

THE FORCASTING POWER OF TASK-BASED LANGUAGE TEACHING AND SELF-EFFICACY ON STUDENTS' SPEAKING PERFORMANCE

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Abstract

This paper is aimed at finding out whether or not: (1) the students who were taught with Task-Based Language Teaching (TBLT) have better speaking performance than those who do not; (2) the students having high self-efficacy have better speaking skill than those having low self-efficacy; and (3) there is an interaction between teaching methods and self-efficacy on students' speaking performance. The research was conducted at SMAN 8 Mataram. Each class was divided into two groups (the students having high (32 students) and low self-efficacy (30 students). The techniques used to collect the data were speaking test and self-efficacy questionnaire. The data was analyzed by using multifactor analysis of variance 2x2 through SPSS 21 software. The finding shows that Task-Based Language Teaching (TBLT) improved the students' speaking performance as this method focused on giving the students task to be discussed during the teaching and learning process. Their self-efficacy also influenced students' speaking performance. The higher the students' self-efficacy, the better speaking skill could be performed. However, the study's finding didn't suggest that TBLT is more effective in enhancing students' speaking performance for the students having high or low self-efficacy as there is no interaction between the teaching method and self-efficacy on the students' speaking performance.

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INTRODUCTION

Speaking is one of the skills which is very important to be mastered by the students. Having well speaking ability, the students are able to have an interaction with others. Speaking is the direct route from one mind to another and is the way one usually choose when he/she want to ask a question or give an explanation (Turk, 2003: 9). At school, speaking is one of the subskills taught for three years with the expectation that after taking the speaking subject, the students will be able to communicate well in English (Suadiyatno et al., 2020). Besides, the students are also demanded to convey the utterance in English rather than use their native language; express their ideas without mixing the words or the sentence; pronounce the words correctly that makes the meaning does not change; use accurate grammar in composing the sentence (Lingga, Simanjuntak, & Sembiring, 2020). On other words, it is hoped that the students will possess a high level of speaking. Speaking is quite difficult to be possessed by the students when the media or the teacher's material is not based on the students' needs. This situation leads the teaching and learning process is not effective for the students as they can't maximize their ability in the classroom.

To create the situation in which the students are learner-centered, the teachers need to provide or train them with the material or task relevant to their needs. TBLT as an approach that aims to develop learners' communicative competence by engaging them in meaning-

focused communication through the performance of tasks (Ellis & Shintani, 2014). Task-Based Language Teaching (TBLT) is an approach to language teaching that provides opportunities for students to engage in the authentic use of the target language through tasks. Students learn the language and develop skills as they work toward completing the task, which motivates them to stretch their available language resources (Ellis in Douglas and Kim, 2014). Furthermore, Ellis in Zuniga (2016) explained that through TBLT students are expected to conduct creative activities, infer meaning from readings and oral messages, and communicate their ideas well. In teaching speaking, the use of TBLT is not new and has been endorsed as an effective method of developing language proficiency for communication goals (Edwards & Willis, Skehan, in Du et al. 2017). TBLT focusses on content-oriented meaningful activities, and it is made up of specific constituents such as goal, procedure, specific outcome (Skehan Murphy, Nunan, in Hismanoglu, 2011). On TBLT, its focus on meaning-making and learning communication appropriacy binds together language knowledge and cultural knowledge, placing the meaning of the language within its cultural context (Robertson, 2014). Li in Zuniga (2016) argued that TBLT facilitates language learning because learners are the center of the language process and, in that way, it promotes higher proficiency levels in all language skills. Hu (2013) also explained that the TBLT method brought real-life purposes to the class in which learners are expected to constantly prepare and practice the language. TBLT can expose students with communicative goal apart from form mastery. TBLT introduced that language is the tool used to communicate ideas while working out tasks rather than as objects to learn (Somawati et al. 2017).

