



THE EFFECTIVENESS OF TASK-BASED AND PROJECT-BASED LANGUAGE TEACHING IN IMPROVING SPEAKING

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ABSTRACT

A quasi-experimental research had been conducted to test the effectiveness of using TBLT and PBLT in improving eighth-grade students' speaking skill at Maitreyawira Junior High School in Batam. The researcher used pre-test and post-test with non-equivalent group design. Two classes (8H and 8I) that consist of 30 students in each class were chosen. The control class was taught by using TBLT and the experimental class was taught by using PBLT. The data were analyzed by paired and independent t-test. The results showed that there was a significant difference in the students' speaking skill. The sig-value in the control class was 0.001. There was also a significant difference in the students' speaking skill with the sig-value of 0.000 in the experimental class. Both sig-values were lower than 0.05. Moreover, the students' speaking scores were higher than before the treatment whether in control class or experimental class. It was proven by the improvement of 4.50 of the mean score in the control class, and the improvement of 5.86 of the mean score in the experimental class. Therefore, TBLT and PBLT are recommended to be used in teaching English, especially in teaching speaking in order to improve students' speaking skill.

Keywords: project-based language teaching, speaking skill, task-based language teaching

ABSTRAK

Telah dilakukan penelitian eksperimen kuasi untuk menguji keefektifan pembelajaran bahasa berbasis tugas dan berbasis proyek dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Maitreyawira di Batam. Peneliti menggunakan pre-test dan post-test dengan non-equivalent group design. Dua kelas (8H dan 8I) yang masing-masing terdiri dari 30 siswa dipilih menjadi kelas eksperimen dan kelas kontrol. Kelas kontrol diberi pembelajaran berbasis tugas dan kelas eksperimen diberi pembelajaran berbasis proyek. Data dianalisis dengan uji-t berpasangan dan independen. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada keterampilan berbicara siswa dengan TBLT. Nilai sig pada kelas kontrol adalah 0,001. Terdapat juga perbedaan yang signifikan pada keterampilan berbicara siswa dengan PBLT dengan nilai sig 0,000 pada kelas eksperimen. Kedua nilai sig lebih rendah dari 0,05. Selain itu, nilai berbicara siswa lebih tinggi dari sebelum perlakuan baik di kelas kontrol maupun di kelas eksperimen. Hal ini dibuktikan dengan peningkatan skor rata-rata pada kelas kontrol sebesar 4,50, dan peningkatan skor rata-rata pada kelas eksperimen sebesar 5,86. Sehingga TBLT dan PBLT direkomendasikan untuk digunakan dalam pembelajaran bahasa Inggris, khususnya dalam pembelajaran berbicara untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: pembelajaran bahasa berbasis proyek, keterampilan berbicara, pembelajaran bahasa berbasis tugas,

INTRODUCTION

English, as an international language, has been learned by people around the world including Indonesian. It is the language to explore the development of science and technology, which is essential in the 21st century and globalized world. Moreover, it is widely used in a range of fields such as politics, diplomacy, trade, industry, economics, business, education, and culture. Even though English is not really widely used in the society of Indonesia, it is still the most important foreign language in Indonesia. Educational policy in Indonesia has been changing along the time which aims to provide better education. English has been placed as one of the compulsory subjects to be taught in Indonesia. In 2022, recently, to restore post-pandemic learning, Indonesian Ministry of Education and Culture has launched a new curriculum, namely *Kurikulum Merdeka*. Based on this new curriculum, especially in term of listening and speaking skills, junior high school students which are in phase D are supposed to be able to use English to interact and exchange ideas, opinions, and experiences with peers, teachers and others in formal and informal contexts (Kemdikbud, 2022).

Referring to the curriculum and English teaching and learning, the main purpose of learning a language is for communication, so does learning English. The prime goal of learning a foreign language is to be able to speak the language (Jati, 2018). In fact, most of Indonesian students cannot speak English fluently even though they have studied English for years. Many teachers are still using the conventional teaching unconsciously because of habit. The teaching and learning process tends to be in lecturing and teacher-centered. In teaching speaking, usually students are asked to write a conversation and practice the conversation. Nevertheless, the students' speaking skill is still low. Many students find difficulty in speaking English. It has been argued that speaking a foreign language has always been considered as the most challenging skill to acquire compared to other language skills, i.e. listening, reading, and writing skill (Ayyub et al., 2021). Teaching and learning speaking English as a foreign language is more challenging for Indonesian English teachers and students, especially in improving speaking skill. Therefore, using the right approach, method, and strategy in teaching speaking is the key.

