The Effect Of Using Task Based Language Teaching In Teaching Speaking Virtually For The Seventh Grade Students Of Methodist-2 Medan

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***Abstract**.*
The study is intended to see whether using task-based language teaching in virtual classroom is effective in teaching speaking for the seventh grade students of SMP Methodist-2 Medan. Asking students to memorize expressions used in dialogues is not the key to achieve success in teaching speaking for students. Language learners should be able to communicate not only in the classroom practices but also in the real situations. Creating such situations in an online class are challenging yet essential to help students acquire speaking skills. Task-Based Language Teaching is the way to solve the problem where learners are provided with chances to learn language by working to complete a meaningful task. The writers want to find out whether using task-based language teaching (TBLT) in teaching speaking can overcome the challenge and can make significant effect in teaching speaking English especially when it is conducted on virtual classes. This is an experimental research. Analyzing the effect of the implementation of using the approach in teaching speaking for the seventh grade students of SMP Methodist-2 Medan is conducted virtually. The result of this research is alternative hypothesis (H1) which states that students who are taught through task-based language teaching have better speaking skill than those who are not.

Keyword: *Speaking skill; task-based language teaching; TBLT; virtual learning*

I.   INTRODUCTION

Since the COVID-19 pandemic hit Indonesia in March 2020, both teachers and students have been facing a great challenge in having virtual lessons. Students seem to be less active, creative and productive (Argaheni, N, B, 2020). Meanwhile, having a speaking skill in language learning is very essential in order to interact with each other, to express ideas and feelings, as well as to deliver messages and information. There are at least two billion individuals using English to converse according to British Council's report cited Supriatna, A. K. (2016). By seeing this large percentage, English speaking skill is definitely the most important skill in terms of accomplishments in oral communication.Learning English for so many years does not guarantee the ability of students to speak well in English. Seen from the practices in class, several students in Methodhist-2 are still unable to speak English fluently. This happens due to the limited chance to practice speaking in the class because there are approximately 35 pupils in each 40 minute class. Moreover, during this time of pandemic, both teachers and students are facing a great challenge in having lessons virtually, especially to practice speaking.
This problem should be overcome by English teachers by applying a certain approach and technique to help learners improve their ability to converse in English. Motivating the students to speak English in learning process can be done by deciding the right Approach and technique in the teaching process (Celce-murcia, 1995). Task-based language teaching implementation is a way to assist them to improve their skill in English speaking.

Task-based language teaching, explained by Nunan (2003), is an approach used in teaching where teachers give students meaningful tasks to do which are based on real life situation. This study hopes to examine

the effect of using task-based language teaching in the virtual speaking lesson in Methodist-2, North Sumatra, Indonesia.Applying task-based language teaching has been commonly studied (Albino, G, 2017; Septiyana, L. 2019; Khotimah, K. 2018). Research in English learning via online has also been increasing recently (Rakhmanina, L., Martina, F., Halolo, F. B., Syafryadin, S., & Noermanzah, N. 2020; Florence, W. M. Yip. & Alvin, C. M. K. 2006). However, a study in the implementation of task-based language teaching for students whose first language is not English in online class has never been conducted at all. Therefore, this research paper was aimed to learn the effect of using the approach in the virtual teaching and learning process.Two hypotheses are offered in this research. Firstly, null hypothesis (H0) where the ability to communicate better in English after using task-based language teaching (TBLT) is not shown in the experimental group. Secondly, alternative hypothesis (H1) where the ability to communicate better in English after using task-based language teaching (TBLT) is shown in the experimental group.

