

**ENHANCING LEARNERS' ORAL FLUENCY AND SELF-ESTEEM IN
USING ENGLISH THROUGH TBLT APPROACH AT UNIVERSITAS
NEGERI PADANG**

THESIS



BY

**LA MAI TULUM
NIM 19178052**

*This thesis is submitted to fulfill one of the requirements
to obtain a degree of Master in Education*

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2021**

ABSTRAK

La Mai Tulum. 2021. Meningkatkan Kefasihan Lisan dan Harga Diri Mahasiswa dalam Menggunakan Bahasa Inggris Melalui Pendekatan TBLT di Universitas Negeri Padang. Tesis. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pengajaran Bahasa Berbasis Tugas (TBLT) telah diakui dan diklaim sebagai salah satu pendekatan terbaik untuk mengembangkan kefasihan lisan siswa di kelas bahasa Inggris. Richard Frost, Nunan (1989:10), Ellis (2003), Long (2015), Willis & Willis (2007) telah menunjukkan banyak manfaat dari penggunaan pendekatan TBLT di kelas bahasa Inggris untuk mendorong keterampilan kefasihan lisan. Penelitian ini berusaha menjawab pertanyaan: dengan cara apa pendekatan TBLT mengembangkan kefasihan lisan mahasiswa serta meningkatkan harga diri mereka dalam menggunakan bahasa Inggris?

Mahasiswa tampaknya memiliki masalah untuk mengembangkan kefasihan lisan dan harga diri mereka karena sedikitnya kegiatan komunikatif, kurangnya paparan terhadap penggunaan bahasa Inggris dan terbatasnya lingkungan yang mendukung di kelas bahasa Inggris. Oleh karena itu, peneliti berusaha untuk memecahkan masalah tersebut dengan memperkaya interaksi mahasiswa, membina keagenan, membangun hubungan dan memberikan tugas pengulangan dengan cara yang bermakna.

Partisipan dalam penelitian ini adalah mahasiswa jurusan Non-Bahasa Inggris dengan jumlah terbatas yaitu 20 mahasiswa dari berbagai fakultas di Universitas Negeri Padang (UNP), Indonesia, sehingga tidak dapat mewakili seluruh sosok mahasiswa UNP. Pengembangan kefasihan lisan mahasiswa diperoleh melalui format berbicara IELTS dengan penguji IELTS terlatih sebagai inter-rater untuk keandalan skor dan peneliti itu sendiri. Di sisi lain, harga diri mahasiswa diperoleh melalui kuesioner yang divalidasi oleh ahli sebelum diberikan kepada mahasiswa. Selain itu, untuk mendapatkan informasi yang mendalam tentang proses penelitian ini, peneliti juga menggunakan catatan lapangan, daftar periksa observasi dan pedoman wawancara di akhir penelitian.

Temuan menunjukkan bahwa kefasihan lisan dan harga diri mahasiswa meningkat melalui pendekatan TBLT dengan cara memberikan kegiatan interaktif, membina keagenan mahasiswa, membangun hubungan dan memilih topik secara menyeluruh untuk terlibat dengan mahasiswa lainnya serta memberikan tugas-tugas pengulangan dalam pembelajaran dengan cara yang bermakna. Penelitian ini menyimpulkan bahwa kefasihan lisan mahasiswa dapat ditingkatkan dan harga diri dapat dipupuk dengan pendekatan TBLT dan oleh karena itu, TBLT sangat dianjurkan untuk diterapkan di pendidikan tinggi kelas bahasa Inggris seperti kelas ESP, asalkan dosen harus dilatih sebelum menerapkan di kelas mereka sendiri sehingga mahasiswa dapat belajar dengan cara yang lebih efektif dalam perjalanan pengembangan bahasa mereka dan membangun harga diri yang lebih baik dalam menggunakan bahasa Inggris.

ABSTRACT

La Mai Tulum. 2021. Enhancing Learners' Oral Fluency and Self-Esteem in Using English Through TBLT approach at the Universitas Negeri Padang. Thesis. English Graduate Program. Faculty of Languages and Arts .Universitas Negeri Padang.

Task-Based Language Teaching (TBLT) has been recognized and claimed as one of the best approaches to develop learners' oral fluency in the English language classroom. Richard Frost, Nunan (1989:10), Ellis (2003), Long (2015), Willis & Willis (2007) have pointed out many benefits of using TBLT approach in English language classroom to foster learners' oral fluency skills. This research seeks to answer the question: in what way does the TBLT approach develop learners' oral fluency and promote self-esteem in using English?

