



The Implementation of Teaching Speaking Using Task-Based Approach in Indonesian Secondary School EFL Classes: The State of The Art

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ABSTRACT

The demand for English proficiency in global communication has led to a heightened focus on language skills, particularly speaking. This study explores the implementation of Task-Based approach in Indonesian secondary school English as a Foreign Language (EFL) classes, specifically emphasizing speaking skills. Drawing from a systematic literature review, the study addresses three key aspects: the practice of teaching speaking using the task-based approach, perceptions of students and teachers towards task-based approach, and the development and evaluation of task-based speaking materials. The findings indicate widespread adoption of task-based approach in various school contexts, showcasing its effectiveness in enhancing students' speaking skills. However, challenges such as time constraints, pronunciation difficulties, and occasional boredom have been noted. Students generally hold positive perceptions, noting improvements in pronunciation, vocabulary, and overall interest in English learning. Teachers, while acknowledging the positive impact, face challenges in finding suitable tasks for diverse student backgrounds and express a need for adequate training. The study also highlights the development of task-based speaking materials, catering to diverse learning styles and instructional goals. Continuous adaptation, teacher training, and the development of contextually relevant materials are essential for its sustained success. The study provides valuable insights for English teachers, curriculum developers, and policymakers seeking to optimize language education in the Indonesian context.

Keywords: Implementation, Teaching Speaking, Task-Based, Indonesian Secondary School, SLR

Introduction

This modern era makes people worldwide to be able to use English for any communicative purposes. As the main skill of language, speaking role is really needed as a tool for communication. Brown (2004) says that speaking is a productive skill which focuses on producing sounds with a purposeful meaning based on someone's thoughts or feelings.

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It can be mastered by someone by learning and practicing it continuously, surely with an English teacher's guidance.

Speaking is considered difficult thing to do in Indonesia. It is because Indonesia puts English as a foreign language which is only used by students in the class, not for daily life. Here, English teachers' role is really needed. They must be smart in making their students be active in speaking even only use it in a class. They can provide practical speaking activities which are related to real-life communication contexts (Razi et al. 2021). They can use the proper approach to improve the students' speaking skill. How effective the language learning depends on the approach applied by the English teachers.

English teachers must adjust many aspects in language teaching, especially to the curriculum that is used. Merdeka Belajar Curriculum is the curriculum that is used in Indonesia nowadays. This curriculum encourages students to be independent language learners (Wahyuni, 2023). It gives students more chance to speak up without high pressure (Abidah et al., 2020). In this curriculum, the secondary school students which are in phase D, E, and F are supposed to be able to use English for communication to share their thoughts to their friends and teachers (Kemendikbud, 2022).

One of the approaches that is good to be used is Task-Based Language Teaching (TBLT). Students can improve their speaking by doing speaking activities and completing speaking exercises independently or in groups. TBLT is much more beneficial for students because it is more learner-centered (Chen, 2018). TBLT requires students to complete meaningful tasks in the target language (Chen, 2018; Gan & Leung, 2020). TBLT has been one of the most popular teaching approaches since it was proposed by Prabhu in 1987, as it was a reaction to the criticisms of the traditional teaching practices in India at that time (Sanchez, 2004).

Students may gain knowledge effectively when the aim of learning focuses on the task rather than the language they have been using (Prabhu, 1987). In a similar point, Brown (1994) indicated that the main purpose of task-based learning is about how language must be used rather than the priority of the language forms. Moreover, Prabhu (1987) established three stages of task: pre-task, task cycle, and post-task. Then Willis (1996) developed his task model with six stages: pre-task, task, and assess task, planning, task presentation, and post-task language focus, while Ellis (2003) consolidates these stages into three stages: pre -task, while-task, and post-task.

