

## **TASK-BASED LANGUAGE TEACHING FOR ENHANCING STUDENTS' SPEAKING ABILITY IN JUNIOR HIGH SCHOOL**

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### **Abstract**

*This study aimed to determine whether the application of TBLT in learning English can improve students' speaking skills. This research was conducted in one of the Junior High Schools in Magetan with the participation of 16 students in second grade and an English teacher. This study used pre-experimental research with one group pre-test- post-test design. The researcher used observations and interviews with the teacher to collect data and conducted tests (pre-test and post-test) on students as the research instruments. SPSS statistic was used to analyze the data, in particular using the paired sample test. The average value of the post-test was (85.25), which was higher than the mean score of the pre-test (60.25). The t-test score is -25,000 and the degree of freedom (df) is 15. Thus, it could be concluded that the implementation of TBLT may help students enhance their speaking skills.*

**Keywords: TBLT, speaking skills, Junior High School**

### **INTRODUCTION**

Speaking skills is a skill that is used as input in learning the language. Speaking is the act of making a sound and expressing opinions. According to (Kebede et al., 2019) and (Willis & Willis, 2007), speaking is a fundamental skill for catching and constructing meaning and knowledge. It involves producing, receiving, and processing information, which is essential for acquiring knowledge. In addition, either of the four language skills that must be expanded for EFL / ESL students to communicate effectively in different contexts is speaking (Asakereh & Afshar, 2016). It can be concluded that speaking skill becomes necessary for EFL/ESL students in communication. However, English has become an international language so it needs to be mastered in order to communicate with many people.

English speaking skill is necessary skills in learning English, but some students have difficulty speaking. It can be seen that there are students who do not have good skills in speaking. Nurfitriya & Rahmawati (2021) state the challenges faced by students in speaking English are lack of vocabulary, fear of being wrong, afraid of making grammar errors, worrying, and less confidence. Nevertheless, Hidayah et al. (2021) say students have problems with pronunciation, vocabulary, grammar, confidence, and criticism from their friends. These problems are common for EFL students. It is because English is not their mother tongue or not their first language.

There are several reasons why students have difficulties in English speaking skills. First, some students have less motivation to learn English, which makes students have difficulty. Lack of intrinsic motivation by students is one of the causes of the problems (Saeed Al-Sobhi & Preece, 2018). Then, Mooneeb Ali et al. (2020) state a lack of knowledge, such as less vocabulary and grammatical structure, also causes problems in speaking English effectively. Likewise, Saeed Al-Sobhi & Preece (2018) state they might not express themselves easily because of a lack of language skills or knowledge. Some factors that hinder students' progress in speaking skills such as inappropriate teaching methods, insufficient number of English courses and inadequate content, lack of native instructors, and error correction (Asakereh & Afshar, 2016). Thus, speaking problems faced by students can come

from within themselves and outside themselves such as their environment. However, these problems need to be overcome so the students no longer face difficulties in speaking skills. An appropriate teaching method is required.

### **THEORETICAL FRAMEWORK**

A reasonable and appropriate method can help the students succeed in the learning process (Zhou, 2016). Task-Based Language Teaching can be a great way for teachers to help EFL students learn spoken English. Task-Based Language focuses on giving tasks that can make students practice in learning English. TBLT is a learning method that focuses on providing tasks to students. The students can be more active than a teacher. Kebede et al. (2019) state according to the case of Micha Preparatory School, TBLT is helpful in students speaking fluency, grammar, students' interaction, interest, and confidence. Students may improve their English speaking skills with their friends by doing some activity or task, and students can also learn independently. Yunnan et al. (2021) said TBLT is a student center that improves student communication and makes the class more effective. The use of TBLT can help students in their exams and support them in communicating using English outside the classroom (Albino, 2017). It seems in solving students' speaking problems, TBLT can use to help them.

Tasks given in TBLT can be in the form of individual assignments and pair or group assignments. An individual task is a task assigned to a single worker (Li & Zheng, n.d.). Thus, giving individual tasks is a way of teaching by the teacher through giving tasks and students carrying out tasks independently. While, Group work provides the potential benefits of meaning, authentic exchange, and interpersonal negotiation (East, 2017). It means that group tasks provide benefits for students in sharing information or ideas. Based on (Willis & Willis, 2007), types of tasks in TBLT are lists, ordering and sorting, comparison and contrast, problem-solving, project and creative tasks, and sharing of personal experiences.

