

**THE EFFECTIVENESS OF TASK BASED LANGUAGE TEACHING  
TO ELEVENTH GRADE STUDENT'S SPEAKING SKILL  
AT SMK PGRI 2 SUTOJAYAN  
IN THE ACADEMIC YEAR 2023/2024**

**SKRIPSI**

Presented as a partial Fulfilment of the Requirements to Obtain The Sarjana  
Degree of Education of English Department Faculty of Teacher Training and  
Education University of Nusantara PGRI Kediri



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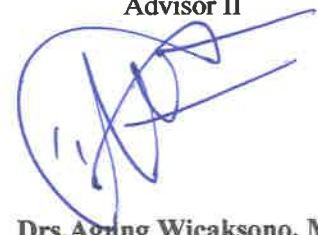
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## MOTTO AND DEDICATION

### MOTTO:

*"Barangsiapa mengerjakan kebajikan, baik laki-laki maupun perempuan dalam keadaan beriman, maka pasti akan Kami berikan kepadanya kehidupan yang baik dan akan Kami beri balasan dengan pahala yang lebih baik dari apa yang telah mereka kerjakan."*

*(QS. An Nahl: 97)*

*"Smile and let everyone know that today, you're a lot stronger than you were yesterday." - Drake*

### DEDICATION:

I dedication this skripsi to:

1. **Allah SWT**, who always provides guidance and convenience in writing this skripsi..
2. My Beloved parents, **Mr.R.Bambang Sasmito Indradi and Mrs. Sri Astuti Yunani**, who always give me extra support and love.
3. My Sister **Nancy Prima Indriasty** and My Brother **Doddy Kurniawan DJ**.
4. My Beloved best friends , and My wonderful classmate from B-Class 2020.

## ABSTRACT

**Tria Rizky Amalia,** "The Effectiveness of Task Based Language Teaching to Eleventh Grade Students` Speaking Skill at SMK PGRI 2 SUTOJAYAN in The Academic Year 2023/2024"

**Key terms:** *Task Based Language Teaching , Speaking Skill*

This research is based on the results of the researcher's observations that occurred in the classroom that learning methods that are not interactive and boring make students not have the confidence to practice speaking and demonstrate speaking skills according to the topic and their abilities, students feel that they have the freedom to express their ideas and creativity. through assignments given by the teacher. This can be seen from the slow progress of speaking skills as assessed from several aspects such as grammar, vocabulary, pronunciation and fluency, causing low speaking skill scores.

The problem studied is whether there is an influence of task based language teaching treatment on improving students' speaking skills and how effective is the use of the task based language teaching method in improving speaking skills.

The design of this research was experimental, the researcher used a quantitative approach with the research subjects being 11th grade students majoring in marketing at SMK PGRI 2 SUTOJAYAN with a sample size of 30 students. With pre-test treatment - treatment of 3 meetings - using the RPP instrument and post-test at the last meeting. This research data was obtained from pre-test and post-test scores from speaking practice and questionnaires.

The research results showed that there was an increase in the average student score from the pre-test of 48.08 and post-test of 56.41. The significance value of the pre-test and post-test of 30 students was  $(0.014) < (0.05)$  with The results of paired sample statistical tests show that there is a correlation from the results of the questionnaire on the effect of task-based language teaching on speaking skills obtained from 30 students, which is 0.032. Based on the degree of relationship guidelines, the correlation that occurs is a weak relationship, namely 39.2%. The calculation results of the calculated t value of  $3.196 > 2.045$  show that the calculated t value is greater than the t table, meaning that task-based language teaching is effective and has a positive influence on the speaking skills of the majority of eleventh grade students at SMK PGRI 2 SUTOJAYAN

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First of all ,I would say thankyou for Allah SWT has given me easiness, healthy, and help me to do inthis thesis, the title is the effect of task based language teaching (TBLT) toward students speaking skill of eleventh grade students at SMK PGRI 2 SUTOJAYAN.As one of requirements for the award of Sarjana degree in English study program. To complete in this thesis, the researcher received advice, critics, support, motivation, and help guidance from many people. In this case the researcher wants to express sincere thanks for great people the following :

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Mr.R.Bambang Sasmito Indradi and Mrs. Sri Astuti Yunani
9. My Best friend who were helps me to finished this thesis proposal
10. And the last, for myself who was able to completed this thesis proposal.