There are many varieties of methods for teaching speaking; communicative language teaching is the most appropriate one because the main focus of communicative language teaching is to develop communicative competence or speaking proficiency (Ramos & León, 2018). Among diverse methods in improving communicative competence, Task-Based Language Teaching (TBLT) and Project-Based Language Teaching (PBLT) are considered by the researcher as the most appropriate, especially in teaching speaking. Task-based learning (TBL) and Project-based Learning (PBL) have been rendered as relevant pedagogical opportunities that allow a much more interesting, engaging and hands-on learning perspective both for students and teachers (Diego & Moreno, 2021). Moreover, the most interesting part about tasks and projects is that they are flexible by nature and teachers can shape them as they wish. The use of Task-Based Language Teaching as method in teaching speaking was able to increase the eleventh grade students' speaking ability (Ayu, 2017). The effectiveness of using Task-Based Language Teaching was also proved by Sabil (2020), there was higher improvement of twelfth grade students' speaking proficiency in experimental class. Furthermore, the use of PBL through Vlog enhanced the vocational high school students' fluency, grammatical accuracy, pronunciation, vocabulary, and content (Nugroho & Anugerahwati, 2019). The other research also found that seventh grade students' speaking skills have been enhanced due to the use of cooperative project-based online learning (Nurfu'adiyah & Aziz, 2021).

From the previous investigations of these two teaching methods in EFL classroom, there was still very few research for the effectiveness of TBLT and PBLT in improving speaking skill for junior high

school students. In this study, the researcher would like to investigate the effectiveness of TBLT and PBLT in improving students' speaking skill since they are in junior high school and eager to find out which method will be better in improving junior high school students' speaking skill. Hence, this study would focus on investigating the effectiveness of both methods in improving junior high school students' speaking skill and to compare the effectiveness of Task-Based Language Teaching and Project-Based Language Teaching in improving students' speaking skill.

Speaking is the delivery of message of a person to the other. Speaking can be seen as "the action of conveying information or expressing one's thoughts and feelings in spoken language" (Bouzar, 2019). Speaking ability facilitates someone to express his or her thinking about an issue to listeners or interlocutors.

Speaking Competence

The knowledge of speaking competence and the aspects of speaking competence assists language teachers to design the appropriate lesson plans that can develop students' speaking skill. There are three components that construct speaking competences: knowledge of language and discourse, core speaking skills, and communication strategies. Having knowledge of speaking competences enables English teachers to design teaching and learning activities that not only focus on certain speaking competence or speaking class is not merely for practicing or doing speaking. The speaking class or lesson need to pay attention to the opportunities for the learners or students to develop various components of speaking competence.

Components of Speaking

As the speaking competence has three components, speaking itself also has several components. It consists of the components of vocabulary, grammar, pronunciation, fluency, and comprehension. In this study, the researcher would apply all the components to assess the students' speaking ability. The components of pronunciation, grammar, and diction or vocabulary would be in a criterion as accuracy to assess the use of correct grammar, pronunciation and diction in speaking. The component of fluency would be used to assess the students' capability to speak fluently, without pause or hesitation. The component of comprehension would be assessed in order to know that the students can understand and convey meaning clearly or not clearly in their speaking.

Micro and Macro Skills of Speaking

Speaking skills can be divided into micro skills of speaking and macro skills of speaking. The taxonomy of speaking covers micro and macro skills of speaking skill (Brown and Abeywickrama, 2010: 185-186). The micro skills of speaking are referred to the skills in terms of the ability or skills to produce phonemes, morphemes, words, collocations, and phrasal units. On the other hand, the macro skills of speaking are referred to the skills or ability to allocate with discourse, function style, cohesion, fluency, nonverbal communication, and strategic options. In teaching speaking, a teacher has to pay attention and decide more specific skill of speaking, whether micro or macro skill of speaking that need to be focused on. Based on our new curriculum, junior high school students are expected to be able to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others (Kemdikbud, 2022). The curriculum implies that students are assumed to have adequate and appropriate macro skill of speaking that is to accomplish the communicative functions in any situations, for any participants or goals (Brown & Abeywickrama, 2010). Hence, this macro skill of speaking would be the focus on this study.

