, the students' speaking average score increased in the second cycle which was 3.43. It can be concluded that the score was higher than the passing score. In conclusion, based on the result of speaking test in cycle 1 and

cycle 2, it was known that the students' speaking skill was improved continuously and significant by implementing TBL technique. It means that task based learning technique was one of the appropriate techniques to be implemented in improving the students' speaking skill.

2. Factors that Influence the Changes of the Students' Speaking Skill through the Implementation of TBL Technique.

The effectiveness of task based learning technique in improving the students' speaking skill was related to some factors that influenced the success of the technique implementation. The factors can be seen from the result of interview, observation sheet, and field notes described as follows:

a. Real World Material

Bringing the real world materials into the Classroom as one of ways to stimulate the imagination of the students and motivate them to learn. The materials were presented in this research consisted of some expressions about invitation, future plan, bargaining, necessity and obligation, asking and giving opinion, and describing process. It showed real expressions that were used in real life. Conversation that happened in real context and situation was really useful in helping the students' understanding the materials and tasks. Below are samples of field notes taken:

1. *The students show their interest to pay attention when the researcher tells about the topic.*
2. *The students listen the researcher's' instruction carefully.*

3. *The students enjoy the teaching and learning process, they more active in doing the task and preparing the report.*

The interview also showed that materials that were provided on every meeting were clear to be understood. Besides that it was also really interesting. It made them easier in figuring out the meaning of the expressions and made conversation with their friends. By having real world materials, the students had willingness to have discussion and used English in speaking class. The following are the samples interview done by the researcher for cycle 1 and 2:

Researcher : "What do you think about the real world materials that are provided by your teacher in every meeting, is it interesting? Can it help you in improving your speaking skill?"

Student 1 : "I like the materials. It makes me motivated in speaking English because the expressions used in my real life".

Student 5 : "I like the materials because the teacher gives us different topic in every meeting. Besides, I am easier to share and discuss with my friends to do the task because the material correlate with what happened in my life.

Student 7 : "I like the materials because I am interested to know some expressions in English that I can be used in my daily activities".

All students agreed that real world material helped them to

practice their English. They were challenging and motivating by giving real world material. So, it can be concluded that real world material was one of the factors that influenced the students' speaking skill by implementing TBL technique.

b. Interaction

The classroom activity was one of factors which could influence the students' speaking skill. Tasks in TBL technique were designed in pair or group work activities. These tasks were intended to increase the communication among the students. According to the students' reflections on pair or group work tasks, they pursued this goal and increased interaction among themselves and practice language more. Then, doing discussion was also helpful in improving the students' speaking skill. Through discussion the students got reinforcement from understanding difficult things of the materials. The result of their interview also proved that the interaction was really helpful in improving their speaking skill. Samples of field notes taken are below:

1. *Almost all the students participate in class discussion.*
2. *Almost all students interact with their friends by using English.*
3. *The students communicate with their friends in English during doing the task.*

The interview also showed that the classroom activities which were prepared by the teacher were interesting for the students. They could interact and discuss with their friends to solve the task given. The following are the samples interview done by the researcher for cycle 1 and cycle 2:

Researcher : “What is your opinion about interaction with your friends or your teacher in doing the task or discussion? Can it help you in improving your speaking skill? Why?”.

Student 11 : “Of course miss, many practices make my speaking become better”.

Student 7 : “Yes, of course, my speaking to be better. I am formally shy to speak English but now I have self confidence. I always interact and practice with my group members by using English”.

Student 5 : “I think interaction is very useful for me, because I can practice my English that I have before, and I can get new words from my friends”.

According to explanation above, it can be concluded that activities which involved real communication were essential for language learning. Interaction between the teacher and the students, the students and others made the students’ speaking skill became improve. It means that interaction was the factor that played important role in improving speaking skill by using TBL technique.

c. Teacher’s Role

Teacher’s role was the third factor that influenced the changes of the students’ speaking skill through TBL technique. The teacher roles during the implementation of this technique not only taught the students to have good speaking skill, but also monitor and guide the students to do all of the procedures

of TBL technique. In addition, the teacher also helped the students in solving their problems that they could not handle with her or his friend. The following are the samples interview done by the researcher:

Researcher : “What do you think about teacher’s role or teacher’s guidance done by your teacher? Is it useful for you in learning speaking?”.

