

CHAPTER I

INTRODUCTION

The study is presented in this chapter as an overview. It includes the background of the study, research question, research objective, scope of the study, the significance of the study, clarification of key terms, and organization of the paper.

1. 1 Background

The new realities of modern technological advances open the prospect of growing demand for speaking skills that allow one to communicate effectively. Nowadays, more foreign language classes are offered in online, hybrid, and flipped forms, which require students to use technology to perform language tasks, in contrast to the traditional face-to-face classroom (Pardo-Ballester, 2019). Furthermore, González-Lloret & Ortega (2014) state, the ongoing rapid development of digital technology has driven new educational needs. In this case, speaking skills is not the exception. Given that speaking is closely related to communication skills, it is important to prepare students for the globalized world. Students all over the globe should be equipped for society and future careers where a significant portion of the interaction is with people in other locations and is typically mediated by technology (Lambert & Oliver, 2020). However, the majority of language instruction focuses more on comprehending structure rather than generating or utilizing the language so that students can become more familiar with it in authentic situations. Specifically, speaking skills received much less attention in traditional language instruction techniques, while writing and reading abilities obtained a significant amount of attention (Namaziandost & Nasri, 2019). The opportunity for the students to practice speaking seems to be the problem in EFL teaching, where students might have access to television programs, CDs, and books. However, they might not always have access to English-speaking peers with whom to practice speaking (Albino, 2017). Another issue faced by EFL students related

to learning circumstances is that they felt uneasy and self-conscious in word-intensive meetings such as speaking labs, especially when those around them were silent. Their fluency appears to have been severely impaired by this self-consciousness (Kessler, 2010). That result is closely similar to a study by Fernández-García and Fonseca-Mora (2019), which found that emotional awareness among EFL students can affect students' willingness to communicate in the classroom. Those studies are among the examples of how less authentic language classrooms can lead to struggle for students in producing the language.

The issues related to the speaking skills of the students who participated in this research were comparable to those described in the preceding paragraph. Informal interviews with the school's English teacher have revealed a number of issues pertaining to students' speaking abilities. First, the dearth of opportunities both inside and outside of the classroom for students to practice speaking. This is due to the teacher-centered nature of teaching and learning. Second, students feel less confident and anxious when asked to speak English. This is consistent with the findings from Lee (2018), which indicates that one of the factors of the Willingness to Communicate (WTC) level of students is influenced by learning environment, in other words whether the learning environment supports and facilitates students to speak using L2 rather than L1.

As one of the approaches to language teaching, Task-based Language Teaching (TBLT) has positively contributed to improving students' speaking skills (Albino, 2017; Chen, 2019; Chong & Reinders, 2020; Rohani, 2011). Nevertheless, as mentioned above, there is an urgent need for a successful language-learning strategy that takes into account both the use of technology and the four fundamental language skills. That being considered, Technology-mediated Task-based Language Teaching (TM-TBLT) is a new potential framework that might help students improve their speaking skills by integrating technology and task. TM-TBLT emerges based on two premises: (a) that continual changes in learning and language use are fueled by technological advancement, creating new needs for language education; and (b) that these developments call for appropriate curricula and instructional responses, where tasks and technology are genuinely and

effectively incorporated (González-Lloret & Ortega, 2014). This study strives to fill the gap regarding investigating the affordance of the new technology. As stated by Smith and González-Lloret (2020), the analysis for some areas of TM-TBLT is fully open, given that this domain is in its infancy. Thus, this study analyze to what extent TM-TBLT can help students improve their speaking skills. In particular, this study used a telecollaborative task that enables the students to conduct an online conference through the educational website, namely, Generation Global. The literature review chapter provide a further explanation and justification of it.

1.2 Research Question

How does TM-TBLT help students improve their speaking skills?

1.3 Aims of The Research

This study aims to investigate how TM-TBLT can help students improve their speaking skills. The technology utilized in this study is Generation Global, an educational website. This website facilitates the implementation of telecollaborative tasks divided into three phases: task type 1, task type 2: opinion exchange task, and task type 3, in which students conduct online video conferences with students from other countries. Fluency, pronunciation, and adequacy are the three aspects of students' speaking skills being analyzed in this study. In addition, aspects of students' technological proficiency are analyzed using the rubric and semi-structured interviews. It is intended that by carrying out these steps, this research will be able to provide answers to the research questions.

