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THE IMPLEMENTATION OF TASK-BASED INSTRUCTION IN EFL TEACHING SPEAKING SKILL

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Abstract: The present study aims to examine the implementation of task-based instruction in EFL teaching speaking skill. It covers the advantages and shortcomings faced by teachers and students in implementing task-based instruction particularly in teaching speaking skill. This study employs a qualitative approach by using a case study design. This study was initiated in one of senior high school in Kuningan covering one class of eleventh grade students. The data were obtained through interview and questionnaires. The findings showed that task-based instruction result in several advantages and shortcomings. It was found that task-based instruction enables students to be more active in teaching and learning process and it was also proven to enhance students' speaking skill. Meanwhile, there were also some shortcomings identified in this study i.e. teacher's ability, time availability, and different students' proficiency level. Therefore, it is suggested to implement task-based instruction in a long time period and in a very proper way by considering different students' ability inside a certain classroom.
Keywords: *task-based instruction; teaching speaking skill; advantages and shortcomings of task-based instruction.*

INTRODUCTION

Inside the circumstance of English Language Teaching in Indonesia as a foreign language (EFL), one of the objectives of English language teaching is to improve oral communication skill as an output of the learning outcomes. In other words, EFL students are considered to be successful in language learning when they are able to speak fluently using the target language. It is because the oral communication or commonly known as speaking skills are regarded to be the most crucial skills or abilities in English learning (Aleksandrzak, 2011; Bashir, Azeem & Dogar, 2011; Hasan, 2014; Malihah, 2010; Oradee, 2012). It is also in line with Harmer (2000) that speaking skills are an instrument to in facilitating a communication process which covers several aspects of language i.e.

grammar, vocabulary, and pronunciation. This is also relevant with the fact stated by Richards (2008) and Nunan (1991*)* that speaking skills (speaking proficiency) are generally used as an indicator of students' competence in learning English.

Nevertheless, speaking is regarded as a difficult and challenging skill to realize. It is because, in the realization, speaking skill needs courage as a psychological aspect and also a proper preparation to produce English as a target language (Malihah, 2010; Bashir et al., 2011; Orade, 2012). In addition, students' lack of exposures, lack of confidence, lack of motivation, and lack of speaking skill knowledge are also several factors why students are difficult to comprehend and develop speaking skills (Richard & Rodgers,

2001; Harmer, 2001; Febriyanti, 2011; Rohani, 2013). In other words, the students feel insecure to speak because they tend to be nervous in delivering material orally in front of many people.

According to the preliminary observation, several shortcomings of speaking are also identified in a senior high school in Kuningan. The result of preliminary indicates that most students tend to be reluctant and nervous to speak English. Some students are not motivated to raise their hand even answer teacher's questions. It also infers that the students need more time to practice and get used themselves in the context of real communication to speak communicatively instead of training them to work in companies or institution. Therefore, it is suggested to implement an instruction to accommodate the mandates of curriculum and also the students' needs. Furthermore, it is very crucial to create an interesting teaching and learning environment which enables students to speak English.

Based on the problems aforementioned, a proper teaching technique is very necessary to implement to address those problems. Inside the context of speaking, Task-Based Instruction (TBI) is an alternative method that can be implemented to fulfill demands as aforementioned particularly in providing optimal circumstance for EFL students to improve their speaking skill which is in line with what 'communicating effectively' and 'meaningful communication' (Luchini, 2004). TBI refers to an instruction which encourages students to have an abundant interaction or in other words promotes students' activeness (students-centered learning) (Larsen, 2000; Richard and Rodgers, 2001; Ellis, 2003; Nunan, 2004). TBI uses tasks as the center of instruction to complete the tasks (Prabhu, 1987; Skehan, 1996, 2003; Ellis, 2000, 2006; Nunan, 1989, 2004; Littlewood, 2007; Kumaravadivelu, 2012).

TBI, according to several researchers, is implemented in the classroom through different sequencing frameworks (Prabhu, 1987; Skehan, 1996; Willis, 1996; Ellis, 2003). Generally, they have three essential stages which reflect the chronology of a task-based lesson. *Willis (1996)* divides TBI into three sequencing phases namely *pre-task*, *the task*, and *language focus*. Meanwhile, *Ellis (2003)* categorizes TBI into three stages i.e. *pre-task, during task,* and *post-task.* The components of task-based learning framework enable teachers to follow teaching steps effectively because TBI offers sequences which are different with other teaching methods.