Speaking Assessment

Analytic scoring is one of speaking assessments. It is characterized by the use of certain criteria for speaking, i.e., fluency, accuracy (pronunciation, grammar, and diction), comprehension, and task completion (Fachrurrozy and Tresnadewi, 2017). The aspect of fluency is about how the speaker is able to convey meaning without too many hesitations; the speaker can speak fluently in the target language. The accuracy usually deals with the use of appropriate words, dictions, and grammar or sentence structure with the right pronunciation. The comprehension refers to the speaker's ability to understand and convey the meaning clearly. Lastly, the completion of the given speaking task is depended how well the speaker can perform and complete on the given speaking task. The researcher applies several

tasks and projects through Task-Based Language Teaching and Project-Based Language Teaching in order to know the effectiveness of both methods in improving the students' speaking skill. After the implementation of Task-Based Language Teaching and Project-Based Language Teaching, a post-test was done to assess the students' speaking skill by using the speaking scoring criteria or components of speaking, i.e., fluency, accuracy (pronunciation, grammar, and diction), comprehension, and task completion.

Research on Task-Based Language Teaching

The use of task-based-language-teaching as method in teaching speaking was able to increase the students' speaking ability (Ayu, 2017). The students' speaking skill had significantly got improvement and became better at the end of research. The effectiveness of using Task-Based Language Teaching was also proved by Sabil (2020), there was higher improvement of students' speaking proficiency in experimental class. Through a study on an in depth observation of some factors that play important roles in improving students' speaking skill and reinforced by the result of speaking test of students speaking skill, Task-Based Language Teaching affected students' speaking skill improvement (Sugianto et al., 2020). Mobile-supported Task-Based Language Teaching promoted the use of fluency and accuracy strategies for speaking. Through the tasks, Task-Based Language Teaching encouraged better processing of the target language while enhancing learners' oral communication strategies, improving conversational interaction during the language tasks (Fang et al., 2021). Recently, Lume & Hisbullah (2022) also concluded that Task-Based Language Teaching was effective to teach speaking skills at the eleventh-grade students of SMK NW Darul Abror kuta in the academic year 2020/2021. There was a significant difference in speaking between the students. The speaking test scores of students who were taught by using Task-Based Language Teaching were higher than the students who were taught by using Direct Method.

Research on Project-Based Language Teaching

Many researches had been done on Project-Based Language Teaching. The use of PBL through Vlog enhanced the students' fluency, grammatical accuracy, pronunciation, vocabulary, and content (Nugroho & Anugerahwati, 2019). Moreover, PBL in teaching speaking was helpful to adjust ideas and stimulated the presenters in the presentation to develop the explanation using their own words. The students were excited about the given project and performed better which could be proved from the improvement of the final score (Kusumawati, 2021). The eleventh grade students' oral communication skills development was improved based on the results of observation and the test scores after the implementation of Project-Based Language Teaching (Santhi, 2020). The students' speaking skills have been enhanced due to using a cooperative online learning initiative focused on students' speaking skills (Nurfu'adiyah & Aziz, 2021). The researchers also found a significant improvement of speaking skill after being taught by cooperative Project-based online learning. It proved that it offered enough opportunities for learners to practice English.

MATERIAL AND METHODS

Research Design

This research was quasi-experimental research and used pretest-posttest non-equivalent group design. The purpose is to provide possible cause and effect among the dependent and independent variables. An experimental research manipulates one or more variables systematically, the objective is to know how this manipulation gives effects to the results (Creswell & Creswell, 2018). Students in two classes were given a pre-test. Then the experimental class was taught by using Task-Based Language Teaching to test whether any significant improvement in their speaking skill, while the control class was taught by using Project-Based Language Teaching to seek for the speaking skill improvement too. After that, both classes were given a post-test to measure whether there is any significant difference in each method in improving students' speaking skill.