It is realized that this skripsi is still has many shortcomings, so it is expected that criticisms and suggestions from various parties are expected.

Kediri, \_\_\_\_\_



**TRIA RIZKY AMALIA**  
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## **CHAPTER I**

### **INTRODUCTION**

This chapter will include the researcher's history, the study's problem, its purpose, its hypothesis, its scope and limitations, its importance, and definitions of key terms.

#### **A. Background of The Study**

Perfect basic speaking skills show that students are able to communicate concepts or information to others. students must the skill to generate meaning through the creation, receipt, negotiation, or processing of other people's knowledge. Students should be proficient in grammar, pronunciation, fluency, vocabulary, understanding, and other speaking abilities, according to Brown (2004, p. 172).

Achieving an ideal level in these skills can be indicated by several criteria: Grammatical Accuracy, Students should be able to speak grammatically, using appropriate structures even in complex topics. Pronunciation, They should articulate English words clearly and accurately. Vocabulary, Students need to demonstrate a range of vocabulary and flexibility in using it appropriately for different topics. Communication Effectiveness, They should communicate effectively, responding well to topics and engaging in meaningful exchanges. Content Clarity and Appropriateness, So Their spoken content should be clear, focused, and suitable for the audience and the objectives of the communication.

Mastering these aspects of speaking skills is crucial for students to ensure that their communication is not only effective but also efficient. This comprehensive skill set enables them to express themselves clearly, understand others, and participate confidently in various communication contexts. At now, being able to speak English as a second language is essential. The importance of learning a foreign language in today's world has accelerated, due to the development of communication needs among people around the world. As to Malihah's (2010) research, there is a typical underestimation of students' skill in the four language skills—reading, speaking, listening, and writing—especially when it comes to verbal expressiveness. Speaking proficiency serves as a significant indicator of success in English language learning, underscoring its critical importance for learners (Richards, 2008). The goal of teaching speaking includes developing grammar, sociolinguistic understanding, discourse skills, and strategic competence (Brown, 2007). According to the Indonesian high school curriculum (2013), teaching speaking aims to enable students to articulate their ideas and opinions effectively in both spoken and written forms across various genres of texts such as descriptions, recounts, and narratives. This demonstrates that speaking skills are essential not only for everyday conversations but also for expressing knowledge and opinions about textual information.

Ur (1996) identified common speaking challenges among students, such as fear of making mistakes, reluctance to be criticized, embarrassment, and limited vocabulary. Alexandrzak (2011) further noted that lack of speaking practice outside of class contributes to these difficulties. Effective teaching methods are crucial in

addressing these challenges and helping students achieve success in learning (Zhou, 2016).

Speaking skills are particularly vital for students in vocational high schools, as they are essential for various activities and scenarios in the marketing field. Hence, teachers play a crucial role in preparing students to confidently use English in practical and professional settings. Many students encounter difficulties with speaking, stemming from insufficient English proficiency, limited vocabulary, and motivational issues, which hinder their oral communication development. Addressing these challenges requires dedicated training and support to cultivate students' oral proficiency and confidence in using English effectively.

The purpose of teaching speaking is to develop proficiency in grammatical, sociolinguistic, discourse, and strategic skills (Brown, 2007). This underscores the significance of practical inquiry as a tool for social engagement, motivation, and language learning within educational settings, enhancing student enjoyment of language acquisition. Burns & Joyce (1999) highlight the contextual nature of speaking, where language serves diverse social functions and adapts to cultural and social contexts.

