

CHAPTER 1

INTRODUCTION

A. Background of The Study

The ability to speak is one of the most important communication skills in the world because people use it to convey important information. If we are proficient in English, in particular, we must learn to use it when talking to people. At school, students should be taught language skills to improve their future abilities. They acquire the skills to interact with their friends. This is the best way to build relationships with foreigners in the modern era (Crisianita & Mandasari, 2022). One of the most important skills is speaking, given the importance of communication in job hunting. Speaking skills are also a tool for professional and career development, as well as social cohesion, social interaction, and social hierarchy (Jie et al., 2024). Speaking is one of the language skills that students must have. Speaking is very important for interactive communication processes that produce meaning and generate information. Speaking allows students to communicate and express their opinions about the things they learn during the learning process (Sasabone et al., 2022). Productive speaking skills are considered among the most difficult. Students must speak as well as possible (Widiani, 2024).

However, speaking is considered the most difficult skill for students in Indonesia, especially for junior high school students. This is very difficult because students are anxious when speaking English for fear of making mistakes, mispronouncing words, or being laughed at by their peers. In addition, a limited vocabulary makes it difficult for students to convey ideas and construct sentences in speaking activities. Because learning activities are often teacher-centered and focus more on reading and writing skills, students do not have many opportunities to practice speaking in class. In the face of major problems with traditional learning approaches. Teachers at SMPN 06 Kaur often neglect aspects of speaking skills, as they tend to give practice questions or focus on grammar material. This method does not encourage students to use English actively when interacting in class every day. In addition, students are very anxious when asked to speak in front of peers or educators. Fear of making mistakes, lack of vocabulary, and lack of confidence in conveying their ideas are factors that usually cause this anxiety. These factors are further exacerbated because students do not have many opportunities to learn to speak through communicative and rewarding activities such as role-playing, discussions, or conversations. Without sufficient speaking practice, students at SMPN 06 Kaur will not only face problems in improving their speaking ability, but they will also lose the desire to learn

English as a whole. This classroom issue indicates that students need a learning approach that increases student participation, reduces anxiety, and provides significant speaking practice. Previous studies have shown that students often face problems communicating in English. Many students are afraid to speak and lack confidence, so they avoid speaking in front of others. Students often worry about making grammatical mistakes, saying the wrong words, or being laughed at by their friends. In addition, students' limited vocabulary is a major problem because they find it difficult to express their ideas accurately and fluently, and pronunciation problems cause students to speak hesitantly and incorrectly. Furthermore, research shows that teacher-centered learning and students not having many opportunities to practice speaking in class contribute to students' poor speaking skills. As a result, students become more passive and dependent on their teachers, which negatively impacts the progress of their speaking skills.

To address problems in students' speaking skills, several researchers have found that task-based language teaching (TBLT) is an effective method for students' English speaking skills. TBLT focuses on messages rather than grammar rules and is taught through role-playing, group discussions, and problem-solving (López, 2023). This approach is said to help students speak more naturally. It is hoped that this student-

centered approach can boost students' confidence and encourage them to participate more actively in English language education. Because TBLT emphasizes communication, cooperation, and the use of language in real-life situations, it is considered suitable for addressing this issue. This suggests that more creative and interactive learning methods are needed to address the problem.

In a previous study (Lume & Hisbullah, 2022), the study research location is SMK NW Darul Abror Kuta, Central Lombok, Indonesia. The study found that Task-Based Language Teaching (TBLT) was effective in improving students' English speaking skills. The results showed that students taught using TBLT obtained higher post-test scores than students taught using conventional approaches, indicating a significant improvement in their speaking skills. Similarly, a study was conducted at a private college in Bogor, Indonesia, involving first-semester students from a non-English department. found that the implementation of TBLT increased students' confidence in speaking English and improved their speaking skills, especially in terms of fluency, vocabulary, and pronunciation (Panduwangi & Program, 2021). In addition, Omar et al. (2021) found that the study conducted on Malay-speaking primary school students in Singapore found that students' speaking performance, especially in terms of vocabulary development and fluency,

improved when taught with TBLT. Although previous studies have shown that task-based language teaching (TBLT) is effective in improving students' speaking skills at various levels of education, such as elementary school, high school, vocational high school, and college, both in Indonesia and abroad, this study specifically examines the effectiveness of seventh-grade junior high school students using a quasi-experimental design.

Due to the importance of speaking skills in supporting students' confidence and their participation in learning, the author wanted to investigate this topic. The purpose of this study was to determine the effectiveness of task-based language teaching by measuring students' English speaking skills at SMPN 06 Kaur before and after TBLT was implemented. The TBLT method, which emphasizes communicative and meaningful task-based learning, encourages students to actively use English in a learning approach that is relevant to real life. This method also helps develop new methods for teaching English in junior high school. This study, entitled "The Effectiveness of Task-Based Language Teaching on English Students' Speaking Skills at SMPN 06 Kaur," was chosen because the focus of the study was to see how TBLT affects students' speaking skills and offers practical solutions to improve the quality of English language learning in school.

B. Identification of The Problem

Based on observations, three main factors contribute to English speaking skills, as seen at SMP 06 Kaur. The main factors are as follows:

1. Teachers use methods that lack variety, limiting students' opportunities to actively practice speaking in class.
2. A lack of confidence and fear of making mistakes make students afraid to speak in class.
3. Conventional learning methods are still the most popular.

These methods focus more on teacher-centered activities and lectures than on interactive and communicative learning.

C. Limitation of The Problem

The primary limitation of this study is the measurement of the extent to which the task-based language teaching (TBLT) method can improve students' speaking ability, particularly in terms of fluency, accuracy, and effective communication in English. This study will identify the difference in speaking ability between students who undergo learning with the TBLT method and students who follow conventional learning.

D. Research Question

Is there a significant effect of using task-based language teaching on students' speaking skills at SMP 06 Kaur?

E. Research Objective

The purpose of this study is to determine the extent to which the Task-Based Language Teaching (TBLT) method can have a significant effect on the English language skills of seventh-grade students at SMP Negeri 06 Kaur.

F. Significances of The Study

This study aims to contribute valuable insights to the field of English language education by examining the impact of Task-Based Language Teaching (TBLT) on students' English language proficiency. The findings are expected to benefit various stakeholders:

1. Theoretically:

This study can provide teachers with practical evidence of the impact of TBLT on improving students' speaking skills. It may encourage more teachers to implement communicative tasks in their teaching methods, fostering a more interactive and engaging language learning environment.

2. Practically:

This study provides teachers with concrete evidence on how TBLT can improve speaking ability among students. By emphasizing the use of communicative tasks in the language classroom, this study encourages educators to adopt more interactive and engaging teaching strategies. The findings can serve as a guide for

teachers to effectively incorporate TBLT into their teaching methods, thus creating a more engaging and student-centered classroom, which can improve students' language skills and prepare them to face the real world.

3. Further research:

This study will add to the existing references on TBLT, particularly in the context of secondary schools in Indonesia. Future researchers can use this study as a basis to explore other aspects of TBLT, such as its impact on different language abilities or its applicability in various educational settings.

