

CHAPTER I

INTRODUCTION

A. Background

The ability to speak English has become increasingly important in this era of globalization, as it is widely used in education, the workplace, and daily social interactions. According to Richards (2008), speaking is one of the most essential productive skills that foreign language learners must master, as it serves as a key indicator of a person's communication ability. Unfortunately, although English has become a compulsory subject in formal education levels in Indonesia, many students still struggle to develop their speaking skills.

These difficulties include limited vocabulary mastery, inaccurate pronunciation, incorrect sentence structures, and an inability to express ideas coherently and confidently (Tarigan, 2023, p. 179). This is supported by the findings of the Indonesian Ministry of Education and Culture Regulation No. 23 of 2016, which states that one of the main challenges in Indonesia's education system is the low level of students' communication skills, especially in foreign languages.

Before conducting the main research, the researcher carried out a preliminary informal observation in the eighth grade of MTs Nur Rahma Kota Bengkulu, in February 2024. The purpose of this observation was to understand the students' initial condition in English speaking skills and to identify the common problems they

faced in learning speaking. The observation was conducted through classroom visits, brief discussions with the English teacher, and informal interviews with several students. The results of this observation indicated that most students encountered difficulties in speaking English, particularly in terms of vocabulary mastery, active participation in speaking activities, and lack of self-confidence. These findings served as the foundation for developing the problem background in this study but were not used as part of the primary data collection techniques.

Based on the initial observations conducted at MTs Nur Rahma in Bengkulu City, it was found that most students still experience difficulties in speaking skills in English. The two main issues identified are limited vocabulary mastery and low active participation of students in the learning process. Students tend to be passive and lack confidence in using English orally. Moreover, the limited interaction of students with English in their daily lives also contributes to their low motivation to independently enrich their vocabulary (Wijaya, 2024, p. 28).

The research location was chosen at MTs Nur Rahma due to the fact that it is a relatively new institution and has not had any notable achievements in the field of English, particularly in speaking skills. Consequently, in order to facilitate the enhancement of the quality of English language instruction at the school and to assist students in honing their speech abilities, it is imperative to implement suitable learning strategies.

Task-Based Learning (TBL) is one strategy that is thought to be useful in developing students' speaking skills. TBL is a language learning strategy that emphasizes language use through meaningful and real-world tasks. This method emphasizes students' active participation in tasks requiring the use of English as a means of communication. Task-Based Learning (TBL) is one strategy that is thought to be useful in developing students' speaking skills. TBL is a language learning strategy that emphasizes language use through meaningful and real-world tasks. This method emphasizes students' active participation in tasks requiring the use of English as a means of communication (Sholeh, 2021, p. 1). These challenges encourage students to think, engage, and express their thoughts in English in a more natural and contextualized manner.

According to Dheressa, task-based learning allows students to express their ideas and perspectives using the knowledge and experience they already possess. In addition, this method can also enhance students' learning motivation through engaging activities, improve cooperation among students, and help students naturally enrich their vocabulary (Dheressa et al., 2024, p. 1018).

Task-based learning (TBL) method for learning English has many advantages, including increasing students' motivation through interesting and relevant tasks; facilitating students' engagement in practical language usage; encouraging students in order to cooperate and interact with each other; and, through the

meaningful use of language, TBL helps students acquire new vocabulary naturally. Considering the background, the objective of this study is to see how task-based learning method impacts on students' English speaking skills. It is expected that this method will increase students' contribution to the learning process, enrich their vocabulary, and ultimately improve their overall English speaking ability.

The results of interviews with several eighth-grade students at MTs Nur Rahma indicate that limited vocabulary is one of the main factors hindering their ability to speak English (Lubis et al., 2024, p. 205). Thus, a learning approach that can address these issues and encourage active student participation is highly needed. One alternative solution is to implement the Task-Based Learning method in English language teaching, particularly in the development of speaking skills. Although previous research by Adawiyah et al. (2023) showed that the Task-Based Learning (TBL) approach was effective in improving the speaking skills of grade VIII students at SMPN 1 Sindang Jaya, Tangerang, it is not yet known whether similar results can be achieved in schools with different backgrounds and student characteristics, such as at MTs Nur Rahma Bengkulu. In addition, the previous study used a quasi-experimental design involving a control group, while this study applied a pre-experimental design without a comparison group. Thus, further research is needed to find out whether the TBL approach still has a significant effect on speaking ability in a different design.

The researcher stressed using task-based learning (TBL) influence students' speaking skills. This research looks at assigning students a team project about things they usually do or their normal lives. The students were also required to present the task in English to the class, as they aimed to enhance their speaking skills. Within this experimental class, we will use task-based learning method to evaluate speaking skills of the students'. The evaluation of their progress will occur throughout three stages: pre-test, during treatment using task-based learning, as well as post-test.

