

ABSTRACT

Novitasari, Tiara (2026). THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING (TBLT) IN IMPROVING STUDENTS' SPEAKING SKILLS (Pre-Experimental Study at Vocational High School in Bandung)

This study investigated the effectiveness of Task-Based Language Teaching (TBLT) in improving the English-speaking skills of eleventh-grade accounting students at SMK Penida 1 Katapang. The research was prompted by the students' low oral proficiency, limited vocational vocabulary, and high communication anxiety caused by traditional, teacher-centered methods. The primary aim of this research was to examine the implementation of TBLT significantly enhanced the students' speaking capabilities within a specialized vocational context.

Utilizing a quantitative approach with a pre-experimental design (One-Group Pretest-Posttest Design), this study involved 29 students from class XI AKL 4 as the sample. Data were collected through oral speaking pre-test and post-test instruments, which were evaluated using a standardized speaking rubric assessing fluency, pronunciation, grammar, and vocabulary.

The quantitative findings demonstrated a clear disparity between the students' speaking achievement before and after the treatment. The class mean score increased significantly from 59.14 in the pre-test to 70.34 in the post-test, indicating a substantial improvement of approximately 18.94%. Furthermore, statistical computation using a Paired Sample T-test yielded a calculated t-value of -14.534 ($df=28$) with a two-tailed significance value of $p < 0.001$, thereby rejecting the null hypothesis (H_0). Cohen's d effect size analysis resulted in an index of 2.699, representing a very large experimental effect.

Based on these findings, it is recommended that English language educators shift their teaching paradigm from a traditional, grammar-focused, teacher-centered approach to a student-centered communicative framework, such as Task-Based Language Teaching (TBLT). Teacher should design task cycles that are authentic, pedagogically sound and directly aligned with students' specific vocational fields to foster professional readiness and enhance intrinsic motivation. Students are strongly encouraged to actively engage in collaborative group work, peer discussions, and project presentations as key ways to reduce communication anxiety and systematically build confidence in speaking. Future researchers are also suggested to employ quasi-experimental designs with control groups to further validate the broader efficacy of TBLT.

Keywords: Task-Based Language Teaching (TBLT), Speaking skills, Accounting Students, Vocational High School.