The previous research that related to this research is from Gabriel Albino (2017). This study describes how EFL learners in the 9th grade of PUNIV-Cazenga, a high school in Luanda, can use TBLT to increase their speaking. This study has result that TBLT could improve EFL learners' speaking fluency at PUNIV-Cazenga through picture-description tasks and audio-recorded learners' speeches before and after the teaching. Forty learners in ninth grade at PUNIV-Cazenga have been observed that they have an enhancement in their speaking skills after using TBLT. Learners feel encouraged to speak, they believe it can increase their vocabulary, and recognize the relevance of TBLT by using their target language.

Subsequent research related to this research has been carried out by SIYI & Patamadilok (2021). It is about exploring how TBLT works in non-native English classrooms. Qualitative research is used to study the behavior of three Chinese teachers and the way English is taught to junior high school students in Yunnan, China. The study finds that teachers who use TBLT are better off than those who don't. It makes TBLT complied the requirements of their country's new curriculum standard. This study also discovered several factors that influence the effective implementation of TBLT namely teachers' own teaching skills, teachers' traditional teaching concepts, unreasonable evaluation system, and students' uneven English skills.

Those previous studies are used as references to conduct this research. The difference between this study and previous studies is that this study focuses on using TBLT by teachers. There are many previous studies on the use of TBLT in students' speaking ability, but it focuses on students' use. There is still no one who researched teachers' use, such as the types of tasks and instructions. So this study wants to see the use of TBLT by looking at the kinds of tasks and how the teacher is delivered. It also wants to know the use of TBLT in this junior high school is suitable or not. If the results give a positive effect, the teacher can still use this TBLT teaching method to teach speaking. Accordingly, students'

speaking fluency in English is the focus of this study using the TBLT learning method. This study wants to show how the teacher uses TBLT to teach speaking and whether the task is appropriate.

This research has the research questions according to the background of the study as follows:

1. What kind of task does the teacher give to the students?
2. How does the teacher deliver the task to students?
3. How is the improvement of students' speaking ability after the implementation of TBLT?

## **RESEARCH METHOD**

This study used pre-experimental research with one group pre- and post-test design. One group was tested twice. This used both quantitative and qualitative data since those were needed for research purposes. This study was conducted at a Junior High School 4 Magetan. This study had research participants, namely an English teacher and students. A teacher was a participant in answering research questions one and two, while students were participants in answering research questions three because their scores were used as data. The researcher took the sample based on the data given by the teacher, which was the class that had the lowest score in a speaking activity. There were 16 students in class 8C from the data as the research participant. This research was conducted during a pandemic so that students who come to school are limited due to the regulations of the education office. There were two sessions and the researcher was only allowed in one session.

Observations, tests (pre-test and post-test), and interviews used by researchers in collecting data. The researcher conducted three meetings to gather the data. So the observations were conducted three times. Those three meetings were carried out pre-test, treatment, and post-test. The students were given a test before and after the treatment to measure the success of learning using TBLT method.

The observations were conducted to get more information and know the classroom activity. It was done to answer the research question about how the teacher gives the task to students in the classroom. The teacher was observed by the researcher during the lesson using TBLT. The researcher made notes these observations were to be used as research data. It was done during teaching and learning English in the natural environment. The natural environment meant during the observation process, it was not any change in the attitude of teachers and students.

The tests were used to know the improvement of students' speaking skills using TBLT. This data was used to answer research question number three about students' improvement in their speaking. A pre-oral test gave before TBLT is applied. This was to assess students' speaking before using TBLT. Then, A post-oral test gave to students after implementing TBLT. This found the results of using TBLT on students' speaking skills. In the pre-test, the students had to answer questions about the degree of comparison. There are three pictures of animals which each have their own characteristics and information. The students were asked to compare them. Then they had to convey the results of their work orally by recording it. Subsequently, the researcher gave marks for their performance which focused on five components of speaking skills, namely vocabulary, grammar, pronunciation, fluency, and comprehension. This was done to assess their speaking before being given treatment. In the treatment session, the researcher used TBLT as a teaching method to enhance students' speaking skills. In this session, the students did some planning tasks and then reported the result. There were individual and pair tasks that helped students in practicing their speaking. After the treatment or at the end of the lesson, students were given a post-test by the teacher. It aimed to know whether students experienced an enhancement of their cognitive abilities after treatment sessions. After the intervention, a post-test was done to see if the students benefited from the educational

program and if their speaking skills improved as a result (Masuram & Sripada, 2020). The researcher used the same questions both in the pre-test and post-test. They were asked to compare three pictures of animals and then convey the results orally. In the end, the researcher gave marks for their performance which focused on five components of speaking skills.

