



The Implementation of Task Based Language Teaching (TBLT) Through Drama in Teaching Speaking

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Abstract

English teacher should use appropriate teaching method to improve students' speaking skill. Task based language teaching (TBLT) is the selected method of teaching speaking because TBLT focuses on language use in real contexts through the completion of relevant and meaningful task. In the use of task-based language teaching, the researcher uses drama. Drama is an appropriate choice in the implementation of TBLT because students are given the task practice of speaking and drama is suitable because in drama is dominant to be able to practice speaking from drama scripts. The researcher uses a case study. The researcher chooses at ninth grade of SMP Maarif 12 Pamekasan as the research subject because the students' speaking skill is still low. The number of ninth grade students of SMP Maarif 12 Pamekasan consist of eight students. The results are the implementation of TBLT through drama is the pre task stage, the teacher introduced the topic and task of drama. During task stage, students work on the speaking drama performance in small groups, with the teacher monitoring the students. Then, the students perform their speaking drama in front of the class. The post task stage is the reflective stage, which the teacher guides the students to review and analyse the language that students have used in the task of drama. In the implementation of task-based language teaching through drama, teacher and students face challenges. The teachers' challenges are the activity needs a lot of time and differences in each student's speaking ability. On the other hand, the students' challenges are cooperation in the group and insufficient practice time.

Keywords: *Drama, Task Based Language Teaching (TBLT), Teaching Speaking.*

Introduction

In learning English, there are four skills that must be mastered, namely speaking, writing, reading, and listening. As stated by Alvionita et al (2024) that one of the four most important skills is speaking because the primary goal of language learning is to be able to communicate with other people who use English to communicate. As stated by Ilyosovna (2020) that through speaking, individuals can express ideas, share information, and build connections with people from different cultural backgrounds. This is in line with Kaur & Abdul Aziz (2020) that English speaking skills can increase confidence in conveying ideas. As stated by Prastawa et al (2024), with good speaking skills not only boost self-confidence, but also open up greater opportunities to learn.

Learning how to speak English fluently and correctly is an important task for students so that students can be proficient in speaking English. As stated by Issa Al-Khalidi (2020) that learning to speak English fluently and accurately is a significant challenge for students. This is in line with Andini & Indari (2024) that speaking in English can be a challenge, it involves understanding the language well and using the correct grammar and vocabulary. However, many people seem to struggle with having enough vocabulary when speaking.

Based on interview and preliminary observation that the researcher have done to teacher and students at ninth grade students of SMP Maarif 12 Pamekasan, students often face difficulties in expressing their thoughts and interacting fluently in speaking English. In particular, students' limited vocabulary mastery, difficulty expressing ideas and thoughts in English, lack of attention to teachers during learning, and feeling insecure when speaking in front of the class. These constraints hinder students' ability to develop their speaking skills. With this, the teacher must choose the right teaching method so that students can master the speaking skill, with the right teaching method will help students to be able to speak, both at school, daily, and with native speakers.

English teacher should use appropriate teaching method to improve students' speaking skill. As stated by Hermawan (2022), the use of appropriate teaching method is very important because it can facilitate the learning process in order to obtain optimal results. One method of teaching in speaking that teacher can use is task-based language teaching (TBLT). According to Ellis et al (2019) state that task based language teaching (TBLT) is an approach to language teaching that prioritize meaning but doesn't neglect form.

The selection of task-based language teaching (TBLT) as a method of teaching speaking because focuses on language use in real contexts through the completion of relevant and meaningful tasks. As stated by Amsori et al (2023), task based language teaching (TBLT) allows students to practice speaking actively with a specific purpose, so that students not only learn theory, but also apply English in situations close to daily life. This method helps students develop speaking skills naturally as students are invited to communicate, collaborate and solve problems

during the learning process.