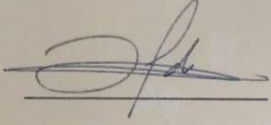
Learners seem to have a problem in order to develop oral fluency and self-esteem due to a few communicative activities, lack of exposure to the English language use and limited supportive environment in their English language classroom. Therefore, the researcher attempted to solve those problems by enriching learners' interaction, fostering learners' agency, establishing a rapport and providing repetition tasks in a meaningful way.

The participants of this research were Non-English major students with a limited number of total students 20 from a variety of faculties at the Universitas Negeri Padang (UNP), Indonesia, and therefore cannot represent the whole figure of the students of UNP. The students' oral fluency development was accessed through the IELTS speaking format with a trained IELTS examiner as an inter-rater for the reliability of the score and the researcher himself. On the other hand, learners' self-esteem was accessed through questionnaires which are validated by the expert before delivering to the students. Moreover, in order to receive in-depth information of this research process, the researcher employed field note, observation checklists and interview guidelines was also used at the end of the research.

The findings demonstrated that learners' oral fluency and self-esteem was enhanced through TBLT approach in a way of providing interactive activities, fostering learners' agency, establishing rapport and selecting the topics thoroughly in order to engage with the learners and providing the repetition tasks in a meaningful way. The research concluded that learners' oral fluency was enhanced and self-esteem was fostered with the TBLT approach and therefore, the TBLT is highly recommended to implement in higher education of English language classroom such as ESP classes, provided that teachers should be trained before implementing in their own classroom so that learners could be equipped with more effective ways for their journey of language development and building better self-esteem in using English.

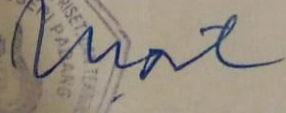
PERSETUJUAN AKHIR TESIS

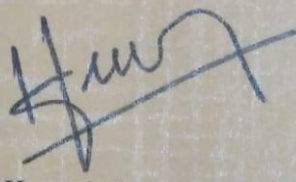
Mahasiswa : La Mai Tulum
NIM : 19178052
Program Studi : Pendidikan Bahasa Inggris

Nama	Tanda Tangan	Tanggal
Dr. Havid Ardi, S.Pd., M.Hum. Pembimbing		12/7/21

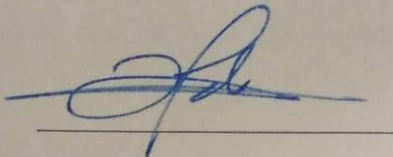
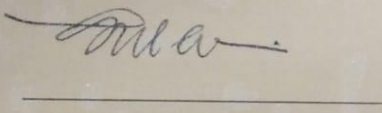
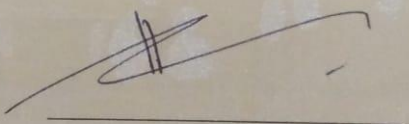
Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang

Ketua Program Studi


Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 19690212.199403.1.004


Dr. Hamzah, M.A., M.M.
NIP. 19611221.199003.1.001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGIESTER KEPENDIDIKAN**

No	Nama	Tanda Tangan
1		
	Dr. Havid Ardi, S.Pd., M.Hum. (Ketua)	
2		
	Dr. Zul Amri, M.Ed. (Anggota)	
3		
	Dr. Ratmanida, M.Ed.TEFL (Anggota)	

Mahasiswa

Mahasiswa	: La Mai Tulum
NIM	: 19178052
Program Studi	: Pendidikan Bahasa Inggris
Tanggal Ujian	: 7 May 2021

SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, dengan judul **"Enhancing learners' Oral Fluency and Self-Esteem in using English Through TBLT approach at Universitas Negeri Padang"** adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
2. Karya tulis ini murni gagasan, penilaian, dan rumusan saya sendiri, tanpa bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing.
3. Di dalam karya tulis ini tidak terdapat hasil karya atau pendapat yang telah ditulis atau dipublikasikan orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan dalam daftar pustaka.
4. Pernyataan ini saya buat dengan sesungguhnya, dan apabila dikemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sesuai dengan norma dan ketentuan hukum yang berlaku.