Students' personality or psychological aspects also need to be considered by the teachers to provoke or attract them to be more active in classroom interaction. Bandura in Wilde and Hsu (2019) argued that Self-efficacy (SE) refers to an individual's belief that they can succeed given any task they encounter. Self-efficacy (SE) can be general or task-specific, allowing individuals to have a range of SE beliefs about themselves at any one time. An individual's beliefs surrounding their own levels of SE can impact how they feel, think, and motivate themselves. Bandura in Yusuf (2011) claimed that self-efficacy theory stressed that human action and success depend on how deep the interactions between one's personal thoughts and a given task. Bandura in Benawa (2018) found that self-efficacy is a person's belief in his ability to achieve the expected outcome. Individuals with high self-efficacy tend to do a greater effort by the unyielding spirit. Bandura; (2001) stated that self-efficacy as a person's belief in his/her ability to take action by expectations. For instance, he/she followed the debate in English, because he believed he would be able to achieve achievement winner. Therefore, self-efficacy influenced student achievement motivation. Self-efficacy has a very significant influence on achievement motivation, and the achievement motivation itself is also influenced by self-efficacy (Benawa, 2001). A student with high self-efficacy for a particular topic believes in his own ability to complete a task. In contrast, a student with low self-efficacy will feel depressed to complete the task. He observes that others can successfully perform a task that he considers too difficult (Bandura in Ildil et al. 2016).

In the explanation above, an experimental study with the implementation of Task-Based Language Teaching (TBLT) in teaching speaking by considering the students' self efficacy needs to be conducted. Therefore, this research is intended to find out the effect of task Based language Teaching (TBLT) and students' self Efficacy towards students' speaking performance at SMAN 8 Mataram.

Self-Efficacy

Self-efficacy refers to the personal beliefs or to an individual's confidence in his own ability to perform effectively specified tasks (Bandura in Yusuf; 2011). Self Efficacy appears to play a vital role in predicting learners' performance in educational contexts and it can

predict performance even better than actual abilities (Bandura, 1997 in Saeid Raofi, Bee Hoon Tan & Swee Heng Chan, 2012). Bandura (1997) noted four sources that affect the development of self-efficacy beliefs: a) mastery experience, (b) vicarious experience, (c) social persuasion, and (d) physiological states. (Bandura, 1997 in Saeid Raofi, Bee Hoon Tan & Swee Heng Chan, 2012). Furthermore, Bandura in Benawa (2018) opine that the perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments." Self-efficacy is a person's belief in his ability to achieve the expected outcome. Individuals with high self-efficacy tend to do a greater effort by the unyielding spirit. The research studies in the self-efficacy area have confirmed that Self-efficacy has three dimensions outlined by Bandura, namely (1) the magnitude, (2) generality, and (3) strength. Magnitude is a person's level of confidence in doing business or actions. Strength is the person's level of confidence in achieving good performance. Generality is using the flexibility of the shape of one's self-efficacy in different situations. The higher self-efficacy of a person represents the level of his adjustment to the situation.

In an academic setting, especially English language teaching, research in the area of self-efficacy has been done by many researchers. Nariman-Jahan and Rahimpour (2010) revealed the importance of learners' self-efficacy in predicting their achievement. In line with previous research, this study's results indicate that learners' self-efficacy is significantly related to their performance in learning English (Saeid Raofi, Bee Hoon Tan & Swee Heng Chan, 2012). The use of strategies is significantly related to self-efficacy beliefs. For example, Magogwe and Oliver (2007) did a longitudinal study on 480 Botswana students learning English as a second language. The study found a significant relationship between Botswana ESL learners' strategy use and their self-efficacy beliefs. In Taiwan, Su and Duo's (2012) study of 200 students, found that learning strategies are significantly associated with self-efficacy beliefs