As stated by Milon et al (2023) that task based language teaching (TBLT) which is recognized for its effectiveness in solving the complex problems related to language learning, appears as a pedagogical panacea. This is in line with Yuzulia (2021), task based language teaching (TBLT) provides an opportunity for students to practice speaking in groups, strengthening their social interaction skills. By using task-based language teaching (TBLT), students are given the opportunity to practice the language directly in a real context, so that students' motivation and speaking skills can be increase. Through this method, students are not only learning speaking English, but also learn how to apply it in daily life. Therefore, the use of drama in learning allows students to practice speaking.

In the use of task-based language teaching (TBLT), the researcher uses drama as the main medium to carry out learning tasks. The type of drama used is a tragedy drama, namely the legend of Malin Kundang and Keong Emas. According to Syamsuddin & Sari (2021), drama is a form of literary work that has parts to be performed by actors. Drama is an appropriate choice in the implementation of task-based language teaching (TBLT) because in the task-based language teaching (TBLT) students are given the task of practicing speaking and drama is suitable because in drama it is dominant to be able to practice speaking from drama scripts.

As stated by Hardiyanti et al (2021) that students are directly involved in simulating real situations that require the active use of English, so the students can practice speaking skills in relevant contexts. This is in line with Damayanti & Sadikin (2023) drama encourages students to collaborate and communicate during the rehearsal and performance process, in line with task based language teaching (TBLT) principles that emphasise interaction in completing tasks. Task based language teaching (TBLT) through drama can support the development of students' language skills, especially in the aspect of speaking. In this case the researcher uses a drama with a folktales theme to implement task-based language teaching (TBLT). According to Jihan & Hendriwanto (2021) state that drama also gives students the opportunity to learn vocabulary, fluency in speaking, and be more confident when speaking English.

The previous study from this research by Khawa & Rizkiyah (2022) that focuses on the implementation of task based learning through video creation at seven grade students. It demonstrates that making introductory videos positively impacts students' speaking skills, with average achievement scores increasing from 62 to 80 across cycles, meeting success criteria. And the second previous study by Prianty et al (2022) that research focuses on teacher and students' perceptions in the implementation of task-based language teaching (TBLT) in vocational school.

The results indicate that both teacher and students had a positive perception toward task-based language teaching (TBLT), especially its implementation in speaking. The similarity in this research is in the use of task-based language

teaching (TBLT). In this research, entitled the implementation of task based language teaching (TBLT) through drama in teaching speaking, distinguishes itself from previous study by the implementation of task based language teaching (TBLT) through drama in teaching speaking.

This research also employs case study, whereas the previous study used the qualitative method. This research also focuses in teaching speaking. The novelty for this research is the implementation of task-based language teaching (TBLT) through drama. This research will fulfill the gap by implementing at ninth grade of SMP Maarif 12 Pamekasan and use a case study. This research aims to know how the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan and challenges face in the implementation of task-based language teaching (TBLT) through drama in teaching speaking.

Through this research, students at SMP Maarif 12 Pamekasan are expected to not only overcome the difficulty of expressing ideas in speaking, but also become more confident in using English actively. The implementation of task-based language teaching (TBLT) through drama in teaching speaking, the researcher hopes the students' speaking skill can improve and more bravely, so students are more fluent in speaking and more enthusiastic in the class.

Method

The researcher uses a case study. According to Yin (2018), a case study is an inquiry design found in many fields, especially evaluation, in which researchers develop an in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals. A case study was chosen because this research focuses on a specific phenomenon occurring in a classroom environment, where the researcher needs to understand the interactions and process learning in detail. The researcher chooses at ninth grade of SMP Maarif 12 Pamekasan as the research subject.

The researcher chooses ninth grade of SMP Maarif 12 Pamekasan because the students' speaking skill is still low. The number of ninth grade students of SMP Maarif 12 Pamekasan consist of eight students. The data collection is observation, interview, and documentation. The observation using non participant observation and observation conducted twice to get a valid data. Then, interview with the teacher and three students using semi structural interview where the researcher has an interview guide that has been provided. The documentation using image, recording document, and teaching module. All data analyzed descriptively. According to Sahir (2021), The data analysis process is carried out in three stages of the Miles and Huberman (1992) model, namely data reduction, data display, and drawing conclusions. In addition, the validity and reliability of research data through data triangulation to ensure accurate and consistent results.

