IMPLEMENTING TASK-BASED LANGUAGE TEACHING (TBLT) TO TEACH SPEAKING IN EFL CLASSES

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor Degree of English Language Education



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Assalamualaikumwr. wb.

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Wassalamualaikumser.wh.

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ABSTRACT

Title	: Implementing		Task-Based	
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This research is focus on implementation and the students and the teacher reactions of Task-Bases Language Teaching to Teach Speaking at Islamic Junior High School in Bumiayu, where the learning of English in this school is different with the other schools. The result aims to explain the implementation of Task-Based Language Teaching (TBLT) to teach speaking in EFL classes and to find out the students and teacher reactions to the implementing of Task-Based Language Teaching (TBLT) to teach speaking in EFL classes. This research is descriptive qualitative research recruited 10 samples of 25 participants from the eighth graders of Junior High School in Bumiayu. Observation (field notes) and interviews (list of questions) are used to broaden our understanding of the role of TBLT in speaking learning. In the data analysis here, the researcher used data reduction, data display, and conclusion drawing. The research findings showed that the teacher delivers the materials through the assignment of conversation, public speaking, and storytelling. These activities allow the students to have self-assessment regarding to their pronunciation, their grammatical use, and their fluency when speaking English. The students acknowledge that the method used by the teacher is interesting so that they are happy and more enthusiastic in the learning process. The students also mention that sometimes they face difficulty in arranging sentences and pronouncing the words that they are about to utter. Therefore, it is suggested to implement TBLT with various activities to teach speaking English in order that the students will give positive respond towards the learning process.

Keywords: *speaking English, task-based language teaching.*

ΜΟΤΤΟ

"With the hard work we have built, we will reap happiness and success in the future."

Viryalfr

DEDICATION

All praise to Allah SWT on His blessing and generosity so that the researcher can complete this research.

I dedicate this thesis to my parents, Mrs. Siti Fadliyah who always gives me encouragement, motivation, and expert direction. They also addressed the dedication to my father, Mr. Suwarso that has fought for his children to become successful children. And the last, to my brother who always guides, gives direction, and helps me until now.

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The researcher realizes this thesis is still far from perfect. The researcher hopes this thesis is useful for other researcher in particular and readers.

Semarang, 25th June 2021

The researcher,



<u>Viryal Lulu Fakhira</u> SN: 1703046114

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CHAPTER I INTRODUCTION

This chapter comprises the background of the study, question of the research, aim of the research and significance of the research.

A. Background of the research

Task-based Language Teaching alludes to a communicative approach which is grounded on the usage of tasks (real-life and pedagogical) as a central element for language instruction. Being able to communicate effectively in a variety of real-life situations to share specific types of information in different linguistic, and cultural backgrounds makes up a pivotal goal when becoming a competent user of the language. A task-based approach is one where tasks are used as the main key element of planning and instruction in language teaching.¹

They widely spread the English language around the world, and EFL teaching contexts are also ubiquitous, so that more we need study to investigate how EFL learners can overcome their speaking problems in a TBLT approach in different contexts.² In addition, most of the world language learners learn

¹ Olmedo Bula and Carlos Murillo, *Task-based Language Teaching: Definition, Characteristics, Purpose and Scope,* International Journal of English, Literature and Social Sciences (IJELS) Vol. 4 (6), p 1869 2019

² Gabriel Albino, *Improve Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga*, Journals.sagepub.com/home/sgo, p 1 2017

English, so they can communicate fluently. Many language learners consider speaking ability as a measure of knowing the language that is why the primary purpose of language learning is to develop speaking skills and communicative efficiency. They regard speaking as the most important skill they can gain and assess their progress in terms of their achievements in oral communication. Even though students have studied English for many years, many of them still cannot use English correctly. This may be because of limited opportunities to practice, lack of vocabulary, psychological factors that are more concerned with the fear of making mistakes when speaking English and also methods that are incompatible with student characteristics. In order to speak English well, students must feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not be afraid to make mistakes when speaking English. But many students always feel uncomfortable, insecure, and afraid to make mistakes when speaking English. Inappropriate methods used by the teacher can cause these fears and uncomfortable feelings.

Task-based language teaching has become very popular in the last decade. In Asia, the increasing popularity of TBLT in Asia can be an attributed to the requirement for a quality-oriented education model in EFL context, in which the students can develop a wide range of all-rounded abilities besides the foreign language competence, attempts to investigate the mismatches between the pedagogic concepts underlying TBLT and the sociocultural contexts in Asia. The aim of implementing TBLT in Asia is to Asian EFL teachers have help to а better understanding about the cultural adaptability of TBLT

in the Asian contexts by recognizing the contextual factors which hinder the implementation of TBLT in Asia. 3

The field of second language acquisition research has witnessed an increasing interest in TBLT. From the previous research conducted by Yi Ji and Thanh Pham, the endings disclosed several mismatches between teaching and learning traditions in China and the principles of TBLT: (1) The students failed to gain implicit knowledge while TBLT aimed to enable students to understand what was not explicitly described; (2) The students depended on the teacher's presentation while TBLT required students to learn independently; (3) The students were reluctant to work in group while TBLT emphasized student centered learning in group work; and (4) The students required related grammatical input, while TBLT required students to get holistic acquisition of knowledge.4

Another study conducted by Danyan Huang, shows that most students know a positive relationship between TBLT which reports that the motivation to learn English in terms of increased interest and enjoyment of the language itself, active participation in class activities and learning autonomy is the strengthened as shown by increasing time spent on the preparation and completion of tasks. Most students also identified a growth in their language skills

³ Yi Ji, *Task-based Language Teaching (TBLT) in Asian EFL classes: Challenges and Strategies*, Advances in Social Science, Education and Humanities, vol. 120, p 152 2017

⁴ Yi Ji and Thanh Pham, *Implementing task-based language teaching (TBLT) to teach grammar in English classes in China: using design-based research to explore challenges and strategies*, University of Political Science, Jinan: China, 2018 p 1

especially they're speaking and writing skills. The problem in this research is with quality control. To ensure the quality of a study it is necessary to pay attention to four types of triangulation: data triangulation (multiple data sources). theory triangulation (different theories), method triangulation (multiple data collection methods) and researched triangulation (over one researcher). In the current study, the triangulation method was not satisfactory. So, the involvement of other researchers needs to be done to increase confidence in the conclusions.⁵

From the research of Rui Bao and Xiangvun Du, it shows that the use of L1 as a cognitive tool facilitates students in explaining the content and meaning of tasks, setting common goals, effectively moving tasks and helping each other in solving difficulties. Using L1 also provides students with cognitive abilities support for taking words and assessing grammar forms in the target language. With the help of L1, beginner learners successfully and efficiently complete assigned tasks, which they might not have been able to accomplish without using L1. However, this study has several shortcomings, such as this study involved a few participants, and did not take advantage of other research methods such as observation and interviews. to broaden our understanding about the role of using L1 in foreign language classrooms. The drawbacks of this study are its limited student sample size and a grammatical structure limited to two focus tasks and vocabulary

⁵ Danyan Huang, A Study on the Application of Task-based Language Teaching Method in a Comprehensive English Class in China, Journal of Language Teaching and Research, Vol.7 (1), p 119, 2016

exercises. In addition, the student perceptions about the use of L1 require further exploration. And they limit the method used to determine the role of L1 use in foreign language classrooms. ⁶ To fill this gap, this study will focus on TBLT to teach speaking English that uses both observation and interviews to broaden our understanding of the role of TBLT in speaking learning. Researchers will conduct this research in one of the junior high schools in Bumiayu, where learning English at the school uses task-based language teaching to teach speaking.