Several researches have been conducted in Indonesia on TBLT. Fachrurrazy (2000) has drawn a study about the proposal for the implementation of TBLT in Indonesia in teaching English as a Foreign Language (EFL) context. The first empirical study was done by Wisnu (2006). A vocational high school in Cimahi, West Java, undertook this research. It was stated in this study that TBL may be applied when the instructor (1) adjusts different task cycles; (2) prolongs other task cycles; and (3) adopts specific language teaching methodologies in the setting. Since then, many studies have been conducted and published in teaching EFL in Indonesia in various skills or language components.

The implementation of TBLT for the English skills such as reading, writing, listening, and speaking have been done in Indonesia. Many studies were conducted and the result can be seen in many data sources. But from those studies, it was not found a specific study which discussed deeply about the communicative skill only. Actually, it is needed to know a clear explanation of a communicative studies results based on several studies that were collected and analyzed. It is especially aimed for teachers' guidance in getting a better result in teaching speaking.

The position of English as a foreign language in this country makes some communicative problems that are faced by students in learning this main skill. Farhani et al. (2020) state the possible causes of this case are limited time to learn this oral skill in school, the use of mother tongue is much dominant in several schools, and English does not use a communication tool in other subjects. Hence, even English is learned sustainable, but it is still limited to practice. It is a big problem that need to be solve as soon as possible.

There are numerous studies which investigate the implementation of TBLT in Indonesia. However, there is no study that elaborate all of those studies in an article so that teachers can get a portrait of the TBLT implementation in Indonesia. Fulfilling that gap, this study aims to review primary studies on speaking skill at secondary level in Indonesia that will give much beneficial for English teachers as a guidance for applying this approach in teaching speaking. This study will be guided by the following questions: (1) How is the practice of teaching speaking using task-based approach in Indonesian secondary school EFL classes? (2) What are students' and teachers' perceptions towards the implementation of task-based approach in teaching speaking of Indonesian secondary school EFL classes? and (3) How is the development and evaluation of task-based speaking materials in Indonesian secondary school EFL classes?

Methods

This study uses Systematic Literature Review (SLR) design. It identifies, evaluates, interprets, and analyses the available research findings based on the formulated research questions, topic area, or phenomenon. Specifically, the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) approach is applied (Evans & Benefield, 2001). Some critical components like 1) specific research questions that the research attempts to answer, 2) specific guidelines for article search, inclusion, and exclusion, 3) clear-cut methods to reduce prejudices in paper selection and reviewing, 4) methodological transparency, and 5) systematic and deep study of the research are included to make the review process rigorous and systematic.

In this study, a literature search was carried out with the help of an application called *publish or perish* by using *Google Scholar* as the database. *Google Scholar* is chosen because of its accessibility and reach. Three categories of keywords are used for searching: 1) *task-based*; 2) *speaking* or *oral*; 3) *secondary school* or *senior high school* or *junior high school* or *SMA* or *SMK* or *MA* or *SMP* or *MTs*; and 4) *Indonesia*. Search results using *publish or perish* with these three keywords obtained 920 related articles. Furthermore, the researchers exclude

studies which are: 1) not a primary study; 2) not published around 2013-2023; 3) not a journal or proceeding article, a thesis, or a dissertation; 4) not having the topic of teaching speaking using task-based approach; 5) not in Indonesian secondary school setting. After excluding studies which do not match those criteria, there are 58 studies which are going to be included and reviewed in this study. They consist of 44 journal articles, 6 proceeding articles, and 8 undergraduate theses.

Result and Discussion

The findings and the discussion are elaborated in this section. The findings of this article are gained from the 58 studies which were collected and reviewed. The discussion, then, will be guided by the research questions which can be seen in the sub-sections below:

a. The Practice of Teaching Speaking Using Task-Based Approach in Indonesian Secondary School EFL Classes