Successful teaching and learning processes depend heavily on effective methodology. In this situation, task-based language teaching makes sense since it gives pupils lots of opportunity to practice speaking. This method encourages active use of English in class, fostering discussion and negotiation of ideas during assignments. Consequently, students engage fully in practicing the target language through task-oriented activities.



Moreover, additional strategies empower learners by enabling them to manage their learning process, including planning, organizing, and evaluating their use of the target language. According to Ruso (2007:13), students prefer interactive learning environments over traditional lecture-based classes, as they value opportunities to explore creativity during their learning journey.

Task-based language teaching (TBLT) approaches have several benefits because they help students enhance their critical thinking, problem-solving, and cognitive processes. When teachers assign tasks as part of TBLT, students are given opportunities to use language in communicative ways. According to Nunan (2004:19), TBLT emphasizes learning strategies where learners engage in natural language use, particularly in pair or group work settings. This approach encourages students to share ideas actively and participate fully in the learning process.

By engaging in tasks that require real communication and problem-solving, students not only improve their language proficiency but also enhance their critical thinking abilities. TBLT shifts the focus away from traditional language learning methods that prioritize grammar drills and memorization. Instead, it emphasizes meaningful language use in authentic contexts, enabling students to apply language skills practically. This active participation fosters deeper learning and engagement, as students collaborate with peers to achieve shared goals and objectives in language learning.

Task-Based Language Teaching (TBLT) is a method to language learning in which students work on tasks designed to help them become more proficient speakers (Richards and Rodgers, 2001). The purpose of these tasks is to provide

students the chance to actively participate in order to improve their skills. According to Willis and Willis (2007), communicative tasks differ from typical classroom activities based on several criteria. Specifically, tasks are considered communicative when they involve real communication and are focused on conveying meaningful messages in the language. This focus on communication aims to improve students' speaking abilities as they engage in authentic language use and interaction. Thus, TBLT emphasizes practical application over rote memorization, promoting language learning that is both effective and engaging for students. Speaking is a fundamental aspect of language learning that encompasses various essential elements such as communication, performance, pronunciation, intonation, grammar, and vocabulary. These components are integral to teaching any language, enabling students to effectively use the target language for communication purposes.

Speaking is a fundamental skill essential for students studying marketing at vocational high schools. Mastery of this skill is crucial as it directly impacts their competency in various marketing activities and situations during their learning journey. Therefore, teachers bear the responsibility of thoroughly preparing students to effectively communicate in English both in real-life scenarios and within the vocational learning environment. This proficiency serves as a vital asset in their vocational competence and in intensive English language acquisition.

To achieve the goal of enhancing speaking abilities, implementing innovative action research projects is crucial. Task-Based Language Teaching is a very successful approach for this (TBLT). Through the completion of

predetermined activities, TBLT enables learners to actively interact with the target language. These tasks are designed not only to facilitate the acquisition of new language knowledge but also to encourage the application of existing language skills in meaningful contexts.

By focusing on tasks that require real communication and problem-solving, TBLT promotes active language use and enhances learners' speaking proficiency. This approach moves away from traditional methods that prioritize grammar drills and rote memorization, instead emphasizing practical language application. Through TBLT, learners are motivated to communicate effectively and develop their speaking abilities naturally within authentic language contexts.

Overall, TBLT is recognized for its effectiveness in promoting language learning that is interactive, engaging, and conducive to developing both fluency and accuracy in speaking skills. Educators should understand that TBLT involves both input tasks, where students receive language input, and output tasks, where they actively produce language. This approach enables students to develop their speaking proficiency gradually, starting with simpler tasks and progressing to more complex ones.

Improving students' communication proficiency in the target language—both spoken and written—is the main goal of vocational high schools.

