

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Speaking skills**

Speaking is an important way to use language to communicate, express our opinions, and show who we are (Fan & Yan, 2020). Speaking skills are considered one of the most important talents a person can have. If teachers want to help their students overcome difficulties with speaking, they must identify and analyze the factors that influence their students' speaking skills (Ghafar et al., 2023). The initial factor is the performance situation. Student speaking tasks are performed in a variety of environments. Time constraints, organization, and standards affect efficiency and support. (Ghafar et al., 2023)

Speaking is the process of creating and negotiating various verbal and nonverbal symbols (Houn & Em, 2022). People can communicate clearly, exchange information, build relationships, and much more by speaking, a useful linguistic trait. English is one of the languages most needed by students around the world at all levels of communication (Akhter, 2021).

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)

The Indonesian government has established regulations regarding English language learning in schools because it recognizes how important speaking skills are for everyone. According to Indonesian Government Regulation No. 32 of 2013, English is considered a foreign language that is very useful in Indonesia, especially in the context of social interaction (Riswanto et al., 2022). Actually, it is very difficult to become proficient in speaking English as a target language. This is because speaking requires more than just understanding grammar rules and meanings (Riswanto et al., 2022)

## **Explain the key components of speaking skills**

### **a) Vocabulary**

Without sufficient vocabulary, learners may not understand the message, even if they are familiar with the grammatical structure or pronunciation patterns. Vocabulary knowledge is closely related to language comprehension, including listening comprehension. Therefore, improving vocabulary knowledge is very important for improving learners' ability to listen correctly (Sardorovna, 2024).

### **b) Grammar**

Linguists say that “grammar” is the system and structure of language that governs how words are arranged, formed, and interpreted in sentences. It includes the study of semantics (meaning), morphology (word formation), and syntax (sentence structure) (Putri, 2025). Intermediate grammar helps students convey nuanced ideas and combine basic concepts with more complex usage. At this stage, you need to master verb tenses, conditional sentences, modal verbs, and relative clauses. All of these are essential for communicating effectively in both formal and informal situations (Putri, 2025)

c) Pronunciation

Pronunciation generally means producing meaningful sounds. First, sounds are meaningful because they fit into a specific language code. We can talk about distinctive sounds in English, French, Thai, and other languages, in the sense that pronunciation is the production and reception of sounds. Second, sounds are considered significant because their context conveys meaning. Here, the language code works together with other elements that facilitate communication. In other words, pronunciation can be defined as the act of speaking.

d) Fluency

The ability to communicate fluently and accurately. Fluency in speaking is the ability to speak or communicate fluently, easily, and accurately in language and communication. Word intonation, flowing voice, and phrase usage are characteristics of a speaker in addition to the ability to speak fluently. Teachers should give students the freedom to speak without interruption if they want to improve their fluency skills. By allowing students to speak freely, teachers create a supportive and safe environment for learning to speak. It will help students speak fluently if they pay attention to the temporal elements of

speech, such as speaking speed, pause relationships, and the frequency of fluency markers, such as situations, relationships, and self-corrections (Widiani, 2024)

Subjective experiences related to mental processing, such as judgments that feel easy or difficult, are called processing ease. Because processing ease reflects favourable internal conditions (such as computational efficiency, low energy costs, progress toward goals) and indicates favourable world conditions (such as similarity, symmetry, and uniqueness), this study proposes that processing ease has a positive hedonic signal (nuance) (Yoo et al., 2024). A person is said to be fluent if they can speak easily and without difficulty, as well as the ability to express themselves with few pauses or interruptions (Bano et al., 2022)

e) Comprehensibility

Comprehension is a measure of the effectiveness of communication involving the ability of a speaker to convey concepts in a way that others can understand. Speaking requires understanding. In the linguistic description of spoken language, this is very important for experts because it involves understanding how speakers use spoken grammar to convey their ideas and

thoughts (Ninthaisong, 2019). To improve students' speaking skills, teachers should allow them to speak in front of the class, regardless of what they say (Widiani, 2024).