The interview was used to know deeper about how the teacher uses TBLT. This was done to answer research questions about the kind of task that a teacher gives to the students. The researcher interviewed the participant to gain in-depth information. The researcher conducted interviews with the teacher. There were five questions asked by the researcher during the interview. This was done at the end of the session or after doing the post-test.

Qualitative and quantitative data analysis was used by the researcher in analyzing the data. Using qualitative data analysis, the researcher found the kind of task and the way the teacher delivered the task using TBLT. Using quantitative data analysis, the researcher found that students' speaking skills improved significantly after implementing TBLT. The researcher used the paired sample t-test to analyze data.

## RESULTS AND DISCUSSION

### Results

#### *Type of tasks*

Tasks were activities that had the goal of making things easier in learning the target language through simple and clear exercises to achieve outcomes. One of the teacher's roles was to choose topics and tasks that could motivate students and engage their attention, present an intellectual level appropriate to the language challenge, and enhance language development as efficiently as possible. So, giving tasks to students affected the achievement of learning objectives. It would be a benchmark for students' abilities and understanding of a material.

Six types of tasks in TBLT that can be applied (Willis & Willis, 2007) as follows:

1. Listing  
This activity can be done by making generalization to discuss what learners do in trying to find answers to ideas emerging. These activities include brainstorming and fact-finding.
2. Ordering and sorting  
In this type, the learner is involved in the process of sorting, ranking, categorizing, and classifying various things in different ways.
3. Comparing and contrasting  
Comparison tasks include consideration of the information same but come from different sources. This task includes matchmaking, identifying something special that connects it, and finding similarities and differences.
4. Problem solving  
Problem-solving tasks make learners think about offering advice and recommendation on problems. The teacher will give a problem then the students will try to solve the problem. This will build students' critical thinking. There are logic problem predictions and alternative solutions to the problem. These tasks can stimulate wide-ranging discussion. The students can share their ideas with friends. In short, problem-solving is the task of exploring the issue and evaluating possible solutions to the target problem.
5. Projects and creative task  
This type of task involves a variety of study groups at several types of creative tasks more free. These tasks also have a level of difficulty higher than other tasks and can

be done combination of several types of tasks. The learners learn showcase their abilities through different types of tasks

6. Sharing personal experiences

Sharing personal experience is a task in the form of a story. It can be in written or spoken form. Students ask to share their personal experiences in this task. The learner required to activate their ability to narrate describe, explain attitudes and opinions and respond various opinions.

In this study, the researcher conducted research on basic competencies 3.9 and 4.9. It was about the degree of comparison. This material was taught using the TBLT teaching method. The type of tasks used in TBLT were individual tasks and paired tasks. The individual task was used to increase or strengthen students' knowledge, while the paired task was used to hone students' abilities. The individual tasks, such as the students had to fill in or complete gaps in paragraphs, compare several objects, and find adjectives of a degree of comparison by listing them—the pair tasks such as the students made dialogue, so they had to practice conversation with their friends. The teacher thought those kinds of tasks could be helped students in their speaking skills. However, it needed guidance from the teacher, which is more often repeated or did the drilling.

Before and after the lesson, students were given a test to measure the success of this study. The same question was used in the pre-test and post-test by the researcher. Students should compare three pictures of animals, and there was available some information regarding the pictures. After comparing them, students had to convey the results orally by recording them. They did it in G-form and also uploaded the recording there.

Table. 1 (Willis & Willis, 2007)

	List ing	Order ing and sortin g	Comp aring and contra sting	Prob lem- solvi ng	Project and creative tasks	Sharing of personal experien ces	Note
Meeting 1	✓						Fill in the gap and list adjectives in the degree of comparison
Meeting 2	✓	✓					List and order at least 10 positive sentences, comparative, and superlative degrees of comparison from the video
Meeting 3			✓				Make a simple dialogue degree of comparison

In the first meeting, before giving the tasks the teacher explained the material about the degree of comparison. After conveying it, the teacher began to give some tasks to the students. The first task given was to complete the gaps in paragraphs and to list adjectives in the degree of comparison. Students were asked to fill it in by changing adjectives into comparative and superlative forms. The second task given was to complete the gap dialogue with the adjective degree of comparison that has been provided in the table. They were asked to fill in the dialogue, so it became a perfect dialogue. Then they had to practice it with their friends. This was to practice students' speaking skills. For the third task, students should watch a video conversation at a party. This was done in second meeting. They had to



find and list some positive sentences, comparative, and superlative degrees of comparison. It must be sorted correctly. Students conveyed their results orally to practice their speaking. The last task was that students make a simple dialogue about the degree of comparison. It was given in the third meeting or the last meeting. Students might compare two or more objects. They should use the positive, comparative, and superlative sentences that they had learned. They also had to record the result. At the end of learning, students did a post-test which was to measure the success of using the TBLT method. The results showed that the students' speaking ability increased with those tasks.

