



The Effect of Task Based Language Teaching Method on English Speaking Skills at SMP Negeri 06 Kaur

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ABSTRACT

Speaking skills are crucial to learning English. However, many students still struggle to speak fluently due to anxiety, lack of confidence, and fear of making mistakes. This study aims to assess how effectively the Task-Based Language Teaching (TBLT) method can enhance the speaking abilities of seventh-grade students at SMP Negeri 06 Kaur. The research employed a quantitative, quasi-experimental design with two classes: VII-A as the experimental group and VII-B as the control group. The primary data collection tool was a speaking test, and analysis was conducted using ANOVA in SPSS version 26. The findings revealed that the experimental group showed greater improvement in speaking skills than the control group. The experimental group's pre-test scores, initially ranging from 16 to 58, increased to 50-83 in the post-test, with an average score of 60.03. In contrast, the control group's scores only rose from 8 to 58 in the pre-test to 29 to 66 in the post-test, averaging 46.34. The ANOVA results indicated an F value of 49.014, which exceeds the F table value of 4.00, and a Partial Eta Squared of 44.2%, confirming that TBLT significantly enhances students' speaking skills. Therefore, it can be concluded that the TBLT approach effectively improves the speaking skills of seventh-grade students at SMP Negeri 06 Kaur.

Keywords: ANOVA, Quasi-experimental, Speaking skills, TBLT

INTRODUCTION

One of the most important communication skills is the ability to speak, which allows people to convey ideas, information, and feelings effectively. Speaking, as an international language, is very important in helping people communicate with people from different countries. It is hoped that students in school will acquire language skills that will help them interact academically and socially in the future. Students with good speaking skills can build relationships and actively participate in communities around the world (Crisianita & Mandasari, 2022)

However, compared to other skills such as reading and writing, speaking is considered the most difficult English language skill for Indonesian students to master. Junior high school students in particular, experience this difficulty; they are often anxious, lack vocabulary, and lack confidence when speaking English. Students often do not have enough opportunities to practice speaking in class, which further hinders their progress in speaking skills.

SMP Negeri 06 Kaur also experiences this problem. The school's English program focuses more on grammar and writing than on oral communication. As a result, students rarely interact actively in English throughout the day in class. Many students are afraid of making mistakes, lack vocabulary, and lack confidence when asked to speak in front of their teachers or classmates. The lack of interesting and communicative speaking activities, such as role-plays, discussions, or conversations, exacerbates this condition. Without sufficient opportunities to practice speaking, students at SMPN 06 Kaur lose their desire to learn English. This situation shows that traditional teaching approaches are ineffective in overcoming students' speaking problems. Therefore, to help students improve their speaking skills and confidence, a more innovative, interactive, and student-centered learning approach is needed.

One teaching approach widely recognized for improving speaking skills is Task-Based Language Teaching (TBLT). TBLT emphasizes the use of language as a communication tool rather than focusing on grammar rules. Through activities such as role-playing, group discussions, and problem-solving tasks, students are encouraged to use English in meaningful and real-life contexts (López Bernal, 2023). This approach allows students to speak more naturally, boosts their confidence, and encourages active participation in the learning process.

Several recent studies show that Task-Based Language Teaching (TBLT) is effective in improving students' speaking skills. (Lume & Hisbullah, 2022) found that the TBLT method is effective in teaching speaking skills to students at SMK NW Darul Abror Kuta. The results of the t-test analysis showed that the t-count (3.079) was greater than the t-table (2.002) at a significance level of 0.05, indicating a significant difference between the experimental class and the control class. The average score of the experimental class (66.38) was higher than that of the control class (60.33), indicating that TBLT can improve students' speaking skills.

Another study by (Omar et al., 2021) Elementary school students in Singapore also showed similar results. TBLT was proven to be effective in improving fluency, vocabulary mastery, and language structure in the speaking skills of students learning Malay. There was a significant difference between the pre-test and post-test scores in the treatment group, while the control group showed no improvement. Based on these results, TBLT is recommended for use in language learning because it provides meaningful communicative experiences.

These findings reinforce that TBLT can help students speak more naturally, focus on conveying meaning, and increase student active participation in the learning process (López Bernal, 2023) In addition, TBLT is considered an approach that can boost student confidence and provide a more enjoyable learning experience.

Although previous studies have proven the effectiveness of TBLT in improving speaking skills, most of these studies were conducted at the high school or elementary school level in foreign contexts. Research on the application of TBLT to junior high school students, especially at SMPN 06 Kaur, is still relatively limited. In other words, there is not much empirical evidence examining how TBLT works in the context of junior high schools in Indonesia, which have limited facilities, varying levels of student motivation, and low exposure to English.