## **2. Task-Based Language Teaching (TBLT)**

A basis for understanding and applying Task-Based Language Teaching (TBLT), a method that has transformed language education by emphasizing relevant and meaningful communication over traditional grammar-based teaching. First, Nunan defines the term “task” and distinguishes them from “pedagogical tasks,” the second, which are intended for teaching language in the classroom, and real-world tasks, such as making a phone call or writing an email (Nunan, 2004). He connects TBLT with the Communicative Language Teaching (CLT) framework and emphasizes the importance of effective communication. In addition, key aspects of tasks are discussed here, including an emphasis on meaning, context, and student engagement. For a more in-depth discussion of how tasks serve as the basis for effective language teaching, Nunan lays the groundwork (Nunan, 2004)

When N. S. Prabhu managed the Bangalore Project in India in the late 1970s, the concept of task-based language teaching (TBLT) was first mentioned (Prabhu, 1987). Initially, the project expected students to use a second language (L2) when working on various communicative tasks. Prabhu realized that when his students focused on language activities, they could learn the language easily using non-linguistic problems (Prabhu, 1987) later argued that L2 language skills can be best learned when attention is placed on meaningful activities (Prabhu, 1987)

Task-based language teaching (TBLT) prioritizes meaning. Methods that view language as a means of producing meaning emphasize how important it is for students to utilize their natural abilities to learn language. This approach differs from the structural approach, which views language as something that needs to be taught and learned systematically (Ellis et al., 2020). Basically, in goal-oriented TBLT activities, students work together to achieve goals while communicating in the target language. However, as TBLT has grown in popularity, various methods of implementation have emerged (Liu & Ren, 2024). Task-Based Language Teaching (TBLT) is a communication approach that focuses on the use of meaningful activities. The goal of this approach is to help

students use their language better by doing meaningful activities (Liu et al., 2021)

Task-based language teaching (TBLT) has emerged as an alternative to conventional language teaching approaches in recent years. The main principle of TBLT is that language learning is most effective when students complete meaningful tasks. By completing these tasks, which are usually divided into smaller parts, students have the opportunity to practice using the language more naturally and authentically. As such, TBLT has been used in many contexts around the world, such as in second language and foreign language education. TBLT has been adapted for use in online and blended learning environments and has been used by students of all ages and proficiency levels. However, several factors can influence the effectiveness of TBLT, as with any other teaching method. Task design, student skill levels, and teachers' ability to apply the technique can all contribute to this influence (Bakoev, 2024). There are weaknesses of TBLT that need to be addressed, despite its many benefits (Bakoev, 2024). Task-Based Language Teaching (TBLT) uses tasks and real-life situations to encourage student engagement and motivation (Quamer et al., n.d.)

Due to its outstanding advantages, TBLT is considered an excellent teaching approach. In addition to

improving their overall language skills, task-based methods allow students to work together in groups and with partners to complete communication activities (Azmy & Nanda, 2024).

In the 1980s, task-based teaching was used to teach English in Asian countries such as Korea, Japan, China, Malaysia, Thailand, Bangladesh, and Vietnam. TBLT defines communication in the target language as the goal of language learning as a subcategory of CLT. It is also a response to the limitations of traditional methods in teaching students to master specific types of language learning. In linguistics, TBLT is attractive because it emphasizes meaning, usage, and communication in the real world (Lam et al., 2021).

TBLT is a task-based task delivery methodology and language course design that focuses on how people communicate to complete tasks. Therefore, understanding TBLT requires an understanding of what it is and its implementation options. TBLT is based on research theories about second language acquisition, which note that second language acquisition is a gradual process of building a second language system, now called a “dynamic complex system,” and on educational theories that emphasize the active role of students and experience-based learning (Ellis, 2024).

