


RESEARCH ARTICLE



Using task-based learning to improve junior high school speaking skill on procedure text

Handi Pabriana , Meily Muziyawanti, Anisa Septia Megawati  and Jeni 

Department of English Education, STKIP Bina Mutiara, Sukabumi, Indonesia

ABSTRACT

This research examines the structuration of power and symbolic violence in Charles Dickens' short story *The Poor Relation's Story* through Bourdieu's thought. The research focuses on how power structures within the family shape the protagonist, Michael, and the forms of symbolic violence he experiences. Through Bourdieu's concepts of habitus, capital (economic, social, cultural, and symbolic), and field, this research analyzes how social structures influence character interactions and maintain social hierarchy. The findings reveal that Michael's marginalization is reinforced by the family's economic and social power, leading to his internalization of inferiority. This research contributes to literary analysis by demonstrating how power dynamics and symbolic violence are embedded within literary narratives, reflecting broader social realities.

KEYWORDS

Speaking skill; task-based learning; procedure text

ARTICLE HISTORY

Received: 31 July 2025

Accepted: 31 July 2025

Published: 31 July 2025

CITATION (APA 7TH)

Pabriana, H., Muziyawanti, M., Megawati, A. S., & Jeni. (2025). Using task-based learning to improve junior high school speaking skill on procedure text. *International Journal of Advances in Educational Research*, 2(1), 49-60.

<https://doi.org/10.62941/ijaer.v2i1.166>

1. Introduction

Speaking skills are paramount in English language learning, particularly at the junior high school level. As outlined by Thornbury (2005), speaking is an integral component of the language learning curriculum, as it serves as the foundation for mastering other language skills. One form of speaking that students must master is delivering procedure texts, which are instructional texts that outline the sequential and systematic steps involved in performing an activity. However, based on field observations and surveys conducted in several junior high schools, many students exhibit low proficiency in delivering procedure texts. This observation is

CORRESPONDING AUTHOR Handi Pabriana ✉ handypabriana109@gmail.com 📧 Department of English Education, STKIP Bina Mutiara, Sukabumi, Indonesia

©2025 The Author. *International Journal of Advances in Educational Research* published by Pelita International Publishing.



This is an open access article distributed under the [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/) which permits use, distribution and reproduction in any medium, provided the original work is properly cited.

corroborated by Daryanto (2016), who reported that approximately 60% of Indonesian students encounter difficulties in speaking English, particularly in tasks that necessitate structure, such as providing instructions. This difficulty arises from a lack of meaningful speaking practice, low student confidence, and the predominance of teaching methods that remain theoretical in nature (Knapp & Watkins, 2005). Nunan (2003) underscores the significance of developing speaking skills through real-life situations that mirror everyday life. In this context, procedural texts hold great relevance as they are frequently encountered in daily life, such as providing instructions on how to prepare a dish or utilizing a tool. Consequently, educators must adopt an approach that encourages students to actively engage in contextual tasks.

Task-Based Learning (TBL) is an approach that is widely regarded as effective in enhancing speaking skills because it integrates real-life tasks into the learning process. Willis (1996) emphasizes that TBL enables students to utilize language authentically in meaningful communication contexts. Skehan (1998) further underscores the substantial improvement in speaking skills that can be achieved through TBL, as it provides students with the opportunity to actively participate in group discussions, collaborate effectively, and present their work.

Through the application of the Task-Based Learning (TBL) method, which involves jigsaw tasks, students can collaborate to comprehend and articulate various sections of procedural texts. Subsequently, they can reassemble these sections into a cohesive whole and present them orally. This approach aims to enhance students' understanding of the text's content while simultaneously training them in pronunciation, fluency, and systematic idea formation.

The objective of this study is to ascertain whether the implementation of the TBL method can substantially enhance the speaking abilities of junior high school students in presenting procedural texts. The study employed a quasi-experimental design, involving two distinct groups: an experimental group that received treatment utilizing TBL and a control group that employed conventional methods. The statistical analysis of pre-test and post-test results was conducted, complemented by a questionnaire designed to gauge students' perceptions regarding the application of TBL.