B. Research questions

Based on the background study, the researcher planned the problem of the study:

- 1. How is the implementation Task-Based Language Teaching (TBLT) to teach speaking in EFL Classes?
- 2. What are the students' and teacher reactions to implementing Task-Based Language Teaching (TBLT) to teach speaking in EFL Classes?

C. Research objectives

In line with the problem statements above, the objectives of the study are:

1. To explain the implementation Task-Based Language Teaching (TBLT) to teach speaking in EFL Classes

⁶ Rui Bao and Xiangyun Du, *Learners' L1 Use in a Task*based Classroom: Learning Chinese as a Foreign Language from a Sociocultural Perspective: Journal of Language Teaching and Research, Vol. 6 (1), 2015

2. To find out the students' and teacher reactions to implementing Task-Based Language Teaching (TBLT) to teach speaking in EFL Classes

D. Pedagogical significance

This research expects the results can be used:

1. Theoretical benefit

As information to readers about implementing task-based language teaching in EFL classes, they can use this research as a reference for other researchers who are conducting research in the same field.

- 2. Practical benefit
 - a. For the English teachers

I expected the result to provide them with an alternative technique to teach speaking. Be an additional material and study for learning activities and new innovations also for educators who have not used it.

b. For students,

I expect the result to give them new experience in English learning, especially in learning to speak so we can motivate them to develop their abilities, so as not to get bored in participating in learning activities.

c. For the researcher,

The result can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

d. For the next researchers

The findings of this study can help researchers to get information about implementing task-based language teaching in EFL classes.

CHAPTER II REVIEW OF RELATED LITERATURE

In this chapter describes a theory building used a basis for research. This chapter contains a review of previous studies, theories, and conceptual framework.

A. Literature review

This section will discuss theories of speaking ability, including: (1) About Task-Based Language Teaching (TBLT), (2) About Speaking.

English has become a means of global communication. Its dominance continues to some extent. Everyone hopes to get benefits from modern education, trade, research, science, and so forth. Moreover he knows it is impossible without a working knowledge of English language and excellent communication skills. They should implement good communication in English since someone is still a child when he studies in elementary school. Although a person is still a young learner, they still need the ability in communication.⁷

1. Task-Based Language Teaching (TBLT)

Something should turn narrowly task in terms of real-world activities or more generically in terms of activities that are purely pedagogic, first, introduced the distinction between 'real-

⁷ Wienny Ardriyari, *The Application of Task Based Instruction of Procedural Activities in Teaching Speaking to Young Learners*, Unisbank Semarang: Semarang, 2015

world tasks' and 'pedagogic tasks' any task carried out in a classroom ends up being 'pedagogic' but the distinction is useful because it encapsulates two kinds of authenticity-situational and interactional. Real-world tasks aim at situational authenticity, as it based them on the target tasks performed in the outside world. ⁸ They regarded a task as an activity which satisfies the following criteria, meaning is primary, there is goal which needs to be worked towards, the activity is outcome-evaluated, and there is a real-world relationship.

The qualities can help to clarify some limits to the definition of tasks. The primacy of the meaning criterion rules out activities which have a focus on specific forms as their central justification. Hence an artful "structure-trapping" approach would fall foul of this criterion. Similarly, the real-world relationship implies that an activity focused on language itself cannot be a task. ⁹

TBLT proposes that the primary unit for both designing a language program and for planning individual lessons should be a 'task'. Various definitions of a 'task' have been provided, but most of these show that for a language-teaching activity to be a 'task' it must satisfy the following criteria, the primary focus should be on 'meaning' (by which is meant that learners should be mainly concerned with processing the

⁸ Rod Ellis, *Moving task-based language teaching forward*, Cambridge University, p 508, 2017

⁹ Peter Skehan, *Task-Based Instruction*, Annual Review of Applied Linguistic, Vol. 18, p 268, 1998

semantic and pragmatic meaning of utterances), there should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning), learners should largely have to rely on their own resources (linguistic and nonlinguistic) in order to complete the activity, and there is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).¹⁰

Thus, to implement Task-Based Language Teaching, the teacher must know and apply the criteria that Rod Ellis has described to get goals that are under the tasks.

To realize the focus on learning strategies in the application of TBLT by giving several types of tasks for students is to increase students' oral production and communicative competence in actual situations. With TBLT, teachers not only create a warm learning atmosphere in the classroom but also provide opportunities for students to take turns speaking or role-playing. However, students must master the fluency, grammar, and accuracy of their English speaking skills so that students can explain the material communicatively. And implementing TBLT, students gain knowledge and experience in learning English speaking.¹¹

¹⁰ Rod Ellis, *Task-based language teaching: sorting out the misunderstandings*, International Journal of Applied Linguistic Vol. 19 (3), p 223, 2009

¹¹ Nadiah Ma'mun, *The Effect of Task-Based Language Teaching On the Teaching Practice of Pre Service English Teacher*, Journal for Language and Foreign Language Learning Vol. 7 (2), p 143, 2018

From the previous study by Nadiah Ma'mun, we can see that implementing TBLT system for learning to speaking English can improve students' skills and students' enthusiasm in learning to speaking English.

TBLT can provide a way, in fact, to integrate the grammar instruction with meaning focused language use through performing communicative tasks. They can emphasize grammatical forms in the task's reflection performance, teacher's correction of and feedback to student's grammar usage can ease the danger that language learners develop language fluency at the expense of language accuracy.