Task-Based Language Teaching

TBLT refer to the term 'pedagogical tasks', as goal-oriented classroom activities having a continuum of pre-, during, and post-tasks that allow learners to comprehend, manipulate, produce and engage themselves in the use of the learned language during which they pay attention on exercising the grammatical knowledge oriented toward meaning instead of form manipulation (Nunan in (2004) in Azis *et al.*(2020). TBLT requires listening, speaking, reading, and writing in the same exercise to complete the problem posed by the task as it usually brings real-life work that allows the practice of all the language abilities. This helps students to explore different communicative opportunities inside and outside the classroom (Nunan in Zuniga; 2016). Furthermore, Richards and Rodgers (2001) in Zuniga (2016) added that TBLT enhances the creation of learning tasks that suit the learners' needs and help them master all skills successfully by providing different class exercises to complete their work. Douglas and Kim (2014) asserted that there is a sense in the data received that the participants perceive TBLT as a suitable approach for teaching EAP because their students learn language and skills in natural contexts and situations. TBLT motivates EAP students to improve their language and skills. Similarly, Azis *et al.*(2020) discovered the application between TBTL theory and DST for writing in an EFL context. This study's findings show that such a learning approach positively contributes to both the students' linguistic and sociocognitive competence. It promotes their language skills development, engagement, motivation, confidence, and social skills development. Somawati *et al.* (2018) also found that TBLT can expose students with communicative goals apart from form mastery. TBLT designed could introduce the students with meaningful language Learning as TBLT introduced that language is the tool used to communicate ideas while working out tasks rather than learning. The

implementation of TBLT was an effective way to develop learners' self-awareness and class atmosphere where the teacher and the students participated in the lessons (Zuniga (2016). Swan in Hismanoglu (2011) stated that there are some characteristics to the core principles of TBLT such as; Instructed language learning should mainly contain or naturalistic language use, and the activities are related to meaning rather than language; Instruction should support learner-centeredness rather than teacher-centeredness; Because totally naturalistic learning does not normally give rise to target-like accuracy, engagement is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach; This can be realized best by offering opportunities for focus on the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication; Communicative tasks are especially suitable devices for such an approach; More formal pre-or post-task language study may be beneficial. This may make a contribution to internalization by leading or maximizing familiarity with formal characteristics during communication; Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.

RESEARCH METHOD

The research method used in this study was experimental research. An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s) (Ary: 2010). An experimental study is one in which studies participants are randomly assigned to experimental and control groups. This research is quasi-experimental research because the random assignment was not used in determining or distributing samples into experiment class or group and control class or group. The research design used for the research is a simple factorial design 2 x 2 by the technique of Multifactor Analysis of Variance (ANOVA).

This study observed three variables, two independent variables (Teaching method and self-efficacy) and students' speaking performance as the independent variable. The Independent variable is the factor that is manipulated or controlled by the research to determine its relationship to an observed phenomenon (Tuckman (1978: 63). The dependent variable is a factor observed and measured to determine the effect of the independent being a factor that is measured, manipulated, or selected by the experimenter to discover whether it modifies the independent variable's relationship to an observed phenomenon. The population of the study was the students of SMAN 8 Mataram. The sample of the study was two classes of the second-grade students, in obtaining the sample, cluster random sampling, as it was used to determine which class is used as an experimental class and which class is used as a control class. Each class was divided into two groups, students who have high Self Efficacy and those having low Self Efficacy. One of the two classes was taught by Task-Based Language Teaching and the other class will be taught by the conventional method. To get the data, oral speaking test and questionnaire of students' self-efficacy were delivered to the students.

Some questionnaires were distributed to the students to obtain the students' self-efficacy score. Furthermore, the students speaking skill score was gathered through a speaking test, which was in the form of an oral interview test, The students' speaking test was arranged based on the indicators at the blueprint formulated based on the construct. The item of the students' speaking test was tried out first, in order to know its readability. The techniques used in analyzing the data were descriptive analysis and inferential analysis by using SPSS 21 software. Before analyzing the Multifactor Analysis of Variance, the data should be in the normal distribution, and variance scoring should be homogenous. Based on the output of

homogeneous subsets by Levenes' test of the equality of error variances, it is known that the data was homogenous. This study uses the multifactor analysis of variance (two-way ANOVA) by using F-test at 0,05 significance level to determine the significant difference between two groups of means and the interaction between variables. The effect of different combinations of the two independent variables on the dependent variable is referred to as an interaction effect (Ary: 2010).