The first stage of TBI is *pre-task stage* (including topic and task). Pre-task prepares students to perform tasks in ways that promote acquisition. Lee in Sae-ong (2010) delineates that it is very crucial to provide an advance overview concerning what the students will be required to do and the nature of the outcome they will achieve. This stage comes about in the beginning of the lesson to prepare various activities in order to inspire and motive the students before the teacher starting the task (Dornyei in Sae-ong, 2010; Aliakbari and Jamalvandi, 2012). In this stage, the teacher has to introduce the topic by defining the topic area. Secondly, the teacher identifies and uses the topic language to help students recall/learn useful vocabularies, words, or phrases to ensure that they understand the task instruction. Third, the teacher has to make sure the students understand what to do and what to achieve in the task.

The second stage of TBI is defined as *task cycle* which refers to the 'methodological options' or 'task performance options' available to the teacher during the task stage. Different options or lessons, related to how the task is done, are available. In other words, this stage encourages students to show their attempts to achieve the goal (Berretta & Davies, 1985). This stage is a crucial phase for students to use language, by working simultaneously either in pairs or small groups, to achieve the goal of the task (Hyde, 2013). In this phase, the students are stimulated to use language skills while the teacher monitors and encourages them.

The third stage, according to Willis (1996) and Ellis (2003), delineates the language analysis and practice stage which emphasize on language form and use. This stage is

divided into two activities i.e. language analysis and language practice activities. The language analysis activity is also defined as a consciousness-raising activities or language awareness activities. This activity encourages students to identify the language features from the task stage by providing them the explicit instruction of teaching form or grammar (Ellis, 2003; Nunan, 2004; Branden, 2006). Meanwhile, language practice activity is initiated to increase students' confidence and assist them to improve their fluency in using language features (Ellis, 2003; Nunan, 2004; Branden, 2006). The teacher, in this stage, provides activities to practice the language the students have done and analyzed in the previous activity either in form of spoken or written.

Moreover, there have been studies focusing on the implementation of TBI in teaching speaking skill conducted in different countries where English is taught as a foreign language. The first previous study was in Thai context conducted by Uraiwan (2010). The findings of the study indicated that the implementation of TBI helped students improving their speaking ability. This study also showed that TBI was contextual and relevant to language across the world. Secondly, the empirical study was in Turkish context investigated by Kurkgoz (2011). This study asserted that the implementation of TBI was able to improve students' speaking ability and created a meaningful interaction of teaching and learning process. The next previous study was in Korean context conducted by Yim (2009) as cited in Witchiwarit (2014). This study stated that the implementation of TBI was beneficial to increase the intensity of students' participation to get involved more in teaching and learning process. It was also crucial to improve students' confidence to speak English in the classroom.

Furthermore, there have been studies concerning the implementation of TBI in teaching speaking skill conducted in Indonesian context, where English is taught as a foreign language, which are relevant with the present study. The first empirical study was conducted by Yuniarisda (2004). This study showed that the implementation of TBI was successfully initiated in teaching speaking skill. It was because TBI created a meaningful environment for students to speak frequently. In other words, they possessed high confidence in speaking English in the classroom. The next relevant study was conducted by Rohani (2013). It showed that there was a significant improvement of students' positive communication strategy. In addition, there was a tendency where students were getting more active to get themselves involved in the teaching and learning process.

The previous empirical studies, as aforementioned, have investigated the implementation along with the result of TBI towards speaking skill in EFL context. However, the implementation of TBI in teaching speaking skill in senior high school level is still rarely found. Most of them are conducted at junior high school level (Yuniarisda, 2004) and university level (Rohani, 2013). Hence, this study attempts to investigate the advantages and shortcomings of TBI in teaching speaking skill at senior high school level.