Based on the importance of speaking skills and the speaking problems faced by students at SMPN 06 Kaur, this study aims to investigate the effect of Task-Based Language Teaching (TBLT) on students' English speaking skills. By implementing communicative and meaningful task-based learning activities, TBLT is expected to encourage students to actively use English, improve their speaking performance, and increase their confidence in speaking. Therefore, this study is entitled "The Effect of Task-Based Language Teaching Method on English Speaking Skills at SMPN 06 Kaur."

RESEARCH METHOD

This study employed a quantitative approach with a quasi-experimental, nonequivalent control group design. This design involved two classes that were not randomly assigned, specifically class VII-A as the experimental group and class VII-B as the control group. Both groups were given pre-tests and post-tests, but only the experimental group received treatment through the Task-Based Language Teaching (TBLT) method. The research population included all 192 students in grade VII at SMPN 06 Kaur for the 2025/2026 academic year. The sample was selected using purposive sampling, resulting in 32 students in class VII-A and 32 students in class VII-B.

the data in this study were collected through a role-play speaking skills test. The instrument consisted of a dialogue with gaps that had to be filled in by the students, who were then asked to present the conversation orally in front of the assessors. The assessment was carried out using a criteria-based rubric covering the aspects of fluency, accuracy, and comprehensibility. Before being used in the main study, the instrument was first tested in other schools to assess its validity and reliability, which were then analyzed using the SPSS application.

Data analysis was performed using descriptive and inferential statistics. Descriptive statistics were used to describe the pre-test and post-test scores in both groups. Furthermore, the ANOVA test was used to determine the significant differences between the experimental group and the control group. To measure the effect of TBLT implementation on students' speaking skills, effect size analysis using the Partial Eta Squared value was applied. The entire analysis procedure was carried out to obtain a comprehensive picture of the effect of the TBLT method in improving students' speaking skills.

Nonequivalent Class group

Group	Pre-test	Treatment	Post-test
Eksperimental class	O1	X	O2
Control class	O3	O	O4

RESULT AND DISCUSSION

Result

Based on the test results, the following is a comparison of the pre-test and post-test results in the experimental class at SMP Negeri 06 Kaur to show the improvement in students' speaking skills after the implementation of the Task-Based Language Teaching method. the following is a comparison of the pre-test and post-test results in the experimental class.

1. Normality test

Table 1. Test normality Experimental class (VII A)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Experiment	.139	32	.119	.957	32	.228
Post-Test Experiment	.145	32	.086	.956	32	.219

a. Lilliefors Significance Correction

Based on the normalization results using Kolmogorov-Smirnov and Shapiro-Wilk, the significance level (Sig.) than 0.05 in both the experimental and control groups. The Shapiro-Wilk significance level for the Pre-Test in the experiment is 0.228, while for the Post-Test it is around 0.219. From this, it can be concluded that all data have a normal distribution

Table 2. Test normality control class (VII B)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Control	.142	32	.100	.962	32	.319
Post-Test Control	.141	32	.107	.962	32	.307
a. Lilliefors Significance Correction						

Based on the results of the Kolmogorov-Smirnov normality test, with a significance value for the pre-test data in the control class of 0.100 and for the post-test in the control class of 0.107, since both values are greater than 0.05, this means that the control class is normally distributed.

2. Homogeneity

Table 3. Test of Homogeneity of Variances Experimental Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	1.498	1	62	.226
	Based on Median	1.362	1	62	.248
	Based on Median and with adjusted df	1.362	1	59.612	.248
	Based on the trimmed mean	1.485	1	62	.228

Table 4. Test Homogeneity of Variance Control Class

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Post-Test	Based on Mean	.574	1	62	.452
	Based on Median	.339	1	62	.562
	Based on Median and with adjusted df	.339	1	62.000	.562
	Based on the trimmed mean	.533	1	62	.468

Based on the Levene test results, the significance values for both the experimental and control classes were above 0.05, indicating homogeneous variance. In the experimental class, all calculation methods (mean, median, trimmed mean) produced significance values around 0.226, while the control class obtained 0.452. Therefore, the pre-test and post-test data from both groups can be considered homogeneous, as the variance between the two classes is statistically similar.

3. T-Test

Table 5. T-Test of The Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai Post-Test	Equal variances assumed	.574	.452	4.998	62	.000	13.688	2.739	8.213	19.162
	Equal variances not assumed			4.998	61.696	.000	13.688	2.739	8.212	19.163

The analysis shows that the t-value is 4.998 with a significance level (Sig. 2-tailed) of 0.000. The t-table value at a significance level of 5% is 1.671. Because the t-count value is greater than the t-table value ($4.998 > 1.671$) and the significance value is less than 0.05 ($0.000 < 0.05$), it can be concluded that there is a significant difference between the post-test results of the two classes.

