The Effect of TBLT Method on Students' Speaking Skill for the Sevent Grade of SMP N 1 Geger

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Article Info

ABSTRACT

The purpose of this research is to investigate whether the students who are employed by using TBLT Method have better speaki skill than the students who are employed by using conventional teaching. This research method is quantitative and quasi-experimental design. The population in this research was students at seventh grade students in SMP N 1 Geger, specificallyVII A and VII B. The data was collectedby using speaking tests. The researcher used SPSS version 20 and Independent Sample T-test to analyze student scores. The results show that the use of the TBLT method has an effect on students' speaking ability. The speaking score of the experimental class was proven to be higher, as evidenced by the average score of 83,44 in the experimental class and 73,38 in the control class. This shows that there is a significant difference in the speaking skills of students who are treated with the TBLT method and those who are treated with conventional teaching. Based on the explanation above, the use of TBLT method have an significance effect in speaking skills.

1. INTRODUCTION

The In-language skills, Speaking is a language skill that develops in students' lives, which is only preceded by listening skills both orally and in writing and at that time the ability to speak is learned. Arifin and Sari, (2020) state that speaking is an activity where students are required to be able to understand and respond to the sound they have heard before. Speaking has a very important social role in human life, because speaking is a very vital face-to-face communication tool.

Therefore, the speaking ability of a student is very important for the development of achievement, it will be clearly different between students who are actively speaking and students who are passively speaking both with friends and class teachers. In addition, speakers need to know the meaning of individual words, they must also construct and understand sounds by assembling and understanding words orally. In other words, students should have a rich English vocabulary as a basic component for speaking. It means that as a teacher it can also be a challenge that must be faced by remembering that the English vocabulary of junior high school students is still low. Therefore, speaking skill is needed to learn and master by students in Junior High School because it will help them to communicate orally in their daily life.

Junior high school students find very difficult to learn and practice speaking in English because basically teachers at school only teach how to read, writing, they do not lead to how to speak in English (Jaelani et al., 2017) That makes difficult for students to recognize speaking in English. Students sometimes embarrassed to speak in English which makes speaking ability in English low. The teaching techniques used by the teacher do not vary, because the teacher does not focus on teaching speaking but more on reading. The learning process is teacher-centered or called teacher centered teaching, the teacher leads the class in discussing many tasks that have been done by students before, and these assignments are in written form teachers do not vary, because teachers do not focus on teaching speaking but more on reading (Keiler, 2018). This makes it difficult for students to speak English. As a teacher, they should think what materials can assist teachers in assessing the extent of students' language skills and the extent to which students' speaking skills. Considering the importance of learning English, as a foreign language which is an international language taught to students.

Responding to the cases mentioned above, in the teaching and learning process basically English teachers have started trying to teach foreign languages in a way that is more similar to teaching the first language. There are many ways to stimulate students' brain work in developing their English vocabulary and speaking skills. One way is to use task-based language teaching (TBLT), which involves pre-assignment activities that are carried out as a result of processing or understanding language. Assignments are usually given by the teacher to determine what tasks should be done by students to support teaching success. The use of various tasks in language teaching is intended to make language teaching more effective and efficient.

Based on the previously research in journal Prespektif, by Gunawan in 2016 by the title "The Effect of Task-Based Language Teaching (TBLT) Approach in Developing Speaking Skill of the Eighth Grade Students of SMP Negeri 6 Watampone and Their Attitude Toward English", the research shows that TBLT in the classroom can makes the situation comfortable, cooperative, non-threatening and pleasant. As a result, students speak confidently in doing the task. It was proven through the mean score of the students' pretest was 51.50 becoming 70.00 for the experimental group, the result of the posttest in experimental group was higher than the control group (70.00>58.66). The result of the posttest indicated that the use of Task-Based Language Teaching gave significant progress toward students' speaking skill. Thus TBLT method was an effective method to improve students' speaking skills.