2. Literature review

Effective speaking skills are crucial for students as they enable them to articulate their thoughts, convey information, and express their emotions verbally. According to Ur (1996), speaking is the most significant activity in language learning, serving as an indicator of learning success. Thornbury (2005) further emphasizes the significance of speaking as the core of English language learning, highlighting its widespread use in various academic, social, and professional settings. In practice, speaking involves mastering several essential aspects, including fluency, accuracy, pronunciation, and the organization of ideas. Harmer (2007) underscores the importance of incorporating activities that encourage students to use language meaningfully into effective speaking instruction. Additionally, Cameron (2001) emphasizes the significance of selecting appropriate vocabulary and employing clear sentence structures to ensure the message's comprehension by the listener. Consequently, students must be provided with opportunities to practice speaking skills in authentic and communicative contexts.

Task-Based Learning (TBL) is an instructional approach that emphasizes the application of language in meaningful contexts to foster language proficiency. Willis (1996) posits that TBL empowers students to utilize language in real-world scenarios to accomplish specific tasks, thereby enhancing the authenticity and contextuality of the learning experience. Nunan (2004) elucidates the fundamental principles of TBL, which encompass scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection. These principles collectively strive to comprehensively develop students' communication skills. TBL presents students with opportunities to engage in spontaneous, creative, and collaborative language interactions. Skehan (1998) has demonstrated that this approach can enhance students' speaking abilities by providing them with an active role in completing tasks, such as group discussions, presentations, and problem-solving exercises.

Jigsaw tasks, a technique in procedural text learning, are highly relevant to this approach. As Richard (2001) suggests, a jigsaw task involves dividing information into distinct components, with each student holding a unique part. Subsequently, these components must be collaboratively assembled to form a comprehensive understanding. In the context of procedural texts, jigsaw tasks prove highly

effective because they enable students to study various aspects of the text, such as its purpose, materials, and steps, independently. This approach fosters collaboration, communication, and a profound comprehension of the text's content.

A procedural text is a type of text that presents a clear and organized sequence of steps to accomplish a task. Its primary objective is to provide instructions to readers, guiding them through a process or activity. The typical structure of a procedural text consists of the following elements: a clear objective, a list of necessary materials, and a detailed sequence of steps to be taken. Linguistically, this text often employs imperative sentences, action verbs, and temporal conjunctions such as "first," "next," "then," and "finally" to enhance its clarity and conciseness.

3. Methods

3.1. Research approach and design

This study employs a quantitative approach employing a quasi-experimental design. As per Fraenkel et al., (2012), this design is suitable for real classroom settings even without complete randomization. The design employed consists of a pre-test and post-test conducted on two groups: the experimental group and the control group. The experimental group utilizes the Task-Based Learning (TBL) method, which incorporates jigsaw tasks, while the control group employs conventional methods.

The research design is described as follows:

$$O_1 - X - O_2 \quad (1)$$

Explanation:

O_1 = Pre-test

X = Treatment using TBL

O_2 = Post-test

3.2. Research location and time

The research was conducted at SMP Negeri 1 Cikakak, Sukabumi Regency, West Java, in the even semester of the 2024/2025 academic year, specifically in April 2025.

3.3. Population and sample

The population in this study was all 160 ninth-grade students at SMP Negeri 1 Cikakak. The sample was taken using purposive sampling from two classes: class IX B (32 students) as the experimental class and class IX C (32 students) as the control class.

3.4. Research instruments

The main instruments used were:

- *Speaking test*. Used in pre-tests and post-tests to measure students' speaking skills in delivering procedure texts, based on four aspects: fluency, accuracy, pronunciation, and organization. The assessment rubric refers to Hughes (2003) and Harmer (2007).
- *Questionnaire*. contains 15 closed statements using a Likert scale (SS, S, TS, STS) to determine students' perceptions of TBL-based learning. Validity was tested using Pearson Product Moment, and reliability was tested using Cronbach's Alpha.

3.5. Data collection techniques

Data was collected through:

- Pre-test and post-test speaking tests to determine the improvement in students' speaking skills before and after the treatment.
- Student perception questionnaires after the post-test to support quantitative findings.

3.6. Data analysis techniques

Data was analyzed using:

- Descriptive statistics to examine the mean values and differences in pre-test and post-test scores.
- Normality test (Kolmogorov–Smirnov) to determine the type of statistical test used.
- Wilcoxon Signed-Rank Test to see significant differences within one group (pre-post).
- Mann–Whitney U Test to compare post-test results between the experimental class and the control class.