METHOD

The present study puts an emphasis on the advantages and shortcomings of TBI in teaching speaking skill faced by either by teacher and students. This study is characterized as a qualitative study by using case study design. It is because the setting of this study is natural which is conducted in conducted in a natural setting (Merriam, 1991; Creswell, 2008; see also Guba and Lincoln, 1985: 39-43, as cited by Alwasilah, 2009) involving an English class that consists of students and teachers. It is also called interpretive research (see Denzin and Lincoln, 2000; Dunne, Pryor, & Yates, 2005: 50) because it is based on interpretive paradigm where qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

The study was conducted in one of public senior high schools in Kuningan, West Java. The selection was based on several considerations. First, the English teacher shared a same interest in implementing TBI in her classroom. In addition, he had been implementing and conducting research concerning TBI in different contexts and aspects. Therefore, it can be assumed that the teacher might have possessed knowledge regarding TBI along with its theoretical foundation. Hence, the present study is expected to develop EFL students' speaking skill by using TBI. Second, the selection was merely based on the accessibility in terms of permission and location. The data, in this study, were obtained through several data collection techniques i.e. observation, teacher's and students' interviews, and questionnaires. Interview, in form of a semi-structured interview with open-ended question, was initiated to obtain the data concerning the advantages and shortcomings of the implementation of TBI in teaching speaking skill. This data were analyzed through several procedures i.e. transcribing, coding, categorizing, and interpreting the data. In addition, open-ended questionnaires were also used as an instrument to obtain data from the students.

RESULTS AND DISCUSSION

According to the result of the present study, there are two aspects which are covered in the analysis. They are (1) the advantages of TBI in teaching speaking skill, (2) the shortcomings of TBI in teaching speaking skill. With regard to the advantages of TBI in teaching speaking skill, there are three advantages namely (a) intensifying and increasing students' speaking skill, (b) contributing to students' engagement/active participation in teaching and learning process, (c) creating students' positive attitudes towards TBI. Meanwhile, with regard to the shortcomings of TBI in teaching speaking skill, there are at least three shortcomings which are covered in this study particularly (a) teacher's ability, (b) time availability, and (c) different students' proficiency level.

The advantages of the implementation of TBI in teaching speaking skill

Referring to the findings and discussion in this study, there are two advantages of the implementation of TBI in teaching speaking skill i.e. 1) intensifying and increasing students' speaking skill, 2) Encouraging students to get more involved in teaching and learning process.

Contributing to students' engagement/active participation in teaching and learning process

According to the result of preliminary research, most students tend to be passive during the teaching and learning process. Instead of speaking English, they mostly speak Indonesian when they are confused to express their ideas. Most students possess limited vocabulary to respond oral activities. They frequently ask their peers by using Indonesian when they do not recognize certain vocabularies. Therefore, it is difficult enough for them to create a smooth conversation due to too many pauses. Moreover, the occurrences of wrong pronunciation and intonation, which lead to serious phonological errors, frequently occur when they present their spoken task.

The excerpts below are the examples of students' performance in the first cycle. There are no modifications made to words, grammar, and syntax. The slash // used to show the pauses or gaps done by the students. Meanwhile, the wall brackets (( )) used to indicate students' wrong pronunciation.

First pair:
A: What will you do tomorrow?
B: I will *berenang eh* swimming with (my family). ////after that I will go to the (campus)
A: Anything else?
B: //// I will // to // go // to // the // (campus). //// what (about) you?
A: //// I will to // go // visit //// my (grandmother)
B: Ok. //// be (careful)

Second pair:
A: (Excuse me). (Would) // you (mind) *bicara no no* I mean talking to you for a (moment)?
B: Sure. //// emmmm, what's the (matter)?
A: //I find it // (difficult) to understand the English sentences.
B: If so, // you (should) learn English grammar

A: I see *ada lagi* anything else //, sir?
B: Besides, you // have to (improve) your (vocabulary)
A: Thank you very // much, sir.
B: You're so welcome

According to the result of preliminary research above, before TBI is implemented in teaching speaking skill, which are in form of students' oral performance, there are still many errors occur. There are still many grammatical errors and limited vocabulary master that leads them to frequently use Indonesian as their mother tongue during the conversation. They tend to be hesitate and afraid to make mistakes either in grammar and pronunciation. The students are still unable to perform this conversation smoothly although they have been provided several vocabularies and expressions related to the topic performance. Therefore, the result indicates that there are still many pauses and incomplete expressions. They make a lot grammatical mistakes and inappropriate pronunciations.

