

## Group Task Management Towards Students' Speaking Performance of Ma AT-Tahzib Kekait

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ARTICLE INFO	ABSTRACT
Article history	This research was aimed: To find out significant effect of using Group Task Management (GTM) in teaching speaking at MA At- Tahzib Kekait, Lobar. The kind of this research was quantitative research. The sample of this research was the XI grade students of MA At-Tahzib, Kekait. In this research, the researcher gave a treatment and prepared a test in form of multiple choices to look for the effect of using Group Task Management (GTM). The result of the data analysis indicated that the students of MA At- Tahzib Kekait attained high score on the post test for experimental group who were treated by using GTM strategy. It means that the use of GTM strategy gave a significant effect in teaching speaking at the XI grade students of MA At- Tahzib Kekait. The result of hypothesis testing that the alternative hypothesis was accepted. It was provable that t-test was higher than t-table, which was the value of t-test was 1.830 and t-table in df 0.05 was 1.671.
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### 1. Introduction

Speaking is the real-time, productive, aural/oral skill (Bailey, 2003:48). It is real time because the other interlocutor is waiting for the speaker to speak right then and the speaker cannot revise his response as he might do in writing. It is productive because the language is directed outward. And, it is oral because the speech is produced orally. Speaking is one of the most important and essential skills that must be practiced to communicate orally. Through speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another.

The ability to speak well can be seen as an indicator of a language skill. The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their

improvement on speaking the language. In genuine communication, speaking is purpose-driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends, etc. Therefore, it can say that speaking as a skill is playing significant role for the learners who studied English especially as a foreign language.

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. High School students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in the later level of education. But in fact, most of High School students 'speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance.

Based on the researcher's observation and discussion with the English teacher at MA At-Tahzib Kekait, Lobar, the researcher concludes that the student still has problem in their speaking. They got some difficulties in expressing themselves in order to create a right language learning interaction environment. Therefore, their speaking performance is adequate at best compared to their peers in a similar level of education. It caused by many factors. One of those factors is their difficulty when organizing themselves in a right interaction situation. This problem caused them some problems in order to learn the second language, individually or collectively. Low performance in the oral aspect of the language, along with psychological and social inhibitions students face, could be considered among those factors which prevent students from the attempt to freely express themselves in a foreign language they do not master yet.

One of the available solutions to help them in overcoming the problems of the students is the strategy known as Group Task Management (GTM). Group task management is the process of managing a task through its life cycle. It involves planning, testing, tracking and reporting. Group tasking can help either individuals achieve goals, or groups of individuals to work together and share knowledge for the accomplishment of collective goals.

The strategy is chosen based on researcher's opinion that by arranging the students in a group, they will be put in a condition where they are forced to interact among themselves. The researcher assumes that group work learning affords students, with some scale of advantages that may not be found in the instruction of learning individually, because a

group of students can accomplish meaningful learning especially through their discussions, interactions, dialogues. And that, in researcher's opinion, is better than any individual can.

Based on the statement above the researcher is interested to conduct a research which entitled "The effect of GTM (group task management) towards students' speaking performance at MA At-Tahzib Kekait, Lobar". The objective of the study is to find out the effect of GTM (group task management) towards students' speaking performance at MA At-Tahzib Kekait, Lobar.

## 2. Research Method

Research design is the preparation of the design of the research project (Kothari, 2004: 31). This research will be conducted with the aim of knowing the effect of group task management method toward the students speaking performance. The method that is going to be used in this study is experimental. It applies a quasi-experimental design; the non-equivalent control groups design. This research will be involving two groups of students, namely experimental group and control group. The researcher will apply an experimental design in this research, because this research intended to know the effect of group task management strategy toward students speaking performance.