4. Results

4.1. Pre-test and post-test results

This study was conducted on two classes, namely Class IX B, which served as the experimental class, and Class IX C, which served as the control class. Each class consisted of 30 students. Prior to the treatment, students in both classes underwent a pre-test assessing their speaking skills. Subsequently, the experimental class received treatment employing the Task-Based Learning method, which incorporated jigsaw tasks. In contrast, the control class utilized the conventional method. Subsequently, a post-test was conducted to evaluate the improvement in students' speaking abilities. The analysis of the pre-test and post-test scores revealed a substantial disparity between the two classes.

Table 1. N-Gain of pre-test and post-test experiment

Experimental	X	Average	N-Gain
Pre-test	1.734	57,80	51.94
Post-test	2.415	80,50	

Table 1 presents a comparison of pre-test and post-test scores in the experimental class. The average pre-test score was 57.80, which increased to 80.50 after the implementation of the Task-Based Learning (TBL) model. The resulting N-Gain score of 51.94 falls within the "Moderately Effective" category based on the interpretation criteria. These results indicate a substantial improvement in students' speaking performance following the application of TBL.

Table 2 shows the comparative analysis of pre-test and post-test scores in the control class. Before the treatment, the average score was 55.67 (total score 1,670), which increased to 62.33 (total score 1,869) after the use of conventional teaching methods. However, the N-Gain score was only 14.06, categorized as "Ineffective" according to the interpretation criteria. This suggests that the conventional teaching approach had a limited impact on improving students' speaking skills compared to the TBL method applied in the experimental class.

Table 2. N-Gain of pre-test and post-test control

Experimental	X	Average	N-Gain
Pre-test	1.670	55,67	14,06
Post-test	1.869	62,33	

4.2. Statistical test results

To determine the significance of the results, statistical analysis was performed using SPSS 26.2.

4.2.1. Wilcoxon Signed-Rank Test (Experimental class and control class)

As shown in Table 3, the Sig. value is <0.05, indicating a significant difference between the pre-test and post-test scores in the experimental class. This result demonstrates that the Task-Based Learning (TBL) method significantly improves students' speaking skills.

Table 3. Wilcoxon signed test

	Test Statistics ^a	
	Post-test experiment – Pre-test experiment	Post-test control – Pretest control
Z	-4.774 ^b	-3.856 ^b
Asymp. Sig. (2tailed)	0.000	0.000

4.2.2. Mann–Whitney U Test (Comparison of post-test scores between experimental and control classes)

Furthermore, as presented in Table 4, the Sig. value is also < 0.05 , indicating a significant difference between the post-test results of the experimental and control classes. These findings collectively suggest that TBL is more effective than conventional teaching methods in enhancing students' speaking performance.

Table 4. Mann-whitney test

	Test Statistics ^a
Mann-Whitney U	2.500
Wilcoxon W	467.500
Z	-6.683
Asymp. Sig. (2tailed)	0.000

5. Discussion

The hypothesis proposed in this research suggests that the application of the TBL method is effective in enhancing students' speaking skills, particularly in delivering procedure texts among ninth-grade students at SMP Negeri 1 Cikakak. This study aimed to examine the extent of improvement in students' speaking performance following the implementation of the TBL method and to identify any significant differences between students taught through TBL and those taught using conventional approaches.

Task-Based Learning is an instructional approach that focuses on engaging students in meaningful, real-world tasks that require the active and communicative use of English. Through structured stages, namely the pre-task, task cycle, and language focus, students are encouraged to speak in a more spontaneous, purposeful, and coherent manner based on the given context. TBL serves not only as an instructional technique but also as a medium for enhancing students' comprehension and practical use of English through interactive task-based activities. In the context of procedure texts, TBL aids students in grasping the text's structure and expressing procedural steps orally with greater confidence and clarity.

These findings align with the theory proposed by Nunan (2004), who emphasized that Task-Based Learning enables learners to develop communicative competence through the performance of real-world tasks. Willis (1996) also asserted that the TBL framework provides students with authentic opportunities to use language in meaningful contexts, which enhances their fluency and confidence.