Padang, July 2021
menyatakan



La Mai Tulum
NIM. 19178052

ACKNOWLEDGEMENT

First of all, I would like to say thanks to the Lord who has given me the strengths, perseverance, and a healthy life in order to accomplish this thesis during my stay in Indonesia. This research would not have been done if I had not have received any help from my family, supervisor, examiners and friends throughout my research process. Moreover, I would like to say thanks to the Universitas Negeri Padang (UNP) for giving me a chance to study as an International student and one of the scholarship recipients and therefore, it is an honor to be able to receive a scholarship program to study here so that I could study here without any worries of finances.

As it is said, I have received lots of useful insights to accomplish this thesis from many people. Dr. Havid Ardi, S.Pd, M.Hum as my supervisor, has been a great support to accomplish this thesis. I owe huge thanks for his unfailing patient and providing constructive criticism and lots of insightful to my endless questions. I also would like to express my heartfelt gratitude to Dr. Zul Amri, M.Ed and Dr. Ratmanida , M.Ed, TEFL for their great contributions to my thesis through giving constructive criticisms and helpful answers so that I could comprehend my research in a better way.

Last but not least, my collaborator and inter-rater, Mr.Mirtahurrizki Habiburrahman, and Ms.Britta for their unstinting flexibility and have shown genuine interest throughout this research. Without having their assistance, this research would not have been possible to accomplish. Moreover, I would like to thank my students who participated in this research as well. Of course, my family's encouragement and support were the reasons that I could survive throughout my time of ups and downs here in Indonesia. Last but not least, I was very fortunate enough for having such wonderful and supportive friends that I have made during my studies here as an international student, and therefore, I would like to express my heartfelt gratitude to my friends who made my journey much easier and rewarding experience. It is a true blessing and wonderful to study in such a supportive environment.

Padang, July 2021
The Researcher,

La Mai Tulum

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
PERSUTUJUAN AKHIR TESIS.....	iii
PERSUTUJUAN KOMISI UJIAN TESIS	iv
SURAT PERNYATAAN... ..	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES.....	xii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Focus of the research.....	9
D. Limitation of the Research.....	9
E. Research Questions... ..	10
F. Objective of the Research	11
G. Significance of the research	11
H. Definition of key terms	12

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Theories	13
-------------------------------------	----

1. TBLT in Language Teaching	13
2. Defining Task-Based Language Teaching	17
3. Defining Oral Fluency and Speaking skills	24
4. Defining Self-Esteem in Foreign Language Learning	30
B. Review of Related Researches	36
C. Conceptual Framework	41
CHAPTER III: RESEARCH METHODOLOGY	
A. Type of Research.....	42
B. Research Setting.....	43
C. Participants	43
D. Instrumentation	44
E. Research Procedure	51
F. Technique of Data Collection	56
G. Technique of Data Analysis	59
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	
A. Implementation Process	63
1. Pre-Implementation	
Process	65
2. Implementation Cycle I and Cycle II	66
B. Findings... ..	100
C. Discussion	110
CHAPTER V: CONCLUSION, IMPLICATION, & SUGGESTION	
A. Conclusion	123
B. Implication	124
C. Suggestion	126

BIBLIOGRAPHY	127
APPENDICES	133

LIST OF TABLES

Table	Page
2.1 Components of TBL Framework.....	19
2.2 IELTS speaking Format... ..	30
3.1 Scoring Rubric of Oral Fluency (Adapted from the IELTS)	46
3.2 Teacher’s Observation Checklists... ..	47
3.3 Students’ Observation Checklists... ..	48
3.4 Indicators of Interview Guide for enhancing Self-Esteem and Oral Fluency through TBLT approach.....	49
3.5 Indicators of Questionnaires about Self-Esteem	50
3.6 The Research Field Note.....	51
4.1 The results of Oral Fluency Pre-Test... ..	63
4.2 The results of Self-Esteem Pre-Test.....	64
4.3 The Schedule of First cycle and Oral-Fluency Test I.....	70
4.4 The Oral Fluency Test Results (Cycle I)	80
4.5 The Self-Esteem Test Results (Cycle I).....	81
4.6 The Schedule of Cycle II and Oral Fluency test II.....	87
4.7 The Oral fluency Test Results for Cycle II	100
4.8 The Self-Esteem Test Results for Cycle II.....	101