### 3. TBLT Weaknesses and Solutions

Here are some of the drawbacks of TBLT and possible solutions to overcome these issues (Bakoev, 2024)

- a. Lack of Focus on Grammar and Vocabulary: One major criticism of TBLT is its lack of focus on grammar and vocabulary. Some argue that if students do not have a good understanding of vocabulary and grammar, they may have difficulty understanding and producing language if they cannot communicate well in the second language.
- b. Integration of Grammar and Vocabulary: Teachers can help students understand how words and grammar are used in real-life situations by incorporating grammar and vocabulary teaching into task-based activities.
- c. Limited Error Correction Possibilities: Task-based approaches may not provide sufficient opportunity to correct language errors because students focus on completing tasks and communicating, so they do not receive enough feedback on language errors. As a result, the use of incorrect language may be reinforced, and students' language development may be hindered.
- d. Incorporating Error Correction Strategies: Error correction strategies can be incorporated into task-based activities by teachers. This can include providing immediate feedback during the task and holding special

error correction sessions after the task is completed. In this way, students can improve their language skills and learn from their own mistakes.

- e. Lack of Structure and Instructions: TBLT has also been criticized for its lack of structure and guidance for students. Some argue that students may have difficulty understanding the purpose of the task and how to complete it properly without clear guidance and instructions. They may also feel confused and unsure about how to complete it.
- f. Provide Clear Task Goals and Instructions: To overcome this problem, teachers can help students by providing clear objectives and instructions before the task begins, which can help students understand the purpose and what is expected of the task. Teachers can also help students by providing support and step-by-step guidance as they work on the task.
- g. Difficulties in Assessing Language Proficiency: Task-based language assessment methods may struggle to describe students' language abilities in real-life situations. This can make it difficult to determine student progress and provide useful feedback on their language development.
- h. Use Authentic Assessment Methods: Performance-based assessment, portfolio assessment, and self-

assessment are some examples of assessment tools that are in line with TBLT principles and can be used by teachers. By using these tools, teachers can gain a more accurate understanding of their students' language abilities and provide targeted feedback on their language development.

One of the main principles of TBLT is that language learning will be more effective if students complete meaningful tasks that reflect the use of language in real life and are usually divided into smaller, more manageable parts. By completing these tasks, students have the opportunity to practice using the language more naturally and authentically, which can improve their language proficiency (Bakoev, 2024)

#### **4. Benefits of Task-Based Language Teaching**

There are various benefits of Task-Based Language Teaching (Liu et al., 2021):

- a. **Improving Communicative Skills:** Tasks based on real communication are provided by TBLT to help students improve their listening and speaking skills.
- b. **Improves Student Motivation:** Students are more motivated to learn because the tasks are more interesting and relevant to their real lives.

- c. Helping Students Use Language Authentically: TBLT puts students in an environment where they can use language in a more natural and meaningful context.
- d. Supports Collaboration and Cooperation: Students learn to work in groups or pairs, improving their social and interaction skills.
- e. Facilitating Student-Centered Learning: When teachers help, students are more active.

#### **5. The Principles of TBLT**

The principles that are seen as common to all TBLT approaches are as follows:

- a. The primacy of ‘task’: Tasks, as I tried to explain, are the most important. It is the unit that informs the design of the syllabus and is also the central unit of each lesson. Learning begins with assignments (Ellis, 2009)
- b. Focus on form: All aspects of language, including pronunciation, vocabulary, grammar, and discourse, are what I mean by “form”. The form focus of the task is focused on the structure being targeted, while the form focus of the task is not focused on any issues that arise during the task (Ellis, 2003)
- c. Post-task: Task-based lessons can be completed after they are finished. Conversely, many TBLT proponents favor the post-task stage because grammar teaching does not need to be done explicitly. At this point,

students have the opportunity to reflect on their performance, pay attention to language elements, or solve problems they encountered while working on the task (Ellis, 2003)

## **6. Stages of Implementing Task-Based Language Teaching (TBLT)**

There are 3 stages of TBLT implementation (Narzillayevna, 2024)

### **a. Pre-task stage:**

The teacher introduces the assignment and gives clear instructions. Students are encouraged to participate actively by expressing their opinions or sharing their experiences. Original materials such as texts or videos can be used as part of the assignment. Students are given sufficient time to think about the best way to complete the assignment

### **b. During-task stage:**

At this stage, students complete tasks using their communication skills. Speaking, role-playing, and other activities are examples of interactions that can be done in pairs or groups. Teachers provide assistance and guidance. There are three main components to this task: the main task, planning, and reporting.

c. Post-task stage:

Teachers provide language criticism and analysis. Students can talk about mistakes or problems they encounter while completing the assignment. To improve students' understanding of the language concepts they have learned, this assignment may require additional practice. In addition, the feedback provided may require students to redo the assignment.