The design of this research can be pictured as follows:

Pattern:		
O1	X	O2
O1	-	O2

Pattern = Experiment

O1 = Pre test

X = Treatment

O2 = Post test

Population of study is all the members of a group about which you want to draw a conclusion (Levine, 2005: 2). In another word, population is number of groups' interest to the researcher, a number of groups which she or he would like to find out results of the study. In this case, the population of this study is the second grade Student of MA At-Tahzib, Kekait

in academic year 2015/2016. There are two classes of the second grade with 43 students and they are showing in the following tables:

Table 3.1: The Population of the Research

Class	Number
XI IPS I	23
XI IPS II	20
<b>Total</b>	<b>43</b>

According to Levine (2005: 2), sample is the part of the population selected for analysis. In this research, the sample is the 2nd year or the XI grade students of MA At-Tahzib, Kekait. Moreover, Levine (2005: 7) says that sampling is the process by which members of a population are selected for a sample. The samples were selected by using the total population sampling. Therefore researcher will choose the whole population as sample. This sampling technique is used due to the small size of research population available. The researcher took the eleventh grade class as the sample for both a control class and an experimental class. The class of XI IPS II consists with 20 students as experimental group and XI IPS I consist with 23 students as control group.

Table 3.2. The Sample of the Research

Class	Number
XI IPS II (Experimental)	20
XI IPS I (Control)	23
<b>Total</b>	<b>43</b>

### Instrument of the Study

In collecting the data, the researcher will use group presentation as a task in order to get information about their abilities in speaking. Because the research using oral test, the researcher divided the score into five criteria, which are the score of pronunciation, grammar, vocabulary, fluency, and comprehension.

## Technique of Data Collection

Collecting data is very important part in a research. The data of this research will be taken, from pre- test and post- test.

### 1. Pre-test

At the first meeting the researcher will give the student's test of five criteria score, which consist of the scores of pronunciation, grammar, vocabulary, fluency and comprehension. The form of the test is speaking test, where the writer will ask the students to make short conversation in pair with free topic. The purpose of the test was to check out the students' speaking ability before conducting the treatment to the students. The result then will be used to asses students' initial proficiency before the treatment begins with the result of the test will be counted for the data compared with the result of the post-test.

### 2. Post-Test

This is the last step of collecting data in this research, and one of very important test. This step will be conducted after giving treatment to the group. This test will be given to find out the result of the research after treating them by using group task management.

## Technique of Data Analysis

The researcher is going to use descriptive statistics and inferential to calculate all of data. And after obtaining the score of the students, the researcher will keep on the score with the following steps:

### 1. Descriptive Statistics

#### a. Mean

After the researcher calculated the students score, researcher also calculates the mean score of the two groups to find out the mean score of the two groups, the researcher will be applying the following formula:

$$\text{Experimental group: } \bar{X}_1 = \frac{\sum K_1}{N_1}$$

$$\text{Control group: } \bar{X}_2 = \frac{\sum K_2}{N_2}$$

Where:

$\bar{X}_1$  = Mean score of the experimental group

$\bar{X}_2$  = mean score of the control group

$\sum X_1$ = the total students' scores of experimental group

$\sum X_2$ = the total students' score of control group

$N$  = the total number of students

(Miller, 2005: 67)

### Median

To calculate the median score of the students, once the data arranged in the form of a frequency distribution the median can be obtained fairly easily. First the researcher will decide which the middle position in the series of score is. The researcher will apply the following formula:

$$Me = L + i \left( \frac{\frac{N}{2} - cfb}{fw} \right)$$

Where:

$L$ = the lower limit of the interval within which the median lies

$i$ = interval (class width)

$cfb$ = the cumulative frequency in all interval below in the interval containing the median

$fw$ = the frequency of cases within the interval containing the median.