Relying on the assumption that task-based approach can enhance students' communicative ability, teachers has implemented it widely in teaching speaking to Indonesian secondary school students. Starting from state junior high school (Tryadi, et. al., 2021; Nugrahaeni, 2022; Insani, et. al., 2022), islamic junior high school (Safitri, 2018; Zulianti, 2019), state senior high school (Ayu, 2017; Anggraeni, et. al., 2019; Sabil, 2020; Nita, et. al., 2020; Mariani, 2021; Rudi, et. al., 2023), Islamic senior high school (Aziz, 2018), until vocational high school (Mauria, 2013; Baihaqi, 2016; Rahmah, 2017; Bakri, 2018; Lume & Hisbullah, 2022; Saprudin, 2022). All of those studies found that task-based approach is effective in increasing students' speaking skill and achievement. By looking at the publication year of the studies, it can be culminated that task-based approach is not exactly a new thing in Indonesia. However, since its relation to the demands of Indonesian curriculum, its implementation becomes more popular.

Nevertheless, task-based approach needs other aspects to make its practice can be more successful. A study from Khosiyono (2021) found that task promoted more complex and accurate speaking performance while it did not have any effect on the fluency of students' speaking performance. Therefore, students' intrinsic motivation (Nita, et. al., 2019), self-efficacy (Sumarsono, et. al., 2020), and self-confidence are several aspects that must be strengthen by the teacher during the teaching and learning activity since they have strong positive correlation towards a successful students' speaking performance.

It is also suggested that in a condition where students have different learning styles, auditory and visual for instance, task-based approach can be implemented along with different teaching approach, such as role-play. According to Dimastoro & Bharati (2019), the tole-play is more effective than the task-based approach to teach speaking to auditory and visual learning styles. They also briefly recommend to apply role-play and task-based in various ways so that the objectives of learning can be reached. One of the ways that teachers can apply is by using Anchor podcast application. Based on the study of Amsori, et. al. (2023)

there is a significant effect of using task-based learning method using podcast anchor application on students' speaking ability. Other ways which are also suggested are task-based approach based on audiolingual method (Munawaroh, et. al., 2023) and project-based language teaching (Asuan, 2023).

b. Students' and Teachers' Perceptions Towards Task-Based Approach in Teaching Speaking of Indonesian Secondary School EFL Classes

Students thought that task-based approach had a positive impact on their speaking learning activity. This perspective is supported by their increased speaking learning. (Hutagalung & Purwati, 2014; Widia & Astawa, 2014; Yuliasari, 2015; Yolanda et al., 2016; Adiantika & Purnomo, 2018; Faza & Widyantoro, 2018; Kristiyani, 2017; Citra, 2020; Savitri & Sundari, 2021; Suci & Floriasti, 2021; Hardin, 2022; Winarto & Aprianti, 2022; Khawa & Rizkiyah, 2022; Susanto, 2015; Astriani et al., 2023; Fakhira, 2021; Maulida, 2021; Munirah & Muhsin, 2015; Suryaningsih, 2018). By using task-based approach, students find it easier to understand learning material and they experience improvements in pronunciation, vocabulary, grammar, etc. Students also have high interest in learning English through task-based approach (Gunawan, 2016; Wahidin, 2016; Sabil, 2018). They agree that task-based approach helps them to practice speaking English since they have to perform in front of the class by using a various task instruction (Insani, 2018). Moreover, students perceive that task-based approach increases their motivation, willingness, independence, and ability in learning to speak English by practicing in a fun way (Amsori, et. al., 2023).

Despite students' positive perceptions, there are also less significant improvements, such as in the studies of Fitriani & Wirza (2018) and Nurfadhilah et al. (2023) which show that students still have difficulty pronouncing the correct pronunciation. Moreover, students feel bored when teachers always use English while teaching that make students have difficulty in understanding the material and answering questions given by the teacher, since they are not used to using English (Stepani, 2016). In another study, some students could not understand the material because the teacher's voice could not be heard by students who are sitting in the back seat (Fitriani & Wirza, 2018). There are also students who are hampered by unclear teacher instructions (Iswari et al, 2017). This was shown by their expressions which showed disagreement with the teacher's instructions when they were asked to speak in front of the class.