Results

This research aims to know the implementation of task-based language teaching (TBLT) through drama in teaching speaking and to find out the challenges face in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan. Therefore, the results of this study are categorized into two categories. They are the implementation of task-based language teaching (TBLT) through drama in teaching speaking and the challenges face in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan.

The implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan was obtained from the results of observation. While, the interview was used to find out the challenges face in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan. The following are the results of this research:

1. The implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

Based on observation and interview that have been conducted to teacher and students at the ninth grade of SMP Maarif 12 Pamekasan. The implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan is first the teacher gave greeting and checked the presence of students. After that the teacher teaching speaking by implementation task-based language teaching (TBLT) through drama.

Table 1. The implementation of TBLT through drama in teaching speaking

Stage	The activity
Pre task	The teacher introduced the material and task of drama.
During task	Students do the task of performing a drama in front of the class.
Post Task	the teacher gave reflections to students and provide feedback on the speaking drama.

At the pre task stage, the teacher introduced the material and task of drama. The teacher asked to the students about what drama that students like. Then, Students answered the teachers' question that students like Korean drama, Legend drama, and comedy drama. After the teacher knew about the drama that students like, the teacher showed a drama video entitled the legend of Golden Snail (Keong Mas) used the LCD projector. After showing the drama video, the teacher discussed the speaking of the drama performance in the video, namely the pronunciation, facial expressions, body language, vocabulary, and expressions performed by the

actors in the drama video.

In the pre task stage, the teacher also told students about the task of speaking that students will do, namely by performing drama in front of the class. The task of speaking drama performance made students pay more attention to the explanation that the teacher gave. Students are also more familiar with the task that will be done by giving examples of video drama about the legend of Golden Snail (Keong Mas).

After going through the pre task stage, the next stage is during task. At this stage the teacher gave the task to students, the task is to perform drama in front of the class. Then, the teacher divided the students into two groups, the first group consist of four students and the second group consist of four students at ninth grade students of SMP Maarif 12 Pamekasan. The teacher gave a drama script to each student, the first drama script entitled the legend of Golden Snail (Keong Mas) and the second drama entitled Malin Kundang.

At this stage, students discussed with their groups to divided roles in performing drama. After that, students practiced speaking and memorized the drama script. As for the vocabulary and expressions that students did not know and did not understand, they asked the teacher. Then, the teacher monitored them while practiced the speaking drama. The teacher gave examples of how to pronounce the sentences correctly to students who still did not know how to pronounce the sentence. The teacher also helped students to understand vocabulary and expressions that students did not know. The teacher gave directions to students, so that students could perform the speaking drama well.

At the during task stage, students prepared the drama, practiced speaking and dialogue with friends in the group. Then, the group that was ready came to the front of the class to perform the drama. As for those who performed, the first group with the drama entitled the legend of the Golden Snail (Keong Mas). After that the second group performed their drama entitled Malin Kundang. At the during task, students are very excited in practiced speaking to perform drama. In addition, students are more confident in performing the drama in accordance with the role that played. Students at ninth grade of SMP Maarif 12 Pamekasan also did not feel afraid when speaking drama in front of the class. So, with this task, students practiced speaking.

The last stage is the post task, at this stage the teacher gave reflections to students and provide feedback on the speaking drama that did by ninth grade students of SMP Maarif 12 Pamekasan. The teacher told to the students the pronunciation mistakes made by the students so that students could be better at speaking English. After that, students also practiced related to pronunciation errors. The teacher also guided students to be more fluent in speaking to the students who wasn't fluent in speaking English.