Due to the result of preliminary research, there are still many grammatical errors and pronunciation mistakes done by the students. It becomes a fundamental reason to implement TBI in teaching speaking skill. The result of the implementation of TBI in teaching speaking skill can be seen through the transcription of oral students' performance below. There are no modifications made to words, grammar, and syntax. The slash // used to show the pauses or gaps done by the students. Meanwhile, the wall brackets (( )) used to indicate students' wrong pronunciation.

First pair:
A: Good afternoon
B: Good afternoon. What can I do for you?
A: Yes, I want to borrow a book.
B: What kind of book you want to borrow?
A: I want to borrow an English book.
B: What is the title of the book anyway?
A: Excuse me?
B: I mean the title of the book, sir.
A: Ah. I see. The title of the book is *Systemic Functional Linguistics.*
B: Who is the writer?
A: Pardon?
B: Whose book is that? In other words, who was the book written by?

A: It was written by M. A. K Halliday and Ruqaiya Hasan.
B: When was the book published?
A: The book was published in nineteen seventy six.
B: What is the publisher's name?
A: The book was published by Longman.
B: All right then. Wait a minute. I'll take a look for you, sir.
A: Thanks a lot.
B: You're welcome, sir.

Second pair
A: What are you doing here?
B: I'm reading a book.
A: What kind of book you are reading now?
B: I am reading a history book.
A: Is it good? Is it interesting?
B: Yes, it really is interesting. You should read this too.
A: What does the book tell about?
B: It is about the history of Islamic kingdoms in Indonesia
A: I see. Wow, that sounds great. Enjoy your reading then.
B: Thanks a bunch.

The implementation of TBI offers several significant changes which is a way much better than the result of preliminary result. During the task, they tend to encourage their peer when they get stuck what to say. They are also fully aware to take turn with their peer to speak. They seem to enjoy their interaction with their peer during the task, get a lot of opportunities to use language and explore themselves more, and provide appropriate expressions during the task and report stage. What they perform are much better compared with the result of the preliminary research. Overall, it can be inferred that TBI encourages students to get involved more in the teaching and learning process. In other words, they tend to be more active to get to know about the task particularly in spoken/oral performance with their peers.

Intensifying and increasing students' speaking skill
According to questionnaires and interview, it is revealed that the implementation of TBI contributes to students' speaking skill. Most students, 34 out of 36 students, believe that TBI contributes to their speaking ability. In other words, 34 students state that their

speaking ability is improved through TBI. The students' feedback towards questionnaires can be seen in the excerpts below.

Excerpt #1
"Guru memberikan kosa-kata dan tugas yang bervariasi di setiap kegiatan belajar mengajar. Hal ini membuat kemampuan speaking saya sedikit demi sedikit bertambah. Hal ini juga berimbas terhadap kepercayaan diri saya ketika berbicara dalam bahasa Inggris." (S2)
(Teacher always shares new insights about vocabulary mastery in every single teaching and learning process. It also leads me to be more confident in speaking English)

Excerpt #2
"Kemampuan speaking saya meningkat karena mendapatkan pelajaran yang baru tentang grammar dan vocabulary. Membuat saya lebih percaya diri untuk berbicara dalam bahasa Inggris." (S1)
(My speaking ability is much improved because of varied interesting lesson about grammar and vocabulary. Yet, it makes me to be more encouraged to speak English)

Excerpt #1 indicates that the implementation of TBI, particularly vocabulary mastery and varied tasks, increases student's speaking skill. In addition, it also affects positively to their confidence to enthusiastically speak English. Meanwhile, excerpt #2 shows that their speaking skill is much improved because of the existence of varied tasks related to grammar and vocabulary. It stimulates them to be more active in the teaching and learning process. Furthermore, there is a tendency where the students not only practically applying how to speak by using target language (TL) but also how to communicate it properly.

It is also relevant with teacher's interview that students perform conversation smoothly in a confident way after TBI is entirely implemented. In other words, after several sessions initiated, TBI enables students to speak and actively communicate. It can be seen from teacher's interview that emphasizes on students' improvement below.