The following explanation is the process of treating the students for the experimental group (teaching the students with Task-Based Language Teaching). After stepping into the classroom to start teaching the students with task-based activity, the teacher explained the stages used, the reason why using the method, and what the goal of study through task-based activity. Soon after the introduction is conducted, the teacher started the class by giving a pre-task activity to the students in order they reviewing the material already been discussed. The next step was asking the students to work in pairs or small groups to do the assignment given. The material has been discussed then to be presented or shared with the class. After discussing the material and giving feedback to the class, the teacher then came up with an appropriate assignment or task to the students. The assignment was given then to be discussed for the next meeting. Meanwhile, in obtaining the data about the students' self-efficacy, questionnaires were distributed to the class. Each student then had to thich an option given to each statement (strongly agree; Agree; Moderate; Disagree). The questionnaires delivered measured about the following aspects of self-efficacy such as: confident to complete a specific task; confident to motivate own self to take the necessary steps in completing a task; confident of being able to try hard, persistent, and diligent; confident that we survive to face obstacles and difficulties; confident of being able to task which has a general range or specific.

RESEARCH FINDINGS AND DISCUSSION

This study aims to find out the difference and interaction between the means of the students' speaking performance the experimental and control group with different self-efficacy. The result is displayed below:

Table 1
Descriptive Statistics of the Experimental and Control Group

Dependent Variable: Speaking_Performance				
Teaching_Method	Self_Efficacy	Mean	Std. Deviation	N
Students taught with TBLT	Students with high Efficacy	64,06	9,699	16
	Students with Low Efficacy	57,31	8,321	13
	Total	61,03	9,579	29
Students taught with Conventional	Students with high Efficacy	55,94	7,793	16
	Students with Low Efficacy	50,59	9,824	17
	Total	53,18	9,170	33
Total	Students with high Efficacy	60,00	9,588	32
	Students with Low Efficacy	53,50	9,662	30
	Total	56,85	10,091	62

Table 1 summarizes the four groups' mean scores on the dependent variable. The students' speaking performance as the mean score of students who were taught with TBLT (61.03) was higher than students who were taught with conventional strategy (53.28). It could be found that the difference between these means is 7.85 points. Therefore, it could be concluded that TBLT is more effective than the conventional strategy. It has a positive effect on the students' speaking performance. In addition, the mean score for the two high self-efficacy groups is 60.00 and the mean score for the two low-self efficacy group was 53.50.

Since this difference was 6.47 points, it could be stated that there is an effect attributable to the self-efficacy level. The high-self efficacy group has a markedly higher mean score. Thus, regardless of the teaching strategy used, the high- self-efficacy groups perform better than the low-self efficacy group. The data, then, reveals no interaction between the teaching strategy and students' speaking performance. In other words, the teaching strategy and students' speaking performance are independent of each other. The lack of interaction could be illustrated graphically in Figure 1. However, the significant difference in the students' speaking performance should be statistically proved. The results of homogeneity and Multifactor Analysis of Variance (ANOVA) are elaborated in Table 2.