The task is a piece of meaning focused work involving learners in comprehending, producing and/or interacting in the target language, and tasks are an analyzed or categorized according to their goal, input data, activities, setting and (teacher and learners) roles. To be specific, goals of a task can be in relation to linguistic, communicative. sociocultural or cultural outcome. Input of task can involve spoken, written and visual materials exposed to learners to assist their task performance. Activities are what learners actually do with the input to complete the tasks. Settings refer to the classroom management for the task. Teacher roles and learned roles are the roles that the teacher and learners respectively take in the entire process of TBLT.¹²

¹² Yi Ji, *Task-based Language Teaching (TBLT) in Asia EFL classes: Challenges and Strategies*, Advances in Social Science, Education and Humanities Vol. 120, p 152, 2017

There are the characteristic and the benefits of TBLT:

a) The characteristic of TBLT

Instructed language learning should contain the use of natural or naturalistic language, and activities are more related to meaning than to language. Teaching must support student-centered rather than teachercentered. Because total naturalistic learning rarely results in accuracy such as target, engagement is important for promoting the internalization of formal linguistic elements while preserving perceptions that benefit from the natural approach. This can be realized by offering the opportunity to focus on the form, which will attract the students' attention to the linguistic components as they emerge incidentally in lessons whose focus is communication. on meaning or The communicative tasks are especially suitable devices for such an approach. More formal assignments may be beneficial; this can contribute to internalization by leading or familiarity with formal maximizing characteristics during communication. Traditional approaches are unproductive and unsuitable, especially if they require formal passivity instruction and practice isolated from communicative work.

b) The Benefits of TBLT

Task-based language teaching provides many benefits to assist foreign language learning. These benefits are, TBLT provides opportunities for 'natural' learning in a classroom context, it emphasizes meaning over form however it can also emphasize the form of learning, it offers students fertile input of the target language, intrinsically motivating, this is consistent with a learner focused but also educational philosophy give permission for teacher input and guidance, it contributes to increased communicative fluency without compromising accuracy, and can be used with more traditional approaches.

Although the task-based approach provides many benefits to aid in foreign language learning, it is not without some obstacles and challenges. Some challenges of a task-based approach are the drawbacks of task-based learning are less dependent on the potential strengths of this type of instructional content but on performing instructions. Taskbased learning involves a high level of creativity and dynamism by the teacher. It restricted if teachers to more traditional roles or do not have the time and resources to assign based assignments teaching; this type of teaching may not be practical. Task-based learning requires resources outside of textbooks and related materials that are available in a foreign language classroom. Students may, initially, reject or reject taskbased language learning for which this type of teaching is not what many students expect and want from a language class. Some students use their mother tongue when they face difficulties or if the group feels intolerant. $^{\rm 13}$

2. Speaking Skill

Speaking is an activity used by someone to communicate with others. Speaking English is considered as the most fundamental skill to be mastered in language learning. That I often used speaking proficiency as the measurement of the success of learners in learning English supports it. In Indonesian context, speaking skill is considered as an important skill to be mastered by senior high-school students, either public high school or vocational high school. However, speaking is considered as a difficult skill to develop. It is because of the students' lack of exposures, lack of confidence, and lack of motivation. Speaking skill is also considered challenging because the students need more time and courage to speak.

In addition, some students are reluctant to speak because they feel nervous about expressing themselves in front of other people.¹⁴ It happens every time and has become part of our daily activities. When someone speaks, they interact and use language to express their ideas, feelings, and thoughts. They also share information with others through communication. In some

¹³ Murat, Sibel, *Task-based language teaching: what every EFL teacher should do*, Procedia Social and Behavioral Sciences, p 4, 2011

¹⁴ Mutiara, Stepani, *The Implementation of Task-Based Instruction in Teaching Speaking*, Indonesian EFL Journal: APA Citation, Vol. 2(1), 2016

situations, speaking is used to give instructions or get things done, for example, to describe something or someone, to complain about people's behavior, ask for and provide services and so on. In the teaching and learning process, the teacher pays less attention to speaking. Therefore, if students do not learn how to speak or do not get the chance to speak in a language class, they might soon lose their interest in learning. Students who do not develop strong oral skills during this time will find it difficult to keep dealing with their peers in the following years. Based on the characteristics of the problem, they can be solved by providing appropriate techniques.¹⁵

We regard the oral communication or commonly known as speaking skills, to be the most crucial skills or abilities in English learning. Speaking skills are an instrument in facilitating a communication process which covers several aspects of language, i.e. grammar, vocabulary, and pronunciation. They regarded speaking as a difficult skill to realize. It is because, in the realization, speaking skill needs courage as a psychological aspect and also proper а preparation to produce English as a target language. In addition, students' lack of exposure, lack of confidence, lack of motivation, and lack of speaking skill knowledge are also several factors why students are difficult to comprehend and develop speaking skills. The students feel insecure to speak because they are nervous in

¹⁵ Mike Pedler, *Action Learning in Practice*, England: Gower Publishing Limited. p. 20, 2011

delivering material orally in front of many people.¹⁶

Based on the explanation above to measure the students' speaking ability which has five competences: they are pronunciation, Hornby defines pronunciation as how a language is spoken how a word is pronounced, means that pronunciation is an important part of language, including its aspects like accent, stress, and intonation. Grammar. grammar and pronunciation have a close relationship, besides the sound system learners must be taught by using the structure system of language. We must give learners insight into word order, inflection and derivation into the other meaningful features of the English language. It will help students to speak fluently. Vocabulary is a range of words known or used by a person in trade, profession, etc. If students have many vocabularies, it will be easier for him to express his ideas. Fluently as the quality of being able to speak smoothly and easily, it means that someone can speak with no hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar. Self-Confidence becomes an important factor in the speaking learning process. A student with a good grammatical and vocabulary master usually has a lot of confidence to express ideas, suggestions or answer the questions. He feels like that, so he thinks he knows what he will say and how to express.

¹⁶ Halim and Hanif, *The Implementation of Task-Based Instruction in EFL Teaching Speaking Skill*, Indonesian EFL Journal, vol 4(2), 2018

Teaching speaking is about training students how to integrate skills to deliver oral "presentations" without articulation difficulties. Task-based learning assignments here are defined as work made in such a way by the teacher to be done by students, and in completing these assignments students must use language resources (language resources) to communicate. In English language education, they view tasks as components to help develop important proficiency and to facilitate the learning of a second or foreign language by increasing learners' activity in the classroom.

In a broad sense, a task-based syllabus is an *analytic* syllabus. Describes an analytic syllabus as one where learners are presented with chunks of language, which may include structures of varying degrees of difficulty. The starting point for syllabus design is not the grammatical system of the language, but the communicative purposes for which the language is used. ¹⁷

B. Previous research

There are two researchers who have conducted the similar research that concern in learning strategies. What we mentioned below explain about the finding of the research conducted concerning on the learning strategies.