Learning objectives are centered around achieving effective communication, with activities specifically designed to foster mutual understanding and meet communicative goals. These assignments in communicative language activities not only aim to engage students in a enjoyable learning process but also

introduce new concepts and reinforce language structures to support the development of their speaking skills. Based on the background, researchers are highly motivated to carry out studies in order to validate and record findings with the title **"The Effectiveness of Task-Based Language Teaching to Eleventh Grade Students Speaking Skill at SMK PGRI 2 SUTOJAYAN In the Academic Year 2023/2024"**

#### **B. Identification Problem**

In relation to the background of the problems above, the following problems can be identified, they are :

1. Lack of students speaking skills for Vocational High School students majoring in marketing.
2. The language learning methods applied in schools do not support students' skills to practice language actively and creatively.

#### **C. Limitation of the Research**

This study conducted in eleventh grade of SMK PGRI 2 SUTOJAYAN, because the students have the low speaking skills. The researcher examines how students' speaking skill improve when they utilize task-based language teaching compared to when they did not use it, taking into account the study's historical context and issue identification.

#### **D. Problem of the Research**

Referring the background that has been described, researchers can formulate the problems as follows:

1. How Is the effect of Task-Based Language Teaching to the eleventh grade students speaking skill at SMK PGRI 2 SUTOJAYAN ?
2. How is the eleventh grade students behaviour when Task-based Language Teaching implemented in speaking class at SMK PGRI 2 SUTOJAYAN ?

#### **E. Objective of The Research**

Based on the research questions above, the objective of the study are :

1. To find out whether using Task-based Learning is effective in increasing students' speaking skills at the eleventh grade students of marketing at SMK PGRI 2 SUTOJAYAN Year Academic 2023/2024.
2. To describe the effectiveness used the Task Based Language Teaching to Students Speaking Skills at the eleventh grade students of marketing at SMK PGRI 2 SUTOJAYAN Year Academic 2023/2024.

#### **F. Significant of the Reasearch**

The significances of this study are expected to be used theoretically and practically:

1. Theorititically:

This research is anticipated that this research will provide useful knowledge and aid in the process of teaching and learning. Add insight into the task-based learning method (TBL) as useful information for improvement teaching English especially in speaking skills.

## 2. Practically

- a. For teachers, TBLT methods can help teachers to improve the effectiveness of learning that helps students develop speaking skills and alternative information about techniques in teaching speaking especially in task-based for SMK students.
- b. For students, SMK students should be able to use it as a learning tool to improve their skills speaking skills, be able to adjust the effectiveness of learning language with the TBL method and be able to present pleasant situations so as to improve their speaking skills.
- c. For researchers who will become English teachers, they can use it as an insight to know language learning methods and insight for researchers when teaching speaking skills and able to give meaning to others.

## G. Definition of Key terms

### 1. Speaking Skill

Speaking skills refer to the skill to verbally express thoughts, feelings, and information in a language, typically through making vowel sounds and

articulating words effectively. It involves the capskill to communicate ideas clearly and understandably to others. In a broader sense, speaking skills encompass the competence and proficiency in using language to convey messages effectively. This includes not only the skill to articulate words and sentences but also to organize thoughts coherently, choose appropriate vocabulary, and use language in a manner that is suitable for different social and communicative contexts. Therefore, speaking skills are fundamental in enabling individuals to communicate fluently, engage in effective dialogue, and convey information comprehensibly to listeners or interlocutors. Developing strong speaking skills enhances one's skill to interact confidently in various personal, academic, professional, and social situations.

## 2. Task-based language teaching (TBLT)

Task-based language teaching (TBLT) is defined by Richard and Rodgers (2001:223) as a method that uses tasks as the central component of lesson design and instruction in language teaching. Task-based language instruction provides pupils with the chance to complete an assignment successfully. Pay attention to the tools that students use to complete the tasks, which are language-based activities that students perform to meet predetermined objectives. Students has opportunity to participate actively, communicatively, and creatively in completing assigned tasks according to the topic or material.