Then, second journal in Ijerse, by Tryadi et al in 2020 with the title "The Effect Of Using Task Based Language Teaching In Teaching Speaking Virtually For The Seventh Grade Students Of Methodist-2 Medan" the result shows that TBLT is very benefical and effective to be used full to teach speaking in online class. the tasks given to the students tend to have students fully participate in the activity. It will make the students to be more creative in expressing their idea. 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.

Two journal above shows that TBLT Method is effective method used to teach speaking skill. Therefore, the researcher is interested to do a research by using TBLT method to teach speaking with the title "The Effect of TBLT Method on Students' Speaking Skill for the Seventh Grade of SMP N 1 Geger"

2. RESEARCH METHOD

This research aims to determine the effectiveness of using TBLT Method in teaching speaking to 7th grade students of SMPN 1 Geger. Based on the problems and expectations to find out The Effect of using TBLT Method effectiveness as a method in teaching speaking, it is assumed that the research used in this research is an experimental design with a quantitative approach, with a Quasi-Experimental design. A Quasi Experimental Design is a study design that intent to reveal a causal relationship between two factors that the researcher intentionally indu ced by reducing or eliminating other confounding factors. According to Siyoto (2015) Experimental research is a research method that aims to explain the causal relationship (causality) between one variable and another (variable X and variable Y). Therefore, in this research, the researcher took two classes and obtained the results of the treatment by comparing the pre-test and post-test scores from both classes.

This design has two elements, namely the control group and the experimental group. The group that was given the treatment was called the experimental group and the group that was not treated was called the control group. The experimental group was given certain treatment, in this study the experimental group was given the use of TBLT Method, while the control group was not given the use of TBLT Method. In the post-test the researcher compared the scores of the two groups.

The use of treatment by using TBLT method is intended to prove there is a significant difference between students' scores before and after treatment. So, the effectiveness is known from the significant score when teaching students by using TBLT as a method in teaching speaking.

In this study, the researcher collected data by conducting a speaking test. The researcher used a speaking test to measure the extent of students' understanding of the material. In this case, data collection techniques are the most important step in research, because the main purpose of research is to obtain the necessary data. The data obtained from the research results are the results of student tests which are analyzed quantitative. This data was taken from the experimental and control classes at SMP N 1 Geger. The researcher used statistical calculations from the T-test (SPSS) to analyze the data from the pre-test and post-test. After completing the pre- test, treatment, and post-test processes, the researcher analyzed the data statistically. To find out the average difference between the control and experimental classes, the researcher calculated the data using the Independent T-test in this research. T-test is a statistical test used to detect a significant difference between two samples. This means to find out whether the experimental class versus the control class has the same score or not when taking the same test. Data is analyzed using SPSS to determine the significance of the final result. Before conducting the hypothesis using the independent sample t-test, there are three test requirements that must be carried out, namely normality and homogeneity.

3. RESULTS AND ANALYSIS

In this section, the researcher explains the results obtained through the pre-test and post-test data. Data in this research obtained from class VII A as the experimental class and class VII B as the control class. The results of the pre-test showed the students' basic ability in speaking.

Homogeneity test is used to determine whether the experimental class and control class have the same variance or not. Homogeneity in this research is to use *Lavene's t-test*. The results are as follows:

Table 2. The Result of Homogeneity Testing

Group Statistics

	Kelas	N	M	Std.	Std. Error
Pre-Test Score	Experiment	32	54.22	6.126	1.083
	Control	32	58.88	6.729	1.189

Table 2.1 shows that there is a significant difference in students' spaking ability between the pre-test experimental class and the control class. The table shows that the sample of the experimental and control classes is 32 students. Then, the mean scores for the two classes differed significantly. The mean of the experimental class is 54.22 and the mean of the control class is 58.88. The mean score of the experimental class is lower than the mean score of the control class.