## **7. Steps for teaching using the Task-Based Language**

### **Teaching method**

According to Willis (2021) Three main stages make up the structure of TBLT:

1. Pre-task:

The main objective is to prepare students for the main task. This activity includes introducing the topic, improving students' basic knowledge, providing examples of tasks, and teaching key vocabulary.

Focus: Providing the necessary context and language.

2. Task cycle:

Tasks:

Students work in small groups or pairs to complete these tasks. Communication and meaning-making are the main focus. During this stage, the teacher's responsibilities mainly consist of observing students, encouraging them, and helping them when necessary.

They do not usually interact with students' language unless it is necessary to understand them.

Planning:

Students prepare to report to the whole class on the decisions they made, the findings they obtained, or how they completed the task. This stage involves organizing their language and thoughts for the purpose of presentation. They may speak or write periodically.

Reports:

Several groups present their reports orally or in writing in front of the class. Other students listen and can provide feedback or compare their work. The teacher can assist in these feedback sessions.

3. Language focus:

Analysis:

Teachers focus on specific language aspects that arise during the task cycle. This may include language that is interesting to students, language they find difficult, or language related to tasks that teachers want to emphasize.

Practice:

Students can review transcripts or task texts, and teachers lead activities that help students focus on and practice specific linguistic features (such as grammar, vocabulary, and pronunciation) that arise from the task.

These exercises should be appropriate to the language demands of the task and relevant to its context.

## **B. Previous study**

The researchers also saw this in three previous studies. The first Research, the title *The Effectiveness of Task-Based Language Teaching to Teach Speaking Skills*, also used a similar quasi-experimental Design with a pre-test and post-test non-equivalent group design method. The study research location is SMK NW Darul Abror Kuta, Central Lombok, Indonesia, and the result of the Task-Based Language Teaching (TBLT) is effective in improving students' speaking skills. The average post-test score of the experimental group (using TBLT) was higher (66.38) than the control group (60.3), with the t-test results showing significance (Lume & Hisbullah, 2022a).

The second research conducted a study titled *The Effectiveness of Task-Based Language Teaching to Improve Students' Speaking Skills* using a quasi-experimental design. The research compared an experimental group taught using Task-Based Language Teaching (TBLT) and a control group taught with a conventional method. The study was conducted at a private college in Bogor, Indonesia, involving first-semester students from a non-English department. The findings revealed that TBLT significantly improved students' speaking skills, particularly in pronunciation, grammar,

vocabulary, and fluency. The experimental group showed a greater improvement, with an average increase of 12.902%, compared to 5.306% in the control group. Additionally, students who experienced TBLT demonstrated higher self-confidence in speaking (Panduwangi & Program, 2021).

Meanwhile, research on the title "Effects of Task-Based Language Teaching on Speaking Skills" also employs a similar quasi-experimental method. The study was conducted on Malay-speaking primary school students in Singapore and showed that TBLT significantly improved students' fluency, vocabulary, and language acquisition. In contrast, the control group taught with conventional methods showed no significant improvement in these aspects. These studies all apply the Task-based Language Teaching (TBLT) and all show positive effects, with a significant increase in student engagement and understanding of the subject matter (Omar et al., 2021).

All of the studies reviewed show that task-based language teaching (TBLT) is effective in improving students' speaking skills. Using a quasi-experimental design, each study shows that, compared to conventional teaching approaches, TBLT significantly improves pronunciation, fluency, confidence, grammar, and vocabulary. Furthermore, each study demonstrates that the TBLT approach enhances student participation in speaking activities, resulting in improved

learning outcomes. In addition, post-test results consistently show that the experimental group performs better than the control group, indicating that TBLT has an advantage in language learning.