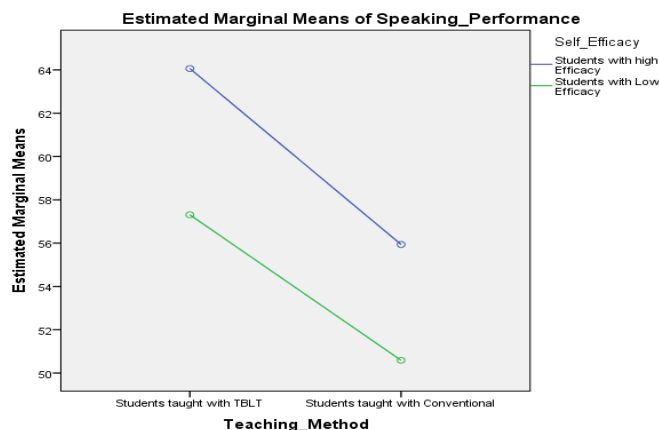


Figure 1. Estimated Marginal Means of Speaking

Table 2
Test of Homogeneity and Tests of Between-Subjects Effects

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1514,932 ^a	3	504,977	6,236	,001
Intercept	199184,007	1	199184,007	2459,710	,000
Teaching_Method	845,104	1	845,104	10,436	,002
Self_Efficacy	561,881	1	561,881	6,939	,011
Teaching_Method * Self_Efficacy	7,577	1	7,577	,094	,761
Error	4696,762	58	80,979		
Total	206625,000	62			
Corrected Total	6211,694	61			

Table 2 described the result of the homogeneity test and tests of between-subjects effects. As the sig.obtained was 0.628, it can be concluded that the data is homogenous. Furthermore, this table also summarizes the sig. Two tailed-ratio of each variable. The first sig.-ratio (teaching strategy) is 0.002 is lower than 0.05 at sig. Two-tailed levels with 1 and 60 degrees of freedom. It indicates that the teaching strategies differ significantly from one another in their effect on the students' speaking performance. Moreover, examining the data showed in table 1, it could be seen that those students who are treated under TBLT obtained a mean score of 61.03 as compared with a mean score of 51.28 for those students who are treated under the conventional strategy. Since it is obtained a significant difference, it can be concluded that under the different self-efficacy, TBLT improves the students' speaking performance better as it focused on doing activities based on the task given by the teacher. TBLT also increased the students' confidence and motivation in learning. The above result is supported by Robertson (2014) argues that the activity (target language acquisition and use) designed or adapted and delivered by the teacher, or the focus of the pretask phase is the focus

when implementing TBLT. The present findings further confirm previous findings (Branden and Lauven: 2016), documenting that giving students extensive opportunities to practice and develop their communicative skills is a crucial feature of the approach of task-based work and grouping formats. Hyde (2013) also added that Task-based work also helps students build more self-confidence to use the target language. Tasks are fun for learners and may enhance their language learning motivation in class. TBLT is an ideal way to improve motivation and self-efficacy. Somawati et al. (2017) also found that Task-Based Language Teaching (TBLT) is effective in implementing as it could improve students' English competence both accuracy and fluency because the leaning model using TBLT can improve not only student communication skill but also grammar skill. Cordoba (2016) advocated that TBLT may have let participants perceive TBLT to reinforce, share decision-making, and praise their work.

This finding was also supported by the result of the questionnaire obtained from the students as follows:

Questionnaire

Teacher	Were you focused on the method used by the teacher during the teaching and learning process? Why?
Student	Yes. I was so happy taught by the teacher and was able to focus as it was fun. Besides, the teacher also gave many materials as an example.
Teacher	What do you think of the learning strategy used by the teacher?
Student	I think the learning strategy used by the teacher was easy to understand as the teacher always explained the material very well
Teacher	Was the material given y the teacher improved your speaking performance? Why?
Student	Yes because by comprehending and repeating the content of each topic made me able to speak clearly
Teacher	How do you think of the exercises given by the teacher?
Student	To me, the material given by the teacher made me understand the material easily because we were instructed to explain the questions given
Teacher	Were your English improved after being taught with the strategy used by the teacher?
Student	Yes, because i can remember each material given quickly.
Teacher	Were you more confident to speak in English with the strategy used by the teacher?
Student	Yes, because each part of the material/strategy given by the teacher was so clear and i could comprehend what was explained until it could repeat through speaking
Teacher	Were you more spirit in learning English after being taught with the strategy implemented by the teacher? Why?
Student	Yes, i am always spirit in learning English as i could understand what was explained because English is used all over the world that made me used it in my daily life
Student	Were you motivated to do the exercises given by the teacher? St: why? Yes, I am very motivated because teachers give me a lot exercises that can open my mind broadly. Because of this, I can remember each course given.
Teacher	Yes, I was more motivated as the exercise given opened my knowledge/insight about each material clearer, and I could remember the exercise given