Excerpt #3
Inside the circumstance of students' speaking skill, I think…personally…their speaking ability is much improved. Emmm, in other words, after TBI is implemented in teaching and learning process, their

speaking ability is significantly improved as they are able to recognize and deliver the message in an appropriate way. In addition, TBI also encourages students to be more confident to speak English either individually or with peers. They are no longer afraid to share what they want to say. It is very crucial for students to possess such kind of courage like that. It is a…good start to begin with. Once you have possessed what so called confidence, it means that you have already had a good thing to proceed to the next level. It is because, previously, they tend to be more passive to participate in every single teaching and learning process. After the implementation of TBI, I feel like I find a new spirit from students as they are easily engaged with the activities offered in the classroom. Regardless some negative factors done by the students, still…the most important thing is that they are still motivated to learn, in particularly, speaking English.
(Teacher interview)

According to the transcription of teacher's interview above, the implementation of TBI plays important roles to increase even intensify students' speaking ability. It is because the activities in TBI provide students some solutions i.e. encouraging students to be more active in speaking, offering them an opportunity to comprehensively learn about the aspects of speaking skill (pronunciation, vocabulary, and grammar), allowing them to share ideas, stimulating them to learn either individually/independently or with peers/in group, and providing them an environment to interact in English. Therefore, it can be inferred that the activities in TBI are relevant and appropriate to allow students to share ideas, encouraging them to be more actively involved in the teaching and learning process, and creating an environment for students to interact on an individual level and also within group work (Nunan, 2004; Muller, 2006: Ruso, 2007).

Creating students' positive attitudes towards TBI
During the implementation of TBI, the teacher gives feedback to the students immediately, returns the result of the task and papers punctually, and tells what they have achieved as soon as possible. Those activities are done to tell students how good they have achieved and how much they are improved. Moreover,

the teacher also provides topics and activities which are relevant to positively encourage them. Those activities stimulate them to be actively engaged in the teaching and learning process. In addition, the teacher gives them specific feedback in the last phase of TBI. Therefore, besides encouraging them to actively get involved more in participation, the teacher also gives them self-evaluation worksheet and their recording of oral performance in each session. Some students believe that self-evaluation worksheet and recording of oral performance are able to reflect and evaluate their own learning progress and performance. It can be seen from translated interview obtained from some students below.

> "I, personally, think that the implementation of TBI helps me to memorize many vocabularies that I am not aware before. TBI also encourages students, particularly myself, to practice it regularly meeting by meeting. In addition, self-evaluation worksheet is very beneficial to highlight the vocabularies I have already possessed in each meeting." (Students 4)

> "I have to admit that both self-evaluation worksheet and students' performance recording are very crucial for us, especially me, to figure out how much I am improved from one session to another. In other words, it encourages me to give a correction towards my grammatical knowledge and enrich my vocabulary. Personally, TBI invites students to actively get involved more in the teaching and learning activities." (Students 2)

> "Honestly, TBI is quite difficult to comprehend in the very beginning of the implementation. However, because of TBI, I get a lot of insights and knowledge about how to speak English well. I think I have figured out certain strategy how to speak because of this way of learning. I also find myself much improved in pronouncing words, possessing new vocabularies, and even creating complex sentences presented orally. Overall, the implementation of TBI is really helpful for the students to allow them to actively speak in a confident and fluent way either with pairs or in a group." (Students 6)

> "I think the use of transcript is very important and positive as it can help me to comprehend the meaning. It is different with recording which is too fast to listen. It is really difficult, I think, for the students to listen and understand when the recording is too fast." (Student 3)

> "The way the students, in particular myself, learn English currently is really different with the previous one. The tasks or TBI seem to be challenging and it allows me to keep answering questions asked by my friends. Yet, it is also my very first time to compare my own work to fluent speakers' work. Hence, it encourages me to keep improving my pronunciation or my speaking skill." (Students 8)

According to the translated interview above, two students state that the use of self-evaluation worksheet is able to enrich their vocabulary mastery. On the other hand, recorded performance helps them to improve their listening sensitivity. The next two students believe that recorded performance is really helpful to the way they pronounce words or vocabularies in a proper way. Another student thought that self-evaluation is very fundamental to compose and use more complex sentences. Besides, this kind of learning is crucial to improve her vocabulary mastery along with the pronunciation. The other students assert that comparing their own work with others are good pronunciation practice tools.