At the post task stage, students became more aware of how to speak English correctly because the teacher gave a reflection on the mistakes made by the students. Students also practiced correct phrase and pronunciation. At the post task stage, the teacher also guided students, described directions, and provided examples of how to speak English correctly. After the stage is completed, the teacher appreciated the students for being able to perform drama well in front of the class. The teacher also motivated students' speaking skill, so students could speak English better. Then the lesson was closed with greeting by the teacher at ninth grade of SMP Maarif 12 Pamekasan.

The implementation task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan is effective for students because students can practice speaking. By using the method of task-based language teaching (TBLT), the teacher can train students' speaking skill and students was not confused when performing task because students are given directions and showed video of drama. As said by Mr. samsul as an English teacher at ninth grade of SMP Maarif 12 Pamekasan:

"Task based language teaching (TBLT) is effectively used in teaching speaking because students are given the task to practice speaking so that they can directly practice speaking. And this drama is also suitable because in the drama students can practice dialogue and speaking because the drama contain dialogue between actors. This method is also easy to apply and become a solution to overcome the difficulty of students' speaking skill at ninth grade of SMP Maarif 12 Pamekasan".

Ninth grade students of SMP Maarif 12 Pamekasan can also be more fluent in speaking by using the method of task-based language teaching (TBLT) through drama in teaching speaking. Students are more fluent because students not only saw drama videos but they are given the task to practice speaking by performing drama in front of the class. As said by the student that *"I can speak more fluently because the teacher has given the script of the drama and has given examples of drama using LCD projector so that I understand more."*

2. The challenges in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

In this research also aim to find out the challenges faced in the implementation of task-based language teaching (TBLT) through drama in teaching speaking. From the results of interview to the teacher and students of ninth grade of SMP Maarif 12 Pamekasan, the challenges faced in the implementation of task-based language teaching (TBLT) through drama in teaching speaking are:

The teacher said that:

"The challenges faced when applying the task-based language teaching (TBLT) method through drama are two. First, the preparation to use this method takes a lot of time and time management because drama takes a lot of time from rehearsal to performance. Second, difference in students' speaking skills are also a challenge because there are students who need more intensive guidance. Maybe that's the challenge I face."

The results of interviews with three students said that: the first student said that the challenge faced in working together in a group to complete the performance task of this drama. The second student said that the challenges faced difficulty to pronounce English correctly. The third student said that the difficulty faced were a lack of time in performing the drama in front of the class because the time to practiced was not enough.

Discussions

1. The implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

The implementation of task-based language teaching (TBLT) is effectively used in teaching speaking because students given the task to practice speaking so the speaking skill of students at ninth grade of SMP Maarif 12 Pamekasan be better. As stated by Sweeney et al (2020), the integration of task based language teaching (TBLT) with drama has the potential to students' speaking skills by immersing them in authentic and interactive communicative scenarios. In addition, drama also supports the implementation of this method in teaching speaking because the drama contains dialogue, so that students can practice speaking through the drama script that has been given.

This is in line with Rojabi & Mustofa (2021), incorporating drama into learning of speaking can create more enhancing the learning experiences, boost student motivation, and promote active participation in the learning process. In addition, the implementation of task-based language teaching (TBLT) through drama can enhance vocabulary, student confidence, and fluency. The implementation of the method of task-based language teaching (TBLT) through drama in teaching speaking can enhance vocabulary because students ask about expressions and vocabulary that students do not understand to the teacher. Then, the ninth-grade students of SMP Maarif 12 Pamekasan can know the meaning of the vocabulary and enhance to students' vocabulary. Students are also more confident in speaking because students are practicing to be actors who make students more confident and happier to practice drama in front of the class.

2. The challenges in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

A. Teachers' challenges in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

The challenges faced by the teacher in the implementation of task-based language teaching (TBLT) through drama in teaching speaking are as follows:

1). Takes a lot of time

The implementation of task-based language teaching (TBLT) through drama, the teacher needs a lot of time. According Saputro et al (2021) stated there are challenges of task based language teaching (TBLT) was time consuming in terms of preparation in implementing task based language teaching (TBLT) through drama, the teacher needs thorough preparation, ranging from preparing a script that matches student abilities, and designing exercise activities to determining the right evaluation. The implementation process also takes a long time because students need to understand the dialogue, practice pronunciation, and prepare well for the performance. In addition, the teacher needs to provide intensive guidance during practice to ensure each student can actively participate and improve their speaking skills. With good planning, this method will become an effective learning strategy to improve students' speaking skills.

