ABSTRACT

The purpose of this study is to determine whether or not the use of task-based language teaching (TBLT) has an impact on improving the speaking skills of 8th grade students of MTs Bahrul Ulum Kemlagilor. The design of this research is a Quasi-experimental research and the methodology is quantitative. The VIII grade students of MTs Bahrul Ulum Kemlagilor were the population of this study, and the sample of this study consisted of 20 VIII A students as the experimental class and 20 VIII B students as the control class.

The validity used in this study is content validity. This validation was done by asking the lecturer to be an expert judgment to validate the instrument. SPSS 26 was used in this study to consider the speaking test data. The speaking test was used as a tool in the data collection of this study. The findings of this study showed that the mean score of the experimental class pre-test was 58.60 and the mean score of the control class pre-test was 51.10. after receiving the treatment, the mean score of the experimental class post test was 82.25 compared to the control group's score of 60.75. The findings of the analysis showed that there was a considerable difference. The t-test formula was used to assess the data. The result of the post-test independent sample test was $0.000 > 0.05$ (2-tailed). It can be concluded that HO is rejected while Ha is accepted. The result of the Independent sample test post-test is $0.010 > 0.05$ (2-tailed). It can be concluded that HO is rejected while Ha is accepted.

Therefore, the results of the task based learning teaching analysis are impact as a learning method to help improve students' speaking skills. Future Research, In this study the author hopes that further researchers will conduct research on how task-based learning (TBLT) teaching affects English speaking in different cultural or educational contexts, as well as explore the role of technology in supporting TBLT, such as the use of online platforms, applications, or virtual reality to improve speaking practice. Expanding research to examine how TBLT task-based teaching affects other language skills such as listening, reading, and writing, in addition to speaking.