THE IMPLEMENTATION OF TASK-BASED LEARNING IN INCREASING THE SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS OF SMAN 1 BANGKINANG

Irma Evi Swardi Siburian
Dra. Atni Prawati, M.Ed
Student of English Language Education Department
Faculty of Teacher Training and Education
Riau University

Abstract. *This classroom action research was aimed to study the improvement on the students' speaking ability of eleventh grade students of SMA N 1 Bangkinang by implementing task-based learning especially Creative Task. This study consisted of two cycles of classroom treatment, in which one cycle consisted of four stages, namely Planning, Action, Observation, and Reflection. The proficiency test (Pre- and Post-tests) was used for measurement, and also a set of observation sheets and field notes were used to gain the record of the classroom activity during the implementing Task-Based (Creative Task). The subjects were 30 students from XI Science 2 class at SMA N 1 Bangkinang. After two cycles implementing Task-Based (Creative Task), it was found that the students with the treatment could gain a better writing ability and could perform a better speaking on all post-tests. However, the statistically significant differences of the score results of the two cycles were found on the Post-test 2, where the average score 77,61. Moreover, the students' activeness during implementation of Task-Based Learning (Creative Task) also improved from one meeting to others. Regarding the effectiveness of the Task-Based Learning (Creative Task) on the students' attitudes, the observation sheets results showed that the students had positive attitudes towards the Task-Based Learning (Creative Task) and that the approach could help them write better and make the class more interesting.*

Keyword   : Classroom Actional Research, Task-Based Learning (Creative Task), Speaking

INTRODUCTION

Based on curriculum (2006) English is one of the important subjects that must be taught from elementary school to university level. Speaking is one of crucial subjects that should be taken and understand by the students to enable them to communicate with others orally. Brown (1994), Burns and Joyce (1997) defined speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is an effort to use language freely, being able to speak, feel free to communicate, being able to express thought.
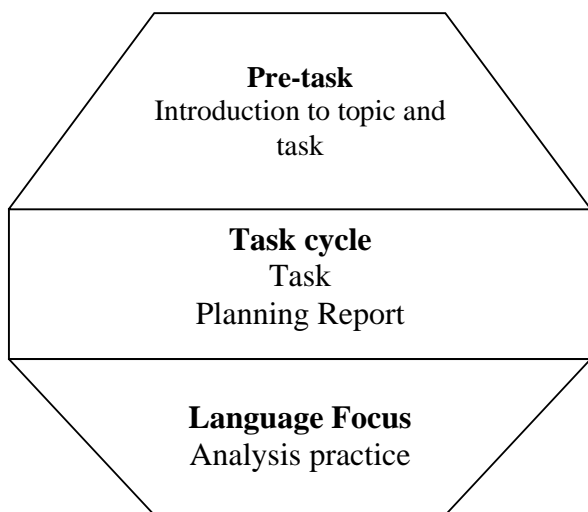
Speaking takes an important role in learning language, students regard that speaking is the most difficult subject to be learned. This problem can be caused by the students themselves, the facilities or maybe caused by the teachers. Firstly, students feel shy and have less confidence to express their mind on their own words because they afraid of making mistakes. Secondly, it may be caused by their unfamiliarity with the second language they are learning. Another caused may be the students' lack of motivation and interest in learning speaking. Secondly, this problem may be caused by the lack of facilities they need in learning speaking such as language laboratory, books, and also library to support the learning process. Thirdly, from the teacher's side, this problem might be caused by media they use is not effective, the assignment given to students is

not really concord with the learning subject and students ability, and may be the teachers use monotonous teaching methods or strategies.

Willis (1996) given task during learning process should be the primarily focus in the learning strategy, communicatively, and build the real purpose of the using of language itself in daily life naturally. He also suggested the use of "Task-Based Learning" (TBL) that shows the effectiveness of giving tasks as the focus of learning methodology in speaking. That is the reason the researcher feel interested in observe the use of "Task-Based Learning to overcome the problem that faced by the students of eleventh grade science 2 students of SMAN 1 Bangkinang.