Despite these similarities, some differences exist among the studies. Conducted their research in a high school setting in Central Lombok, Indonesia, and found that TBLT improved students' speaking skills, with a post-test score of 66.38 compared to 60.3 in the control group (Lume & Hisbullah, 2022b). Similarly, first-semester non-English major students in a private college in Bogor, Indonesia, were studied, highlighting improvements in pronunciation, grammar, vocabulary, fluency, and self-confidence, with a 12.902% increase in the TBLT group compared to 5.306% in the control group (Panduwangi & Program, 2021). Meanwhile, focused on primary school students in Singapore and found that TBLT significantly improved fluency, vocabulary, and language acquisition, whereas the control group showed no significant improvement (Omar et al., 2021).

### **C. Conceptual Framework**

One of the important skills in foreign language learning is the ability to speak English. However, many students have difficulty speaking due to a lack of practice, fear of making mistakes, and non-interactive learning approaches. Students at SMPN 06 Kaur still face obstacles in speaking English,

especially in terms of fluency, accuracy, pronunciation, vocabulary, and other areas related to speaking, because there are several problems found. Among others, teachers often ignore aspects of speaking skills because they tend to provide practice questions or focus on grammar material. This method does not encourage students to use English actively when interacting in class. In addition, students are very anxious when asked to speak in front of peers or educators for fear of making mistakes, a lack of vocabulary, and a lack of confidence, thus affecting fluency and accuracy when speaking English. This situation suggests that more effective learning methods are urgently needed to address the problem. Therefore, more interactive and communication-based methods are needed, such as Task-Based Language Teaching (TBLT). Task-based language teaching (TBLT) is a task-based learning method that emphasizes communicative use of language through activities such as role-playing, group discussion, and problem-solving. Since TBLT focuses on the message rather than grammar rules (López, 2023)

TBLT is an approach that gives tasks a central place in both the design of language courses and in the methodology of carrying out tasks that prioritize attention to form when communicating to accomplish tasks. Therefore, to understand TBLT, we need to have a clear understanding of what tasks and assignments are and knowledge of the options for

implementing them (Ellis, 2024). Two studies show that task-based language teaching (TBLT) benefits students' speaking skills. (Lume & Hisbullah, 2022) found that this study shows that the Task-Based Language Teaching (TBLT) method is effective for teaching speaking skills, and similarly (Omar et al., 2021). This study shows that the Task-Based Language Teaching (TBLT) method is effective for fluency, vocabulary, and mastery of language structures in the speaking skills of primary school students in Singapore who are learning Malay as a mother tongue. Therefore, it is expected that the use of TBLT can help students at SMPN 06 Kaur with their English-speaking skills.

Sociocultural theory focuses on how social interaction and cultural background influence language acquisition and cognitive development (Vygotsky, 1978). Learning is a socially mediated process in which a person interacts and works with others. According to Vygotsky, people learn information and abilities by participating in cultural activities in their environment (Ellis, 2024). Sociocultural theory (Vygotsky, 1978) says that learning occurs in the Zone of Proximal Development (ZPD), where students can acquire better abilities with the help of teachers or peers. In addition, experiential learning theory (Kolb, 2014) emphasizes that simulation, discussion, and role play are the best ways to learn. This theory supports the TBLT approach.

Based on these theories, TBLT is a powerful language learning approach that allows students to acquire communication skills naturally and contextually. By combining elements of authentic tasks, hands-on experience, and social interaction, TBLT makes students' English learning environment more dynamic and effective (Williams, 2024)

