

CHAPTER II

LITERATURE REVIEW

A. Speaking Skills

1. Definition

According to Derakhshan, speaking skills are production skills that fall into two main categories: accuracy and fluency (Derakhshan et al., 2016, p. 177). Speaking is one of the key skills in communication, as it allows individuals to express and share their thoughts and emotions directly. A person who wants to speak must have the ability to understand others and convey their ideas clearly to those who listen to them. Therefore, mastering the English language is highly important for everyone, especially students. Enhancing students' speaking skills is a primary aim of language instruction. Speaking is the process of communicating orally with others. Language is used to express something in an oral conversation. Conversation is a sign that someone wants to convey something important to the interlocutor (Larosa et al., 2020, p. 2) .

Speaking skills are a person's ability to convey their thoughts and desires verbally to others. However, speaking skills require constant practice and collaboration with teachers and students (Astuti et al., 2020, p. 137). Speaking requires mastery of language, courage, and poise, as well as the ability to convey ideas in an organized and fluent manner.

Speaking skills refer to a person's ability to express ideas or information verbally, whether related to knowledge or other topics. On the other hand, speaking is the process of composing words in the form of sound (Muliadi & Rosyidi, 2021, p. 282).

Speaking ability is the capacity of an individual to communicate their desires and thoughts orally to others. However, speaking skills can be built with constant practice with learning partners, teachers, and lecturers.

2. Strategies for Developing Speaking Skills

One effective strategy for improve students' speaking skill development involves skill development involves including learners in tasks that involving the practice of using english in real-life situations encourages students to communicate more naturally and confidently, especially when they are engaged in activities that reflect real-world contexts. This allows learning to be more student-centered and allows them to actively participate and practice using language functionally. Classroom activities that encourage active participation and authentic use of language help students develop greater confidence and become more fluent in speaking (Omar et al., 2020, p. 1011) It is crucial to use appropriate learning media to support this process. Visual media, such as photographs or illustrations, can stimulate students' thinking and serve as inspiration for speaking activities. Visual media helps students develop ideas, enrich

their vocabulary, and express themselves more clearly.

Research by (Tarihoran, 2024) shows that pictures used in speaking activities encourage students to think creatively and critically as they analyze, describe, or tell stories based on what they see. In addition, pictures also help students understand the context and speak more fluently. Therefore, students' engagement, encouragement, and English communication skills can be significantly enhanced by incorporating visual media into speaking exercises (Tarihoran et al., 2024, p. 11).

3. Technique Of Teaching Speaking Skill

Among the main focuses during the process of learning a language is speaking skills, as it is the main means for students to share their thoughts, emotions and opinions to others. However, the fact shows that students' interest and ability in speaking English is still very low; the grades they obtain during the learning process show this. After that, some students continue to be confused about what they should say when speaking orally. As a result, it impacts the classroom experience to be less enjoyable (Hotmaria, 2021, p. 2).

Conversely, facilitating speaking activities in the classroom often presents challenges for educators. Research indicates that there are five key factors contributing to students' difficulties in communicating in English: limited vocabulary, inaccurate pronunciation and articulation, limited access to speaking partners, low self-confidence, and an

unwelcoming or uncomfortable classroom environment The process of teaching speaking in the classroom often presents challenges for educators. Research indicates that there are five key factors contributing to students' difficulties in communicating in English: limited vocabulary, inaccurate pronunciation and articulation, limited access to speaking partners, low self-confidence, and an unwelcoming or uncomfortable classroom environment (Agus, 2023, p. 4). Some students refuse to speak for fear of getting it wrong, while others feel they don't know where to start. The limited speaking time in a large class means that not all students have equal opportunities to participate actively.

To address this issue, Teachers need to design learning activities that are both engaging and offer students chances to apply the language in practical, real-life contexts. An effective alternative is an activity that requires students to work together, speak or complete a specific task. Because this approach actively involves students in real communication, they gain greater confidence in speaking. Additionally, students are often more inspired to employ the language naturally within a more dynamic and interactive classroom atmosphere.