According to the teacher's point of view, teaching speaking using task-based approach has a positive impact. Students can convey messages and are not afraid to express themselves. "That's what it means when they don't feel afraid to communicate," said one teacher (Stepani, 2016). Some successful strategies for teachers in teaching speaking skills using task-based approach include being a motivator for students, trying hard to motivate, giving advice looking for students' strategies in speaking, and always giving positive feedback. (Adiantika & Purnomo, 2018; Prianty et al., 2022; Saragih, et. al., 2022). Apart from the positive perceptions of teachers, there are also some negative perceptions. Some of them are teachers

lack time to teach using TBLT which makes students' understanding is also lacking. (Prianty et al., 2022; Triyogo et al., 2019). Furthermore, teachers feel difficult to find or develop communicative tasks which are suitable for students' requirements since they come from different background and occupations. Accordingly, it is expected that teachers should get adequate and appropriate training related to the implementation of task-based approach, such as done by Setiyadi, et. al., (2021). The results of the training showed that the participants of this training gained real efficacy and enhancement in professionalism which makes them are able to correct the quality of the English education process, especially speaking, so that the dialogue skills of students in schools can increase. Prolonged similar training in the future still really needs to be tried.

c. Development and Evaluation of Task-Based Speaking Materials in Indonesian Secondary School EFL Classes

Teaching strategy and learning materials are the two key components that influence how well students learn. Those two elements ought to work together. The resources, tools, and content aimed at assisting and facilitating the learning process are referred to as learning materials (Gerlach & Ely, 1971; Puspitarini & Hanif, 2019).

Effective learning materials are in line with instructional goals, cater to diverse learning styles, and are designed with the learner's needs in mind (Tomlinson, 2011; Seth, 2009). They should promote active engagement, critical thinking, and a deeper understanding of the subject matter. It becomes necessary to create new learning materials when the ones currently used in the classroom do not support a variety of learning styles or align with instructional goals.

Using task-based approach in teaching speaking is believed can increase students' interest to speak. However, the appropriate learning materials adapted from task-based is still rare. For this reason, these following researches are intended to make learning materials by employing task-based approach.

To make students active in the classroom activity, the students should engage with the activity. The engagement of students comes from the interesting activity. After conducting need analysis, including to knowing the problem faced by the students and the teacher, Yolanda, et all (2016) provided an alternative way for teaching speaking in procedure text, that was a Micstraw task for teaching speaking about the procedures/instructions of how to create something in meaningful, interesting and contextual way. The students were asked to make something from straw and presented the procedure of making something from straw in front of the class. It is graded by the expert as a good material because it encourages the seventh-grade students to speak about the procedures/instructions of how to create something in meaningful, interesting, and contextual way even though it needs little revision in teaching procedure text to encourage the seventh-grade students in SMP Negeri 2 Siantan to speak about the procedures/instructions of how to create something.

Occasionally, issues with confidence, vocabulary knowledge, pronunciation, grammar, and motivation arise, which causes the classroom activity to be less successful. To overcome this problem, Suryaningsih (2018) and Faza & Widyantoro (2018) developed an interesting and sufficient English supplementary speaking material by employing task-based as the basis for developing supplementary materials, the workbook contains many activities, especially it is designed in scaffolding learning and it provides the materials for speaking skill. It was found that the students' motivation to learn have increased when they use this material as their resource. It has been graded by the experts as a very good material and considered appropriate as well.

The other problem faced in Indonesia's education is underestimating speaking skill in the classroom since it is not used in daily life. The teachers only focus on improving students' writing and reading ability. The students have opportunity to improve their speaking ability but the teachers do not facilitate their students. Thus, Kristiyani (2018) and Triyogo, et. al., (2019) offered to design speaking supplementary materials to support students in learning speaking English. This product focused on improving students' speaking ability especially the vocabularies, the language function and the grammar used in spoken language.