Task-Based Learning (TBL) also known as task-based language teaching was firstly popularized by Prabhu (1987). This method focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Task-Based Learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. The focus is on the task outcome rather than on accuracy of language forms. Task-Based Learning makes the performance of meaningful task central to the learning process.

One way of looking at Task-Based Learning is to see it as a kind of 'deep-end' strategy (Johnson 1982) in harmer 2007. In other words, students are given task to perform and only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments which the students' performance of the task has shown produce. Harmer (2007) also explains the frame work of TBL as task-based methodology is, in fact, considerably more complicated than this. She suggests three basic stages: the Pre-task, the Task cycle and the Language focus.

Pre-task
Introduction to topic and task

Task cycle
Task
Planning Report

Language Focus
Analysis practice

Picture: The Willis TBL framework
(Willis 1996:52 in Harmer: 2007)

Pre Task stage, the teacher explores the topic with the class and may highlight useful words and phrases, helping students to understand the task instructions.

During Task, the students perform the task in pairs or small groups while the teacher monitors from a distance. Then, The students then plan how they will tell the rest of the class what they did and how it went, and they then report on the task either orally or in writing, and/or compare notes on what has happened.

The language focus stage, the students examine and discuss specific features of any listening or reading text which they have looked at for the task has provoked.

Willis (1996:149) in Murad (2009:41) listed the following types of task of TBL:

Listing: including a brainstorming and fact-finding, the outcome is a completed list or draft mind map.

Ordering, sorting: including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria

Comparing: this type of task includes matching, finding similarities or differences. The outcome can be appropriately matched or assembled items.

Problem solving: this type of task includes analyzing real situations, reasoning, and decision-making.

Sharing experience: these types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions.

Creative tasks: these include brainstorming, fact finding, ordering and sorting, comparing and many other activities.

This study seeks to investigate the following question:

1. Why most students feel shy in saying something in English?
2. How to solve this problem?
3. Which one is the most effective technique/strategy in teaching speaking?
4. Can Task-based language learning increase the students' ability in speaking?

This study is expected to be beneficial in these aspects:

1. To help students in learning speaking
2. To make improvement in teaching speaking
3. To implement the different method in teaching speaking
4. To know if there is any significant effect of in Task-Based Language Learning to increase students' speaking ability of SMA N 1 Bangkinang.
5. To describe the implementation of Task-Based Language Learning in teaching speaking.

METHODOLOGY
Participants

The participants of this research were the students of grade eleventh of SMA 1 Bangkinang year 2012/2013 that consist of 30 students.

Location and Time of The Research

This research was conduct at SMA N 1 Bangkinang, in Kampar, Riau from the second week until the fourth week of January 2013.

Data collection technique

The technique in collecting data in this research was by using qualitative and quantitative data as followed:

1. The observation sheets used to observe the students' and teacher's activities in teaching and learning process.
2. Speaking test as the instrument to collect data. The writer recorded the students' opinion to measure their speaking ability. The test consisted of a topic and students gave opinions or facts about the topic given. The students were given approximately 3-5 minutes to give their opinion related to creative task about the topic and the opinion was recorded.

Research Procedure

This classroom action research was done for two cycle and two meetings for each cycle. The cycle process: planning, acting, observing, and reflecting. The result of one cycle was used to determine the need for the following cycle, until the problems get solved.

1. Planning

In this part the writer did the following steps:

a. Setting up lesson plan to teach speaking by using task-based learning
b. Preparing teaching material
c. Preparing students' observation sheet
d. Preparing teacher observation sheet
e. Preparing field note
f. Preparing research instrument for the pre-test and post test

2. Acting

In this step, the writer did the following activities:

a. *Giving pre-test*

Pre-test was conducted before giving treatment. It was done to measure the students' ability in speaking. In pre test, students were asked to speak a short dialogue from the teacher. The students performed the task in ways that will promote acquisition. Teacher explored the topic with the class and might highlight useful words and phrases, helping students to understand the task instructions.

b. *Action*

After giving the pre-test, the researcher gave treatment for two meetings for each cycle (two cycles). Each meeting took about 2x45 minutes. Here the researcher implemented the task-based method to teach speaking. This action, the students performed the task in pairs or small groups while the teacher monitored from a distance, then planed how they will tell the rest of the class what they did and how it went, then reported on the task either on the task orally or in writing, and/or compared notes on what has happened.