Therefore, learning strategies that encourage students' active participation and allow them to practice language directly are essential in teaching speaking. Building a classroom environment that supports and encourages active

speaking practice, providing feedback during the learning process, and using technology to help students master a foreign language are some very important strategies (Sunarti, 2024, p. 1105).

B. Task-Based Learning

1. Definition

Richards and Rodgers (2001) state that Task-Based Learning is an instructional approach that emphasizes the use of tasks as the central component in the design and implementation of language learning (Richards & Rodgers, 2001, p. 223). Adding to this opinion, they say that the activities in the application of tasks in learning are aimed at the utilization of the target language during the process (Kusumayati & Sitoresmi, 2015, p. 51).

In addition, Brown (2001) states that TBL is one of the task-centered learning approaches. The purpose of this task is for students to become more accustomed to using the target language naturally (Brown, 2001, p. 50).

Accordingly, Mannahali states that the application of the task-based learning (TBL) model is very advantageous as it enables students to concentrate more on their objectives and optimize their abilities to do assignments at a particular level. There are numerous benefits to the TBL learning methodology. It gives students several methods to comprehend language and apply abstract knowledge to the real world, shifting the learning process's emphasis from

teacher-centered to student-centered. Additionally, students are able to unite their requirements through the tasks assigned to them, which also provide a foundation for creating an engaging class that meets their needs. (Mannahali, 2022, p. 92).

Referring to the opinions mentioned above, researcher determines that task-based learning (TBL) is a language learning method that prioritizes the application of tasks as the main component. In this way, students learn a language by completing tasks similar to real-world situations, which helps them become more familiar with the language naturally. TBL encourages students to learn independently, helps them learn more actively, and makes the learning process more interesting and meaningful.

2. The Role of Teachers in Task Based Learning

In Task-Based Learning (TBL) approach, the teacher is very important. Although this approach centers on students as the center of learning, teachers still have the main task of designing, assisting, and evaluating effective learning processes. Rather than serving as a giver of information, the teacher acts as a guide, counselor, and director of learning activities (Sutiyatno, 2014, p. 3).

In the early stages, teachers are responsible for creating relevant, significant and challenging learning assignments suited to students' competence. The task should encourage contextual and natural use of language or

knowledge. During the pre-task phase, teacher presents the topic, delivers explicit instructions, and motivates students to comprehend the task's objective.

The teacher serves as an engaged observer and offers assistance while students execute the activity during the on-task phase. The teacher supervises discussions, records student progress, provides immediate feedback where needed, and encourages all students to actively participate. The teacher is responsible for creating a pleasant learning environment and encouraging effective interaction between students in their roles.

During the post-task phase, the teacher assists students in reflecting on their learning process and enhancing their language usage or learning practices, evaluate their results, and provide written feedback as part of the evaluation and reflection after the task. Teachers also provide written feedback on language structures that are problematic or draw attention during the task (East, 2021, p. 118-119).

Thus, the teacher in TBL designs, assists and supervises learning. The success of implementing this approach in the classroom is largely determined by the presence and involvement of the teacher, especially in creating a purposeful, interactive and meaningful learning atmosphere for students.

3. The Role of Students in Task Based Learning

In Task-based learning (TBL) method places students as the center of learning activities, students are very important. During this process, teachers ask students to actively participate in completing tasks that are based on significant and difficult real-world situations. Students don't just passively receive information, but they also take a leadership role and are active in the task-based learning classroom (R. Ponmani Subha Chellam, 2023, p. 431).

In implementing TBL, students work in groups according to the materials and tasks set out in the learning design. They are also given the freedom to speak and express without paying attention to mistakes first (Ilyas & Yulianto, 2019, p. 20) when completing tasks without assistance. In addition, TBL students actively participate in self-education. They are provided with the chance to explore information, utilize diverse learning materials, and manage their own time and learning approaches independently. This role helps build an independent learning attitude and encourages personal responsibility for the learning process and outcomes.

