

CHAPTER I

INTRODUCTION

A. Background of Study

Education is an inseparable aspect of human life (Waani & Kandowangko, 2019). This means that education lasts throughout life, and humans are expected to always seek knowledge starting from childhood until they reach the desired goal. For Muslims, studying is also an obligation. In accordance with (Kamaruddin et al., 2023), Education provides students with opportunities, hope and knowledge in order to improve their quality of life. Therefore, education is very important in overcoming ignorance and poverty and improving people's standard of living, which will ultimately create an educated human being. In the context of education, the learning process aims to make learners understand, understand, and become more mature, and encourage them to think critically.

As time goes by, the times continue to evolve towards a more modern direction. In the current era of globalization, technology continues to advance rapidly, allowing learners to learn and master the material taught by teachers more easily. Therefore, in facing the challenges of this modern era, it is important for learners to master English as a language of learning, given the technological developments that have a global impact.

Language is an arbitrary and conventional sound system used to communicate (*Nursalim & Aulia, 2023*), every individual has the ability to use language to convey intentions, information, or messages to others. It is important

for the information conveyed to be well understood, and this can be achieved through the proper use of language. Without language, a person will not be able to express themselves or convey meaning to others. Therefore, language is an important means of expression for humans. Language is not only used to organize forms of expression in social life in society, but also to acquire knowledge. Through language, humans can learn various disciplines in the world.

Language teaching is an important part that needs to be given to students at school. The goal is for students to master, understand, and implement language skills. Language learning is focused on improving students' communication skills. Language has several main functions (Irham, 2020) First, the information function, which is to convey information and obtain feedback from community members. Second, the function of self-expression, which is to express the speaker's feelings, attitudes, ideas, emotions, or emotional distress. Third, the function of adaptation and integration, namely to adjust and interact with community members. Fourth, the function of social control, namely language is used to transmit the attitudes and opinions of others. Therefore, proficiency in mastering language will make it easier for someone to establish communication anywhere, especially in mastering English.

English is one of the most important skills in an effort to improve education, because English is a communication tool used internationally (Setiawan et al., 2024), English has a significant role in the present, compared to the past. In Indonesia, English is still considered a foreign language. English is taught as a foreign language from primary to tertiary education, given its widespread use in countries around the world. Nowadays, the ability to speak English is a must.

English proficiency is very important in today's world for certain reasons, such as facilitating job searches, enhancing social and career interactions, easing the process of acquiring knowledge, and expanding access to reading materials (Norahmi, 2022) and based on (Asholahudin, 2020), the purpose of learning English in Indonesia is so that learners can communicate with speakers of the language. In addition, English learning is done by non-native speakers and is used as a second language in certain contexts, such as trade and education, as a bridge of communication. Mastery of English has its importance in various dimensions of life, so it is not surprising that more and more people are trying to learn and master English well.

English language proficiency cannot be separated from the four main language skills, namely listening, speaking, reading and writing. The four skills are interrelated and influence each other. One of the most important skills to master is speaking. This is in accordance with Surah Al-Isra verse 28 which states:

وَأِمَّا تُعْرِضَنَّ عَنْهُمْ ابْتِغَاءَ رَحْمَةٍ مِّن رَّبِّكَ تَرْجُوهَا فَقُلْ لَهُمْ قَوْلًا مَّيْسُورًا

The verse teaches the importance of speaking with accepting and good words, because good speaking skills will guide a person to a good path as well. Speaking skills are one of the very important indicators for students' success in learning English (Hotmaria, 2021). By mastering speaking skills well, students can discuss their ideas, both at school and when interacting with foreign speakers, and can maintain good relationships with others. However, there are various problems faced by students in speaking and communicating in English. Students often assume that speaking in English is difficult, so they feel anxious about making mistakes in

speaking. They also face obstacles such as limited vocabulary, lack of confidence, confusion about what to say, fear of making mistakes, and fear of being ridiculed by friends (Tika et al., 2021). This causes students to be reluctant to express their opinions or speak in English. Often, students have difficulty in conveying their thoughts, responses, questions, and so on in English. In addition, some students also experience confusion about what to say and how to pronounce it when speaking orally. This condition has a negative impact on the teaching-learning process, resulting in a lack of conduciveness in learning.

To achieve learning objectives and ensure the smooth running of the learning process, educators need to use appropriate learning methods to improve students' English speaking skills. The selection of learning methods must be commensurate with curriculum objectives, student potential, and the basic abilities and skills that must be possessed by a teacher. The curriculum contains language teaching objectives that emphasize speaking skills, seeing the importance of teaching speaking skills (*Causarina & Ahmadi, 2024*). In Indonesia, the Merdeka Curriculum is currently implemented, one of the main components of which is Strengthening the Pancasila Learner Profile. (Tustiawati, 2022) explained that the main goal of education in Indonesia is the realization of the Pancasila learner profile. In this context, one of the approaches used is Task-Based Learning.

The Task-Based Learning approach is a learning approach that focuses on the use of tasks as a central element in planning and teaching in language learning (Ariyani, 2022). This approach views the tasks performed by learners as the core of the learning process. The tasks referred to in this context are a series of

communicative tasks that are directly related to the learning objectives. Through the Task-Based Learning approach, students will more easily develop speaking skills through the tasks given. The implementation of the Task-Based Learning model provides great benefits for learners, as they can focus more on the learning objectives and use their abilities to complete the tasks at a certain level. The TBL learning model has several advantages, including: 1) Shifts the focus of the learning process from teacher centered to student centered, 2) Provides a different approach to understanding language, 3) Applies abstract knowledge into a real context, 4) The tasks given to the learners can fulfill their needs and create an attractive frame of mind according to the learners' needs (Mannahali, 2021). Therefore, the researcher chose Task-Based Learning as a method to develop speaking skills, because the researcher believes that with the currently implemented Merdeka Curriculum and the Task-Based Learning approach, teachers can overcome the difficulties experienced by students in speaking through the experience and knowledge possessed by the teacher.