In addition, to ensure that the data is homogeneity, the researcher used an independent sample t-test to calculate the data. By using this test, the researcher found out the significant difference between the two classes. The results of the independent sample t-test are as follows :

Table 3. The Result of Independent Sample T-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking Score Equal variances assumed	.302 .584 -2.895			62	.005	-4.656	1.609	-7.872	-1.441
Equal variances not assumed	-2.895 61.463 .005					-4.656	1.609 -7.872 -1.440		

Based on table 3 above, it shows the independent sample test from pre-test data of experimental class and control class. The table shows that the two classes are significance. It can be said that because the researchers seen by Levene's test for Equality of Variances. From the column of score of Equal variances assumed, the significance is 0.584. Then, it can be concluded that the data is homogeneous because the significance is higher than the alpha level $(0.584 > (\alpha = 0.05))$.

Table 4. Test of Normality

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic df		Sig.	Statistic	df	Sig.
Nilai Posttest	Experiment Class	.115 32		.200*	.967	32	.411
	Control Class	.106 32		.200*	.958	32	.241

a. Lilliefors Significance Correction

Based on table 4 above, the researcher concludes that the data is normal. From the table, it can be seen that the significant result of the experimental class score is 0.411, which means that the experimental class data is normally distributed because the significance value is higher than α value $(0.411 > 0.05)$. Furthermore, the results of the control class were also higher, that is 0.241 which is higher than 0.05 $(0.241 > 0.05)$. Therefore, it can be concluded that the significance of the post-test data for both classes was normal because the results were more than $\alpha = 0.05$ $(0.411 > 0.05: 0.241 > 0.05)$ and the independent sample t-test was performed.

Hypothesis testing is the final calculation. This section is to compare the pre-test and post-test scores of the two classes, namely the experimental class and the control class. In this case, it aims to find out whether there is a difference in the average pre-test and post-test scores of the two classes. To find out whether there is a difference

in students' prior knowledge in the experimental class and the control class, hypothesis testing is carried out, as follows:

Table 5. Group Statistics
Group Statistics

b.

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Score	Experiment	32	83.44	4.621	.817
	Control	32	73.38	5.476	.968

c.

Table 5 shows that the post-test group statistics from both classes. From the table above, the mean score of the experimental class is 0.817. Then, the mean score of the control class is 0.986. From this, the researcher concluded that the mean of the two classes is different. However, the researcher cannot conclude the successfulness of the treatment in this research directly through this table, especially in the experimental class. Thus, the researcher needed an independent sample t-test to determine whether the treatment was successful or not and to determine the significance of the two classes.

Table 6. The Result of Independent Sample T-test
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
F		Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
assumed	1.318	.255	7.945	62	.000	10.062	1.267	7.531	12.594
Equal variances not assumed			7.945	60.295	.000	10.062	1.267	7.529	12.596

The test results show that there is a difference in the mean score between the experimental class and the control class which treated by ~~using TBLT method and which was not. If sig (2-tailed) < 0,05 then there is a~~ significant difference in the mean score between the experimental class and the control class. Otherwise, if sig (2-tailed) > 0,05, there is no significant difference in the mean score between the experimental class and the control class. Based on the test score table above, the assumed significance value of equal variances is 0,000 which means less than 0,05 (0,000 < 0,05). Based n formula by hypothesis of testing normality, H_0 shows that there is no significant difference in the speaking skills of students who are treated by using TBLT method and conventional teaching. Meanwhile, H_1 shows that there is a significant difference in the speaking skills of students who are treated by using TBLT method and those who are treated conventional teaching. The results of this research shows that there is a significant difference in the speaking skills of students who were treated by TBLT method and those treated conventional teaching. It can be concluded that the results of this research shows that the use of TBLT Method has a significant effect on students' speaking skills.

From this, the researcher concludes that the data above shows that the students' speaking ability improves because they receive the material clearly from their teacher. In this research, the experimental class got a big influence because the class was treated by using TBLT method from the teacher, so that it had a positive impact, namely they were able to answer the questions given by the teacher and get a high score after they learned using TBLT method. However, the control class taught without TBLT method also got a good score because they also got the material clearly even though the teacher used conventional teaching. Therefore, the researcher concludes that TBLT method is effective to teach speaking skill for the seventh grade students of SMP N 1 Geger.

