

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

In learning English, there are four skills consisting of speaking, listening, reading, and writing that must be mastered. These four skills are connected in helping students master English. Speaking as a skill is very important to master because through speaking students can interact with each other using the language. However, speaking skills are considered a skill that is not easy to master. Speaking is one of the most difficult skills compared to others as it needs pronunciation accuracy, fluency, grammar, understanding, and vocabulary (Bueno Madrid and McLaren, 2006).

Speaking is one of the important skills in language learning. It is a productive skill where the learners should have the ability to communicate their ideas, thoughts, feelings and be able to respond to messages with others. It means all the language learners should be able to speak English in order to communicate with each other.

Speaking is closely related to human daily activity. According to Nunan (2003:48), “speaking is the productive aural/oral skill”. It consists of producing systematic verbal utterances to convey meaning. However, students have problems in speaking, as Malihah (2010) stated that there is a phenomenon today that students are sometimes not motivated to talk because of the lack of involvement in the topic.

Task-based learning emphasizes the learning on the use of tasks both in planning teaching and classroom teaching (Richards, 2006; 30). The learning is focused on the negotiation of meaning, and the use of target language for authentic and meaningful communication (Richards, 2006). Negotiation of meaning is aimed at resolving communication problems (Suzuki, 2018). Task-based learning accommodates the students to learn the use of form and communication (Larsen-Freeman & Anderson, 2011; 193). The form-focused work functions as the enabling skills since it is designed to develop skills and knowledge that will ultimately facilitate the process of authentic communication (Nunan, 2004: 22). The enabling skills are in two kinds: language exercises and communicative activities.

In task-based learning techniques, teachers have a lot of opportunities to develop various activities. Teachers can use fun activities with familiar topics to students. The familiarity of the topic and the enjoyment in conducting the task is the solution to students' low participation in speaking class. Task-based learning techniques give a greater chance to speak and communicate in the target language. Task based learning techniques are able to offer several advantages by helping learners to develop cognitive processes, creative thinking and problem solving. There have been several studies related to teaching language using task based learning strategy, (Rizki, 2015; Widia, 2014; Marsakawati, 2013). All of them found that most of the students are afraid of error while they are speaking in front of class and the students' speaking ability skill generally was relatively low.

Willis, 1996:97) suggests that TBLT (Task-Based Learning Teaching) is seen as a method that develops a learning environment that is appropriate for all

skills and often combines more than one skill in the same task. Another clear goal of selecting TBLT (Task-Based Learning Teaching) is to increase student activity; TBLT (Task-Based Learning Teaching) is concerned with the learner and not the teacher's activities and lies with the teacher to produce and provide differentiated tasks that will give the learner the opportunity to experiment spontaneously, individually, and authentically with a foreign language. Each assignment will give the learner a new experience with a foreign language and at this point, the teacher has a very important role to play. The term 'task' which is one of the key concepts in TBLT (Task-Based Learning Teaching) is defined as work done for oneself or others, freely or for certain rewards.

Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it. The task is an activity in which students' use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning; they are free to use any language they want.

According to Jane Willis (1996), task-based learning (TBL) is typically based on three stages. The first of these is the pre-task stage, during which the

Teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. This stage is followed by what Willis calls the "task cycle". Here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached. Finally, they

present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

By conducting research, researchers are interested in identifying the effect of the Task-Based Learning Teaching Method on speaking skills in elementary schools at SDN Danau Ina because the problem of students is having difficulty pronouncing words, because they think that the pronunciation is contrasting between English and Indonesian. In Indonesian, the pronunciation of words is exactly the same as writing. Meanwhile, in English, pronunciation is different from writing. To make it easier for students to learn grammar and pronunciation, students must focus when studying in class and students must also be enthusiastic when studying in class. So the study assumes that the task-based teaching method can be applied in teaching English language learning, especially in speaking because Task-Based Teaching is a strategy that can be used in speaking classes. This is very useful for motivating students to speak. In task-based learning, they will do assignments for themselves. Researchers intend to investigate whether the use of task-based teaching methods can have a positive effect on students' speaking skills.

Based on the problems above, it is very important for researchers to find ways to overcome students' problems and find out the difficulties they face in speaking skills. In this case, researchers use the TBLT (Task-Based Learning Teaching) method in schools to improve students' English skills, especially speaking skills. In overcoming the problem of teaching speaking, using this method is expected to solve the problem and produce good performance in speaking.

## **1.2 Research Problem**

Does the use of the task-based learning teaching method influence students' speaking ability in English learning in SDN Danau Ina?

## **1.3 Aim of Study**

The purpose of this research is to find out whether the use of the task-based learning teaching method influences speaking ability in English learning in SDN Danau Ina.

## **1.4 Significance of Study**

### **1.4.1 Implication**

This research is expected to support and enrich the theory about the influence of Task-Based learning teaching on Speaking ability by Willis & Willis (2007) Task-based learning teaching have argued the most effective approach to teach a language is by engaging learners in real language use in the classroom, language teachers began with the notion that tasks should be central to teaching, and then they could go on to set up of refine an approach which fits their student and classroom.

### **1.4.2 Application**

For Students:

1. Improve the ability to speak the target language directly because it focuses on communicative tasks that are relevant to daily needs.
2. Encourage active involvement in the learning process by paying attention to real context and making learning more interesting.

3. Develop confidence in using the target language as they practice directly in situations similar to real life.

For Teachers:

1. Enables teachers to become facilitators in learning, paying attention to individual student needs and providing appropriate feedback.
2. Encourage teachers to use a variety of materials and resources to support learning, including digital media and interactive activities.
3. Stimulates teachers' reflection on the effectiveness of their teaching, as TBL (Task Based Learning)
4. Involves continuous evaluation of students' progress in communicative tasks

For researchers:

1. Provides insight into the effectiveness of TBL (Task Based Learning) in improving students' speaking abilities through experimental or observational research.
2. Enables the identification of factors that influence speaking learning outcomes in a TBL (Task Based Learning) context, such as task design, learning duration, and student characteristic.
3. Provides empirical evidence that can be used to develop practical guidelines for teachers and educational institutions in implementing TBL (Task Based Learning) effectively to develop students' speaking abilities.