

EMPOWERING SPEAKING SKILLS THROUGH TASK-BASED INSTRUCTION IN HIGH SCHOOL STUDENTS

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ABSTRACT

As a lingua franca, English is utilized by most people in all parts of the world. In Indonesia, English teaching needs rejuvenation, restorations, and more to reach the expected proceeds. When the condition is implemented, the moral probe is proposed to the English teachers to undertake the subject in a better and more effective way. Speaking skill plays the most prominent role in human communication. In teaching this skill, English teachers should pay more concern to make the student relish communicative competence which desires help the student to be able to communicate in spoken language communicatively. Nevertheless, teaching speaking is not a convenient task. EFL teachers find it troublesome to inform students to get involved in speaking skills. Several learners have the right capability in the grammar structure, but they are not skilled in speaking communicatively. They are competent to speak with correct grammar, but they are not powerful to say something suitable in the social context. Also, some other students are still misled in comprehending an individual message which is stated through spoken language. So, they have a low motivation to speak English. To help students attain communicative competence in speaking skills, English teachers can apply Task-Based Instruction (TBI) in the classroom. This paper aims to give an illustration of TBLT as an approach to improving speaking skills for students in High School. Also, as a solution for English teachers.

Keywords: Speaking Skill, Task-Based Instruction, Implementing TBLT

INTRODUCTION

Nowadays, second language teaching is a supremely complex hustle. In Indonesia, English teaching needs rejuvenation, restorations, and more to reach the expected proceeds. When the condition is implemented, the moral probe is proposed to the English teachers to undertake the subject better and more effectively. According to Robertson & Jung (2006), teachers' commitment is to design and prevail in the appropriate approach to initiate an effective teaching process that improves pupils' skills in

consent with the learning goals. Currently, one common aim of teaching English is the student's ability to use English for communication by employing four language skills, i.e., reading, listening, writing, and speaking. Considering the importance of speaking, the English teacher should be planning students' learning of the speaking skills in teaching this skill. English teachers must pay more attention to making their students enjoy communicative competence, which desires to help them communicate in spoken language communicatively. Related to this, (Sudarmo, 2021) described that speaking

needs thoughtful and skillful competence to make the interlocutor comprehend the contents of the conversation facilely. EFL teachers can apply Task-Based Language Teaching (TBLT) in the classroom. TBLT is one approach in English Language Teaching Methodology that focuses on tasks. It means how to practice English communicatively by referring to real-life situations. According to (Nunan 2004; Eliis, 2003), TBLT has been carried out in language learning to boost meaningful use of the second language and develop communicative competence.

Nevertheless, preaching speaking is not a convenient task, particularly for EFL teachers. In my own experience, when I did an internship at the time and asked my friends as a teacher right now, the reality was still more profound than expected. It assumed that English teachers should pay more concern to making the students relish communicative competence which desires to help the student to be able to communicate in spoken language communicatively.

EFL teachers find it troublesome to encourage students to get involved in speaking skills. Several learners have the right capability in the grammar structure, but they are not skilled in speaking communicatively. They are competent in speaking with correct grammar, but they are not powerful enough to say something suitable in a social context. Also, some other students are still misled in comprehending an individual message stated through spoken language. So, they have a low motivation to speak English.

Therefore, the teacher must engage in an approach that can best support students to get communicative competence in speaking.

Based on the descriptions above, it's better to promote learning approaches to give more an illustration about TBLT and provide input on to has existed in English Language Teaching. So, this paper aims to investigate the following question, "is the TBLT an effective approach to increasing speaking skills in High School?" The researcher's tentative answer is that students will improve their speaking skills if the TBLT is appropriately used in the classroom and helps the teacher use TBLT as a solution. To reach the objective of this study, a literature review on the nature of teaching speaking, the nature of Task-Based Language Teaching, and ensuring the achievement of students to TBLT.