LIST OF FIGURES

Figure	Page
(2.1) Components of TBL Framework	19
(2.2) Conceptual Framework	41
(3.1) Cyclical AR Model Based on Kemmis and McTaggart	52
(4.1) The Oral Fluency Development from Pre-Test to Cycle II	104
(4.2) IELTS Band Descriptors... ..	105
(4.3) Self-Esteem Development.....	106
(4.4) The Mean Scores of the Oral Fluency and Self-Esteem.....	112

LIST OF APPENDICES

Appendix 1 Schedule of the Conducting the Research

Appendix 2 Observation Checklists for Teacher and Students

Appendix 3 Research Field Notes

Appendix 4 Questionnaires for Accessing Self-Esteem

Appendix 5 Interview Questions

Appendix 6 Scoring Rubric of the Oral Fluency

Appendix 7 Lesson Plans for Cycle I and Cycle II

Appendix 8 Oral Fluency Test Questions

CHAPTER I

INTRODUCTION

A. Background of The Problem

Owing to the unprecedented rise of English in today's world, being able to speak in English fluently and confidently has become an integral part of the learners of English for effective communication skills. Being able to speak fluently in English gives more opportunities for further studies and chances of getting a promotion in workplaces. Therefore, learners of English as a second or foreign language are craving for learning English to be able to speak fluently and confidently to communicate with others academically or personally all over the world. In particular, in Indonesia, higher education students would like to learn English and speak fluently not because they would like to live in other countries but because being able to speak English provides more opportunities to study abroad and helps their communication skills better.

Despite the fact that the majority of students have not been provided to enhance their oral fluency skills as well as their self-esteem while learning English at tertiary education level due to limited time, lack of communicative activities in the classroom, as a result lack of opportunities to use the language. (J. Willis, 2009) said that "Is there any point in knowing the grammar if you can't use it". In fact, learners have been learning English for a decade before they got into University but still find it difficult in speaking English and afraid to communicate with others in English, in particular, oral fluency skills seem to be a daunting task to be able to achieve due to the fact that language is much more than a grammatical system but language classrooms fail to recognize in this regard(J.

Willis, 2009). According to a researcher's experience, some university students speak barely in English and not even being able to produce a basic sentence smoothly when it comes to speaking which made the researcher thinking of conducting this research to develop higher education students' oral fluency as well as their self-esteem in using English.

The main causes of poor oral proficiency in English among university students seems to be the following factors: (1) lack of exposure to the language use, (2) learners seems to be taught with less effective methods to develop communication skills in English language classroom, and (3) poor supportive environment to use English while learning English in the language classroom freely. The researcher shall examine those factors briefly before concluding the background problems of this research.

First and foremost, students might not have much exposure to the English language in their daily life. In other words, learners are not given opportunities to use the language even in the English language classroom to practice with their peers due to the fact that classroom language is usually dominated by the Bahasa Indonesia as opposed to the English language and lesson plans do not give opportunities to use and interact with their peers. Maryansyah & Wadison (2017) said that even tertiary education students of English tend to speak Bahasa Indonesia while presenting their final project. The researcher also frequently notices that students sometimes explain their research in Bahasa Indonesia. Moreover, the time spent in English language classrooms is generally limited; in fact, there is only one year which accounts for approximately eight months for the duration of four years academic calendar. Therefore, learners need to be exposed

to the language use which can reflect on their real-life situation and should be given more opportunities to use language as much as possible in the classroom to be able to develop their oral fluency skills as well as self-esteem in doing so. Indeed, it has been shown that language exposure plays a vital role in the foreign language learning process (Khoshsima and Shokri, 2016). In this regard, the Task-Based Language Teaching (TBLT) approach can provide exposure to the target language through interaction and discussion as a result, learners' are more likely to develop their oral fluency skills. Chong (2017) highlights the importance of interaction in the language classroom as "The primary goal of the English language learner however is the ability to communicate in different circumstances with a range of conversation partners".

Another problem is that learners are taught not for communicative purposes but for the purpose of learning vocabulary and mastering grammar. Therefore, their oral fluency skills are rather neglected for the sake of grammar and lexis. That is to say, learners mostly spend only memorizing words, focusing on grammar points, and translating words while learning English in the classroom. According to (J. Willis, 2009), there is no point knowing grammar if it cannot be applied in the real conversation. Therefore, just knowing grammar is not sufficient, and need to be able to use and apply it to the real setting communication skills. Having said that, the problem is increased when Bahasa Indonesia is used throughout the lesson, in fact, when English is prioritized in the first place; courses are expected to be more effective. Effectiveness is also increased when teaching makes space for speaking activities and interaction. In

fact, these activities are crucial elements for the development of speaking skills, in particular for oral fluency skills.

