

CHAPTER I

INTRODUCTION

1.1. Research Background

Speaking competency is a component of English language proficiency, where students can convey emotions, thoughts, and reactions in social situations directly through communication. Students can apply the language practically rather than conceptually, as a crucial measure of success in learning a foreign language, such as speaking (Richards, 2025). Therefore, speaking instruction should be designed so that students can apply language patterns in real-world contexts rather than merely memorize them. At the level of elementary school, speaking guidance aims to support students in introducing themselves, naming objects, expressing opinions, responding to basic questions, and sharing a brief experience in performing basic language functions. Furthermore, self-assurance of students is anticipated by speaking instruction in communicating both in the class and outside the classroom (Muammar et al., 2020).

The effectiveness of speaking instruction must be balanced with a learning framework between fluency and accuracy (Ningsih, 2020). However, practice in speaking is dominated by activities such as repetitive of certain dialog and the development of authentic oral production using little rote exercises. Multifaceted linguistics and intuitive obstacles are encountered by students, including the methodological ones. Saragih et al. (2022) found that in elementary school, the most challenges faced by students are poor vocabulary, low pronunciation, grammatical inaccuracy, and lack of fluency. Those difficulties can also be caused by speaking anxiety. According to Hasibuan and Irzawati (2020), the fear of making mistakes is one of the reasons students are reluctant to speak. Supporting this finding, speaking assessments also put pressure on students to practice speaking (Sarihari Sari et al., 2023). Furthermore, Idrus et al. (2025) found that A lack of

practice and role models in speaking results in students having limited fluency. These findings indicate that learning experiences rich in real-world contexts, interactive activities, and linguistic support are essential for effectively addressing affective barriers and linguistic gaps in speaking instruction (Purnawan, 2022; Kurniawan, 2022).

Based on preliminary observations in SD Negeri 3 Bungkulan at six grades, found that teacher-centered learning was dominantly used in the class, where students are asked to repeat the sentences spoken by the teacher in unison, so there is little practice in real-world situations. This learning model is an example of an audio-lingual approach that prioritizes imitation and repetition over contextual and meaningful language production. As a result, there is little student-to-student interaction, only one-way communication between the teacher and students, low active participation, low confidence, and underdeveloped fluency in using English in everyday contexts. Due to time constraints and technical challenges in setting up classroom equipment, teachers also typically rely solely on student workbooks (LKS) as the main teaching resource, using YouTube videos only infrequently. This learning process becomes a passive and unengaging one, which in turn hinders the natural development of speaking skills. Students have fewer opportunities to express themselves and interact with their peers. These field findings are consistent with more in-depth empirical data. Meanwhile, Panduwangi (2021) states that through task-based contextual activities, students will be more motivated and confident in using spoken English. Syarliza et al. (2025) emphasize that speaking proficiency cannot be optimally developed through one-way instruction alone. Alharbi (2015) observed that engaging media support can increase student interest, and Gani et al. (2015) further found that students become passive and unmotivated as a result of traditional, teacher-centered approaches. According to Brown (2001), exposure to the language and active participation in an environment that encourages meaningful social interaction are crucial for the

development of speaking skills. However, this is precisely the thing that is lacking in the current school learning environment.

A contextually relevant, interactive, and communicative approach to learning that addresses these issues requires providing students with genuine opportunities to utilize language, which is not merely about memorizing or repeating it, but rather using it in a meaningful way. According to Willis (1996), the Task-Based Language Teaching (TBLT) approach offers a robust pedagogical solution by using language as a tool to complete authentic, real-world tasks, engaging students in three structured phases: pre-task (topic introduction and linguistic preparation), the task cycle (task execution, planning, and reporting), and language focus (reflection and reinforcement of language forms). This framework promotes student-centered interaction, spontaneous language production, and the development of fluency and accuracy within a single instructional sequence (Padmadewi, 2017; Artini, 2019). A meta-analysis by Medina Fernández (2021) found that the oral skills developed through TBLT interventions yielded moderate to large effects, particularly in terms of fluency and accuracy. Pre-task preparation and task repetition were determined to be the main contributing factors, providing strong empirical support for the effectiveness of TBLT in improving speaking proficiency. Furthermore, even at the elementary school level, Bano et al. (2023) and Syarliza et al. (2025) demonstrated that TBLT effectively improved the fluency, self-confidence, and communicative participation of students.

Quizlet is used as a digital tool across all three phases of TBLT to enhance students' linguistic readiness and address the limitations of traditional teaching media. In the pre-task phase, Quizlet's Flashcards and audio features provide vocabulary input and pronunciation models to prepare students for speaking tasks. Quizlet Live encourages students to engage in group oral communication during the task cycle phase, and the Match

feature serves as a vocabulary check before the reporting phase. During the language focus phase, the Learn and Test modes engage students in practicing the extraction of structured information to reinforce vocabulary retention and grammatical accuracy. This multi-phase integration ensures that technological support is meaningfully integrated throughout the learning sequence rather than merely serving as an add-on tool (Reinhardt & Thorne, 2011). Studies have found that Quizlet helps with language learning. Kurniawan (2023) pointed out that students felt more motivated and engaged in class because of Quizlet's gamified, adaptive design. Sari and Suryani (2021) also found that using Quizlet boosted vocabulary growth and improved pronunciation. In addition to meaningful opportunities to use language in real-world contexts, students will also receive structured linguistic guidance that enhances their readiness, motivation, and confidence in speaking tasks through the integration of Quizlet's multimodal and interactive features with a task-based communicative framework (TBLT).