In summary, the type of tasks that the teacher used in TBLT was to fill in gaps in paragraph and dialogue, list adjective degree of comparison, order and sort, compare and contrast things, and make dialogue degree of comparison. Those were given in the form of individual and pair tasks. It was to enhance students' knowledge and ability in speaking. Thus, they could achieve the learning objective.

### ***The implementation of tasks***

According to observation and interview, the teacher delivered the tasks directly in the classroom and asynchronously. The pre-test was given one day before learning started asynchronously via telegram. Students did it on Google Form. They had to compare three animals and convey the results orally by recording them. In TBLT there are three stages namely pre-task (preparatory), task (meaning-focused, interactive process), post-task (discussion - attending to form).

Table 2. Pre-Task

No	Activities	Yes	No	Note
1	The teacher introduces and defines the topic	✓		<ul style="list-style-type: none"> <li>The teacher conveys the material well by giving examples around us and some jokes to make students understand the material</li> <li>The teacher asks students about adjectives, explains the formula for degree of comparison, teaches students spelling adjectives in the degree of comparison</li> </ul>
2	The teacher conveys the topic well	✓		
3	The teacher uses activities to help students recall/learn words and phrases	✓		
4	The teacher gives direct and clear task instructions	✓		
5	The teacher ensures students understand task instruction	✓		
6	Students can understand the instructions well	✓		

Table 3. Main Task

No	Activities	Yes	No	Note
1	Students do the task well according to the instructions	✓		The teacher helps students who ask questions related to the work they are doing
2	Students do the task in pairs. It may be based on the instruction of the task	✓		
3	The teacher acts as monitor and encourage the students	✓		
4	The teachers help students if they face problems	✓		

Table 4. Post-Task

No	Activities	Yes	No	Note
1	The students prepare their spoken reports to the class	✓		Students did well in their spoken reports
2	The teacher acts as a chairperson, selecting who will speak next, or ensuring all students read their work report	✓		The teacher calls the students who come forward based on their seating order
3	The teacher give brief feedback	✓		The teacher gives feedback to students such as their spelling words and pronunciation.

This research was conducted for three meetings with limited time due to the pandemic. There was an hour in each meeting. At the first meeting, there was a pre-task in which the teacher delivered the material for the degree of comparison in the class. The teacher explained the meaning of the degree of comparison, its adjectives, and the use of positive, comparative, and superlative. This was explained by the teacher by giving examples to students such as comparing objects in the classroom so that students could understand the material well. The teacher also taught the pronunciation of adjectives in the degree of comparison. After explaining the material, the teacher explained what tasks the students would do. It was directly given and presented in class. The task given by the teacher in the first meeting was activities one and two. It was explained according to the task instructions. Students were asked to complete the gap paragraphs by changing the positive form into comparative and superlative forms and list adjectives in the degree of comparison. In task two, students were asked to complete the gap dialogue and practice it with their friends. Then, they had to present the result in front of the class. It was selected randomly by the teacher who presented the result first.

In the second meeting, the teacher explained the third task. Students were asked to watch a video conversation at a party then they had to find and list some positive sentences, comparative, and superlative degrees of comparison. The teacher played a video in the classroom using an LCD projector and explained the tasks directly in class. It was played three times. Students who still don't understand can ask the teacher. In the last meeting, the teacher gave the task to the students to make a simple dialogue about the degree of

comparison. It was explained directly by the teacher in class. The dialogue had to contain the words positive, comparative, and superlative that they had learned. Students should convey the results by recording them. In the main task stage, the teacher acted as a monitor and helped students when they had difficulty. In the post-task, students presented their final task, which was to make a dialogue. At this stage, the teacher provided feedback to students regarding the results presented by students. The teacher gave feedback such as their spelling words and pronunciation. After that the students did a post-test. It was given asynchronously the same as the pre-test. It was given via telegram after the lesson.