Moreover, learners might not have given opportunities to enhance their oral fluency skills as well as their confidence to speak without being afraid of making mistakes. According to Albino (2017), being confident to speak maximizes the production, the development in grammatical accuracy, the elaboration of utterances and the enhancement of interactional language and therefore, stimulates students' self-esteem in using English.

Last but not least, lack of a supportive environment is also one of the problems to the acquisition of oral fluency skills in English and in fact has a huge impact on self-esteem as a result. When learners are being judged and made fun of when they make mistakes by their peers and teachers, ultimately, they are more likely to be less receptive to the acquisition of language skills. They become reluctant to speak not because they do not want to but because they are afraid of making mistakes in front of their peers. In this regard, the teachers play a vital role to encourage learners to speak. In fact, creating a safe speaking environment to learn and use a new language comfortably where there is no reason to be afraid of making mistakes contributes to learning the language effectively. Dornyei (2018) in his **International Association of Teachers of English as a Foreign Language (IATEFL)** talk, mentioned five principles for a safe speaking environment namely; (1) adequate time and place (2) immersive activities (3) student-selected topics (4) positive peer interaction, and (5) appropriate feedback. By looking at these principles, it highlights that the importance of giving sufficient time for the learners during the lesson and engaging with the tasks, as a

result, they are more likely to interact with their peers. Speaking of the TBLT approach, learners should be given sufficient time in order to perform the tasks well. It is said that actively engaging learners in meaning-focused activities in class is explicitly designed to achieve this (Willis and Willis, 2009). Therefore, it is important to keep in mind this when designing lesson plans through the TBLT approach, however, some research seems to be poorly designed in this regard.

Moreover, one of the most effective ways to teach a language is through engaging learners in authentic language use by designing tasks carefully, discussions, games, activities which reflect learners' real world situation (Willis and Willis, 2007). It indicates that the importance of authentic interactive tasks and safe learning environment promote fluency and as a result significantly contribute to learners' language achievement. Otherwise, the attempt of teaching and learning process without giving such an enjoyable learning environment to use language in real-life settings would not be effective as it would expect.

It can be seen that there are three main problems that learners of English encounter in developing their oral fluency and promoting self-esteem in using English in higher education. In fact, university students are supposed to be able to speak at least an intermediate level of English by the time they get into University. According to the researcher's experience in communicating with students, only a few are at the intermediate level B1 according to the Common European Framework of References (CEFR) but the majority of them are at level A2, which indicates just an elementary level in the command of English language. In fact, TBLT (Task-Based Language Teaching) is considered, in the scientific world of language teaching, as one of the most effective methods to enhance learners' oral

fluency mainly because it can even promote the students' self-esteem. Willis and Willis (2009), learners should be able to use the language with speed and confidence even if this means sacrificing grammatical accuracy if you want them to acquire more abilities to communicate in English.

Therefore, we can reasonably propose that the TBLT approach is an effective method to teach a foreign language because (1) it provides opportunities to interact with peers during the lesson through authentic interactive tasks and discussion activities (2) The teacher's role in this approach is merely the role of a facilitator or language advisor which makes this approach a learner-centered approach as opposed to a teacher-centered one and therefore, it is expected to boost learners' self-esteem; (3) it can support the friendly environment through engaging with the topics to learn and use a new language, as learners are learning by doing and not just listening to the teacher talk. Lastly, it promotes a good language classroom environment because learners usually have to interact with each other to accomplish the tasks as a group or pair in the learning process.

In fact, there are very few articles and research on self-esteem and the acquisition of a foreign language through the TBLT approach. Kholik (2017) conducted research entitled: "The correlation between students' self-esteem and their writing ability at second grade of SMAN 1 Pringsewu". Results indicate that promoting learners' self-esteem leads to their improvement of writing ability, however, this research conducted without using the TBLT approach, and therefore, the researcher hypothesizes that learners' oral fluency skills could also be developed through promoting self-esteem. On the other hand, there are many previous types of research conducted on the TBLT, however, the promotion of