Task-based Language Teaching

Many scholars have described the name of the task. Nunan (2004) describes a task as an activity that occurs privately as the fundamental unit and covers authentic language interaction, comprehension, and manipulation while regarding meaning rather than form. Additionally, Martin (2001) describes a task as an activity that requires students to use a language that focuses on the importance of reaching a learning goal. The defiance of second language teaching is to increase students' communicative competence through the tasks. Delisle (2009) stated that learning based on the Task can help the quality of education. Through the Task, the English

teacher may improve the higher standard and a larger achievement. According to Nunan (2004), there are two types of tasks, real word and pedagogical task. Real word task means the use of language beyond the classroom. For instance, reserving a hotel ticket, interviewing for a job, and making new friends. While pedagogical Task means the use of language that is carried out in the classroom. In implementing Task-Based Language Teaching (TBLT), a teacher asks students a communicative task (pedagogical task) that reflects the language utilized in the real world (target task). Also, Nunan (2006) provided a Task as a piece of classroom work that covers students in comprehending, manipulating, producing, or interacting in the L2 while the students is focused on meaning rather than form.

Implementing of Task-based Language Teaching

There are three frameworks in applying Task-based Language Teaching; (1) pre-task, (2) During Task, and (3) Post-task (Ellis, 2009).

Pre-task

In this part, the teacher asks students for time to design for the performance of the Task. It means, the teacher presents the topic and gives the students clear guidance on what will be supposed of the students in the task phase. In this part, the teacher can do the brainstorming activity, using a word and phrase, and listening to native speakers who are doing the Task. Also, the teacher may introduce a model of the Task by

either doing it by presenting audio, video, or picture demonstrating the Task.

During-Task

In this stage, the student starts performing a communication task, by the background language they already studied. Additionally, Barrot (2017) provided that Tasks can be categorized in many ways ; (a) personal information, (b) narrative, (c) decision-making task communication, (d) enabling Task pedagogic, (e) target task, (f) problem solving, (g) structured input task. So, the purpose of this stage is an aim-centered activity that allows the student to achieve real outcomes.

Post-Task

The post-task has three pedagogy goals; To prepare an opportunity for repeating the performance, (b) to advocate reflection on how the Task was performed, and (c) to solve problems faced by the student during the performance (Ellis, 2009)

Repeat performance.

The students repeat the performance of the Task. It will give them a better output. Such as they will be more fluent and more natural in language use.

Reflection

The Task for a teacher is to give the student how the Task is shown in the form of a report (oral/written). She may be asked to comment on their performances.

Problem-Solving

The student may have faced problems during the Task. This is the role of the teacher to instruct the student regarding the problem and ask the student to find the answer. Also, the activity in this part is the student can listen or watch some performances by native speakers as what they have done. At this phase, a student can listen to native speakers who have done the same Task and contrast the language. So, motivation is established by the need to achieve the objective of the Task. If success is achieved, motivation will be improved.

Principles of Task-based Language Teaching

A teacher should understand the principles of teaching. It makes the students able to comprehend and master the material given. According to Nunan (2004), there are some principles suggested for the teacher in the implementation of Task-Based Language Teaching. The principle is as follows.

Scaffolding

The teacher prepares a bolster-up framework in which the learning can take place. It means to make sure the student gathered the chunk of the language holistically.

Task Dependency

The Task is interconnected to the previous Task. Additionally, Nunan (2004) describes this part as a pedagogical story in a way that student is

led step by step to the point where they can perform the final pedagogical Task from the sequence.

Recycling

The recycling principle is based on the linguistic goods to be reintroduced to the student over some time. It also allows the student to engage the target language around different situations, linguistic and experimental.

Active learning means that the student obtains the language strongly using it. Here, the students feel free to do an active construction of their knowledge. It suggests that the class time should be dedicated mostly to giving opportunities for the student to use language. The Task for the teacher is as the instructor to give input, explanation, and other information.

