

CHAPTER I

INTRODUCTION

A. Background

Speaking skills are one of the most crucial language competencies to learn because they serve as the primary means of conveying ideas, thoughts and feelings verbally in everyday communication, especially in the context of foreign language learning. According to Li (2017), speaking is a skill that supports fluent oral communication, strengthens understanding of language structure and pronunciation, and enhances critical and logical thinking skills, enabling learners to interact effectively in social and professional settings. Brown and Lee (2015) emphasize that developing speaking skills through appropriate teaching methods, such as providing authentic examples and opportunities for practice, is very important for building confidence and overcoming affective barriers such as fear of speaking .

The main objectives of a language program are to develop speaking skills by integrating both spoken and written language. Speaking is an important aspect of language learning, as it is the primary tool for communicating and interacting with others. As a productive and active skill, speaking enables learners to express ideas and interact meaningfully with others. Therefore, students who have studied English are expected to participate in verbal interactions through conversation.

The problem encountered by accounting students is a lack of speaking skills, such as difficulty expressing ideas fluently, poor communication, and limited vocabulary during class discussions. This can be seen from the lack of verbal interaction, where students listen more than they speak, so their speaking skills do not develop even though English is a compulsory subject. As a result, they aren't adequately prepared to meet the demands of accounting positions that require effective communication skills.

This problem is usually caused by the use of conventional techniques such as teacher-centered learning, grammar memorization, and translation exercises, which make students passive because they focus on theory rather than practical application. The lack of relevance of the material to accounting topics (e.g., the accounting cycle) causes students to lack motivation to speak English. In addition, a classroom environment that does not support free conversation exacerbates students' fear of making mistakes and lowers their self-confidence. To address this issue, the researcher used Task-Based language Teaching (TBLT) method. This approach improves speaking skills because accounting-based tasks, such as presenting the accounting cycle in English, encourage students to speak naturally and collaborate.

This study used Task-Based Language Teaching (TBLT) method, which uses tasks as the main basis for planning and teaching to improve students' speaking skills. Numerous studies have shown that TBLT is an effective approach for enhancing learners' English proficiency, as it emphasizes meaningful communication and real-life language use while still incorporating grammatical aspects of language learning. According to Skehan (1996), TBLT focuses on meaning-making through authentic and accurate task performance, although it requires flexible task design to support communicative pedagogy . Furthermore, Willis (1996) and Nunan (2004) highlight that TBLT integrates language skills, utilizes authentic materials, and considers learners' needs and experiences, making it a dynamic and engaging teaching approach. In addition to teaching methods, learning media play a crucial role in the learning process; Azhar (2010) states that ineffective use of media can reduce student engagement, while Daryanto (2008) argues that students' retention of learning materials can be significantly improved when instruction involves both auditory and visual input.

This study fills a critical gap in the literature on Task-Based Language Teaching (TBLT), where previous studies have largely ignored targeted application in three key dimensions. First, existing studies have mostly focused

on general English learners or college-level students, whereas this study focuses on the context of vocational high schools, such as SMK Penida 1 Katapang in Soreang. Second, little attention has been given to accounting students, who require field-specific vocabulary and communicative competencies aligned with the curriculum. Third, few studies have used a quasi-experimental design to empirically measure the effectiveness of TBLT on speaking outcomes. The innovation in this study lies in the synthesis of these aspects the vocational high school environment, the group of 11th-grade accounting students, and the rigorous pre-experimental methodology with accounting-oriented tasks which produces strong empirical validation of the effectiveness of TBLT in improving English speaking skills in this new domain.

B. Research Questions

Based on the above explanation, the researcher formulated the following research question:

1. What are students' speaking skills being taught before using Task-Based Language Teaching (TBLT) method in class?
2. What are students' speaking skills being taught after using Task-Based Language Teaching (TBLT) method in class?
3. Is there a significant effect of Task-Based Language Teaching (TBLT) in improving accounting students' speaking skills?