The reflection stage involves students assessing their work, learning process and skill development. Students should provide feedback, input and work samples after completing tasks. They should provide feedback and practical ideas (R. Ponmani Subha Chellam, 2023, p. 432). Therefore, in the task-based learning approach, students are not merely

passive learners of knowledge but also play an active, critical, and creative contribution to the process of developing their understanding and skills.

4. Stages of Task-Based Learning

Hashemi (2012) explains that, task-based learning consists of three main phases that outline the learning process: pre-task, on-task, and post-task.

- 1) In the pre-task stage, students are trained in a way that encourages them to acquire language. It is understood that giving tasks in a way that can motivate students is very important.
- 2) At the task stage, teachers have methodological choices in two specific forms. First, there are various choices regarding how to carry out the task, which can be determined before the actual task is carried out. These choices are called “options for task execution.” Second, there are methodological options that involve the teacher and students in directly determining how to accomplish the task.
- 3) In the post-task stage, there are several options. The three main pedagogical goals in this stage are: (a) providing opportunities to repeat the task and (b) encouraging reflection on task completion (Hashemi et al., 2012, p. 527)

C. Previous Studies

In previous research, there are a number of similar titles on task-based learning in students' speaking skills. Some previous studies have been This section discusses topics related to the research. This discussion intends to offer a review of the progress and developments of previous studies in the field, find the differences, as well as highlight the relevance of those research results to the ongoing research.

The first one comes from (Nita et al., 2020) entitled “The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students” (Published by Advances in Social Science, Education and Humanities Research, Volume 463). This study aims to assess the effect of Task-Based Learning (TBL) on the speaking skills of senior high school students. Employing a quasi-experimental design, it compares the outcomes of two groups: an experimental group taught using task-based learning and a control group taught through conventional methods. Results showed that the experimental group's speaking skills improved significantly, with an average score of 86.94, while the control group's score was 81.72. According to statistical analysis ($t_{\text{observed}} = 5.270$, $t_{\text{critical}} = 1.669$), Task-based learning is effective in enhancing students' speaking skills because it provides them with increased opportunities for direct communication.

The second from (Khawa & Rizkiyah, 2022) entitled “Implementation of Task-Based Learning Strategy by Making Video Introduction to Improve Students' Speaking Skills”

(Published by Darussalam English Journal, Volume 2, Number 2, December 2022, with eISSN 2807-3223). The purpose of this study is to determine the effectiveness of task-based learning (TBL) in improving the speaking skills of 7th-grade students at SMPN 2 Siliragung. The researchers employed the Classroom Action Research (CAR) method, conducting two cycles of implementation. An improvement in students' speaking skills was observed after the first cycle, but they had not fully met the success criteria (SKM), with 58% of students passing. After the strategy was changed and used in the second cycle, all students successfully surpassed the SKM, with an average score of 80.3. These findings show that TBL is effective in improving students' speaking skills.

The third study from (Siti Robiatul Adawiyah, Nurhaeda Gailea, 2023) with the title “The Effect of Task-Based Learning towards Students Speaking Skill at the Eighth Grade of SMPN 1 Sindang Jaya Kabupaten Tangerang” The purpose of this study was to explore how Task-Based Learning (TBL) might be used to teach eighth-grade pupils how to talk. Using a qualitative descriptive approach, the researcher concentrated on a single English teacher and a class of eighth-graders at SMP Negeri 1 Tangerang. Documentation, interviews, and observation were used to gather data. The pre-, during-, and post-task phases of the TBL approach were followed in this study. Students were seen to become more engaged, driven, and self-assured in their ability to vocally express themselves in English during the implementation.

Students were guided through the task phases by the teacher, who served as a motivator and facilitator. According to the results, TBL assisted students in increasing their speaking activities' vocabulary utilization, accuracy, and fluency. The findings of this study said task-based learning is useful tactic for improving students' speaking abilities and creating a more engaging, student-centered learning environment.