A study by Hanif and Halim, this journal shows that implementing TBI provides several

¹⁷ Eulices Cordoba, Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University, Colombia:Universitas de la Amazonia. Vol. 2 (1), 2016

contributions for students' speaking skill. There are three contributions or advantages found in this study i.e. contributing to students' engagement/active participation in teaching and learning process. intensifying and increasing students' speaking skill, and creating students' positive attitudes towards TBI. Those contributions or advantages enable students to encourage students to be more active in speaking, offering them an opportunity to comprehensively of learn about the aspects speaking skill (pronunciation, vocabulary, and grammar), allowing them to share ideas, stimulating them to learn either individually/independently or with peers/in group, and providing them an environment to interact in English.¹⁸

The second previous study from Gabriel Albino, this study was an attempt to assess how learners of English as a foreign language (EFL) improved their speaking fluency in a task-based language teaching (TBLT) approach used with ninthgrade learners at PUNIV-Cazenga, a high school in Luanda. In a case study design that used picturedescription tasks, learners' speeches were audio recorded before and after the teaching, in which recasts and prompts were used, as feedback tools for 8 weeks. The findings showed learners improved in terms of their speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language. Learners' opinions on being taught with the TBLT approach were sought,

¹⁸ Halim, Hanif, *The Implementation of Task-Based Instruction in EFL Teaching Speaking Skill*, Indonesian EFL Journal, Vol 4 (2), 2018

and the findings showed the learners felt encouraged to speak, believed in their potential to use the target language, expanded their vocabulary, and recognized the relevance of the TBLT approach. We discuss the implications of the findings for teaching practice and future research.¹⁹

A study by Hanif and Halim aims to examine the implementation of task-based instruction in EFL teaching speaking skills. It covers the advantages and disadvantages faced by teachers and students in applying task-based instruction, especially in teaching speaking skills. This research uses a qualitative approach using a case study design. Data got through interviews and a questionnaire. The findings suggest that task-based instruction yields several advantages. Meanwhile. there are also some deficiencies identified in this study, such as teacher ability, time different levels availability, and of student proficiency.

While the second study is from Gabriel Albino, this study is an attempt to assess how English as a foreign language (EFL) learners improve their speaking fluency a task-based language teaching (TBLT) approach was used with ninth graders at PUNIV-Cazenga, a secondary school in Luanda. In A design using studv image description case assignments and an audio-recorded student speech before and after teaching, the findings show learners improve deeply about their speaking fluency by maximizing the speed of their speech production,

¹⁹ Gabriel Albino, *Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga*, The Case of EFL Learners at PUNIV-Cazenga, SAGE, 2017

improving grammar accuracy, outlining their speech, and developing interactional language. Findings show learners feel compelled to speak, believing in their potential to use the target language, expand their vocabulary, and recognize the relevance of the TBLT approach.

CHAPTER III RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter comprises research design, source of data, the method of collecting data, data collection techniques, instruments, and data analysis.

A. Research design

This study used qualitative research because it was relying on the collecting of qualitative data. Qualitative data instruments such as observation, open-ended questions, in-depth interview (audio or video), and field notes are used to collect data from participants in their natural settings. The methods employed in data collection give a full description of the research regarding the participants involved.²⁰

In this study, the researcher uses a descriptive method to describe the implementation and the reaction of the teacher and the students from Task-Based Language Teaching (TBLT) to teaching speaking in EFL Classes at Junior High School in Bumiayu. This type of this research is a descriptivequalitative study.

²⁰ Eyisi Daniel, *The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum*: Journal of Education and Practice, Vol. 7(15), 2016

B. Source of data

The researcher collected the data from two kinds of source:

1. Events

The event is as an instructional process that happens in the classes and other activities which are related to the research, the student's activities of English lessons that happen in the class.

2. Informants

The informants are those who determine the quality of English teaching-learning process at Junior High School in Bumiayu.

C. Method of collecting data

1. Setting and Context

I will conduct this research at an Islamic Junior High School, Central Java, Indonesia. Where the way to learn English in this school differs from other schools, they use Conversation and Public Speaking to improve their speaking skills. Researcher will conduct the research here because participants will be researched and may conduct research at the school.

The context is it will conduct this research at eighth grade in the English lesson. When the learning takes place, the teacher teaches English learning as usual and the researcher will take with the field notes and videos of these activities. Researchers will conduct research until I got the required data.

2. Participants

The participants of this study were the English teacher and the eighth grade students (25-30) who

were around 13 or 14 years old in one of these schools to get more data and this class is also the class that uses TBLT in English learning. I will ask their permission through informed consent, and I will assure them I will only do research in class so that they will be participants. I recruited the participants purposely because of several reasons. First, the participants employ TBLT in speaking learning. Second, the researcher gets access to the participants, and finally the third, the participants will take part in the study.

D. Data Collection techniques

1. Observation

Through observation, the researcher will find out about speaking with TBLT from beginning to end, including the material and methods, and how students respond. In observing the class, the researcher will take notes and videos of teaching and learning activities in the classroom.

2. Interview

By interviewing teachers and students, it will add and strengthen the results of observations that have been made. This interview will find out how to learn to use TBLT with Public Speaking, storytelling, and conversation. Researchers will conduct written interviews with teachers and students.

E. Instruments

The Qualitative data:

1. Observation

The observation of this research focused on the learning process of speaking skill of the students

in one of the junior high schools in Bumiayu. The researcher ask permission from the Head of the School and the English teacher of eighth grade to conduct observation and research in eighth grade, and the second the researcher does the observation in the class directly toward learning strategies used by the subject. The researcher will do observe the subjects in the class, and will make the observational notes about the situation in the class, including the teacher's performance in teaching speaking using task-based language teaching to teach the student and how the students speaking skill (such as their vocabulary, pronunciation. grammar, and courage to speak). From observations, the researcher will get data about how to learn to speak English using TBLT in that class.

The researcher observed the subjects in their daily activities in the boarding house. The researcher follows the subject for many times in 2 weeks. This observation will use field notes to observe the participants.

2. Interview

Research interviews are much more resource intensive. That requires researchers to get information from respondents on a one-to-one basis. The interview can last more than an hour and yield a lot of data. Interviews provide researchers with more insight be the meaning and significance of what is happening.²¹

²¹ David and Peter, USING RESEARCH INSTRUMENTS A GUIDE FOR RESEARCHERS, London, Taylor and Francis e-Library, 2003

After observation. the researcher asked permission from the English teacher and the student of eighth grade to interview the teacher about Task-based language teaching to teach speaking English in EFL classes. and to interview the student about the difficulty in speaking English. Interview the students (25-30 students) by interviewing the teacher and the students to know the implementation task based language teaching in the class and also to know the difficulty of students when studying English lessons. This interview will be conducted faceto-face with the teacher and the students by recording the answers of the participants in Indonesian language. After receiving the answers from the participants, the researcher will transcribe and translate the Indonesian results of the interview and will confirm the results for the participants. The interview will use a list of auestions (in appendix) to interview the participants.

F. Data Analysis

The next step of this research is data analysis, in which the data found by researchers is from the strategies used by the teacher. The strategy used by the teacher is when he gives vocabulary he also gives the meaning along with the pronunciation, then students are asked to follow it. I do this many times until all students can pronounce it correctly. After that, the teacher tells all students to pair up to have a conversation with the vocabulary that has been taught. In analyzing the data, the researcher used descriptive analysis with three steps based on Miles and Huberman model they are data reduction, data display, and data drawing/verification. The researcher will take the steps:

1. The data reduction

Data reduction, become the first step to do in analyzing the data in this research. Data reduction refers to selecting. focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. Data reduction is occurring as the researcher decides which research questions, observations and which data collection approaches to choose. Based on field notes, I then made data reduction. This data reduction comprises important findings.