Integration

The integration principle focuses on the form and the function. It means the teacher as instructor expects to make evident to the student the connection among linguistic form, communicative function, and semantic meaning.

Reproduction to creation

This principle means that the student feels free to use the language creatively. The student is expected to be able to combine famous elements in a new and natural way, rather than duplicating the form provided by the textbook, the teacher, and so on.

Reflection

The reflection principle makes the students to be aware of what they have learned and how well they are doing.

Characteristics of Task-based Language Teaching

There are five characteristics described by (Brown, 2015), these are below;

- 1) The task ultimately points students beyond the form of language alone to real-world contexts.
- 2) The task specifically contributes to the communicative goals of students.
- 3) Their elements are carefully designed and not simply haphazardly or idiosyncratically thrown together.
- 4) Their addresses are well specified so that you can at some later point accurately determine the success of one Task over another.
- 5) Tasks engage students, at some level, in genuine problem-solving activity.

Definition of Speaking Skills

Speaking is one of the prominent skills to be increased as a means of effective communication. In Webster's New World Dictionary, speaking is to say words orally. According to Nunan (1995), speaking is to communicate by talking, making a request, and making a speech. Additionally, Channey (1998) speaking is the way of creating and sharing meaning by using verbal and non-verbal symbols in different contexts.

METHODS

This article is based on a research paper. Primary sources utilized consist of scholarly articles and books authored by experts in the respective field. The acquisition of data involved systematic exploration across diverse academic

databases employing specific keywords. The criteria for selecting references included adherence to journal standards and consideration of the publication year. The researcher searched the article based on the websites JSTOR, Publons, Science Direct, Google Scholar, and Research Gate. The keywords of this are related to the student, speaking skills, and task-based instruction. From the literature review, the author classifies that Task-based instruction may give a positive contribution to the speaking skills of students.

DISCUSSION

Ensuring the Achievement of High School through Task-based Language Teaching

The Features of High School EFL Instruction

Standard of Graduates Competence, Content, Process, Assessment (Permendikbud No. 20-23/2016)

Permendikbud No. 20 of 2016, Graduate competent, used as a main basis for developing content standards, process standards, assessment standards, educator and education personnel standards, facility and infrastructure standards, management standards, and financing standards.

Permendikbud No. 21 of 2016, Content Standard, focuses on the content standard based on the level of education. The content standard includes spiritual attitudes, social attitudes, knowledge, and skills. This also with the specific

scope material for each subject is formulated based on the competency level and core competence to gain minimum graduate competencies at certain levels of education.

Permendikbud No. 22 of 2016, Process standard, it means the criteria of implementation of learning toward basic education and secondary education to achieve the graduate of competence.

Permendikbud No. 23 of 2016, Assessment standard, this assessment standard follows up the criteria of purpose, advantage, principle, procedure, mechanics, and the instrumented assessment of the result of a study. It is used to assess student learning output in primary and secondary education.

The Target Core and Basic Competence of High School EFL

The goal of teaching EFL at every level is shaped as a curriculum. Curriculum 2013 designed attitudes, cognition, and skills to increase individual students in religion, creativity, values, communication, and the various aspects of intelligence that suit the learner and the needs of the community, nation, and humankind. (Kemendikbud, 2014). This design will help the students to increase their capacity in all aspects. Mainly, by using the theory of education (standard of Permendikbud) in curriculum 2013, the student can use the target language in the social context and communicatively.

High School students' class size and its consequences in class management

Standard process (Permendikbud, 22 2016), the number of students in the classroom is already appointed. For example, the size of students in primary school is 28 students, junior high school is 31 students, and senior high school is 3 students. That is already set in the process of education. Based on the Permendikbud, it is anticipated that the education process to run effectively.

Characteristics of High School Students

1. Interested in co-educational activities.

The student follows up on the activities beyond the classroom. This activity can be recognized by schools. It is an essential part of a learner's life at an educational institute. For example, School bands, sports, student newspapers, etc.