The technology use and Task-Based Language Teaching (TBLT) has been shown to increase speaking skills of the students; however, there are still several research gaps that need to be addressed, particularly in Indonesian elementary schools. There is limited research that directly connects TBLT and online tools like Quizlet for teaching speaking. Most studies use TBLT involving adults or teenagers (Fitria, 2022), and learners often rely on Quizlet for learning vocabulary (Sari & Suryani, 2021), instead of improving speaking abilities in real conversations. Furthermore, these studies do not assess all elements such as fluency, accuracy, and confidence; most studies only assess improvements in speaking ability in general (Widodo, 2018). Fitria (2022) claims that although social conditions and educational facilities have a significant impact on the methods' efficacy, local research in the primary school context is likewise scarce. Few studies have examined how educators create and lead technology-based speaking assignments, including the efficient use of

digital media in TBLT (Widodo, 2018). Furthermore, because most studies are short-term, they do not provide a sustained picture of the long-term effects of integrating TBLT and Quizlet on students' speaking competencies.

This study was designed to provide preliminary empirical evidence regarding the effects of integrating TBLT and Quizlet on the speaking competencies of Indonesian elementary school students, taking into account the research gaps mentioned above. Three practical and methodological factors led to the selection of a pre-experimental research design utilizing a pretest-posttest of a single-group model ($O_1 \rightarrow X \rightarrow O_2$) in order to accomplish this goal. First, randomization and the creation of a distinct control group are impractical due to the research context's single, intact class at SD Negeri 3 Bungkulan; this condition makes both pure experimental and quasi-experimental designs inapplicable (Creswell & Creswell, 2018). Second, researchers often turn to pre-experimental designs for early-stage studies to determine whether an intervention actually makes a difference (Campbell & Stanley, 1963; Cohen, Manion, & Morrison, 2018). This study works as a first step—to gather some initial numbers on whether the intervention has any real impact. Third, by measuring students' speaking abilities both before (O_1) and after (O_2) they experienced TBLT through Quizlet, the research looks for statistically significant changes in five specific areas: fluency, pronunciation, vocabulary, grammar, and comprehension. The findings here should lay the groundwork for more rigorous studies on using TBLT and digital tools in elementary English classes in Indonesia.

1.2. Problem Identification

The issues that were identified in the sixth-grade class indicate that speaking activities are still dominated by the teacher, who only asks students to repeat words or sentences. This method appears to follow the audio-lingual approach, which, according to Richards & Rodgers (2014), emphasizes only repetition and memorization without providing

opportunities for students to interact or express themselves personally. As a result, opportunities to use the language actively and authentically, whether through dialogue or group work, are rarely provided, causing students to become passive in their communication. This contradicts the principles of effective language learning as outlined by Brown (2001), which involve students in a meaningful, two-way communication process. In addition, teachers still rely heavily on student handbooks (LKS) that are adapted to the curriculum and sometimes use YouTube media to enrich the material. However, the use of digital media is rarely done because it is considered time-consuming in preparing tools, such as projectors and speakers, so teachers prefer conventional methods that do not support the development of students' speaking skills to the fullest. In practice, this kind of learning has not created a communicative and participatory environment, whereas speaking is a productive skill that requires practice, interaction, and adequate media support (Nation & Newton, 2009). Therefore, a more communicative and interactive learning approach is needed, so that students are not only passive imitators, but also active users of language in real contexts.

1.3.Limitation of the Study

This study has several limitations that have to be considered in interpreting the results. First, the research design used was pre-experimental with a single-group pretest-posttest model, where there was no control group as a comparison. This limits the researcher's ability to ensure that the improvement in students' speaking ability is solely due to the TBLT-based learning intervention and the use of Quizlet media, because other factors outside the treatment can also influence changes in learning outcomes. Second, this study was conducted only with grade VI students at SD Negeri 3 Bungkulan. Hence, the scope of participants was very limited and the results could not be widely generalized to the population of elementary school students in other regions or schools. Third, the duration

of the intervention given in this study is relatively short and does not reflect the long-term effects of the application of the learning model, so the observed improvement is temporary. Finally, the study could not fully control for external variables such as individual motivation, parental support at home, or previous learning experiences, which may have influenced the achievement of students' speaking competency.

1.4. Research Question

1.4.1. Is there any significant difference in students' speaking competency before and after the intervention by using TBLT through Quizlet at 6th grade SD Negeri 3 Bungkulan?

1.5. Objectives of the Study

1.5.1. To investigate the significant difference in students' speaking competence before and after the intervention by using TBLT through Quizlet at 6th grade SD Negeri 3 Bungkulan.

1.6. Significance of the Study

1.6.1. Theoretical Significance

Theoretically, this study is expected to enrich the study of the integration of the Task-Based Language Teaching (TBLT) approach with interactive digital media in learning speaking skills at the elementary school level. This study contributes to the development of task-based language learning theory by adding the dimension of technology as a medium to support authentic tasks.

1.6.2. Practical Significance

- For the Students of English Language Education

Through the implementation of authentic speaking tasks assisted by the Quizlet app, students are expected to improve not only speaking fluency and accuracy, but also confidence in using English and this research provides a more active, meaningful and fun learning experience.

- For English Teachers in the Elementary School

Through the results of this study, teachers can obtain a concrete learning model using the TBLT approach combined with Quizlet as a supporting digital media and this research provides direct benefits for English teachers in elementary schools, especially in designing speaking lessons that are more effective, fun, and contextual.

- For other Researchers

The results of this study aim to contribute to the body of scientific knowledge by offering fresh data, insights, or references that may be investigated and improved upon in the future via additional research.