Overall, most students believe that the implementation of TBI provides them many opportunities to speak English more in the teaching and learning process. Besides, they are able to assess their speaking after listening their recorded performance. Three students state that TBI is very beneficial to build their self-confidence. Self-confidence leads to students' motivation to speak English more during the learning process. One student admits that TBI is very flexible and appropriate to allow her to listen her own recording many times. By listening her own recording over and over again, she will figure her mistakes and then fix them as an attempt to improve her speaking skill. Only one student who has a negative attitude towards the use of recorded performance. He thinks that the recording is quite fast to listen and comprehend which is unlike a real person talking. It becomes his obstacle to understand the meaning from the recording. Nevertheless, most students respond that every single activity in TBI is very important to build self-confidence and also self-reflection to speak

either in academic context or in daily life context.

The shortcomings of the implementation of TBI in teaching speaking skill

With regard to the findings and discussion in the present study, there are three shortcomings during the implementation TBI. They are: (a) teacher's ability, (b) time availability, and (c) different students' proficiency level.

Teacher's ability

In accordance with the result of the interview, the first shortcoming is related to teacher's preparation and the way the teacher communicates in target language during the teaching and learning process. Concerning teacher's preparation, the teacher asserts that a good preparation is very necessary to implement TBI. It covers materials, contexts, teaching strategy, and media which is relevant with students' characteristics. It can be seen through the interview below.

Int#1
R: Did you experience any problems or shortcomings during the implementation of TBI in teaching students' speaking skill?
T: Well, actually, I found several problems in implementing this kind of learning. One of them is you have to prepare your best before you actually teach and implement TBI. In other words, you have to be well-prepared in selecting proper strategy along with the media for certain basic content. As a teacher, I have to prepare something which is in line with my own concept because, as a matter of fact, between practice and theory are somehow contradictive. Therefore, it is suggested to implement this kind of learning to identify the contexts, materials, students, and students' learning environments. It is such a big task for English teachers to implement it in an appropriate way. The way how TBI is initiated is a challenging thing and it is not an easy task to do. It, even, becomes more complicated for the teachers when they are needed to introduce the topic that allows them to communicate in target language. Teacher has a great influence because everything is in teachers' hands. As long as the teachers well-prepared the teaching and learning process will run smoothly as expected. We can prepare something, like varied materials brought to students by media such as video, power point, and questions and answers strategy, which is appropriate and contextual with the students' learning environment.
(Interview#1, 03/03/2018)

According to the interview above, it is a must for the teachers to be well-prepared before implementing TBI. It is because they way teacher designing an effective lesson plan, delivering materials, and managing classroom is very fundamental. According to the observation result, the teacher provides students different types of media particularly video and power point. Besides, the teacher encourages students to actively get involved in a discussion. According to the teacher, those strategies along with the use of media are effective to give students new insights and motivate them to be more active during the learning process. Therefore, it is very necessary for English teachers to design effective teaching activities which could lead students to achieve the learning targets.

Time availability

Time availability is also considered as one of shortcomings in the present study. Most students, particularly 36 % or 13 out of 36 students, state that they have limited time to finish entire tasks or instructions in TBI. It can be seen from the following excerpts taken from students' questionnaires.

Materi yang diajarkan misalnya grammar, vocabulary, dan pronunciation melalui TBI sebetulnya bagus namun waktu yang sedikit membuat siswa tidak semuanya faham (S20)
(Not all students understand TBI instructions in delivering certain materials particularly grammar, vocabulary, and pronunciation. It is because of lack of time.

Metode ini bagus untuk diterapkan hanya saja membutuhkan waktu yang relatif lama (S3)
(This method is quite good to implement. However, it needs more time)

Untuk memahami instruksi-instruksi maupun materi-materi TBI membutuhkan waktu yang tidak sebentar (S32)
(Comprehending TBI instructions along with the materials need a plenty of time)

According to the excerpts above, it can be inferred that the students need more time to comprehend certain materials in particular grammar and vocabulary. It is because the students tend to put an emphasis on

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grammatical rules, spelling/pronunciation, and vocabulary mastery. Hence, in relation with the limited time, this study emphasizes on students' awareness to communicate. It can be seen from the teacher's interview below.