The solution that the researcher will provide is that teachers apply the Task-Based Learning method in learning, together they give students tasks such as solving problems, presenting, interacting using English with peers. This is a method that seeks to aid students in improving their speaking skills. It lets them work on tasks like those related to daily life. Consequently, students should develop their ability to speak now. The researcher chose to see how much task-based learning aids students in improving speaking ability since it provides real tasks. The research title can be presented as follows **“The Influence of Task-Based Learning in Developing Students' Speaking Skills MTs Nur Rahma Kota Bengkulu.”**

B. Identification of The Problems

Based on the background outlined above, the identification of the problem is as follows:

1. Lack of active participation of students in learning English

Students do not actively participate in English lessons they just stay quiet and listen to what the teacher says, which makes the lesson feel monotonous and students are not active in learning.

2. Students' lack of vocabulary mastery

Students' insecurity when speaking in English, according to the initial observation, the researcher found that students felt shy when asked to communicate in English. The factors that cause students to lack confidence when asked to speak in English include poor vocabulary range and lack of speaking accuracy. In addition, students often use their own local language, which makes them feel insecure.

C. Limitation of The Research

Make ensure the researcher's discussion remains focused the researcher limits it to "The Influence Of Task-Based Learning In Developing of eighth-grade Students' Speaking Skills At Mts Nur Rahma Kota Bengkulu"

D. Research Question

Based on the background mentioned above, it can be proposed that:

1. Is there a significant effect of Task-Based Learning In Developing of eighth-grade Students' Speaking Skills At Mts Nur Rahma Kota Bengkulu?

E. The Objective of The Research

Find out whether there is a significant effect between task-based learning on the development of eighth-grade students' speaking abilities at MTs Nur Rahma Kota Bengkulu.

F. Benefits of The Research

The purpose of this study is to explain how the use of TBL in developing students' speaking skills at MTs Nur Rahma Kota Bengkulu, facilitated by teachers. Below are some of the expected benefits of this research:

1. Theoretical Benefits

The purpose of this study is to explain how the use of TBL towards improving speaking skills at MTs Nur Rahma Kota Bengkulu, facilitated by teachers. Below are some of the expected benefits of this study:

a. Contribution to Educational Theory:

This study provides insight into the role of using task-based learning as a method of instruction that encourages the building of speaking skills through real communication tasks. The study enhances our understanding of how effective TBL is in language acquisition, especially in environments that do not necessarily follow a formal curriculum.

b. Understanding Integrated Language Skills Development:

This research enhances the theoretical understanding of how communicative tasks can aid integrated language skills development by investigating how task focused influence speaking improvement. In education, this is particularly relevant as it emphasizes fluency and real-life language use rather than traditional structured approaches.

2. Practical Benefits

a. For Teachers

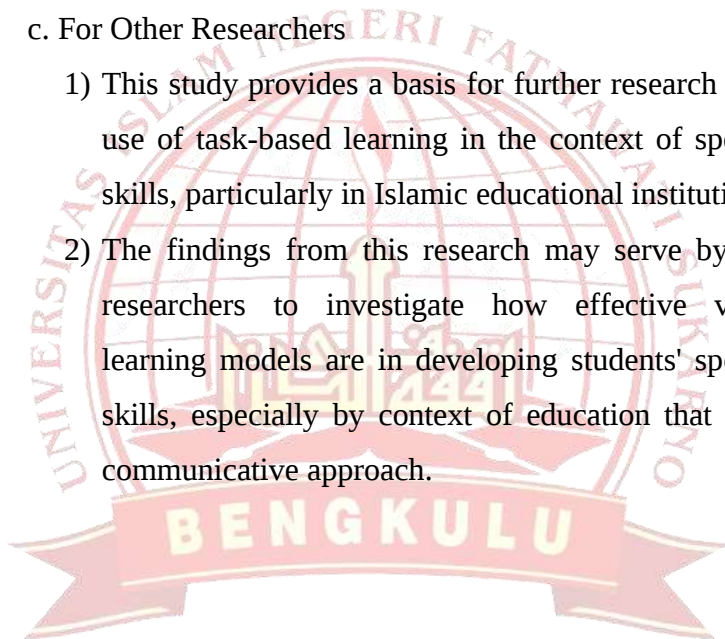
- 1) The findings of this research may assist teachers use task-based learning well and develop students' speak english in a more dynamic and interactive way.
- 2) The findings of this research can be used by teachers to create more varied and interesting learning approaches that better suit students' learning needs.

b. For Students

- 1) Students have the opportunity to improve their speaking skills, which in turn will increase their confidence and their ability to interact efficiently in English.
- 2) Task based learning also makes learning more interactive and fun, which can encourage students to learn more English.

c. For Other Researchers

- 1) This study provides a basis for further research on the use of task-based learning in the context of speaking skills, particularly in Islamic educational institutions.
- 2) The findings from this research may serve by other researchers to investigate how effective various learning models are in developing students' speaking skills, especially by context of education that uses a communicative approach.



G. Definition of Key Terms

The purpose of the following explanations meant to ensure that readers have the same understanding or perception of some of the terms used in this study. In addition, this explanation is made to avoid the reader and the researcher becoming unfamiliar with each other. Below is an explanation of these terms:

1. Task-Based Learning (TBL) is a method for teaching languages that focuses on the use of meaningful tasks as the core of learning.
2. Speaking is a skill used to interact and communicate with others verbally with others about thoughts, feelings, or information.