2. The data display

The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher will display the data not only as but specifically and clearly. In qualitative research, I can do the data display as short narration, chart, flowchart, etc. After selecting and taking the data based on some criteria, the researcher presented and described the data. Data display refers to data that have been reduced in the form patterns. It benefits the researcher in understanding the data.

3. The conclusion drawing/verification And the last steps to analyze the data in this research are conclusion drawing/verification. After being explained and interpreted, the researcher made a general view of the results of the interpretation. I then made conclusions based on the common view. $^{\rm 22}$

The conclusion of this research is a description of the implementation Task-Based Language Teaching (TBLT) to teach speaking in EFL Classes and what are the strengths and the weaknesses at Darunnajat Boarding School Bumiayu. In short, the steps in analyzing data are: (1) Data reduction, the researcher chooses, identifies, and focuses on the data by referring to the research problem formulation. (2) After selecting the data, the researcher displays the data in good sentences. And, (3) after displaying the data, conclusions are drawn.

²² Miles and Huberman, *Qualitative Data Analysis*: SAGE Publications, London, p 10-12, 1994

CHAPTER IV RESEARCH FINDING & DISCUSSION

In this chapter present the research findings and discussion of the research. The purpose of this research was to know the implementation and the reactions of students and teacher of Task Based Language Teaching to teach speaking English at the eighth grade of An Islamic junior high school in Bumiayu. I gained the finding from the field which is compared with the implementation and the reactions of TBLT to teaching speaking, while the discussion is deciding or a conclusion about this research.

Good language learners are speaking English fluently and the students do not have difficulty speaking, but sometimes they find some problems with speaking. So they use certain strategies to solve their problems. Students in eighth grade at an Islamic junior high school in Bumiayu always practice their speaking skills not only in the classroom but also outside the classroom. The researcher wants to discuss the implementation using TBLT in the eighth grade at an Islamic junior high school in Bumiayu to know their speaking skills.

In this research, there were 10 children who will be interviewed and one English teacher taught in that class. Where the English teacher really likes English and she wants all the children, she teaches to speak English properly and correctly.

From the 10 children, 8 children like the English learning system, especially in speaking using the TBLT system, because according to them learning English with this system has many benefits such as learning to be very fun, being able to train their reasoning, making them more confident to speak English in public, practice their pronunciation in speaking learning, add vocabulary, make it easier to learn to spoke, make them more focused on learning, they become more understanding when the teacher explains and when asked to practice directly.

A. The implementation Task-Based Language Teaching (TBLT) to teach speaking

Before observing the implementation, the researcher will interview the teacher's knowledge about TBLT. The teacher knows some characteristics and benefits of TBLT therefore the teacher wants to teach speaking English so that students have new knowledge and insights.

The teacher teaches twice in a week, the teacher teaches speaking English for eighth grade of an Islamic junior high school in Bumiayu using TBLT. In teaching English lessons, the teacher used three phases: the opening phase, core phase, and closing phase. In acting, the teacher will integrate the students to take part in the classroom activities the writer presents in the following action the teacher. On Monday 15th March 2021, the teacher with the title some and any, the teacher opened the class by greeting, asking the students' condition, and checking the attendance list of students. Besides, she also asked students' readiness to learn. After that, the teacher discussed the previous material a little than the teacher gave assignments with the criteria of TBLT to several students to have conversations, public speaking, or storytelling for 3 minutes in front of the class by explaining the material in the book with direct practice to sharpen their brains, train mentally and also increase their vocabulary by using some and any. Some students did the task, and the other students will listen to a friend who is advancing in front of the class. After that the teacher will continue the new material using English and Indonesian, sometimes the teacher appoints students to read text from books. And last, the teacher asks the students' difficulties regarding the material provided during the learning process. She also provides input related to student work. Finally, the teacher closes the class with a greeting.

For implementation in the eighth grade before starting the learning, a teacher usually gives an assignment by storytelling or with a conversation in front of the class and also by public speaking. English teacher has said this:

> "I give the assignment for the student by conversation, story-telling and public speaking to make all the students more active and not bored with the material, the students can show the expression in front of the class so they can be a confident person."

That way, all children can add vocabulary and hone their thinking with this assignment. Usually, the teacher will provide an evaluation after the child has finished doing his job. The teacher applies the TBLT system in speaking learning so all the students can speak English well and correctly and also have confidence when speaking in public.

The teacher used TBLT to make the children more comfortable and feel happy when learning by playing, given assignments, and reading. The teacher will appoint students one by one to read from the books that have been provided then, the other children will continue to practice their speaking. The teacher guides all students to read and look for the meaning then, they repeat the material that has been explained. Sometimes they watch films related to the title of the material to make them more familiar with the material described.

Even though they experience difficulties when learning to spoke English, they have solutions to overcome these difficulties such as, having to be more careful in preparing everything before learning, looking for vocabulary in the dictionary after memorizing and practicing it, so can ask with the teacher how to pronounce correctly, with more practice speaking English so that it is easy to remember, memorizing vocabulary every day, opening Oxford when spare to know how to read and it is meaning. The Aulia said this as the student:

> "Although sometimes I have difficulties when learning to spoke English, I also overcome them with several solutions, such as memorizing vocabulary and practicing more of what I have learned, often speaking in English, and finally, I usually memorize vocabulary every day when I'm not busy."

And when in public speaking, they usually make the text together with their classmates so that it is easy to make. They usually memorize the speech text for about 3 days, but when they deliver their speech, they must experience a lack of confidence, forgetfulness, nervousness, lack of pronunciation, lack of readiness, but they have a solution to overcome all of them, such as reading basmalah before starting, assume the audience is an ant who is talking so that they can be more confident in delivering their speech, often practice speaking English with friends to train their confidence and fluency.

The students' speaking achievement was the primary concern in this study. The researcher found some students had a deficiency in speaking so that they could not achieve the lesson as fast as other students could. The teacher must know who cannot take part actively as the teacher expects.

The discussion of how the implementation TBLT to teach speaking English and the reaction of students and teacher supported by conversation, storytelling, and public speaking to create students who are active in speaking English at Junior High School in Bumiayu. The method used by the English teacher is useful for students, supported by information data owned by each student, and teacher who teaches in the eighth grade.

This research shows that implementing TBLT to teach speaking can increase students' knowledge and enthusiasm for learning English speaking. With hands-on practice, students can easily remember and learn it. The teacher uses the TBLT system so that it does not bore students just reading and doing assignments, but students also express it. By practicing speaking English with a conversation, story-telling, or public speaking, speaking English students can be fluent if the student can practice it every day so that the vocabulary and pronunciation that has been learned is not lost.

It strengthened the findings of this research by Gabriel Albino's research. 23 He showed the

²³ Gabriel Albino, Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at

students had progressed in the speed of speech production, which meant they had increased the number of words they speak English using the TBLT system.