Student 5 : “Yes miss, it’s useful for me. If my group have problem in doing task, the teacher gives us explanation. If we make mistakes, the teacher gives us the correct one”.

Student 6 : “I think it’s good. Because every student are given chance to speak English. If I get difficulties in speaking, the teacher helps me to solve the problem. The teacher always encourages and motivates us to speak English and study well”.

Based on the result of field notes and observation, it showed that the teacher controlled and organized the class effectively. Below are samples of field notes and observation result taken:

1. *The teacher encourages the students to speak English.*
2. *The researcher gives enough time for the students to do the tasks. She guides the students in practicing the language, and gives a corrective and feedback to the students.*
3. *The teacher goes around to monitor and help the students’ activities during the speaking class.*

It means that the roles of the teacher in the class were needed by the students to improve their speaking skill. The teacher did not only have a single role in the class, but also had to monitor, observe, guide, and help the students during the teaching and learning process through TBL technique, because most of the activities needed the students to participate actively.

Discussion

Based on the findings of the research, it could be concluded that the implementation of TBL technique could better improve the students' speaking skill at grade XI NCT B of SMKN 1 Bengkalis. The improvement was concluded through the data were gathered from the result of the speaking test, observation, field notes, and interview. The findings also support the research finding from Kartawijaya (2012) who mentions that "TBL technique enhanced significantly the speaking skill of the students and positively affected their attitudes towards English". In addition, the result of this research also supports the theory from Larsen-Freeman (1991:114) who mentions that "TBL technique is a technique to provide learners with a natural context for language use. In TBL technique the tasks were able to motivate the students' interest in the speaking class and increase oral communication in the classroom".

The first factor that influenced the changes of the students' speaking skill was real world material. The students could participate during the process of teaching and learning because the materials were easy, meaningful, and understandable, and authentic. It

means that materials must be appropriate with TBL technique because the concepts of task are definitely determined in using such materials. This is in line Ellis (2009:91) who says that "the material and the topic will also impact on learner's propensity to negotiate meaning". It can be said that TBL technique requires the use of learning materials which correlate with their life or authentic.

The second factor that influenced the improvement of the students' speaking skill by implementing TBL technique was interaction. The variation activities done by the researcher and the students could lead the students become more active in the classroom. They do not feel bored during the teaching and learning process. The variations of activities also make the classroom atmosphere more effective. Willis (1996: 35–36) identifies that "some activities in TBL technique develop learner's confidence in communication, give them experience of spontaneous interaction, chance to speak and communicate, engage in using language, and make them participate in interaction". This is also in line with Richard's (1987:13) idea, "interaction as the key to improve EFL learner's speaking skill". It is clear that the interaction is very influential to improve students speaking skill through TBL technique. Furthermore, It is supported by Ismael & Meryem's (2009) research finding, "TBL create opportunities for the development of learner's speaking, provide students with opportunities for real life language use, and the students can create and use natural language through such activities". So,

classroom activities of TBL technique provided many opportunities to speak English, it automatically made the students familiar in interaction by using English and made the students felt self confidence.

Teacher's role was the last factor that influenced the improvement of the students' speaking skill by implementing TBL technique. In teaching and learning process, the teacher could control, help, guide, and monitor the students. On the other hand, the students paid attention and became more attracted in the classroom. This is in line with Willis (1996:33) who describes of activities in TBL, "teacher walks around and monitors and encouraging in a supportive way everyone's attempt at communication in the target language". This finding also support research finding from Amlas (2009) who states that "the improvement could be reached through TBL because of the interesting material used by the researcher, teacher's guidance, class atmosphere, and technique used in teaching and learning process".

All in all, those three factors above influenced the improvement of the students' speaking skill by implementing TBL technique.

Conclusion

By referring to the findings, the researcher draws her conclusion that the implementation of TBL technique can improve the students' speaking skill at grade XI NCT B of SMKN 1 Bengkalis. This improvement can be seen from the scores were gotten by the students in speaking test in each indicator of each cycle of the research.

In addition, there are three important factors that support the students' improvements in speaking skill by implementing TBL technique. They are real world material, interaction, and the teacher's role. The first factor is real world material used in this research. By having real world material, the students have a willingness to have discussion and practice their English in speaking class. The second factor is interaction that is applied in activities of TBL technique better improves the students' participation to become more active in the teaching and learning process. The last factor is the teacher's role, by having a good teacher's role and guidance in the classroom activities, the teaching and learning process in speaking becomes better.

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