II.   METHOD

An experimental research method is adopted in conducting this research. The pattern of this research uses the theory by Farhady (1995) as follows:

$\rightarrow$ Control Group $\rightarrow$ Pre-test $\rightarrow$ No treatment $\rightarrow$ Post-test

$\rightarrow$ Experimental Group $\rightarrow$ Pre-test $\rightarrow$ Treatment $\rightarrow$ Post-test

The students in the experimental group would have a virtual speaking class which is taught using the task-based language teaching, while in the control group, the students were given a speaking lesson using traditional method which usually used translation and memorization drilling. The control group was taken as the comparison to the experimental group to see whether there is an effect in the implementation of the task-based language given by the teacher in the speaking lesson virtually.Three steps are usually included in the pre-test post-test research design according to Ary, et al. (2010). First of all, a pre-test should be administered in order to measure the variable. Next, the researcher has to apply the experimental treatment to the experimental group. Meanwhile, there will be no treatment given to the control group. Lastly, to measure the variable again after giving the treatment, a post-test is required to be done. After taking all of the three steps, the researcher then evaluates the differences attributed by analyzing the pre-test and post-test scores. In this research, the researcher uses t-test to compare and find out the significant difference.

III.   RESULT AND DISCUSSION

A series of statistical operations were applied in conducting this research. Firstly in the pre-test, the means, standard deviation, and variance of the results from both experimental and control groups are calculated by the researcher. After that, running a t-test was another step taken to confirm that the groups are homogenous. After that, the same procedures were applied for the post-test to find any significant differences if using the treatment. Lastly, it was decided whether the hypothesis could be accepted or rejected.The pre-test was conducted to both experimental and control groups before the treatment. The researcher asked the students to tell about the activity they did on New Year. The pretest was conducted to determine the students' English speaking ability.In this study, the experimental group which was given the TBLT treatment was the participants who came from class VIII A, and the control group was the VIII B's students who were taught using traditional method. 20 students were taken as the sample for each group. In the experimental groups, the students were given treatments by being given real world tasks. The leading data of the groups were gathered from pre-test and post-test.Measuring the students' ability in speaking English prior to the treatments was done by using the data. The topic was free time activities during New Year. The scoring of the students' speaking skill was adapted from Arthur Hughes (2003) who stated the categories with five levels to score the students' speaking skill. The researcher focused on one of them, which is fluency. The data collected is presented as follows:

Table 1. The Results of the Pre-test and Post-test Scores

No	Experimental Group		Control Group	
	Pre-test	Post-test	Pre-test	Post-test
1.	7.5	8.0	8.2	7.5
2.	7.8	9.6	8.0	9.6
3.	8.5	8.5	7.8	8.5
4.	7.5	8.7	7.5	8.7
5.	8.5	9.8	8.6	9.8
6.	7.2	9.5	8.0	9.5
7.	7.5	9.0	8.8	9.0
8.	8.5	9.2	7.8	9.2
9.	8.2	8.8	8.0	8.8
10.	8.8	9.8	8.2	9.8
11.	8.2	8.4	7.8	9.8
12.	7.5	9.0	7.8	8.4
13.	8.5	8.0	8.7	9.0
14.	7.5	7.5	8.0	8.0
15.	7.0	9.7	7.0	7.8
16.	8.5	7.8	8.5	9.7
17.	7.8	9.8	8.0	7.8
18.	8.5	9.2	7.8	7.7
19.	7.8	9.0	7.8	9.2
20.	7.8	9.9	8.0	9.0
∑	159,1	179,2	160,5	176,8
X	7,955	8,96	8,025	8,84

Table 2. Descriptive Statistics of the Result of the Pre-test

Groups	N	X	SD	V
Experimental Group	20	7,95	0,511	0,2614
Control Group	20	8,01	0,406	0,1652

Table 1 indicated that the experimental and the control groups had approximately similar means, standard deviations and also variances. It proves the selection and the sampling process were fair. Later, a t-test was pursued to reveal if the difference between the students' performances on the pre-test was significant. When the t-test was computed for the experimental and the control groups in the pre-test, the two-tailed P value equals to 0,6833. The t-value was 0,411, and the DF was 38. Thus, it was acceptable for the homogeneity of both experimental and control groups. By conventional criteria, this difference is considered to be not statistically significant. After the treatment for experimental group and a traditional teaching for the other group, post-test was conducted. The following table provides the post-test performance statistically.