From the data analysis in the previous section, the researcher has obtained the results. The results found in this research indicate that the use of TBLT method in teaching speaking to seventh grade of junior high school is effective. The description of the data in the previous section shows that the two classes have done the pre-test and the results of the pre-test are different. The experimental class got the mean score of 54,22 and a total score of 1735, while the control class got the mean score of 58,87 and a total score of 188. From this, the total score and the mean score in the experimental class were lower than the control class. Then, the researcher gave treatment to the experimental class and conventional teaching to the control class. After the researcher conducted the pre-test and delivered the material, the researcher also conducted a post-test in both classes. The results show that the experimental class got a total score of 2671, with the mean score of 83,44. While the control class got a total score of 2384, with the mean score of 73,38. From this, it can be seen that there are significant differences between the

two classes, namely the experimental class got a higher total score and the mean score was higher than the control class.

In addition, the alpha value used by researcher is 0,05. The result of this research indicate that the significant of the homogeneity and normality testing are homogeneous and normal. The result of homogeneity is 0,000 and normality is 0,411 from the experimental class and 0,241 from the control class. Then, the result of hypothesis testing from the post-test data of the two classes also have significant differences. The significant is 0,255, which means it has a higher result than the alpha value (0,255 > 0,05).

Students who are taught by using TBTL method get higher scores than students who are taught by using conventional teaching. This means, that TBLT method provides many advantages for students to improve students' speaking skills. The researcher summarizes several advantages of by using the TBLT method. First, by using the TBLT method in the teaching and learning process, the students can be more motivated and interested in the learning process in speaking class. This is related to previous research from Yildiz (2020), the use of TBLT method could motivate the students to increase the students' speaking skills and make the students more interested to active in class. In addition, the second, according to (Gunawan (2016)Gunawan (2016) the concept of the TBLT method is easier to follow than the old learning activities which is more comfortable, cooperative, non-threatening, and pleasant, because in TBLT students work on assignments based on the material to communicate orally and develop ideas in the speaking process.

It can be concluded that the students who are taught by using TBLT method have better abilities than the students who are taught by using conventional teaching. In other words, the TBLT method have a significant effect on the students' speaking skills. The several things that can support these results are that the TBLT method makes the students motivated and interested in speaking and understanding the contents of the speaking text, the TBLT method has clear concept for the students to follows the activities in class, the TBLT method can hone the students' thinking power and imagination and the TBLT can makes students enjoy in classroom. Therefore, the TBLT are used as a method that can help the students in speaking skills in junior high school.

4. CONCLUSION

Based on the explanation in the previous chapter and the results of the research, the researcher concluded that first, the TBLT method could motivate the students and make the students interested in speaking. This means that the use of TBLT method can be motivate the students to learn to speak in English and make the students more interested in speaking and understanding the communications with other using English language. If the students are motivated and have an interest in TBLT, it will make the students enjoy what they speak more. This is evidenced by the data analysis that has been calculated in the previous chapter. The results of data analysis show that the significance score is greater than 0,05, it means that H0 is rejected and H1 is accepted. Thus, the students who are taught by using TBLT method have better speaking skills and understanding than the students who are taught by using conventional teaching. Therefore, the use of TBLT method have a significant effect on the students' speaking ability.

Based on the conclusions above, it can be concluded that the students who are treated by using TBLT method in speaking can be said to be successful because they can have an effect on the students, especially in speaking skill. The use of TBLT method can increase the students' ability to understand the content of the dialogue that they speak and can also make the students able to increase their speaking scores. Then, by using the TBLT method can make the students more excited and enjoy the lesson. The students who are given TBLT method are more active and motivated to learn to speak in English. So as to create an effective and successful learning process.

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