This research also has the same results as research from Kalavathi Tiwari and K. Ratna. ²⁴ I pointed them out TBLT has proven to be effective in improving student learning competencies in rural areas. Students can improve fluency, student's accuracy, and can get a clear understanding and context of goals for learning the grammar. This teaching can develop student's speaking skills.

There are several characteristics and benefits of TBLT, the characteristic of TBLT teaching should support student-centered rather than teacher-centered. This can best be done by offering the opportunity to focus on form, which will draw students' attention to the linguistic component that emerges by chance in lessons whose focus is on meaning or communication. And the benefit of TBLT by using a task-based language teaching system providing many benefits to assist foreign language learning, TBLT provides opportunities for natural learning in the classroom context. TBLT emphasizes meaning over forms but can also emphasize forms of learning. Where in this study emphasizes the meaning of being able to split speaking English. If teachers are limited by not

PUNIV-Cazenga, The Case of EFL Learners at PUNIV-Cazenga, SAGE, 2017

²⁴ Kalavathi, K. Ratna, *Task-based Language Teaching: Its Implementation to Improve Speaking Skills of Rural School Students- A Case Study*, IOSR Journal Of Humanities and Social Science (IOSR-JHSS), Vol. 22 (8), 2017

having the time and resources to assign teachingbased assignments, this type of teaching may not be practical. Task-based learning requires resources outside of the textbooks and related materials commonly available in foreign language classrooms. ²⁵

In this research, the teacher focused on students wherewith the TBLT system, students were trained to be independent and confident in what they were doing. Using Conversation and public speaking will increase their knowledge and communicate well besides that they will also focus on the meaning they convey. The teacher uses learning usually by storytelling, conversation, and public speaking, which sometimes outside the textbook, to simplify and multiply the meaning, knowledge, and insight for students so that they can find out things outside the book.

B. The students' and teachers' reactions to implementing Task-Based Language Teaching (TBLT) to teach speaking

This research focused on students, and teacher reactions to implementing TBLT for teaching speaking at eight grade of junior high school in Bumiayu. Based on observations about implementing TBLT for teaching speaking, all students enjoy learning to speak English using the TBLT system, which makes them more enthusiastic about learning. Kenia said this as the student:

²⁵ Murat, Sibel, Task-based language teaching: what every EFL teacher should do, Procedia Social and Behavioral Sciences, 2011

"I enjoy learning to speak English using the TBLT system because it makes me more focused, enjoys learning, and makes it easy for me to understand the material presented with direct practice."

When some students come in front of the class, other students listen seriously and when the teacher explains again, they are enthusiastic and responsive to learning. From some of these children, when asked to listen or speak, some spoke English in public rather than listening because they thought that practicing directly could train their mentally, train how to speak English properly and correctly, lack of understanding when there were people who speak English.

Some of them have problems when speaking English so they prefer to listen rather than speak because they are easier to listen to. When speaking English, the pronunciation must be correct because mispronunciation will also change the meaning. When speaking in public they have to make all the audience listen to the content of the speech and must be confident in speaking in public, and students still lack understanding in choosing the topics they will talk about during the conversation because of lack of vocabulary and lack of confidence to speak English with the opponent. Tiara said this as the student:

> "I prefer to listen because listening is easier than speaking English. When we speak we have to be right in pronunciation because when we say the word wrong it will change the meaning too."

Some difficulties experienced by students such as lack of confidence when speaking English in front of the class for fear of pronouncing words in English, lack of understanding of how to pronounce English correctly, some of them also have difficulty in carrying out conversations due to lack of preparation. In doing public speaking, they have difficulty in composing correct sentences and using proper grammar. These difficulties occur because of a lack of learning about how to pronounce English correctly. Sometimes they are too lazy to memorize vocabulary, including only memorizing it with no supporting actions that make them understand and memorize vocabulary and how to pronounce it.

Teacher sometimes have difficulties when teaching, such as dealing with children who are less active in class, children who are difficult to understand the material, then the teacher will do different things to the child by teaching her slowly and more often point them so that they dare to express opinions and easy to understand the material. Usually, this happens because the child is afraid to express his opinion in public and must get more guidance from a teacher. The English teacher said this:

> "Sometimes I have difficulty when there are children who are less active when learning, the child never wants to move forward when I point it out. Then, when the lesson was over I approached the child to guide her, the child had difficulty understanding the material and was embarrassed to express her opinion in front of the class because if she was wrong she thought she would be laughed at by her friends, I gave directions and suggestions to make her

more confident and when learning, I explain slowly so that all the students that I teach can get the material and understand it clearly."

With the ease of using the TBLT system, students can hone their thinking to be broad about vocabulary and about speaking English all students are more comfortable with the learning system used by the teacher. Sometimes the teacher teaches by playing games such as the teacher appoints one student to read from the book that has been provided then shows the student appointed again by the teacher to train the child's concentration. The teacher guides children to look for vocabulary that has not been understood and to look for its meaning. Then, all students will repeat all the vocabulary and its meaning together and memorize it. Learning by playing games is also accompanied by watching movies related to the title being discussed.

With the TBLT system the teacher makes it easier to teach speaking English material for eighth grade, the teacher performance when teaching is good where after the teacher explains in English it will be explained again using Indonesian to make it easier for children to learn and do assignments. With this TBLT system, it is easier for teacher to deliver material because before explaining all students have a little understanding of the material to be discussed. The English teacher said this:

> "Using TBLT to teach speaking in the eighth grade makes it easier for me to convey the material, after I explain using English I explain a little in Indonesian so that all students can understand the material and what I convey."

Teacher sometimes has difficulty when teaching, such as old students understanding the material so that the teacher will explain the material aloud, repeat the material slowly and explain in English alternately with Indonesian to make it easier for all students to learn the material. And students can understand the learning explained by the teacher clearly.

In Task Based Language Teaching, learners need to understand the forms, meaning and functions of language, because for a language-teaching activity to be a task it must satisfy the following criteria: the primary focus should be on meaning, there should be some kind of gap, learners should largely have to rely on their own resources in order to complete the activity, there is a clearly defined outcome other than the use of language. And Skehan identified four criteria: meaning is primary, there is goal that needs to be worked toward, the activity is outcomes-evaluated, and there is a real-world relationship.²⁶

From these criteria, the teacher has fulfilled it, but the teacher must have several tasks to add the interests and explore them to complete certain types of tasks. Because of the lack of teacher facilities, such as experience in teaching English, the teacher only uses a few assignment methods.

Researcher made observations to examine teacher during the teaching and learning process in the classroom. The researcher is a non a participant of server in this research. In the interview, I recorded the results of student and teacher interviews using an

²⁶ Rod Ellis, *Task-based language teaching: sorting out the misunderstandings*, International Journal of Applied Linguistics, vol. 9(3), p. 223-226, 2009

audio recorder to get details of certain data to be analyzed. The strength of TBLT is to shift the focus of the learning process from teacher to students so that the teaching and learning process can focus on student activities. By using TBLT, the teacher can use several tasks that can help students attract their interest and deepen them to complete the task.