The fourth study from (Putri & Assapari, 2025) with the title “Enhancing English Proficiency Through Task-Based Speaking Activities: A Case Study” This study was to determine how students' speaking abilities were impacted by the use of a Task-Based Language Teaching (TBLT) strategy. With a pre-test and post-test design that included both experimental and control groups, this study employed a quasi-experimental methodology. Purposive sampling was used to choose the sample, which included 36 eleventh graders. Oral tests that assessed vocabulary, grammar, pronunciation, fluency, and comprehension were the instruments used. Data analyzed through statistical analysis showed a considerable improvement in students' speaking performance. The results of the pre-test and post-test revealed gains of 17.23% in pronunciation, 21.50% in grammar, 19.56% in vocabulary, 18.67% in fluency, and 20.34% in comprehension. The result, this study show that TBLT is useful method for increase students' ability in speaking English correctly and effectively through engaging and interactive communication exercises.

The fifth study from (Diananseri et al., 2024) with the title “Revealing Task Based Learning Effectiveness to Teach English Speaking Skill” This study aimed to examine this study was to ascertain how Task-Based Learning (TBL) was implemented and how its impact on students' speaking skills of the students. With a single group pretest-posttest, the researcher employed a pre-experimental design. Purposive sampling was used to choose 24 learners in the tenth grade for the sample, the research instrument was an oral test assessing five key aspects: fluency, pronunciation, grammar, vocabulary, and comprehension. The statistical analysis revealed a significant improvement in students' speaking performance. The post-test average score (83.71) was notably higher than the pre-test score (73.96), with a mean gain of 9.75 points. These results indicate that TBL effectively enhanced students' speaking abilities, especially in terms of vocabulary enrichment and fluency.

The study concluded that Task-Based Learning is an effective approach for enhancing students' English-speaking abilities. By engaging students in real-life language use, this method helps boost their confidence and improves their communication skills.

Table 1. Differences and Similarities of Previous Study

No	Researcher And Tittle	Results	Similarity	Difference
1.	Afria Nita, et al (2020) - The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students	The study found that Task-Based Learning (TBL) significantly enhanced students' speaking skills. The experimental group, which was taught using the Task-Based Learning (TBL) approach, achieved a higher mean score of 86.94, compared to the control group's mean score of 81.72. The results of the statistical analysis revealed that the obtained t-value (5.270) exceeded the critical t-value (1.669), indicating a statistically significant difference. This suggests that students instructed through TBL demonstrated greater improvement in their speaking skills than those who received instruction through conventional teaching methods	Focus on Task- Based Learning in Developing speaking skill	The research used Classroom Action Research (CAR), not experiments. The final product was an introduction video, while the researcher used daily assignments and presentations.
2.	Dewi Khawa & Faiqotur Rizkiyah (2022) - Implementati on of Task-Based Learning Strategy by Making Video Introduction to Improve Students' Speaking Skills	The study showed that using a task-based learning strategy that involved creating introductory videos positively impacted students' speaking skills. The average score of students increased from 62 in the preliminary study to 68 in the first cycle and further to 80 in the second cycle, exceeding the success criteria of 70.	Focus on Task- Based Learning in Developing speaking skill	The focus is on genre texts (narrative, recount), while the researcher is more on activities that are usually done with comparisson of degree material.

3.	Siti Robiatul Adawiyah et al (2023) - The Effect of Task-Based Learning towards Students Speaking Skill at the Eighth Grade of SMPN 1 Sindang Jaya Kabupaten Tangerang	The findings of the study indicate that Task-Based Learning (TBL) had a significant positive impact on students' speaking abilities. The experimental group, which was instructed using the TBL approach, achieved a mean score of 81.93, notably higher than the control group's mean score of 66.33. The statistical analysis revealed a p-value of 0.00, which is well below the conventional significance threshold of 0.05, thereby confirming a statistically significant difference between the two groups. Furthermore, the effect size was calculated at 1.21, signifying a strong effect of the TBL approach on enhancing students' speaking performance. These results provide compelling evidence that learners who were exposed to Task-Based Learning outperformed their peers who were taught through traditional instructional methods.	Focus on Task- Based Learning in Developing speaking skill	Using a quasi experimental research design that uses 2 classes while researchers only use 1 class with no control class.
4.	Liana Putri & Muhammad Mugni Assapari (2025) - Enhancing English Proficiency Through Task-Based Speaking Activities: A Case Study	The study found that Task-Based Speaking Activities significantly enhanced students' speaking skills. The average post-test score increased to 74.46, significantly higher than the pre-test mean of 50.54. Statistical analysis confirmed this improvement, as indicated by a p-value of 0.00—well below the established significance level of 0.05—suggesting that the observed difference was statistically significant. These findings underscore the effectiveness of Task-Based Learning in enhancing	Focus on Task- Based Learning in Developing speaking skill	There was an emphasis on the use of technology applications (such as Duolingo), while the researcher focused on classroom activities and presentation s using