However, the teachers while the action, also have to do the teacher's role that was typically limited to one of an observer or counselor – thus the reason for it being a more student-centered methodology, took questions and otherwise simply monitors the students, and then provided written or oral feedback, as appropriate, and the students observing may do the same.

c. *Giving Post Test*

The post test for students was administered at the end of the cycle. The items used for this test were topics given from the researcher. The items used for this post test used as final data for this researcher. The post was analyzed and the result would be used as final data for this research.

3. Observing

Observing was the process of collecting data indicating the success of the strategy in solving the problem in the classroom. The teacher can observed both individual and group activities during the lesson in the class. The students' activities can be observed based on the students' observation sheet that consists of list of activities that students needed to do during the learning process.

4. Reflecting

Reflection was the processing of analyzing data determined how far the data collected have shown the success of the strategy in solving the problem. Reflection also has shown as the personal reflection form the writer about the strengths and the weaknesses in conducting the treatment. The reflection was based on the test given in the end of the teaching learning process and observation during the lessons.

From the result of test and observation, the teachers can see whether the activity of the task-based learning could improve the students' speaking ability or not. And the data collected become a guide for the researcher to do the next activities.

Data Collection Technique

The technique in collecting data in this research was by using qualitative and quantitative data. To collect the qualitative data, the writer used observation sheet. There were two kinds of observation sheet. To get the quantitative data, the writer used speaking test as the instrument. The writer recorded the students' opinion to measure their speaking ability. The test consisted of a topic and students gave opinions or facts about the topic given. The students were given approximately 3-5 minutes to give their opinion related to creative task about the topic and the opinion was recorded.

DISCUSSION OF THE FINDINGS
The Result of Pre-Test

No.	Aspects of Speaking	Rater 1	Rater 2	Rater 3	Average	Ability Level
1	Pronunciation	44.67	55.33	56.00	52.00	Poor To Avarage
2	Grammar	39.33	50.67	52.67	47.56	Poor
3	Vocabulary	46.00	54.67	56.00	52.22	Poor To Avarage
4	Fluency	45.33	52.00	54.67	50.67	Poor To Avarage
5	Comprehension	55.33	48.67	54.00	52.67	Poor To Avarage
	Total Average	**46.13**	**52.27**	**54.67**	**51.02**	**Poor To Avarage**

Pre-test was done to measure students' speaking ability before treat Task-Based Learning (Creative Task). The result of pre-test proved that the lowest average score was in aspect of "Grammar" with 47,56 (Poor). Then it was followed by Fluency 50,67 (Average to Poor), Pronunciation 52 (Average to Poor), then Vocabulary 52,22 (Average to Poor), and the highest score was Comprehension 52,67 (Average to Poor). Based on the description above, the students' speaking ability was in level of "Average to Poor" with total average score of aspects was 51,02.

However, the average score of students' speaking ability in this pre-test still didn't pass the standard score (75) yet with average score 51,02. Students' speaking level still in Poor to Average score and poor which means students' score need improvement.

The Result of Research in Cycle 1

The Result of Observation

From result of students' observation in cycle 1, we could get the percentage of the activeness in each meeting which is in the first meeting was 64.44% and the second meeting was 78.33% with the total average was The activeness of students increased by 13,89% with total average percentage was 78,89%. It means that the students' activeness was 78,89%.

The Result of Post Test 1

No	Aspects Of Speaking	Rater 1	Rater 2	Rater 3	Average	Ability Level
1	Pronunciation	64.53	63.33	66.00	64.62	Avarage To Good
2	Grammar	60.87	58.67	62.67	60.73	Avarage To Good
3	Vocabulary	64.67	66.00	68.00	66.22	Avarage To Good
4	Fluency	67.80	56.00	62.00	61.93	Avarage To Good
5	Comprehension	74.67	53.33	66.67	64.89	Avarage To Good
Total Average		**66.51**	**59.47**	**65.07**	**63.68**	**Avarage To Good**

The result of post test 1 shows that the highest average score is vocabulary 66,22, then followed by Comprehension 64,89, Pronunciation was 64,62, Fluency 61,93, Grammar 60,73. The average score of students' speaking ability according to each rater placed in level average to good with score 63,68 which means increased from average score in the pre-test with score only 51,02.