The results of the researcher's observations in the classroom showed that students could understand the task instructions from the teacher. The teacher succeeded in delivering the material and tasks that the students easily understood. The researcher used the same questions for the test before and after treatment, namely, students were asked to compare several objects and then record the results in audio. The teacher conveyed the task adequately according to the task instructions. The teacher explained all the task instructions clearly so that students could understand and do the task well. The teacher did asynchronous because this research was conducted during a pandemic, so students who come to school are limited due to the regulations of the education office. When doing asynchronous, the teacher used telegram as a medium to communicate. The obstacle in this research was time because this research was conducted during a pandemic, and the duration of face-to-face classes was very limited. So, it can be concluded the teacher delivered the tasks using TBLT in two ways, namely giving in the class and asynchronously.

### ***The improvement of students' speaking ability***

The students were given two tests. It was to define the influence of using TBLT on students' speaking ability. Before the treatment, the pre-test was done to measure students' speaking skills, and after the treatment, the post-test was given to see how the enhancement students' speaking skills. This research found an improvement in students' speaking skills by using TBLT. It could be seen from the scoring rubric that focused on students' vocabulary, grammar, pronunciation, fluency, and comprehens Use no border model, make sure you to follow the Globish template ion. The results showed that there is an improvement in scores before and after treatment.

There were three tables of pre-test and post-test results using paired sample t-test. The first table showed paired samples statistics.

Table 5. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	60.25	16	9.176	2.294
	Post-test	85.25	16	7.550	1.887

It was apparent from the table above that the mean of the pre-test is 60.25 and the post-test is 85.25. The research had 16 students as the subject. The standard deviation of the pre-test was 9.176 and the post-test was 7.550. The value of mean's standard error was 2.294 in the pre-test and 1.887 in the post-test. The mean score of the pre-test was 60.25 <



post-test 85.25, inferred that there was a difference between the pre-test and post-test results. The result has been an increase.

The next table showed the correlations between the result of test scores

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	16	.904	.000

From table 6, we could be seen the correlation value of .904 and the significance value of .000. As we knew because the significance value was  $0.00 < 0.05$  then it means between the pre-test and post-test variables, there was a relationship.

The last table was paired samples test. The results of the pre-test and post-test analysis were shown.

Table 7. Paired Samples Test

	Paired Samples Test			Paired Differences		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pre-test & Post-test	-25.000	4.000	1.000	-27.131	-22.869	-25.000	15	.000

It could be seen in table 7, there are two guidelines in making decisions in the paired sample t-test, namely through the significant value and comparing the value of t and t table. Based on the significance value (Sig.):

1. If the Significant value (Sig.) is less than 0.05 ( $\text{Sig.} < 0.05$ ),  $H_1$  is accepted, and  $H_0$  is denied.
2. If the Significant value (Sig.) is more than 0.05 ( $\text{Sig.} > 0.05$ ),  $H_1$  is denied, and  $H_0$  is accepted.

From table 3, the significance value (Sig.) of  $0.00 < 0.05$ , then  $H_1$  is accepted and  $H_0$  is denied.  $H_1$  means between the pre-test and post-test results there is an average difference. It means that there was an effect of using TBLT on students' speaking ability. While  $H_0$  means there is no average difference between the pre-test and post-test results or there is no effect of using TBLT on students' speaking ability.

Another way to analyze data paired sample t-test is from the value of t and t table:

1. If the value of  $t > t$  table, then  $H_0$  is denied and  $H_1$  is accepted.
2. If the value of  $t < t$  table, then  $H_0$  is accepted and  $H_1$  is denied.

We could be seen in table 7, the value of t was -25.000. It was negative because the mean of the pre-test scores is lower than the post-test. So the value of t can be positive 25.000. The value of df according to the table was 15 and the value of  $0.05/2$  was equal to

0.025 so the value of  $t$  table was 2.131. Thus, the  $t$  value 25.000 >  $t$  table 2.131, then  $H_0$  is denied and  $H_1$  is accepted. Thus, there was a difference between the pre-and post-test results. It could be concluded there was an impact between the use of TBLT and students' speaking skills.

## Discussions

The purpose of this study was to explore whether the use of TBLT may enhance the speaking skill of students. This study also wanted to show the types of tasks the teacher uses when using TBLT and how the teacher delivers it. The result showed that implementing TBLT could enhance students' speaking skills in second-grade students, and it was shown by the result analyzing data through Paired Sample Test.