learners' self-esteem in foreign language learning through the TBLT approach seems to be paid less attention to. For example, Ekaputra (2016) conducted research entitled: "Improving students' speaking skill through task-based language teaching at the eleven grade of Diniyah Puteri Islamic senior high school Pekanbaru". In his research, every lesson plan seems to be exactly the same apart from the topics for each meeting without anticipating learners' language problems. Since the TBLT approach primarily focuses on meaning, it is expected that the teachers, when designing a lesson plan, foresee testing the understanding of the meanings of the target language. However, in his research, concept checking also seems to be lack throughout the lesson and in fact, the lesson is rather topic-based as opposed to task-based. Therefore, this research is different from the previous research as IELTS assessment criteria is also be employed in order to measure learners' oral fluency and the importance of self-esteem in language learning was carried out through TBLT in the higher education setting.

Enhancing learners' self-esteem significantly contributes to their development of oral fluency skills in using English because students are normally shy to speak in English and afraid of making mistakes in doing so due to anxiety and low self-esteem. Shepherd (2020) said, "Students all over the world are underachieving in speaking exams because of nerves". Moreover, according to Horwitz (2000), "Many learners experience anxiety when they feel that they are unable to be themselves when speaking a new language". If only language classroom provides an environment where learners are given plenty of time to practice their English and being encouraged to interact then learners' self-esteem, as well as their oral fluency skills, can be developed. Therefore, in considering the

factors outlined above, the researcher is interested in conducting the following research topic: *“Enhancing Learners’ Oral Fluency and Self-esteem in using English through TBLT approach at Universitas Negeri Padang”* due to the fact that there is very little research on higher education with TBLT approach, self-esteem is paid less attention through TBLT approach in the English language classroom and finally classroom action research with TBLT approach in the English language classroom should be done more at higher education.

B. Identification of the problem

Becoming fluent in oral English through the development of self-esteem at students of Universitas Negeri Padang faces some challenges. One of the challenges is exposure to the English language is very limited even in the classroom and poorly designed the lesson plan of TBLT as a result, oral fluency is limited. Another challenge is very few communicative activities are used in the classroom and finally, insufficient supportive environment seems to be occurred in the classroom, as a result, low self-esteem has occurred.

It can be seen that these problems could be phenomenon problems in the typical English language classroom however, some research based on the TBLT approach have been paid less attention in relation to fostering learners’ self-esteem, misunderstanding of what the task is, and poorly designed the lesson plan and therefore, learners’ oral fluency is limited and lead to low self-esteem in using English.

C. Focus of the Research

Due to the identification of the problems above, the researcher conducted the research employing the TBLT approach framework in order to develop learners' oral fluency skills as well as self-esteem by using through Classroom Action Research entitled as follows: *“Enhancing learners’ Oral Fluency and Self-Esteem in using English through TBLT approach at Universitas Negeri Padang”*. Therefore, it can be seen that the focus of this research is how the TBLT approach helps learners' oral fluency skills to get better and develops self-esteem in using English at the same time while learning English.

D. Limitation of the Research

This research has some limitations in relation to accessing learners' oral fluency. Generally speaking, according to Lennon (2014), the potential indicators of fluency can be accessed through speech rate, interruptions, and percentage of repeated and self-corrected words, pauses, length of speech. Moreover, (Segalowitz, 2010) also mentioned that oral performance can be examined through speech rate, phonation ratio, articulation rate and mean length of runs. However, this research of accessing oral fluency is based on IELTS criteria in which oral fluency is accessed through how learners are able to speak at length without noticeable effort in using English, ability to maintain flow of speech with only rare repetition and develop the topic logically and appropriately without having much difficulty to express and hesitation can occur only content related as opposed to the finding words. Therefore, this research of oral fluency is limited to

the measurement of speech rate and mean length of runs and only related with reference to fluency indicators of the IELTS.

E. Research Questions

According to the identification of the problems above, it can be formulated and stated as the following:

1. How does the TBLT approach enhance oral fluency skills through action research at the students of Universitas Negeri Padang?
2. How does the TBLT approach aids to promote learners' self-esteem when it comes to communication with oral English?

F. Objective of the Research

The purpose of this research is to discover the answers to the research questions stated in the formulation of the problem above as follows:

1. To study how the TBLT approach helps learners' oral fluency by giving them a chance of exposure to the language used and providing interactive activities so that they can improve their oral fluency in using English through classroom action research.
2. To figure out how the TBLT approach helps building learners' self-esteem in communicating through oral English?