Then, The second sig.-ratio (self-efficacy) is 0.011 is lower than 0.05 at sig. two-tailed levels with 1 and 60 degrees of freedom. It could be inferred that the difference between the speaking performance of the students who have high and low self-efficacy is beyond expectation. In addition, examining the data presented in Table 1, it could be seen that those students who have high self-efficacy obtain a combined mean of 60.00 as compared with a mean of 53.50 for those students who have low self-efficacy. Since it is obtained a significant difference, it can be concluded that under the same teaching strategy, a higher speaking performance improved better when the students have high self-efficacy than when they have low self-efficacy. The current finding is similar to (Bandura, 2006) who advocated that perceived efficacy plays a key role in human functioning because it affects behavior not only directly but by its impact on other determinants such as goals and aspirations, outcome expectations, affective proclivities, and perception of impediments and opportunities in the social environment. Self-efficacy is concerned with people's beliefs in their capabilities to produce given attainments (Bandura: 2013). Pintrich et al. (1991) opined that self-efficacy is self-appraisal of students' ability, which becomes the foundation for self-confidence and motivation to perform and excel in their learning tasks. The present findings further confirm previous findings (Benawa: 2018), documenting that there is a positive direct effect of self-efficacy toward student's achievement and motivation. Students with low self-efficacy in terms of learning may avoid a variety of learning tasks, particularly challenging tasks. Similarly, (Hsieh and Kang (2010) also found that students who had higher self-efficacy made more personal control attributions such as effort than those with lower self-efficacy. In contrast, students who had lower self-efficacy made more external attributions such as to the teacher for their success and failure in their test. On the other hand, students with high self-efficacy may not wait to finish the learning tasks (Ifdil, 2016). The student with high self-efficacy contributes to a higher goal than the student with low self-efficacy (Ahmad and Safari, 2013).

The third sig. two tailed-ratio shows whether or not there is an interaction effect between the two variables, teaching strategy, and speaking self-efficacy. The table shows that sig. two tailed obtained is 0.761. This indicates that the value obtained is higher than the value of sig. two-tailed (0.05). Thus, it could be said that sig. two tailed obtained is not significant. On other words, it could be stated that there is no interaction between the teaching method and students' self-efficacy toward students' speaking performance. The result of this study shows the main effect of TBLT as the teaching strategy on students' speaking performance without ignoring the students' self-efficacy. In addition, the finding shows that both students who are taught under the conventional teaching strategy and TBLT showed better speaking performance if they have high self-efficacy. This result is in line with the study conducted by Haerazi and Irawan (2020) in their research, which found that students who have high self-efficacy will be able to solve learning problems themselves. However, it is not suggested that TBLT is more effective in enhancing students' speaking performance of the students who have high or low self-efficacy. It also means that the effect of teaching strategy on the students' speaking performance does not depend on the students' self-efficacy. In other words, the teaching strategy and the students' speaking self-efficacy are independent of each other.

CONCLUSION

Task-Based Language Teaching (TBLT) improved the students' speaking performance as this method focused on giving the students task or material to be discussed during the teaching and learning process. The activity implemented through this method leads the students' confidence to perform their speaking skills. Their self-efficacy also influences students' speaking performance. The higher the students' self-efficacy the better speaking skill

could be performed. This is not surprising as Bandura in Ifdil et al (2016) comment that a student with high self-efficacy for a particular topic believes in his own ability to complete a task, find the correct answer, achieve goals, and often excel his peers. However, the study's finding didn't suggest that TBLT is more effective in enhancing students' speaking performance of the students who have high or low self-efficacy.

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