Another problem faced is inadequate learning facilities in enhancing students' speaking ability. The teachers only rely on their lectures and students' handbook as the learning materials. Nevertheless, the lectures in the classroom are no longer the primary source of learning and additional resources are needed. Dealing with this problem, Citra (2021) and Suci & Floriasti (2021) started to develop supplementary task-based materials to facilitate students learning especially in improving their speaking skill equipped with the way how to pronounce words.

Not only printed materials, teachers can also produce online communicative tasks for their students. Using three online platforms (Quizlet, Flipgrid, and Padlet), Adhelia & Triastuti (2023) succeeded in enhancing the speaking skills of ninth-grade students effectively. The communicative speaking tasks successfully improved students' speaking skills in terms of grammar, vocabulary, fluency, and pronunciation. Furthermore, the students' confidence, motivation, interaction, involvement, and engagement in the classroom have all increased. Students enjoyed and were active in every activity throughout the learning process by having conversations and working in groups as a result of these advances. At the end of the study, the students were able to learn independently with less assistance from the instructor and had a better classroom climate than previously.

The appropriate learning resources have been made by those researchers. All the resources have been made in accordance with targets' needs. Thus, those developed learning resources considered appropriate and suitable to the students. However, there are some limitations of them. First, some of those developed learning resources must be presented by using multimedia such as computer, LCD, projector, and recording. It would be rather difficult since it is applied in the school that does not have multimedia as the facilitation of teaching and learning process. Second, it seems that the materials would not appropriate to be

implemented in other school because all of the developed learning resources are made based on their own subject of the study needs. The limitation also comes from the incapacity of teacher in implementing task-based approach. Some teachers seem have less knowledge of TBLT and the students have not been taught by using this methodology.

Because of teacher's incapacity in implementing task-based approach, in some case, the task given to the students in improving their speaking ability is inappropriate. Analysis of communicativeness in class activity is needed to measure the achievement in implementing TBL as an approach in the classroom. It was found by Ameiratrini (2018) that there were some limitations in line with the use of the task. It showed that for the speaking tasks were not communicative enough for measuring the students' speaking skill. The tasks could not explore the students' speaking skill maximally. In the case of measure students' speaking skill, the teacher should design compatible speaking assessment instruments. Based on this finding, it can be as a barometer that there are mistakes in implementing TBL in the classroom activity.

Beside the activities in the classroom, the textbook used in the classroom should be analyzed as well to examine whether or not the books have employed the concept of TBL. Rahmat, et all (2019) and Astriani, et all (2023) addressed to examine how speaking tasks are prescribed in an Indonesian Senior High School ELT textbook. It was found that the book portrayed a TBLT and it is suitable to be used by teachers and students in the Indonesian context. However, there should be a revisit in the tasks, because it is important to make the designed task connected to the real world. Teachers should not stick to the schoolbook as teaching material. Teachers can add other sources to complement the textbook, especially in the criteria of real-life activity and allowing students to negotiate and interact more.

Conclusion

The task-based approach to teaching speaking in Indonesian secondary school EFL classes has become widely popular and is consistently shown to enhance students' communicative abilities. The approach's success is supported by some factors like students' intrinsic motivation, self-efficacy, self-confidence, and the use of diverse supplementary teaching approaches and media. Related to perceptions, students generally view the approach positively, even though challenges like pronunciation difficulties and occasional boredom arise. Furthermore, teachers also recognize its positive impact but face challenges such as limited time for implementation and difficulty finding suitable communicative tasks for diverse students.

Not only students and teachers who are contributed to the success of the implementation of task-based approach, effective learning materials aligned with instructional goals and diverse learning styles are essential for successful task-based learning. However, limitations of the implementation include the need for multimedia presentation and materials tailored to specific school contexts.

Considering the limitations, it is recommended to conduct ongoing analysis of classroom activities, task appropriateness assessment, and textbook revision to align with real-world contexts. Teachers may supplement textbooks with additional sources that can

create a dynamic learning environment and foster effective student interaction. At last, continuous adaptation and improvement are vital for the sustained success of the task-based approach in Indonesian secondary school EFL classes.

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