Furthermore, the findings of this study corroborate previous research. Mutiara (2024) observed that students taught using the TBL method exhibited substantial improvement in their speaking abilities after treatment, evidenced by elevated post-test scores and positive student feedback. Similarly, Aji Pangestu (2024) reported that TBL enhanced students' speaking confidence and interest in learning English through task-based instruction. Both studies align with the present findings, which demonstrated that students in the experimental group demonstrated heightened levels of fluency, accuracy, pronunciation, and organization in the post-test compared to the pre-test.

In this research, the Wilcoxon Signed-Rank Test yielded a significance value of 0.000 ($p < 0.05$), indicating a statistically significant disparity in students' speaking performance before and after employing TBL. The Mann-Whitney U Test further corroborated that students in the experimental group outperformed those in the control group, validating the efficacy of TBL.

Additionally, the results of the questionnaire revealed that the majority of students expressed favorable opinions regarding the utilization of TBL in speaking activities. The majority of students selected "Strongly Agree" and "Agree" responses to statements pertaining to their enhanced comprehension of English speaking materials, increased confidence, and active participation in peer collaboration during learning. This suggests that TBL also positively impacted students' motivation and classroom engagement.

In conclusion, the findings of this study affirm that Task-Based Learning is a beneficial approach in teaching speaking, particularly in delivering procedure texts. It not only enhances students' speaking performance but also supports communicative, meaningful, and student-centered learning experiences.

6. Conclusion

The study's conclusion is derived from the implementation of the TBL approach to enhance the speaking skills of ninth-grade students at SMP Negeri 1 Cikakak. The findings indicate that the TBL approach was effective in fostering improvement in students' speaking abilities.

An analysis of the pre-test and post-test results revealed that students in the experimental group, who received instruction through the TBL approach, demonstrated a marked improvement in their speaking abilities compared to those in the control group taught using conventional methods. The post-test average scores in the experimental class exhibited progress across all four key aspects of speaking fluency, accuracy, pronunciation, and organization. These findings suggest that the TBL approach effectively supports students in speaking with greater confidence, clarity, coherence, and precision.

Furthermore, the results of the Wilcoxon Signed-Rank Test indicated a statistically significant improvement in the post-test scores of students following the implementation of the TBL method. Every student in the experimental group demonstrated an increase in performance, particularly in one or more components of speaking skills.

Additionally, the Mann-Whitney U Test, conducted to compare the learning outcomes between the experimental and control groups, yielded a U value of 2.500, a Z value of -6.683, and an Asymptotic Significance (2-tailed) of 0.000. These results suggest that students who received instruction using the TBL approach achieved significantly better outcomes than those who received conventional instruction. The mean rank of the experimental group was substantially higher than that of the control group, reinforcing the conclusion that the TBL approach is effective in enhancing students' speaking performance.

Hypothesis testing conducted using IBM SPSS Statistics 27 provided strong evidence to accept the alternative hypothesis (H_a) and reject the null hypothesis (H_o). Therefore, it can be concluded that Task-Based Learning is an effective method to improve students' speaking skills in procedure texts, as it provides meaningful, collaborative, and student-centered learning experiences.

Conflict of interest

The author declares that they have no conflict of interest.

ORCID

Handi Pabriana  <https://orcid.org/%200000-0003-4699-6053>

Anisa Septia Megawati  <https://orcid.org/0009-0003-8307-0572>

Jeni  <https://orcid.org/0009-0007-1068-9111>

References

- Aji, P. (2024). *Improving Speaking Skills Through the Task Based Learning Strategy in the Second Semester at Eighth Grade Students of smp negeri 4 abung timur in the academic year 2022/2023* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Daryanto. (2016). *Pembelajaran bahasa Inggris di Indonesia: Tantangan dan solusi*. Penerbit Andi.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Longman.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
- Knapp, P., & Watkins, M. (2005). *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*. UNSW Press.
- Mutiara, R. (2024). *Improving Students' Speaking Skill Through Task Based Learning (TBL)* (Doctoral dissertation, UIN Ar-Raniry Fakultas Tarbiyah dan Keguruan).
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Thornbury, S. (2005). *How to teach speaking*. Longman.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press.

Willis, J. (1996). *A framework for task-based learning*. Longman.