> TBI, I think personally, is much related with the way we communicate or the way we speak, in this context by using English. This is the reason why grammar is not the first priority for students to learn. Here, the students are able to freely communicate and explore themselves by performing certain expressions and comprehend several contexts in speaking/oral communication. In other words, this instruction is expected to lead students to be more fluent in speaking English or at least they are confident enough speak in front of the class either with pairs or in group. When I put a priority on speaking rather than grammar, it does not mean that I entirely neglect grammar. I deliver grammar focus after they are confident enough to speak and they have obtained enough knowledge about context in oral communication. That's I think the most important beginning for the students to get started. Later, after the students are considered good enough in speaking, I highlight grammatical errors by showing their own recoding of oral performance. From this point I can tell what mistakes they have done and they understand what to fix. Therefore TBI, as I have stated aforementioned, should put an emphasis on the way the students communicate by using English in oral/spoken context. On the other hand, grammar is important to tell them what to fix in their own performance to make it a way better than before. (Teacher's interview)

According to the result of the questionnaires and interview above, therefore it can be inferred that it is a must for the teacher to encourage students' communication competence or, in other words, students' speaking skill. The way they communicate in several context is very important to master. TBI encourages students to speak confidently and also enables them to recognize different contexts of communication. However, the teacher is suggested not to entirely neglect grammar in the implementation of TBI. It is because grammar also plays an important role in students' speaking even though the proportion is not as much as speaking.

Different students' proficiency level

The last occurrence of shortcoming in this study is different students' proficiency level. Some students, 28 % or 10 students of 36 confess that they possess insufficient language proficiency. They tend to lack of vocabulary mastery, grammar, and also pronunciation. It can be seen from the excerpts below.

> *Umumnya materi-materi dan instruksi-instruksi berbahasa Inggris dan tidak ada versi bahasa Indonesia-nya untuk memudahkan kita memahami apa yang harus dilakukan. Sedikit membuat jenuh bagi yang kurang mengerti seperti saya* (S16)
> (The materials and instructions are mostly in English without Indonesian version. It brings confusion to students who lack of language proficiency like me)

> *Kurang bisa dimengerti karena guru selalu menggunakan bahasa Inggris ketika mengajar. Akibatnya saya tidak bisa mengerti bahkan menjawab pertanyaan yang diberikan oleh guru* (S24)
> (I can barely understand the material because teacher mostly speaks English. It makes me difficult to understand even answer the question given by the teacher)

As a result of this shortcoming during the implementation of TBI, the students mostly speak by using their mother tongue (Indonesian), which is relevant with Carless (2004) Bruton (2005), and Littlewood (2007), rather than English as their target language. They tend to respond and even answer teacher's questions/instructions by using Indonesian. It is because students possess different English proficiency level i.e. they lack of vocabulary mastery, grammar, and pronunciation. Therefore, it is very crucial for the teacher to provide appropriate materials along with proper lesson plans to facilitate entire students' proficiency level i.e. from low proficiency, middle proficiency, until high proficiency.

CONCLUSION

According to the result of the study, this study indicates that the implementation of TBI provides several contributions for students in particular speaking skill. There are three contributions or advantages found in this study i.e. contributing to students'

engagement/active participation in teaching and learning process, intensifying and increasing students' speaking skill, and creating students' positive attitudes towards TBI. Those contributions or advantages enable students to encourage students to be more active in speaking, offering them an opportunity to comprehensively learn about the aspects of speaking skill (pronunciation, vocabulary, and grammar), allowing them to share ideas, stimulating them to learn either individually/independently or with peers/in group, and providing them an environment to interact in English. In other words, TBI offers students many opportunities to speak English more in the teaching and learning process. Nevertheless, some shortcomings are also found in the implementation of TBI. They are related with teacher's ability, time availability, and different students' proficiency level.

Therefore, it can be inferred that the present study provides an alternative method to teach EFL students by implementing TBI (Task-Based Instruction). TBI is positively proven to give some contributions in improving speaking skill of senior high school. It can also be stated that TBI is considered relevant method to be implemented in Indonesian context where English is taught as a foreign language.

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