Reflection in Cycle 1

Based on students' scores in pre-test and post-test I, there was a significant improvement. The average score in pre-test was 51,02 (poor to average), while the average score of post-test I was 63,68 (average to good). It means that the students' achievement in speaking ability was better after implementing Task-Based Learning (Creative Task) which would improve the speaking ability of the second year students of SMAN 1 Bangkinang. Unfortunately, the students' score in post-test I could not achieve the standard score (KKM) at SMAN 1 Bangkinang; namely 75.

The observation sheet of students shows that some students did not follow the procedures of Task-Based Learning (Creative Task) completely. Only some students follow all the procedures well. From the information above, the researcher convinces she was successful yet in increasing students' speaking ability in cycle I by conducting this research to the second year students majoring science at SMAN 1 Bangkinang. The researcher needs to conduct cycle II to increase the students' speaking ability.

The Result of Research in Cycle 2

The Result of Observation

The activeness of students in each activity from the first to the second meeting in this cycle 2 was in increased as in the first meeting was 73.89%, while the second meeting was 84.44% and the total average of students activeness was 79.17%. The data above shows the significant increasing in the cycle 2.

The Result of Post-Test 2

No	Aspects Of Speaking	Rater 1	Rater 2	Rater 3	Average	Ability Level
1	Pronunciation	75.86	75.17	83.45	78.16	Avarage To Good
2	Grammar	71.72	74.48	77.24	74.48	Avarage To Good
3	Vocabulary	76.55	74.48	78.62	76.55	Avarage To Good
4	Fluency	74.48	76.55	76.55	75.86	Avarage To Good
5	Comprehension	90.34	73.10	85.52	82.99	Good To Excellent
Total Average		**77.79**	**74.76**	**80.28**	**77.61**	**Avarage To Good**

The result of the observation shows that students' speaking ability increased after implementing Task-Based Learning (Creative Task). It can be shown as the average score on the aspect Pronunciation was 78,16 (average to good) , Grammar was 74,48 (Average to Good),

Vocabulary was 76,55 (Average to Good), Fluency was 75,86 (Average to Good) and for the last aspect Comprehension the score was 82,99 (Good to Excellent).

Based on the description above, the students' ability in speaking was in the level of Average to Good with the average score of post test 2 was 77,61. It was increased from post-test 1, from 63,68 to 77,61, which was mean increased by 13,93 points.

Reflection

After teaching students for two meetings in cycle 2, it could be seen that the average score in post test 2 was 77,61 while it was only 63,68 in post test 1, which is mean compared 13,93 point with the post test 1. So that, the students' average score in post test 2 had passed the minimum standard criteria yet (KKM>=75). Thus, the researcher can be stopped or in other words, it is not necessary to continue the research to the next cycle.

Discussion

The improvement of students' speaking ability in term of standard score (KKM) achievement. Below is the table showing students' mean score in each test. The table is presented the improvement of students' speaking ability in each test.

Improvement of Students' Ability in Each Test

Test	Students' Mean Score	Category
Pre-Test	51.02	Poor To Avarage
Post-Test 1	63.68	Avarage To Good
Post-Test 2	77.61	Avarage To Good

In total, the students' mean sore in pre-test was 51,02. In post test1, it increased to 63,68, kept increasing in post test 2 attained 77,61. By looking at students mean score in total, it contently passed the standard score (KKM>=75). It performed good increase.

From the result of the implementation Task-Based Learning (Creative Task), the writer states the strengths of Task-Based Learning (Creative Task) were:

1. Task Based Learning was able to develop students' social skills in process of teaching and learning which led them to be comfortable, free to share knowledge with friends, free of giving their opinion, and they finally they would have self-esteem to show their ability in using English actively.
2. Task Based Learning was useful to practice their ability in speaking since the final expectation of conducting the approach was presentation.