By using several types of assignments, students explore their opinions and reactions during the teaching and learning process. TBLT makes the teaching and learning process more learner-centered because by using assignments as the basic unit of learning, teacher open up possibilities for students to plan and monitor their own learning. I know it how the implementation TBLT for learning to speak English at the eighth grade of An Islamic junior high school in Bumiayu 2020/2021.

To conclude, the learning uses TBLT system to teach speaking at Junior High School in Bumiayu is good for speaking practice. Students can express, give an opinion, and train their mentality with assignments given by the teacher with the conversation, storytelling, and public speaking activities. These activities can help students to learn more about how to pronounce, memorize, and practice the vocabulary they get. So, they don't forget easily.

The implication of this research is that teachers should pay more attention and supervise students during the learning process, how they learn the material, and some vocabulary to be memorized and put into practice. I can provide information to teachers and prospective English teachers who will teach students to use the TBLT system to teach speaking English. With some examples of assignments in this study that can be used as a guide for teaching English speaking, students will practice more because it makes it easier for them to learn the material that the teacher conveys. However, besides that, students must also have enthusiasm and motivation, especially from themselves, so that it is easy for them to increase their ability to learning to speak English.

CHAPTER V CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the research findings and suggestions for English teachers and future researchers who are pleased to use Task-Based Language Teaching (TBLT) as a teaching method for speaking English.

A. Conclusion

The researcher concludes several points from the research related to Task-Based Language Teaching (TBLT) to teach speaking English in the eighth grade of Bumiayu Junior High School.

Based on the goat data, implementing TBLT to teach speaking English helps the teacher in the learning process. The students need to practice addressing English to train their minds and their fluencies in order to not only understand the material but also the students can be good at speaking English. Therefore, the teacher provides material to the students through the assignment of conversation, public speaking, and storytelling to complete the students' understanding and the students' speaking skill. In addition, the students can have selfassessment related to their grammatical use, their pronunciation, and their fluency when speaking English.

The reactions of the teacher and the students toward the implementation of TBLT in teaching speaking are various. The teacher, consider that learning to speak English using the TBLT system eases them in delivering the material. At the same time, the students admit that the method used by the teacher is interesting so that they are enjoyable and more enthusiastic in the learning process. However, the students also mention that sometimes they have difficulty in arranging sentences and pronouncing the words that they are about to say. Considering the implementation of TBLT to teach speaking English, it needs to have further development in order to conduct a better learning.

B. Suggestion

The researcher would like to give some suggestions related to this research. The researcher hopes the suggestions provided are useful for:

1. English teacher

Since students' speaking skills have progressed after using TBLT, especially by doing similar tasks applied in learning activities, it suggested English teachers to apply this method in teaching speaking English.

English teachers are encouraged to use other activities when applying methods to increase children's creativity.

2. The next researcher

This study applies TBLT, especially in doing assignments to improve students' speaking skills and increase students' activeness in speaking English. I expected the findings of this study to be used as a starting point for future researchers to conduct similar research on different tasks.

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APPENDIX

APPENDIX I: Observation (field note) for Teacher and Students

Observation (field notes) for teacher

Teacher	: Indana Hayatun Nufus
Observer	: Viryal Lulu Fakhira
Skill	: Speaking English
Topic	: Some and Any
Date observation	: 15 th March 2021
Time observation	: 11.20-12.30

- 1. Researcher will examine speaking English learning activities from beginning to end.
- 2. The researcher will examine directly the learning strategies used by the teacher.
- 3. The researcher will check teacher performance when teaching speaking English using task-based language teaching.
- 4. Researcher will examine how teacher can improve students' skills such as pronunciation, vocabulary, grammar, and their courage to speak.
- 5. Researcher will examine how the teacher delivers the material to speaking English using task-based language teaching.
- 6. Researcher will examine teacher barriers when teaching using task-based language teaching.

Speaking English learning in the eighth grade starts from 11.20-12.30 P.M the strategies that are used by the teacher are conversation, public speaking, and storytelling. With the TBLT method, students felt comfortable and during the learning process. Sometimes, the teacher taught English speaking by playing games such as reading books and being appointed one by one at random to train their focus. The teacher will guide students to look for vocabulary they don't know and practice it with an assignment to practice their pronunciation and easy to remember the vocabulary. To facilitate the learning process, the teacher conveys the material using two languages, English language and Indonesian language to make the students easier and understand the material, teacher delivered the material and gave the assignment a loud, the teacher also improved the students' skills such as pronunciation, vocabulary, grammar, and their courage with assignments given by the teacher with the TBLT method. One obstacle experienced by the teacher during the learning process is the TBLT method, where all the students have to do the tasks from the teacher but there are some children that find it difficult to understand the material because they don't active in the class, so the teacher must repeat the material slowly and in more detail.

Observation (field notes) for student

Student	: All of the students
Observer	: Viryal Lulu Fakhira
Class	: Eighth (A) class
Date Observation	: 15 th March 2021
Time Observation	: 11.20-12.30

- 1. Researcher will examine students' responses during learning from beginning to end.
- 2. The researcher will examine how enthusiastic students are when learning on a task-based language teaching.
- 3. The researcher will examine how students carry out public speaking, conversation, and storytelling.
- 4. The researcher will examine the obstacles experienced by students in the learning process.
- 5. The researcher will examine the success of students when teacher teach speaking English using task-based language teaching.

When during the lesson, all the students felt happy and enthusiastic with the learning to spoke English using TBLT method, the teacher gives their assignment swiftly doing the task. All the students are listening to their friends who are advancing in front of them seriously when the teacher explains the material the students are also active and responsive. In public speaking the students must make the audience focus on the speech that they deliver and the speaker must be confident in speaking English in front of the class. During the correct the words for them to convey, lack vocabulary, and must have correct pronunciation. The success of the students learning with the TBLT to teach speaking English is to increase their vocabulary, train mentally, know the correct pronunciation, and facilitate their speaking English.