C. Research Objectives

The purposes of this study are as follows:

- a. To determine whether there is a difference in the speaking skills of students before being taught using Task-Based Language Teaching (TBLT) method in class.
- b. To determine whether there is a difference in the students' speaking skills after being taught by using Task-Based Language Teaching (TBLT) method in class.

- c. To determine whether Task-Based Language Teaching (TBLT) has a significant effect on improving the English-speaking skills of accounting students.

D. Research Significances

The significance of this study lies in its focus on exploring the effectiveness of Task-Based Language Teaching (TBLT) in improving the English language skills of accounting students at vocational high schools in Soreang and supporting their careers and employment. This study is necessary to provide a strong, evidence-based justification for changes in teaching practices.

Theoretically, this study enriched the existing theoretical understanding of Task-Based Language Teaching (TBLT) by investigating its feasibility and effectiveness in the context of special vocational education, in dealing with English as a foreign language (EFL). These findings are expected to contribute new knowledge by definitively determining whether Task-Based language Teaching (TBLT) is an effective and innovative method for improving English speaking skills for accounting students compared to the conventional method.

Practically, this research offers valuable, actionable insights for English teachers and curriculum developers, particularly in vocational schools. The results of this study assisted educators in adopting, adapting, or refining Task-Based Language Teaching (TBLT) methods to improve students' speaking skills. Students would benefit directly by gaining an improved, job relevant English-Speaking skill set, which is crucial for their future professional communication and ultimate career success in an increasingly globalized economy. The evidence-based findings would provide a crucial foundation for the development and advocacy of more practical, learner-centered, and demonstrably effective teaching methods that directly foster the real-world language use abilities that these students critically need.

E. Research Scope

In this study, the researcher focused on implementing Task-Based Language Teaching Method (TBLT) to enhance speaking proficiency in class XI students of SMK Penida 1 Katapang, within a vocational academic context that prioritizes practical, curriculum aligned language skills. This pre-experimental design involved a single class to carefully evaluate the effectiveness of TBLT for accounting students, whose communication needs include general English proficiency as well as field-specific accounting terminology. The research would unfold over a designated period, encompassing pre-tests to gauge baseline speaking skills, Task-Based Language Teaching (TBLT) treatment sessions with authentic accounting-related tasks, and post-tests to measure gains in oral fluency and accuracy.