In a previous study by Hilma Safitri et al (2020). The focus of the research was more on third semester students majoring in English in South Tangerang, Indonesia, who faced problems in speaking due to inadequate language knowledge and lack of confidence, as revealed through interviews and observations. The results showed that the students' response to the use of Task-Based Learning was very positive. Students enjoyed activities such as drama, dialog in pairs or groups, role play, gap filling activities, mini drama, and vocabulary building. The results also showed an increase in grades in speaking ability, increased self-confidence,

satisfaction in undergoing activities, and increased vocabulary. Other previous research conducted by Riskwati (2022) and Holil Amsoril et al (2023) also discussed the application of Task-Based Learning in an effort to improve speaking skills. Data collection was carried out through, such as observation using an assessment rubric, tests, and questionnaires. The results of both studies showed that initially students experienced various difficulties, such as lack of confidence, nervousness due to limited vocabulary, grammatical errors, and boredom. However, after the implementation of Task-Based Learning through media such as Anchor podcasts and making video introduction, there was a significant improvement in students' speaking ability. This improvement is characterized by increased learning motivation and positive responses from students to the learning process. The difference with the previous research in this study is that the researcher focuses more on the point of view of the teacher's experience of teaching using Task-Based Learning in developing students' speaking skills, as well as how the teacher implements it in the classroom and the benefits obtained through the teaching experience with the Task-Based Learning method.

Based on the context of the background previously described, this research is important to obtain information about the point of view of teachers' experiences in implementing Task-Based Learning to develop speaking skills and the benefits obtained from the application of Task-Based Learning. This consideration became the basis for the researcher to conduct a study with the title "**Teachers' Experiences in Implementing Task-Based Learning in Developing Speaking Skill**"

B. Definition of Key Terms

To avoid misunderstanding in this study, a researcher gives some definitions of key terms that are important to understand as follows:

1. Teacher's Experiences. In this research focuses on teachers' practical knowledge gained from applying the Task-Based Learning approach to improve students' speaking skills. The researcher intends to collect narratives to ask teachers to share their experiences in using this method to promote students' speaking skill development.
2. Implementing. Implementation is the process of implementing a plan that is carried out to achieve certain goals. In the context of this research, implementation refers to the application of the Task-Based Learning method in schools, where teachers are expected to teach using the method in learning speaking skills, with the aim of being in accordance with the Merdeka Curriculum that is currently being implemented.
3. Task-Based Learning. Task-Based Learning is a learning method that focuses on the use of tasks as a core element in planning and teaching in the context of language teaching. In the context of this research, the Task-Based Learning method refers to the teaching method in schools that implement the Merdeka Curriculum. Teachers give students step-by-step tasks to develop speaking skills.
4. Developing. Developing is a term that refers to the process of growth, change, or improvement from a state to a better or advanced state. In the context of this research, development refers to the process of increasing or

improving the students' speaking ability through the implementation of Task-Based Learning (TBL) in the classroom. It involves fostering gradual progress, advancement and proficiency in speaking ability among students. So it encompasses the development of acquired speaking skills, highlighting the progression from lower to higher levels of competence as students engage with tasks designed to encourage language use and student interaction after teachers teach using Task-Based Learning.

5. Speaking skill. Speaking skill is one of the skills in English that involves the ability to express information orally. In the context of this research, the focus is on the development of these skills through the application of Task-Based Learning by teachers to students. Thus, this study aims to explore how teaching with the Task-Based Learning method can develop students' speaking skills

C. Research Questions

Based on the background above, the questions of this study that will be discussed are as follows:

1. How do the teachers' experiences in implementing Task-Based Learning in developing students' speaking skills?
2. What are the benefits in implementing Task-Based Learning in developing students' speaking skills?

D. Research Objectives

Through this study, the researcher wants to present the following aims:

1. To investigate the teachers' experiences in implementing Task-Based Learning in developing students' speaking skills.
2. To indicate the benefits in implementing Task-Based Learning in developing students' speaking skills.

E. Research Significance

The purpose of this research is to show teachers' experiences in implementing Task-Based Learning in developing students' speaking skills..

Moreover, this research can be helpful for the following:

1. Theoritically

The theoretical benefit of this research is to provide insight into the various challenges that may be faced by students and teachers in the development of speaking skills. In addition, it is hoped that this research can be a useful option in overcoming the problems faced by students and teachers.

2. Practically

The following are some of the benefits of this research that are expected to contribute :

- a. Students. This research has the potential to benefit students in developing their speaking skills through the application of Task-

Based Learning method. This method can help students to be more innovative, critical thinking, and active in improving their mastery of speaking skills.

- b. Teachers. Teachers can use this research as a source of inspiration to improve their teaching methods by applying Task-Based Learning in the development of students' speaking skills, so as to create more efficient learning in accordance with the objectives of Merdeka Curriculum.
- c. Future Researchers. This research provides a foundation for future research in the field of education and teaching to evaluate the implementation of Task-Based Learning with the aim of expanding knowledge about how it is implemented and developing students' potential.