The types of tasks in TBLT based on (Willis & Willis, 2007) are lists, ordering and sorting, comparison and contrast, problem-solving, project and creative tasks, and sharing of personal experiences. The material used in this study was a degree of comparison. The teacher used lists, ordering and sorting, comparison and contrast for students. Those tasks were given by the teacher when using TBLT as individual tasks and pair tasks according to basic competencies and learning objectives. The teacher gave individual tasks such as filling in or completing gaps in paragraphs, comparing several objects, and finding adjectives of a degree of comparison by listing them. According to (Willis & Willis, 2007) the listing was the simplest type of task. It depended on what the teacher asked learners to list. The listing result may be in a list of words or short phrases, or even quite complex sentences. There were brainstorming and fact-finding that made listing useful. Whereas comparing was the learners compare two or more things or topics in doing the task. This was useful for building learners' intelligence. The teacher thought those could help students understand the material explained more deeply so that the results were even more optimal for students. To train students' speaking skills, there were paired tasks. The students were asked to make a dialogue about the degree of comparison. They should practice it with their friend. This aimed to increase students' speaking skills. Paired tasks provided benefits for students because they might discuss with their friends and do self-correction with each other. Pair tasks could increase the spirit of learning, ask questions and discuss with friends, listen and understand each other, and be responsible. According to (Guo et al., 2020) teachers may help students develop their speaking skills by teaching them how to effectively participate in small group discussions.

There were two ways the teacher delivered the tasks in this research process. It was directly in the classroom and asynchronous. The teacher used telegram as a medium to communicate with students. Tests before and after treatment were given asynchronously. The reason was not only time constraints, but also it could increase students' creativity in learning. Online learning using TBLT can build student motivation, independence, and creativity skills (Susanti et al., 2022). In the classroom, the teacher conveyed the tasks directly according to the instructions on the tasks. From the researcher's observations, the teacher explained the task instructions clearly until the students understood them. The teacher also asked students who still did not understand to ask, and the teacher answers students' questions. It was to make sure that all students understand so they could do the tasks well. The teacher also added some examples from daily life so that students could more easily understand what they were doing. In this study, the material used was a degree of comparison, so the teacher gave examples of comparing objects around them.

Using the TBLT method in teaching English has had an impact over the last 30 years because it has been claimed to be an effective method used for learning second language (SLA) (Yanti, n.d.). TBLT gives effect to students in their speaking ability. It increases students' confidence and reduces students' anxiety in speaking (Nita et al., 2020). Additionally, TBLT helps students to build their motivation and good communication (Motuziene, 2013). Also in this study, TBLT could enhance students' speaking ability.

Students became confident and dared to convey their ideas. They also became active and cohesive by giving pair tasks. They could share their ideas with their friends. According to the result already been presented before, the TBLT method aided students' speaking ability by increasing fluency. There was a significant difference before and after the use of TBLT. It could be seen by looking at the pre-and post-test results. This means that this study had a positive effect. Through the type of tasks given and the right instruction delivered by the teacher, it was helped students improve their speaking skills.

## CONCLUSION

According to the research finding and discussion, the implementation of TBLT improved the speaking ability of junior high school students. It was by providing appropriate types of tasks and clear instructions by the teacher. The teacher used individual and pair tasks according to learning objectives. The material used in this study was the degree of comparison. The tasks used by the teacher are paragraph completion, comparing objects, and finding adjectives of a degree of comparison by listing them. This study was conducted during pandemic. The teacher conveyed those tasks directly in classroom and asynchronous via telegram. The students could enhance their speaking skills by using TBLT. The mean score increase between the pre-test and post-test was represented. As a result of pair sample t-test, there was a significant difference between the samples before and after the tests. The null hypotheses (H<sub>0</sub>) were rejected as the previous explanation, while the alternate hypotheses (H<sub>1</sub>) were accepted. In conclusion, TBLT is effective in helping students enhance their speaking skills, and it is a suitable teaching method for use in the teaching-learning process.

The researcher has some suggestions about how TBLT could be implemented in the classroom. This study may help the teacher build classroom learning that provides speaking practice. The teachers may know the students rise in their speaking skills by using TBLT. This also aims to help teachers choose appropriate tasks or materials to improve students' speaking skills. This study expects to help students with their problems in speaking skills. Students can solve their problems and difficulties in improving their speaking skills. Students can practice and improve their speaking skills after getting appropriate tasks from the teacher. This study can help future research knowing the implementation of TBLT in improving the speaking ability of EFL students. This study may use as a reference and help future research to discover the implementation of TBLT and appropriate tasks in improving the speaking skills of EFL students. The obstacles in this study are the duration of time and the number of participations. Future research may be able to maximize the time and number of participants.

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