F. Conceptual Framework

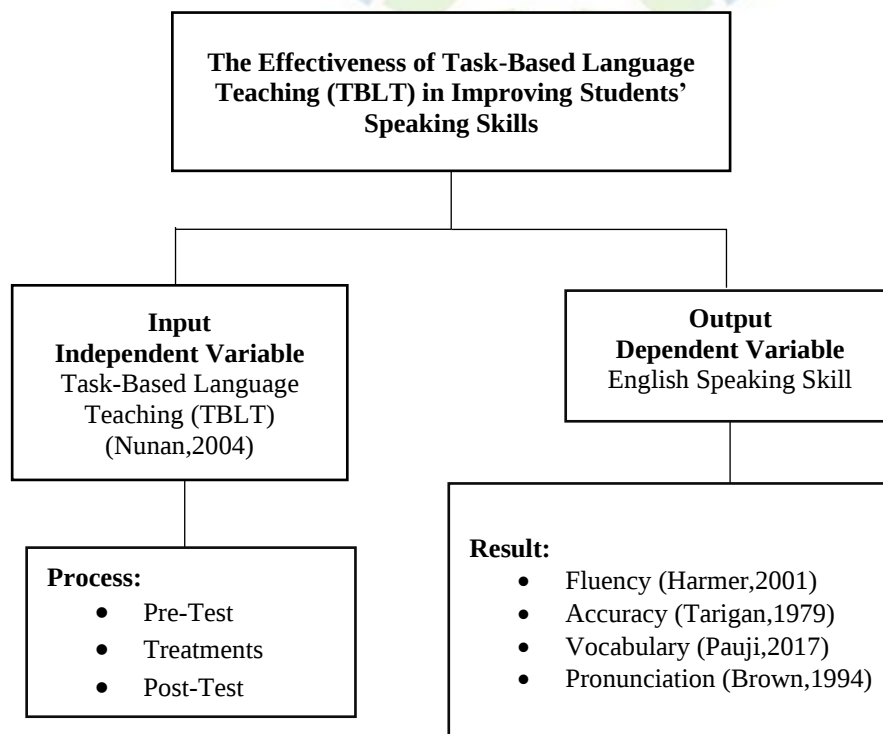


Figure 1. 1 Conceptual Framework

G. Hypothesis

The research hypothesis would be stated as follows:

- a. H_0 : The use of Task-Based Language Teaching (TBLT) not significantly improve the English-Speaking skills of accounting students.
- b. H_1 : The use of Task-Based Language Teaching (TBLT) significantly improve the English-Speaking skills of accounting students.

H. Previous Studies

There are several previous studies examining the effect of Task-Based Language Teaching (TBLT) in learning:

- a. Based on Sumarsono, D. et al. (2020) research entitled “The Forecasting Power of Task-Based Language Teaching and Self-Efficacy on Students’ Speaking Performance. The findings show that Task-Based Language Teaching (TBLT) significantly improves students’ speaking skills. This improvement occurs because TBLT emphasizes the use of meaningful tasks and discussion-based activities during the learning process. As a result, students’ confidence and ability in performing speaking skills increase.
- b. Based on Ismaili, M. (2000) research entitled “The Effectiveness of Task-Based Learning in Developing Students’ Speaking Skills in an Academic Environment in EFL classroom the findings indicate that TBL offers a variety of learning activities. This variety enhances students’ learning by encouraging active engagement in task completion, which contributes to improved speaking performance. The results of the research questions show that students benefit from meaningful and performance-oriented tasks.
- c. Based on Mahmudova, Z. (2025) research entitled “The Effectiveness of Task-Based Language Teaching in Developing Speaking Skill of Economic Field Students”. This study used a mixed-methods design, which included interviews, observation, and pre- and post-tests. The findings show that TBLT significantly improved students’ confidence, accuracy, and fluency in speaking. In particular, students demonstrated more accurate use of

accounting vocabulary, such as *budgeting* and *financial literacy*, and increased their speaking rate to an average of 85 words per minute.

- d. Based on Panduwangi, M. (2021) research entitled “The Effectiveness of Task-Based Language Teaching to improve students’ speaking skills”. The study used a quasi-experimental method. The results showed that the experimental group demonstrated a significantly greater improvement than the control group, particularly in terms of fluency. Consistent with previous studies, TBLT promoted meaningful language use and increased students’ self-confidence, while also positively influencing Indonesian students’ motivational orientations.
- e. Based on Lume and Hissbullah’s (2022) research entitled “The Effectiveness of Task-Based Language Teaching (TBLT) in Improving the Speaking Skills of Eleventh-grade Students”. This study used a quasi-experimental method, comparing students taught using TBLT with those taught using direct method. Statistical results showed that the experimental group obtained higher average final exam scores than the control group. These findings indicate that TBLT is an effective approach for teaching speaking skills because it emphasizes student-centered and authentic communicative activities.

This study bridges a significant research gap by pioneering Task-Based Language Teaching (TBLT) tailored to vocational high school contexts, particularly for grade XI accounting students at SMK Penida 1 Katapang in Soreang. By addressing the underexplored needs of accounting students through specialized, curriculum aligned communicative tasks and employing a rigorous pre-experimental design, it offers novel evidence of TBLT’s efficacy in enhancing English speaking skills. Ultimately, these findings advance pedagogical practices in vocational education, demonstrating TBLT’s potential to foster practical oral proficiency in domain-specific settings.