Table 3. Descriptive Statistics of the Result of the Post-test

Groups	N	X	SD	V
Experimental Group	20	8,96	0,717	0,5154
Control Group	20	8,27	0,734	0,5388

According to the represented data, there was a difference in performance on the test. It appeared that the control group did not outperform the experimental group. Thus, another independent t-test of the post-test was computed to see if there is a significant difference between the results of the test from both groups. Considering all the data, the t-observed presented that the t-value was 3,0073 with 38 as the DF which made the P value equals 0,0047. Therefore by the criteria, the effect was proven significantly different. In other words, the significant difference of the results was confirmed between the two groups. It showed an effect of using task-based language teaching in the virtual English speaking class for the students. The result of this research indicates that students of the experimental group have a more notable speaking skill development in the speaking test talking about their free time than those in the control group. It is concluded that null hypothesis (h0) "there is no different effect in the use of task-based language teaching in the experimental group on the students' speaking

ability" is rejected. Meanwhile, the alternative hypothesis (H1) "there is a different effect in the use of task-based language teaching in the experimental group on the students' speaking ability" is accepted.

Despite having the lesson on virtual classes, adopting this approach and using task-based language teaching in teaching speaking for seventh grade students are proven to have positive effect in improving students' speaking ability. This research comes up with some reasons why task-based language teaching is more effective than the conventional method in teaching speaking. First of all, the tasks given to the students tend to have students fully participate in the activity. This result to a deep focus and enjoyable process for the students towards the lesson materials provided. Secondly, as the tasks help teachers arrange the virtual classes better, it brings teachers a lot of ease despite having them online.Looking from a theoretical point of view, the findings of this research also align with Willis' theory (1996) which stated that task-based language teaching allows an opportunity for students to acquire language in a more natural manner, which is through meaningful tasks. Furthermore, it also supports one of the research findings by Orhan K. and Levent B. (2013) who found that students prefer a learning process which include interactive and exciting tasks.Besides the findings of this study, task-based language teaching also shows that the teachers' role in facilitating the online learning provides improvement of students' speaking. The teachers are responsible to give opportunities to the students so that it can ease and motivated students to improve their English during the whole stages of task-based language teaching. Moreover, teacher's creativity is also challenged to create different interesting tasks for the activities. For that reason, creativity is also enhanced and developed by providing the tasks for both teachers and students. The tasks also make teacher handle the class much more easily as tasks have already been organized for the application of the TBLT. In the implementation, students' attentiveness is fulfilled because task-based language let students participate more during the virtual learning activity. This leads to more communicative English speaking usage. Hence, the goal to improve the students' speaking ability is achieved.

As task-based language teaching put more weigh on tasks, enthusiasm could be seen in the class because it was different from the typical learning process. The responses were very positive along with a great engagement among students and the teacher because students were well-arranged to follow the steps of task-based language teaching. There was an effect in the development of the students' speaking ability. It was because the students were able to convey what was in their minds in ease in the speaking activity with the tasks. This is very crucial for students to achieve in task-based language teaching to see a positive impact. Positive effects from both teacher and students about the application of task-based language teaching which develops students' ability to deliver a good communication are confirmed.Nevertheless, teachers have to anticipate some challenges in giving the tasks because they rely on the learners' needs and interests due to the differences of the needs and interests each student has. Another challenge faced by the teachers in applying task-based language teaching in a virtual speaking lesson in the online classes is that it is quite difficult to engage students as there is no direct contact between teachers and students. Engagement is limited due to the activity which is done virtually since the teachers are not able to really check out the students' performance during the task. Therefore, when the students are facing a problem while doing the task, the teachers cannot directly tell and help the students. In order to overcome the challenge, high creativity of the teachers is required.

IV.   CONCLUSION

After conducting the research, it can be concluded that the alternative hypothesis (H1) is accepted because using task based language teaching as an approach in teaching speaking in the online classes is beneficial and effective. A positive impact in improving students' speaking achievement in fluency is very significant according to the t-test conducted. The students are able to perform the tasks by matching pictures and talking about their free time activities with full focus, interest and excitement.Some suggestions are as well drawn from this research following the conclusions above. For teachers, the time allocation and the characteristics of learners are recommended to be considered in order to create a good engagement among

teachers and students in virtual classroom. Although online learning limits the control of teachers for the students during the task performance, effectiveness can still be achieved as long as the teachers understand the students' capability to decide what tasks would be suitable for them.

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