1.4 Scope of The Research

The study thoroughly explains the extent of Technology-Mediated Task-Based Language Teaching (TM-TBLT) to improve students' speaking skills. It showed students' perspectives towards the utilization of TM-TBLT. This study reviewed relevant theories related to speaking skills, Task-Based Language Teaching (TBLT), and Computer Assisted Language Learning (CALL). The term students in

the Senior High School refers to the eleventh graders at one Senior High Schools in Kuningan, West Java, Indonesia.

Since this study only involved a senior high school class of eleventh grade students, its findings cannot be applied to all levels of learners. However, the findings may still be applicable to other researchers who wish to carry out comparable research for EFL learners at various levels.

1.5 Significance of the Study

This study specifically utilizes ways to improve students' speaking skills through Technology-Mediated Task-Based Language Teaching (TM-TBLT). To be more precise, technology in this study refers to Generation Global website. This research uses this medium to implement the TM-TBLT curriculum which focuses on the three aspects of speaking skills, namely fluency, pronunciation and adequacy. The changes in these three aspects are seen based on the three types of tasks implemented in this study.

Furthermore, this study provided detailed information on how TM-TBLT improves students' speaking skills. Practically and professionally, it can become a consideration for teachers to implement TM-TBLT in the classroom to improve students' speaking skills. Further researchers can also use this paper as a reference for related issues and studies regarding the implementation of Technology-Mediated Task-Based Language Teaching (TM-TBLT) as one of the ways to help students improve their speaking skills.

1.6 Clarifications of Terms

- Speaking Skills in EFL Context

Speaking entails creating orderly verbal utterances to communicate meaning, states Nunan (2004). It is closely related to fluency and accuracy in conveying an idea in a spoken way. The term "speaking fluency" is linked to the meaning of "communication" (Harmer, 2001, p. 142). The learner can speak without searching for words so that his or her speech is quickly

understood. In fact, speaking fluency has been defined as the “automaticity and speed of speech production” (Brand & Götz, 2011, p. 256).

- Technology-mediated Task-based Language Teaching (TM-TBLT)

It is a new framework of the integration of tasks and technology to inform and maximize the potential synergies of CALL and TBLT (González-Lloret & Ortega, 2014). One of the backgrounds of why technology-mediated TBLT was introduced is because of the rapid digital technological change that fuels constant transformation in learning and language use and created new educational needs (González-Lloret & Ortega, 2014).

- Telecollaborative Task

Telecollaborative task is a practice supported by studies that entail ongoing, highly technologically enabled, person-to-person education activities in which, with the help of teachers or facilitators, constructive communication and interaction occur between individuals or groups who are geographically separated and from different cultural backgrounds. The emergence of the enormous reach of digital technology profoundly affects intercultural communication and exchange in virtual interaction (*What Is Virtual Exchange? | EVOLVE*, n.d.).

- Generation Global

It is the Tony Blair Institute's global citizenship education program for youth ages 13 to 17. It gives young people the knowledge, abilities, and attitudes they need to embrace the future and become diligent global citizens. The aim is to conceive young people into tolerant, global citizens who use intercultural communication to interact with diversity and confront difficulties on an international scale (*Who We Are*, n.d.)

1.7 Organization of the Paper

This study is divided into five chapters, each of which is described below:

- **Chapter I Introduction;** This chapter serves as the study's introduction. It includes the background of the study, research question, research objective, scope of the study, the significance of the study clarification of key terms, and organization of the paper.
- **Chapter II Literature Review;** This chapter elaborates on a number of theories connected to the topic of this study. It provides an overview of the literature on speaking skills in EFL teaching context, speaking skills, Technology-Mediated Task-Based Language Teaching (TM-TBLT), and Generation Global website.
- **Chapter III Methodology;** This chapter provides the research method on how the research would be conducted and analyzed. This chapter mainly presents; the research design, research site and participants, data collection, and data analysis used to answer the research question in this paper; how can Technology-Mediated Task-Based Language Teaching (TM-TBLT) help students to improve their speaking skills. This study implemented a qualitative case study as the approach to collect and analyse the data.
- **Chapter IV Findings and Discussion;** This chapter elaborates findings and discussion of the study, the data for findings was collected through content analysis and theme analysis.
- **Chapter V Conclusions and Recommendations;** This chapter presents the conclusion, implications about the study and suggestion for the future research.