		key aspects of speaking proficiency, including vocabulary acquisition, grammatical accuracy, fluency, and pronunciation. Overall, the data provide strong evidence that task-based instruction contributes meaningfully to the development of students' English-speaking skills.		picture media.
5.	Chanti Diananseri & Imelda Afsah Ainun Pulungan (2024) - Revealing Task Based Learning Effectiveness to Teach English Speaking Skill	The findings revealed a notable Task-Based Learning (TBL) significantly enhanced students' speaking skills. The mean score on the post-test increased to 68.64, compared to the pre-test mean of 53.60. Statistical analysis yielded a p-value of 0.001, which is below the standard significance threshold of 0.05, indicating that the observed improvement was statistically significant. These results provide evidence that students who were taught using the TBL approach demonstrated enhanced speaking abilities, particularly in key areas such as pronunciation, grammar, vocabulary, fluency, and comprehension.	Focus on Task- Based Learning in Developing speaking skill	The study used a 10-minute spontaneous presentation technique on a random topic while this study emphasizes student engagement in structured tasks to improve speaking skills gradually as well as in groups.

D. Theoretical Framework

There are two variables in this study: independent variable (X) and dependent variable (Y). The independent variable is task-based learning, and speaking skill is the dependent variable. Therefore, the researcher assumes that, to answer the hypothesis in this study, This study is based on a hypothetical cause-and-effect relationship in which Task-Based Learning (TBL) functions identified as the independent variable, whereas students' speaking skill acts as the dependent variable. It is assumed that the implementation of TBL directly influences the development of students' speaking abilities.

In speaking skills, Task-based learning refers to learners engaging in interactive activities where they talk, share ideas, and receive constructive criticism and suggestions to improve their speaking ability. It is expected that this method will provide hands-on experience that helps students increase their confidence, improve their speaking accuracy and fluency.

It is expected that application of task-based learning technique in speaking skill can give positive results as well as improve students' overall communication ability. The research's conceptual framework is outlined below:

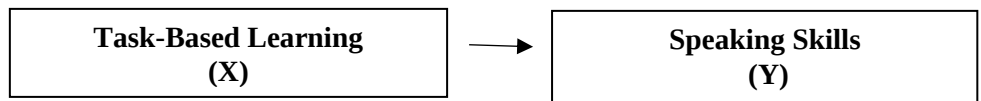


Figure 1. Conceptual Framework

E. Research Assumptions

Based on the definition of assumptions or basic assumptions of the study, it is suspected indicates students' speaking abilities at MTs Nur Rahma Kota Bengkulu are significantly impacted by task-based learning (TBL). By implementing TBL, it is hoped that students can participate more actively in challenging and real-world relevant speaking activities, which will help them improve their ability to construct sentences and make better utterances.

Moreover, as the more dynamic and interactive TBL approach encourages the use of language in authentic and practical contexts, it is believed that this approach can help students understand and use vocabulary and language structures better. Therefore, it is projected that this method will increase students' learning motivation as this approach provides a different and interesting learning experience.

F. Hypothesis

The formulation of this research hypothesis can be explained :

1. Alternative hypothesis (H_a): There is a significant influence of Task-Based Learning (X) on speaking skills (Y) in eight-grade students at MTs Nur Rahma Kota Bengkulu.
2. Null hypothesis (H_0): There is no significant influence of Task-based Learning (X) on speaking skills (Y) in eight-grade students at MTs Nur Rahma Kota Bengkulu.