### **Explanation of the conceptual framework**

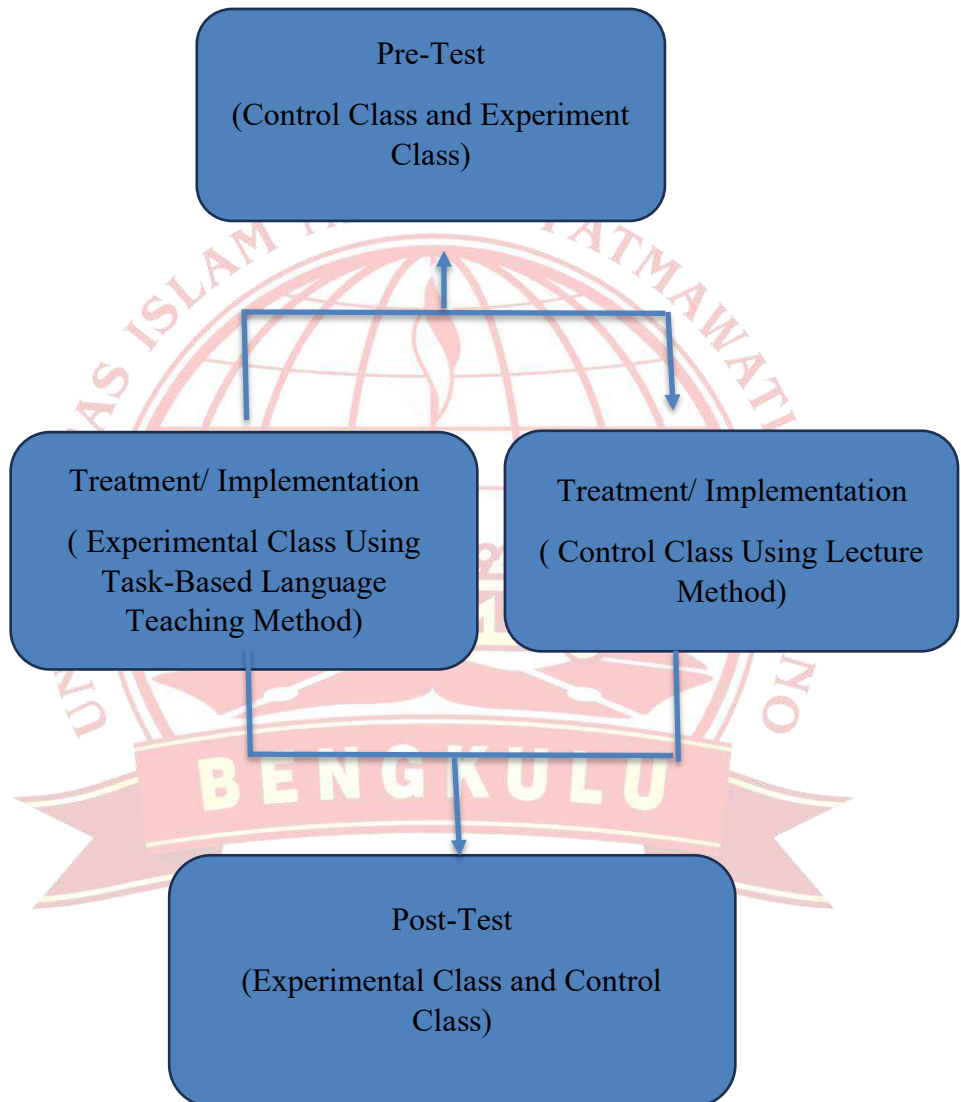
a) Independent variable:

a. Task-based language teaching (TBLT): Task-based Language Teaching (TBLT) is an approach that has been developed in the field of communication that centers on the use of meaningful activities. The approach is designed to enhance language learning through the use of meaningful activities (Liu et al., 2021).

b) Dependent variable:

a. Speaking skills: In the process of learning English, speaking skills are one of the most important skills to master (Wong & Yunus, 2021). One of the most important communication skills in the world is the ability to speak. They use it to convey important information about other people. If we speak English, in particular, we must learn and use it when communicating with others in other countries.

The conceptual framework underlying the research is given in the following:



**Table 2.1 The conceptual framework of the study**

#### **D. Hypothesis**

Hipotesis is based on a theoretical model that is based on or not based on reality and can produce one or more predictions that can be tested, Based on this opinion, it can be concluded that the hypothesis provides a temporary answer to the problem facing the research, which is a truth that must be tested first, and provides a clear path for the research to be carried out (Mietchen et al., 2024).

1. Null hypothesis (H<sub>0</sub>): There is no significant effect of the task-based language teaching method on English speaking skills at SMPN 06 Kaur ( $H_1 = P \geq 0,05$ ).
2. Alternative Hypothesis (H<sub>a</sub>): There is a significant effect of task-based language teaching method on English speaking skills at SMPN 06 Kaur ( $H_1 = p \leq 0.05$ ).