Population and Sampling

The target population in this research was the eighth-grade students of a private junior high school at Batam, namely *SMP Maitreyawira Batam* which consist of 10 classes with 299 students. Convenience sampling is often used in quasi-experimental designs when the researcher has access to subjects within a particular institution (Leavy, 2017). The researcher selected 2 classes from 10 classes of the eighth-

grade students at Maitreyawira junior high school: 8I was the control class and 8H was the experimental class. Each class consists of 30 students.

Research Instruments

In this research, there were two instruments that would be used in collecting the data; pre-test of speaking and post-test of speaking. Considering the validity of the instrument, the researcher used the same instrument for the pre-test and post-test to measure or to assess students' speaking skill to prevent the threat of instrumentation that caused by the instrument changes between pre-test and post-test that impact the scores on the outcome (Creswell & Creswell, 2018).

1. Pre-test of Speaking

The students were given 10 minutes to prepare a conversation about asking and giving opinions on three given topics: 1) buying something; 2) weekend activities; 3) gift for someone. The assessor chose one of the three given topics and the students conducted a conversation based on the chosen topic.

2. Post-test of Speaking

The post-test was done by chose one of the three given topics and the students conduct a conversation, the students were not told to do preparation as in the pre-test.

Instrument Validity and Test Reliability

The instruments had been validated by two experts. The outcomes of the pre-test and post-test were also assessed by using inter rater reliability.

RESULT AND DISCUSSION

Findings

The Result of Pre-test

The score of pre-tests was analyzed by using independent t-test of Kolmogorov-Smirnov method through Statistical Package for Social Science (SPSS 26) with criteria $\alpha = 0.05$.

The Result of Homogeneity of Pre-test

As aforementioned, an independent t-test was conducted to make sure the homogeneity and normality of students' speaking skill in pre-test. Moreover, the purpose of pre-test was also to measure the students' speaking skill before the implementation of Task-Based Language Teaching and Project-Based Language Teaching.

Table 1. The Homogeneity Test Result in the Pre-test

Aspect	Sig-value
Pre-test	0.617

Based on the result, the significance value of the pre-test homogeneity was 0.617. It was higher than 0.05, it indicated that the data were homogenous.

The result of normality of pre-test

Table 2. The Normality Test Result in the Pre-test

Aspect	Class	Sig-value
Pre-test	Experimental Class	0.141
	Control Class	0.074

Based on the result, the significance value of the pre-test in experimental class was 0.141. It indicated that the data were normally distributed because 0.141 was higher than 0.05. Moreover, the significance value of the pre-test in control class was 0.074, it was also higher than 0.05. Hence, the data distribution in the pre-test was normal.

In conclusion, the data in the pre-test had fulfilled the homogeneity and normality of data. Therefore, the implementation of Task-Based Language Teaching and Project-Based Language Teaching was done after the pre-test. After the implementation, the post-tests were also completed in this study. The results of post-tests would be presented in the following sections.

The Results of Post-test

The following table was presented to show the findings of t-test including the result of mean score in each method.

Table 3. The Mean Score and Sig Value in the Pre-test and Post-test

Class	Mean Score		Improvement	Paired T-test	endent T-test	
	Pre-test	Post-test		Sig Value	Pre-test	Post-test
8I	80.20	84.70	4.50	0.001	0.337	0.524
8H	76.77	82.63	5.86	0.000		

As can be seen in the Table 3 that the result of 8I pre-test and post-test score showed that the sig-value was 0.001, it was lower than 0.05. It indicated that there was a significant difference in the eighth-grade students' speaking skill under TBLT method. Furthermore, the result of 8H pre-test and post-test score showed that the sig-value was 0.000, it was lower than 0.05. It also indicated that there was a significant difference in the eighth-grade students' speaking skill under PBLT method.

An independent t-test was done in order to know whether there is a significant difference between the students' post test score under TBLT method in control class and under PBLT in the experimental class. As the result showed that the sig-value was 0.524, it was higher than 0.05, so it indicated that there was no significant difference in the students' speaking skill between the control class under TBLT and experimental class under PBLT.