2. The desire for adult leadership roles and autonomy in planning

The student follows up with the organization based on their interest. Such as scout.

3. Want adults to assume a chiefly support role in their education.

The student needs a support system to bolster learning activity. Like in the classroom, the role of peer groups is important to support each other.

4. Developing a community consciousness

The students must explore themselves in the community. If it is from the school, they can do an internship at the institute.

5. Need opportunities for self-expression.

This is an essential thing. They can express themselves freely. For example, the students can share anything they know based on the social context in the classroom.

ability students. She also recommends that TBLT be used for a long time.

In this connection, the relevant study also connects with other skills. The first previous research was conducted by (Rad & Jafari, 2013). He focused on "Teaching English and Task-Based Method." This study showed that task-based strategy positively influences EFL students' writing and reading outcomes. Also, implementing a task-based strategy is a learning method for EFL students to help them solve problems and issues independently during writing and reading tasks. The second previous study was written by (Ahmed et al., 2016). This study used a quasi-experimental to validate the effectiveness of Task-Based Language Teaching (TBLT) in promoting the skills of EFL students. This study showed that TBLT is an exciting way and learner-centered approach bringing students to use the existing linguistic resources.

However, in his research, Barrot (2017) described issues and challenges in using TBLT. Though there is an agreement already on the effectiveness of TBLT in language teaching, some potential setbacks may arise from task-based interaction: (a) it constrains turn-taking; (b) it leads to minimalization, minimal volume of language) and indexicality because learners focus more

on accomplishing the Task than producing language; and (c) tasks spawn too many clarification requests, comprehension checks, confirmation checks, and self-repetition, which are unproven and unprovable in their role in second language acquisition³⁸. Finally, TBLT narrowly considers contexts and lacks consideration of language's sociopolitical, historical, and cultural aspects. Hence, many scholars advocated for an intercultural approach. With this, Seedhouse argued that task-based learning might reasonably fit within the ESP process in which the aim is to expose learners to real-life tasks. As to its role in general English, Nunan claimed that if the tasks are within the realities of the learners when they are outside the classroom, tasks may be an option.

Concerning this approach, in applying Task-Based Language Teaching (TBLT) for speaking skills, the researcher requires teachers to consider the following aspects before doing the Task.

Selecting topic

The teacher must choose an interesting topic and be familiar with the student activity selecting the topic. Doing that will make the student enjoy and be motivated to use the target language.

Guidance

So, this is the same as the pre-task; the teacher should have to give explicit instructions about the Task.

Teachers' autonomy

This part means the teacher should have to give autonomy to a student on how to do the Task. So, the role of the teacher here is to observe in completing the Task.

Teachers' motivation

The teacher is active in asking about the result of the student in doing the Task. So, the student can prepare early to do an oral presentation. Also, if the student still does not comprehend, the student can ask again.

Reviewing

After one of the presentations finished, the teacher invited other students to discuss the conversation orally. It also makes the part of communication competence mentioned before.

In implementing Task-based Language Teaching, particularly in speaking skills, hopefully, the teacher already has excellent communicative competence. If the teacher does not have communicative competence, their trained student can't have great competence.

CONCLUSION

The goal of teaching EFL at every level is shaped as a curriculum. Permendikbud No. 22 of 2016, process standard means the criteria of implementing learning toward primary and secondary education to attain competence. So, to achieve that, the teacher should pay more attention to the approach or technique they want to use in the learning process. For TBLT, here is an essential strategy to assist the students with opportunities to improve their speaking skills based on the framework of TBLT itself. Like in the pre-task, during-task, and post-test. However, in making this approach, the teacher should pay attention to the

aspects that the writer writes about above. In implementing Task-Based Language Teaching, particularly in speaking skills; hopefully, the teacher already has excellent communicative competence because if the teacher does not have communicative competence, their trained student can't have superb competence.

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