However, the weaknesses of applying the strategies were as followed:

1. It was difficult for the writer to control students in teaching and learning process since they presented to talk in native language in the group while doing the task.

To sum up, the writer conclude that Task-Based Learning, specially Creative Task improve the second year students speaking ability at SMAN 1 Bangkinang.

CONCLUSION

The study found that teachers that the implementation of Task Based Learning, especially Creative Task in teaching speaking has been successful to improve students' speaking ability at grade XI Science 2 at SMAN 1 Bangkinang. It is effective since it aroused students' motivation in learning; engaged them in using language purposefully and cooperatively; and made them participate in a complete interaction. Students are also encouraged to meaningfully express ideas by using their speaking skill.

REFERENCES

Brown, H. Douglas. 1994. *Teaching by Principles. An Integrated Approach to Language Pedagogy. (3rd. ed.)* New Jersey: Prentice Hall Regents.

Brumfit, J. C., and K. Johnson. 1983. *The Communication Approach to Language Teaching*. Oxford: Oxford University Press.

Burns, A & Joice. 2007. *Focus on Speaking.* Sidney: National Centre for English Language Teaching and Research.

Edwards, C & Willis, J. 2005. *Teachers Exploring Tasks in English Language Teaching.* Oxford: Palgrave Macmillan

Ellis, R. 2003. *Task-Based language Learning and Teaching.* http:tesl-ej.org/ej27/r5.html

_____. 2006. *The Methodology of Task-Based Teaching.* Asian EFL Journal

Ferrance, Eileen. 2000. *Action Research*. New York: Brown University.

Gustina R. *The Implementation of Task-Based Learning to Increase Speaking Ability of Second Year Students at SMAN 3 Pekanbaru:* Riau University

Harmer, Jeremy, 2007. *How to Teach English*, new edition, New York, Longman.
_____ *How to Teach English*. Cambridge: Cambridge University Press
_____Fourth Edition. *The Practice of English Language Teaching*. England: Longman University Press.

Harris, D. 1974. *Testing Skills for Listening and Speaking.* New Delhi: Tata McGraw-Hill Publishing Company limited and printed by India Offset Press

Hornby, A. S. 1987. *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford University Press.

Muller, T. 2006. *Researching the Influence of Target Language on Learner task Performance.* In

Mitib, T. Murad, 2009. *The Effect of Task-Based Language Teaching on Developing Speaking Skills Among the Palestinian Secondary EFL Students in Israel and Their Attitudes Towards English*: Jordan.

Nunan, D, 2004. *Task-Based Language Teaching*, United Kingdom: Cambridge University Press

_____, 1989. *Design Tasks for the Communicative Classroom.* New York: Cambridge University Press

Rahman, M, 2010. *Teaching Oral Communication Skills: A Task-Based Approach*. Mines University, ESP World: India.1

Richards, J.C. 2008. Teaching Speaking Theories and Methodologies. www. Professorjackrichards.com

Sanchez, Aquilino, 2004. *The Task-Based Approach in Language Teaching*, IJES: Spain.

Thornbury, S. *Methodology: Task-Based Learning (*http:www.onestopenglish.com/support/ask-the-experts/methodology-questions/methodology-task-based-learning/146376.article)

Tosun, B. 2008. Task-Based Learning: a review http://www.eltworld.net/howto/2008/04/task-based-learning-for-dummies/

Ur, Penny. 1996. *A Course in Language Teaching: Practice and Theory*. United Kingdom: Cambridge University Press.

Widdowson, H.G. 1994. *Teaching Language as Communication*. New York: oxford University Press.

Wilkins, D. A. 1998. *Linguistic in Language Teaching*. London: The English Language Book Society and Edward Arnold Publisher, Ltd.

Willis, J.1996. *A Framework for Task-Based Learning*. England: Wesley Longman Limited.

Willis, D. & Willis J. 2007. *Doing Task-Based Teaching.* Oxford University Press