However, despite of the result of the significant difference, the mean score in each class showed different result in the improvement. In the control class under TBLT, the improvement in mean score was 4.50. Meanwhile, in the experimental class under PBLT, the improvement in mean score was 5.86. Therefore, the mean score of the experimental class was higher than the control class. The students' speaking skill in the experimental class under PBLT had better improvement compared to the control class under TBLT. It also strengthened the result of there was a significant difference in the students' speaking skill under PBLT method.

Discussion

a). The Significant Difference in Students' Speaking Skill under TBLT Method

A paired sample t-test was done. As the result of pre-test and post-test score showed that the sig-value was 0.001, it was lower than 0.05. It indicated that there was a significant difference in the eighth-grade students' speaking skill under TBLT method.

The results of this study are congruent with other study on the use of Task-Based Language Teaching as method to teach speaking in increasing eleventh grade students' speaking ability (Ayu, 2017). The students had achieved the improvements of the speaking ability. Even in the second and third cycle of the class action research, the researcher had decreased the problems of mispronunciation, low confident and motivation in speaking.

The findings of the effectiveness in this study are also compatible with previous study that had proved the effectiveness of using Task-Based Language Teaching in improving twelfth grade students' speaking proficiency in the experimental class (Sabil, 2020). The study focused on the accuracy, fluency, and comprehensibility of the students' speaking skill. The mean score of the students' post-test in experimental group was 79.69 and the mean score of the students' post-test in discussion technique was 73.85, the improvement in the experimental group was 5.84 higher than the control group.

Another quasi-experimental research of the effectiveness of Task-Based Language Teaching to teach speaking skills of eleventh grade students also supported the same results. The mean score of students in the experimental group which taught using Task-Based Language Teaching was 66.38, while the control group which taught using direct method was 60.3. The level of significance was 0.05, in conclusion, Task-Based Language Teaching is effective to teach speaking skills (Lume & Hisbullah, 2022).

In this study, the students in the control class were given tasks which focus on improving their speaking skill. In Task-Based Language Teaching, the researcher gave individual tasks, tasks in pair, and group work tasks that can be completed in a shorter period of time compared to Project-Based Language Teaching. Task-Based Language Teaching encourages students to have initiation in completing the task by exploring and communicate with others. It facilitated the students to practice their speaking through communicative tasks. It was proved during the implementation of Task-Based Language Teaching, such as in the group work tasks, in order to complete the tasks, the students

communicate with each other using English and make a spoken report of the result of their discussion with English. The designs of tasks in Task-Based Language Teaching tend to be teacher and student-initiated. The role of teacher in Task-Based Language Teaching tends to be as learning resources, demonstrator, facilitator, coach and manager.

Task-Based Language Teaching has been proven in this study that could improve the students' speaking skill. There was a significant difference in the post-test speaking score of the students. Even some students showed unexpected fluency on their speaking. The students had more chance to practice their speaking by the given purposeful and communicative tasks. The tasks in pair and in group work had raised the opportunity to speak with each other in which also develop communicative competence or speaking proficiency (Ramos & León, 2018). The task of role play had accommodated students to practice speaking and also comprise the development of sociolinguistic abilities. As the students are familiar with the tasks, the tasks will help the students to acquire the language through language interaction (Lume & Hisbullah, 2022).

b). The Significant Difference in Students' Speaking Skill under PBLT Method

As the result of pre-test and post-test score showed that the sig-value was 0.000, it was lower than 0.05. It also indicated that there was a significant difference in the eighth-grade students' speaking skill under PBLT method.

The findings of this study are consistent with other study on the use of Project-Based Language Teaching as method to teach speaking in enhancing EFL students' speaking skill through Vlog (Nugroho & Anugerahwati, 2019). The study concluded that the use of Project-Based Learning enhanced the students' fluency, grammatical accuracy, pronunciation, vocabulary, and content. The students gained higher score in the speaking post-test.