2). Differences in each student's speaking ability

Students have different abilities in speaking. Students have different abilities in speaking English depend on their background, learning experience, and confidence level. As stated by Ibrahim & Shahabani (2020), Students' speaking ability is influenced by a number of background factors, including self-esteem, anxiety, motivation, and exposure to the language. This is in line with Upa et al (2024) that there are different levels of speaking ability among students, which can be caused by factors such as language comprehension, speaking experience, and their level of confidence.

Students are able to speak fluently and confidently, while others still have difficulty in pronunciation. This difference is a challenge for the teacher in the implementation task-based language teaching (TBLT) through drama, because the teacher needs to adjust the material, provide different guidance according to students need, and ensure that all students are actively involved in the learning process. With consistent support, the teacher can help students overcome their difficulties and achieve optimal learning outcomes.

B. Students' challenges in the implementation of task-based language teaching (TBLT) through drama in teaching speaking at ninth grade of SMP Maarif 12 Pamekasan

The challenges faced by students in the implementation of task-based language teaching (TBLT) at ninth grade of SMP Maarif 12 Pamekasan are as follows:

1). Cooperation in the group

In the implementation of task-based language teaching (TBLT), students must work together in groups in order to perform a good speaking in drama. In addition, the implementation of task-based language teaching (TBLT) through drama, students must work together in groups to achieve good performance results. This cooperation involves the distribution of roles, discussion of dialogue, pronunciation exercises, as well as understanding the storyline together. However, Group cooperation is often a challenge for students because not all students can work in harmony.

As stated by Lailiyah et al (2021) that group work often creates barriers for students, which can be personal, social, leadership-related or task-related, and these barriers increase over time. This is in line with Tarigan et al (2024) that differences in character and the level of speaking ability of students often hinder the effectiveness of cooperation, so that learning objectives are not always achieved optimally. There are students who tend to dominate, while others are less active in contributing. In addition, differences in speech among group members can affect the training process and the results of the speaking of performance drama.

2. Insufficient practice time

The second challenges in the implementation of task-based language teaching (TBLT) through drama is insufficient practice time. As stated by Neupane (2024) that challenges faced in the implementation of task-based language teaching (TBLT) such as time constraints because task based language teaching (TBLT) requires a lot of time to implement. This is in line with Hasanah et al (2024) that students need sufficient time to practice and explore the roles in the drama in order to use language naturally and expressively. The ideal training process should include understanding the script, practicing pronunciation, intonation, expression, as well as synchronization between group members.

However, limited time in school often makes students not get enough opportunities to practice optimally. As a result, their drama performance is less optimal, especially in terms of speech fluency and proper pronunciation. This challenge requires the teacher to design effective schedules as well as provide additional practice outside of class hours if possible, so that students can prepare better.

Conclusion

The implementation of task-based language teaching (TBLT) consist of three stages that are the pre task, the during task, and the post task. At the pre task stage, the teacher introduces the topic and task of drama. At during task stage, students work on the speaking drama performance task in small groups, with the teacher monitoring the students. Then, the students perform their speaking drama in front of the class. The post task stage is the reflective stage, which the teacher guides the students to review and analyse the language that they have used in the drama task. In the implementation of task-based language teaching (TBLT) through drama, teacher and students face challenges. The teachers' challenges are taking a lot of time and differences in each student's speaking ability. On the other hand, the students' challenges in the implementation of task-based language teaching (TBLT) through drama are cooperation in the group and insufficient practice time. The future researcher can focus on the effectiveness of task-based language teaching (TBLT) through drama.

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