APPENDIX II: Interview (list questions) for the teacher and the students

Interview (list of questions) for the teacher

Name : Mrs. Indana Hayatun Nufus

- What strategies do you used to teach speaking English?
 Answer: I used teaching methods through conversation, public speaking, and storytelling to increase students' enthusiasm and enthusiasm in speaking English.
- 2. What are the strengths and weaknesses of implementing TBLT in teaching speaking English? Answer: Its strengths are being able to increase student activity, increasing self-confidence with direct practice students can know how to pronounce and mean the words they say, and for the weakness of TBLT I have to find the best method in teaching using the TBLT system
- 3. What will you do to improve students learning skills? Answer: *I will provide material accompanied by different practices and assignments so that students can increase their knowledge and can express their opinions easily.*
- 4. What are the difficulties when teaching using taskbased language teaching? Answer: The difficulty is that I have to control children who are indeed difficult to express their opinions in public because with the TBLT system all students are taught to be confident in what they do.
- 5. Does the TBLT learning method make the students active in speaking English? Why? Answer: Yes, because the TBLT system in teaching English speaking, it can help students to interact with

the vocabulary they get, knowing the correct grammar and pronunciation

Interview (list of questions) for the students

Name : Jestin

1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I enjoy learning to use the TBLT

method, this method makes it easier for me to understand the material

- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *I have difficulty when I will prepare material for conversation and public speaking.*
- 3. What will you do to overcome these difficulties? Answer: *I have to be more thorough and fast to prepare the material*
- 4. Does learning use TBLT make your learning easier and more enjoyable?

Answer: Yes, it's easier to learn to spoke English.

5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: For conversation I have had no difficulties, for public speaking I have had difficulties such as lack of confidence in speaking in front of the class and it took me 3 days to memorize the text.

Interview (list of questions) for the students

Name : Defi

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: *Yes, because I enjoy speaking English*
- 2. What are your difficulties when learning to spoke English with the TBLT method?

Answer: During the learning activities, I did not understand the new vocabulary.

- 3. What will you do to overcome these difficulties? Answer: I will look up vocabulary in the dictionary, memorize it and I will practice it so I don't forget.
- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, the TBLT method makes me happy to take part in learning.
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: I have difficulty during conversations because there is no preparation, public speaking is sometimes nervous, but I also memorize vocabulary in my room when I have free time.

Interview (list of questions) for the students

Name : Nihaya

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I feel happy because it makes us more active in learning to spoke English.
- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *Difficulty in writing and also in English pronunciation.*
- 3. What will you do to overcome these difficulties? Answer: Sometimes I ask my classmate or teacher how to read the correct English sentence.
- Does learning use TBLT make your learning easier and more enjoyable? Answer: Vas. makas ma hanny.

Answer: Yes, makes me happy.

5. Are you having difficulties during public speaking and conversation? What are the difficulties?

Answer: For conversation, I have not experienced difficulties, but when I speak public speaking, it is sometimes difficult for me to memorize, usually I have memorized it but when I come forward in front of the class, I suddenly forget. To overcome this, usually assume the person in front is not there and read basmalah.

Interview (list of questions) for the students

: Asna

Name

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: *I like it, because from there it can train our reasoning.*
- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *I have had no trouble.*
- 3. What will you do to overcome these difficulties? Answer: *I have had no trouble*.
- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: *More fun because we can train ourselves mentally to be confident.*
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: At the time of the conversation there were no difficulties during public speaking it was just that they were not ready and nervous to speak in public. However, I prefer to speak in public rather than listen.

Interview (list of questions) for the students

Name : Aulia

1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I like it, because with this method we can learn to speak in front of people.

- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *My difficulty is lack of confidence and I still have difficulty in pronouncing English.*
- 3. What will you do to overcome these difficulties? Answer: *I overcome it by practicing more speaking English, memorizing vocabulary, and I memorize vocabulary every day to increase my knowledge.*
- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: *Yes, it makes it easier for me to learn.*
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: *In conversation I have not had difficulty, but in public speaking, I have difficulty in translating it.*

Interview (list of questions) for the students

Name : Rahma

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I like it, because it trains our pronunciation in English.
- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *I have experienced difficulties such as when I forgot to memorize when public speaking, lack of vocabulary that I know.*
- 3. What will you do to overcome these difficulties? Answer: To overcome this, I opened a dictionary to find out the vocabulary and how to pronounce it, usually I memorized it in the mosque or in class when the hours were empty after that I practiced it so I wouldn't forget it easily.

- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, I feel happy with this method it makes me more enthusiastic to learn English.
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: At the time of the conversation lack of preparation, and a lack of discussion that will be spoken. When I speak public speaking, I am not good at memorizing and pronouncing words.

Interview (list of questions) for the students

Name : Citra

1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I really like this method because it can

increase my confidence in speaking properly and correctly and increase my vocabulary.

- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *Difficulties do exist but we can ask the room administrator, teacher, or classmate.*
- 3. What will you do to overcome these difficulties? Answer: When I don't understand, I look for it in the dictionary, still don't understand, I ask the teacher.
- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, the TBLT method can make it easier to speak English, know the word order, and increase our vocabulary.
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: During the conversation, there is usually new vocabulary. Usually, I prefer my conversation partner who is superior, when I get a child who is

difficult to talk to I teach it slowly and I am told some vocabulary and how to read it.

Interview (list of questions) for the students

Name : Tiara

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I like it because it's fun and fun and also makes it easier for me to learn.
- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *My difficulty is sometimes nervous when going out in public, and forgetting my memorization.*
- 3. What will you do to overcome these difficulties? Answer: To overcome this I assume that the one in front of me is an ant talking. It is easier for me to listen because when I speak I have to be right in pronunciation when the wrong words have different meanings.
- Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, it makes easier for me to learn and also fun
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: In conversation, I experienced a lack of readiness, and when public speaking I had difficulty in making texts, translating from Indonesian to English was a little difficult.

Interview (list of questions) for the students

Name : Kenia

1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I like it because TBLT makes me more focused on studying, and makes me more understanding when practicing directly.

- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: I have difficulty because I am not very proficient in the language I prefer to speak because I do not understand when someone speaks English.
- 3. What will you do to overcome these difficulties? Answer: *I overcome this by adding my public speaking schedule to increase my vocabulary, and I memorize the vocabulary when my free time.*
- Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, because it makes it easier for me with TBLT I know more about my mistakes and shortcomings when speaking English.
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: Lack of readiness before public speaking so that when public speaking I find it difficult, and during the conversation, I try even harder to memorize vocabulary and then put it into practice.

Interview (list of questions) for the students

Name : Ela

- 1. Do you like learning to spoke English using taskbased language teaching? Why? Answer: Yes, I enjoy learning with this method, because TBLT makes us understand better what the teacher explains.
- 2. What are your difficulties when learning to spoke English with the TBLT method? Answer: *I find it difficult to pronounce English*.
- 3. What will you do to overcome these difficulties?

Answer: To overcome this, I open an oxford when I have free time then I memorize it and practice it.

- 4. Does learning use TBLT make your learning easier and more enjoyable? Answer: Yes, because TBLT makes it easier for me to learn to speak, from there we can learn the correct pronunciation.
- 5. Are you having difficulties during public speaking and conversation? What are the difficulties? Answer: I have difficulty, such as easily forgetting when speaking in public. In conversation, I look up and practice vocabulary in the dictionary so that during the conversation I don't open the dictionary to practice my pronunciation.

APPENDIX III: Learning Process (Public Speaking and story-telling in the classroom)





(Learning Speaking English activities)



APPENDIX IV: Interview activities (Interview the student)





(Interview the teacher)



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