G. Significance of the Research

The aim of conducting this research is to understand, in an Indonesian context, the Universitas Negeri Padang, how the TBLT approach can enhance learners' oral fluency skills as well as their self-esteem in using English through carefully designing the lesson plans, employing standardized test to assess oral

fluency, interview, and questionnaire to measure the improvement of self-esteem. The result of this research is expected to be beneficial to all teachers of English.

Therefore, for those who are experiencing the same problems in helping out learners' oral fluency and coping with shy students will benefit from this research. Actually, there are many research which focus on TBLT approach in developing four skills but this research only focuses in relation to oral fluency and promoting learners' self-esteem and therefore, this research will be significant from other research in the perspective of TBLT approach particularly in designing lesson plans thoroughly and testing oral fluency with reference to the standardized test which is called IELTS. Finally, for those who would like to start implementing TBLT approach in their classroom at higher education level and would find it useful to help shy students to be more confident in using English as well.

H. Definitions of Key Terms

The definition of key terms are provided in order to avoid misunderstanding between what the researcher means and the readers' perceptions of some essential terms which are mentioned throughout this research and therefore, the researcher explains the definition of key terms as follow:

1) TBLT approach

TBLT stands for Task-Based Language Teaching and its approach basically means the method or technique in teaching the English language by focusing on meaning through authentic interactive tasks that promote fluency skills. TBLT approach lesson plans are designed to reflect on learners' real-life situations and, as a result, provide language exposure through interacting with their peers during the learning process. Furthermore, the TBLT approach is supposed to be learner-

centered as opposed to teacher-centered. In other words, teachers are supposed to be facilitator or language advisors to promote learners' opportunities of interaction with their peers by using English throughout the lesson as much as possible.

2) Oral Fluency

There are many definitions of this term but in this research, the concept is defined as being able to speak without having too much hesitation and without misunderstanding by the listeners during a conversation. Furthermore, being able to speak fluently can also be regarded without too much repetition of the same words. Oral fluency does not mean speaking fast but rather speak at a natural pace appropriately and hesitation only occurs in terms of content-related of the topic, not to the language or grammar to develop the topic appropriately and logically to maintain the flow of the speech.

3) Self-Esteem

Self-esteem is defined in this research as being able to speak English confidently without being afraid of making mistakes and being judged. When students make some mistakes, they should be able to keep going on their conversation without feeling negative for being judged. In other words, learners feel more comfortable using the English language to interact with others without worrying too much about making mistakes even though having limited English language ability. There are three types of Self-Esteem namely, task self-esteem, specific self-esteem and global self-esteem (Brown, 2007). In this research, learners are accessed based on these self-esteem.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. CONCLUSION

After conducting the research, the TBLT approach indeed proved that it is one of the effective teaching methods to enhance learners' oral fluency and self-esteem through action research cycle according to the findings of the research. Therefore, the researcher draws the conclusion of how the TBLT approach can be considered as an effective teaching approach to enhance learners' oral fluency skills and self-esteem in using English at the tertiary education level.

Since this is a classroom action research, there are four processes to conduct this research namely: Planning, Action, Observation and Reflection. Planning includes oral fluency test before conducting the research and questionnaires for self-esteem. Furthermore, there are lesson planning procedure, observation checklists and field notes for the collaborator to comment on so that the researcher could reflect on his teachings and whether the researcher follows according to the framework of the TBLT approach. In lesson plan procedures, the researcher planned the lesson carefully and analyzed the language and anticipates the problems and possible solutions to solve those problems and detailed lesson plans can be seen in the appendices.

Action, observation, and reflection are the energy to keep doing this research. Throughout the process, the researcher built to have a good rapport with his students while implementing the TBLT approach through classroom action research cycles and the researcher and learners were constantly observed by the collaborator so that the

researcher knows more about what happened during the teaching and learning process with the assistance of the collaborator in order to achieve positive outcomes between researcher and learners for the next meetings.

Reflection is the final stage of the action research but not at least. This stage is the cornerstone of the researcher to be able to discover and finding ways to solving the problems to get better at the teaching process. In this case, the researcher mainly based on the collaborator's comment on field notes, observation checklists, lesson procedure's comment, and watching video recordings. As a matter of fact, this reflection stage was indeed supportive to move on to better teachings and as a result, able to help learners' oral fluency development and self-esteem in using English.