Another consistency in the finding was in a study of the effects of cooperative project-based online learning on students' speaking skill. The researcher found a significant difference of seventh grade students' speaking skill after being taught by Project-Based Language Teaching method which could be inferred from the sig value of 0.00 that lower than 0.05 (Nurfu'adiyah & Aziz, 2021). The project of posting a video to the students' Instagram account had provided opportunities for the students to practice English. The students practiced their speaking many times to produce the best video for the project. It was corresponded to the project of making a YouTube video of how to give good suggestions and provide the examples in this study.

Moreover, the improvement of the students' speaking skill under Project-Based Language Teaching method in this study was also matched the result of a case study that showed the development of eleventh grade students' oral communication skills (Santhi, 2020). Through the implementation of Project-Based Learning that consisted of three major projects, namely: a drama project, a bulletin board project, and a video project, the students' speaking skill was improved based on the results of the gain scores and the researcher's observation.

Project-based learning is recommended by the government in the new curriculum, *Kurikulum Merdeka*. Hence, Project-Based Language Teaching became one of chosen teaching methods in this study. In the experimental class under Project-Based Language Teaching, students were given 3 projects (how to express your own ability and disability, how to evaluate the presentation of your senior about willingness, and making a video of how to give good suggestions and the examples) which intend to improve their speaking skill. In Project-Based Language Teaching, the researcher gave more group works than individual work, and projects required a few meetings to complete. Moreover, in doing the project, the students need to have self or group initiation in completing the given project. In other words, the students also need to have problem-solving skill. Through the project, the students learned to solve problems, they need to have a good team work and communication skill. Speaking skill was trained through the process of completing the project. Furthermore, project-based learning combines the elements of problem-based and collaborative learning is considered as one of the most successful current methods in teaching foreign language (Kasatkina-Kubyshkina et al., 2021).

In this study, Project-Based Language Teaching has also been proven be able to improve the students' speaking skill. There was a significant difference of students' speaking score in the post-test

after the implementation of Project-Based Language Teaching. Even the students' speaking skill under Project-Based Language Teaching had better improvement compared to Task-Based Language Teaching. Based on the finding and result of this study, Project-Based Language Teaching was proven can facilitate actual language in use while doing the project and presenting the product of project. It offers students opportunities to communicate and produce comprehensible output (Alvin, 2018).

c). The Significant Difference in Students' Speaking Skill under TBLT and PBLT

An independent t-test was done in order to know whether there is a significant difference between the students' post test score under TBLT method in control class and under PBLT in the experimental class. As the result showed that the sig-value was 0.524, it was higher than 0.05, so it indicated that there was no significant difference in the students' speaking skill between the control class under TBLT and experimental class under PBLT.

However, despite of the result of the significant difference, the mean score in each class showed different result in the improvement. In the control class under TBLT, the improvement in mean score was 4.50. Meanwhile, in the experimental class under PBLT, the improvement in mean score was 5.86. Therefore, the mean score of the experimental class was higher than the control class. The students' speaking skill in the experimental class under PBLT had better improvement compared to the control class under TBLT. It also strengthened the result of there was a significant difference in the students' speaking skill under PBLT method.

CONCLUSION

The purpose of this study is to test the effectiveness of TBLT and PBLT in improving students' speaking skill. Based on the results of this study, the students' speaking skill became better after the implementation of both methods. Before the treatment, the data in the pre-test had shown the fulfillment of the homogeneity and normality. The pre-tests were scored by using inter raters to fulfill the reliability of the results. After 6 meetings of the implementation of TBLT and PBLT, it had been proven there was a significant difference of students' speaking scores in each method. The students' speaking scores were higher than before the treatment whether in control class under TBLT or experimental class under PBLT. The additional finding was the students' post-test score under TBLT was higher than PBLT. However, the students' speaking skill in the experimental class under PBLT had better improvement compared to the control class under TBLT. Therefore, the results of this study still need further research to explore the underlying reasons or factors that influence the results. TBLT and PBLT are recommended in teaching speaking. It presents enrichment of teaching speaking methods to improve students' speaking skill and also other skills. The researcher would like to recommend students to make good use of both methods in improving English, especially in improving speaking skill. Moreover, future researchers could do similar research with different respondents or subjects to explore the results and use mixed research method to enrich the findings.

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