4. F-Test

Table 6. F-Test Results: Tests of Between-Subjects Effects

Tests of Between-Subjects Effects

Dependent Variable: PostTestScore

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4608.378 ^a	1	4608.378	49.014	.000	.442
Intercept	7314.182	1	7314.182	77.792	.000	.556
Kelas	4608.378	1	4608.378	49.014	.000	.442
Error	5829.372	62	94.022			
Total	191488.000	64				
Corrected Total	10437.750	63				

a. R Squared = .442 (Adjusted R Squared = .433)

Based on the F test results in the Tests of Between-Subjects Effects table, a calculated F value of 49.014 with a significance level (Sig.) of 0.000 was obtained. Because the significance value is less than 0.05 ($0.000 < 0.05$), it can be concluded that H_0 is rejected and H_a is accepted.

Discussion

Based on the results of data analysis on seventh-grade students at SMP Negeri 06 Kaur, this study shows that the application of the Task-Based Language Teaching (TBLT) method provides a significant improvement in students' speaking skills. The F test results show a calculated F value of 49.014 with a significance of $0.000 < 0.05$, so H_0 is rejected, and H_a is accepted. These findings prove that there is a significant difference in speaking skills between students taught with TBLT and students taught with conventional methods. The Partial Eta Squared value of 0.442 indicates that the learning method contributes 44.2% to the improvement in students' speaking skills. Based on Cohen's classification (1988), this value falls into the moderate-large effect category, meaning that the influence of TBLT is not only statistically significant but also practically strong. The increase in post-test scores in the experimental class shows that TBLT is effective because it involves students in meaningful communicative activities such as role-play, giving directions, and discussions. These activities encourage students to use language in real-life situations, thereby improving their fluency, vocabulary, and accuracy of pronunciation.

The results of this study are in line with the theories of Ellis (2024) and (Nunan, 2004), which emphasizes that TBLT emphasizes meaningful communication as the core of learning. These findings are also consistent with previous studies by (Lume & Hisbullah, 2022), (Omar et al., 2021), and (Nugrahaeni, 2022), who all state that TBLT can improve speaking skills compared to traditional methods. Meanwhile, the improvement in speaking skills in the control class was relatively small, indicating that conventional methods do not provide sufficient opportunities for students to actively practice speaking. Overall, this study confirms that TBLT has a positive and significant impact on improving students' speaking skills and is capable of creating an interactive, communicative, and student-centered learning environment. Therefore, the implementation of TBLT is recommended as an effective strategy in English language learning at the junior high school level.

CONCLUSION

The results of this study indicate that task-based language teaching (TBLT) has a significant positive effect on improving the speaking skills of seventh-grade students at SMP Negeri 06 Kaur. A comparison of pre- and post-test results shows that students in the experimental class performed better than those in the control class. Using SPSS, this improvement was supported by statistical analysis. The F value obtained (49.014) exceeded the F table value, and the Partial Eta Squared value (44.2%) indicated a significant effect of TBLT on improving students' speaking skills.

These results are theoretically consistent with the opinions of experts who emphasize the importance of authentic tasks, meaningful communication, and student participation in the development of speaking skills. In addition, the use of TBLT increased students' confidence, reduced anxiety, and improved comprehension, accuracy, and fluency, which were identified as obstacles before the intervention.

This study has several limitations that need to be considered when interpreting the results. First, this study was conducted over a relatively short period, namely six meetings, consisting of four treatment sessions and two testing sessions (pre-test and post-test). A longer

implementation period may provide a more comprehensive understanding of the long-term impact of Task-Based Language Teaching (TBLT) on students' speaking skills. Second, this study was limited to one research location, SMP Negeri 06 Kaur, and involved only two classes (VII A and VII Therefore, the findings may not apply to other schools with different learning environments and student characteristics. Third, this study only focuses on students' speaking skills and does not explore other aspects of English proficiency. Nevertheless, this study meets the requirements of quasi-experimental research by using a systematic research design, appropriate instruments, and relevant treatments and measurements to achieve the research objectives.

Based on the results of the research, the researcher suggested the following:

1. For future researchers, it is recommended to conduct similar studies with a larger number of participants, a longer research period, or with a focus on other language skills such as listening, reading, and writing
2. Teachers are advised to use the Task-Based Language Teaching (TBLT) method as an alternative in teaching speaking skills.
3. Schools are expected to support the implementation of innovative learning methods such as TBLT by providing adequate learning facilities.
4. Students are expected to play a more active role in the learning process, especially in speaking activities

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