### Mode

Mode is defined as the most frequently occurring value in a set of a score. This value can be read directly from the frequency distribution easily. The researcher applies the following formula:

$$Mo = L + i \left( \frac{F_1}{F_1 + F_2} \right)$$

## 3. Research Findings and Discussion

### Research Findings

The researcher analyzed the data obtained from pre-test and post-test scores of both experimental group and control group. Then, the researcher presented the statistical computation of mean score of both groups. Then the discussion continued to analyze and interpret the data finding. The statistical computation covers the calculation of both experimental and control group. In this case, to accomplish

formula of t-test used as it has been explained in research method, before coming to the statistical computation of the data, it's important to tabulate the students' scores of pretests and post-test.

### 1. Analyzing the Mean of Deviation score of Experimental Group

In table above, it is identified that the result  $\sum X_1 = 1676$  and  $n=30$ , so the mean deviation of experimental group is as follow:

$$\begin{aligned}\bar{X}_1 &= \frac{\sum x^i}{n} \\ &= \frac{1676}{30} \\ &= 55,86\end{aligned}$$

### 2. Analyzing the Mean of Deviation score of Control Group

In table above, it is identified that the result  $\sum X_2 = 1328$  and  $n=30$ , so the mean deviation of control group is as follow:

$$\begin{aligned}\bar{X}_2 &= \frac{\sum x^i}{n} \\ &= \frac{1328}{30} \\ &= 44,26\end{aligned}$$

The last process of the statistical analysis has to find out the value of the t-test. In this case, the test formula could be used because of the elements rate that formula have identifies as follows:

$$\begin{aligned}t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum(x_{1i}-\bar{X}_1)^2 + \sum(x_{2i}-\bar{X}_2)^2}{n_1+n_2-2} \times \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}} \\ &= \frac{55.86 - 44.26}{\sqrt{\frac{\sum(1676-1476)^2 + (1328-1256)^2}{30+30-2} \times \sqrt{\frac{1}{30} + \frac{1}{30}}}} \\ &= \frac{11.6}{\sqrt{\frac{\sum(200)^2 + \sum(72)^2}{58} \times \sqrt{\frac{2}{30}}}} \\ &= \frac{11.6}{\sqrt{\frac{40.000+5184}{58} \times \sqrt{0.06}}} \\ &= \frac{11.6}{\sqrt{\frac{45184}{58} \times \sqrt{0.06}}} \\ &= \frac{11.6}{\sqrt{779.03} \times 0.24} \\ &= \frac{11.6}{27.91 \times 0.24} \\ &= \frac{11.6}{6.69} \\ &= 1.830\end{aligned}$$

## Discussion

Effective task management requires managing all aspects of a task, including its status, priority, time, human and financial resources assignments, recurrences, notifications and so on. According to Fisher (2012: 44-46), providing explicit instructions to students helps them to see what is expected of them. It can help them to plan their work and prepare effectively for lessons. It is particularly helpful for those students who find it difficult to organize themselves. It means that the value of t-test is higher than t-table means that t-test value is significant. Regarding to the computation, it can be confirmed that the alternative hypothesis (Ha) that said “teaching speaking by applying GTM is effective for the XI grade students of MA At- Tahzib Kekait” is accepted, and conversely the null hypothesis (Ho) that said “teaching speaking by applying GTM is not effective for the XI grade students of MA At- Tahzib Kekait” is clearly rejected.

## 4. Conclusion

Based on the obtain data, the writer came to conclusion that under the table identification of t-test formula, it is found out the t-test with 1.830 and compared to the t-table of degree of freedom (df) 58 is equals to 1.671 of the significant level 90 % (0.05). It means that the value of t-test is higher than t-table means that t-test value is significant. Regarding to the computation, it can be confirmed that the alternative hypothesis (Ha) that said “teaching speaking by applying GTM is effective for the XI grade students of MA At- Tahzib Kekait” is accepted, and conversely the null hypothesis (Ho) that said “teaching speaking by applying GTM is not effective for the XI grade students of MA At- Tahzib Kekait” is clearly rejected. Finally, the writer may conclude that the use of GTM strategy is effective in teaching speaking performance.

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