To sum up, through planning, action, observation, and reflection of this research were giving constant feedback on what the teacher should do while implementing TBLT in the language classroom as a result, the researcher discovered what things should be considered to enhance learners' oral fluency and self-esteem. The following factors are some of the critical elements which helped learners' oral fluency skills and self-esteem development while conducting this research namely; (1) scaffolding (2) task-repetition (3) building rapport with the learners and (4) translanguaging. Therefore, this research concludes that TBLT approach is one of the effective ways to enhancing learners' oral fluency and self-esteem through classroom action research because learners were encouraged and fostered to develop communicative competence as well as learner agency as a result, learners gain better self-esteem in using English and develop their communication skills through authentic language use in the classroom.

B. IMPLICATION

Owing to the findings of this research and discussion, there are some implications of the TBLT approach in English language education at higher education level of Indonesia.

First of all, the TBLT approach can also be implemented in the ESP classroom well as the researcher discovered that the topics were chosen mostly based on learners' interests and their subjects during the action research process and therefore, it would be perfectly suitable with TBLT approach in the ESP classes at the tertiary education level because according to Skehan (1998:98), in the TBLT approach meaning is primary and assessment of the task is in terms of outcome and therefore, learners' oral fluency will be enhanced in the ESP classes through TBLT approach.

Last but not least, exam preparation classes can also be taught through the TBLT approach however, it depends on what exams the learners are going to take. IELTS exam preparation, for example, can be taught through the TBLT approach as this research was employed a speaking exam format to assess learners' oral fluency and found some improvements. On the other hand, some exams such as testing learners' grammatical knowledge such as multiple choices exam-oriented, TOEFL prediction test would not be suitable with the TBLT approach because it does not assess learners' communicative competence which they might possess in the real-world situation.

C. SUGGESTION

Due to the conclusion and implication above, this research would like to suggest humbly implementing the TBLT approach in the English language classroom at the tertiary education level as follows:

First of all, Task-based language teaching has been proved as one of the effective methods to help learners' language development but an understanding of the tasks is vital as a teacher role in doing so because the teachers' understanding of the tasks is varied according to the literature and previous research. If the tasks are relevant to the learners' interests and real life than learners will be equipped with more effective ways of teaching and will be fostered their communicative competences at the higher education level.

Secondly, when it comes to scaffolding and task-repetition in applying with the TBLT approach, it demands teacher's pedagogical knowledge, language competence and creativity therefore; teachers should be trained before applying in their own classroom such as teacher training with practical activities and should continue professional development in the ELT field because as far as researcher is concerned, some of the English language classrooms are being taught with untrained English language teachers which can tremendously impact on learners' language development and most importantly, their motivation and self-esteem towards learning English might be discouraged at higher education level.

BIBLIOGRAPHY

- Ahmadian, M. J. (2012). Task repetition in ELT. *ELT Journal, Oxford University Press*, 66(3), 1–3. <https://doi.org/10.1093/elt/ccs020>
- Aziz, A., Agama, I., Negeri, I., & Bengkulu, I. (2018). THE EFFECT OF TASK-BASED LANGUAGE TEACHING (TBLT) STRATEGY ON STUDENTS' SPEAKING ABILITY IN DEMONSTRATIVE SPEECH Abdul Aziz Institut Agama Islam Negeri (IAIN) Bengkulu. *Journal of Linguistics and Language Teaching*, 4(2), 20.
- Brown, H.D (2000), "Principles of Language learning & teaching, New York, Longman.
- Burns, A. (2009). *Doing Action Research in English Language Teaching* (First Edit). Routledge.
- Dore, C. (2016). *Perceptions of Fluency Author 's Name : Cecilia Dore University of Reading* (Thesis Dis). University of Reading. university of Reading
- Du, L. O., & Korea, U. K. S. (2021). Humanising Language Teaching How I Learned to Stop Worrying and Love Task-based Learning and Teaching (TBLT): An Action Research. *Humanising Language Teaching, December 2019*, 1–7.
- East, M. (2021). *Thinking Allowed Research into practice : The task-based approach to instructed. 2017*, 412–424. <https://doi.org/10.1017/S026144481700009X>
- Ekaputra.A (2016), "Improving students' speaking skill through task-based language teaching (TBLT) at the Eleventh grade of Diniyah Puteri Islamic Senior High School Pekanbaru.
- Ellis, R. (1994), "Implicit and Explicit learning of languages". London; Academic Press