THE USE OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY OF SEVENTH GRADE STUDENTS OF MTS AL KAUTSAR TROWULAN MOJOKERTO

KEMENTERIAN AGAMA
PERPUSTAKAAN
IAIN SUNAN AMPEL
SURABAYA

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

PERPUSTAKAAN
IAIN SUNAN AMPEL SURABAYA
No. KLAS: K T-2012 026 PBI
No. REG : T-2012/PBI/26
ASAL BUKU :
TANGGAL :

By:

RAHMI LAILATUL MUBAROKAH
D05207079

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA

2012

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id
GEDUNG BELANG
Jl. P. Kulit No. 84
Wonocolo Surabaya

ADVISOR'S APPROVAL SHEET

Thesis by:

Name : RAHMI LAILATUL MUBAROKAH

NIM : D05207079

Title : THE USE OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY OF SEVENTH GRADE STUDENTS OF MTS. AL KAUTSAR TROWULAN MOJOKERTO

Has been accepted and approved to be examined.

Surabaya, 13 July 2012

Advisor I;

Dra. Irma Soraya, M.Pd
NIP. 196709301993032004

Advisor II;

Rakhmawati, M.Pd
NIP. 197803172009122002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

APPROVAL SHEET

This thesis by Rahmi Lailatul Mubarokah entitled The Use of Task-Based Learning to develop english speaking ability of seventh grade students of Mts Al- Kautsar Trowulan Mojokerto has been examined on 30th July 2012 and approved by the board of examiners.

Dean,

Dr. H. Nur Hamim, M. Ag.
NIP. 196203121991031002

The board of examiner
Chair,

Dra. Irma Soraya, M.Pd
NIP. 196709301993032004

Secretary,

Sigit Pramono Jati, M.Pd.
NIP.198605182011011005

Examiner I,

M. Hanafi, M.A
NIP. 197408042000031002

Examiner II,

M. Syaifudin, M.Ed (TSL)
NIP. 197310131997031002

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

DECLARATION

Yang bertanda tangan dibawah ini:

Nama : Rahmi Lailatul Mubarokah

NIM : D05207079

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul skripsi : THE USE OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY OF SEVENTH GRADE STUDENTS OF MTS. AL KAUTSAR TROWULAN MOJOKERTO

Menyatakan bahwa karya ilmiah ini adalah hasil karya penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini maupun diperguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Demikian pernyataan ini penulis dibuat dengan sebenar-benarnya. Apabila ternyata terbukti bahawa pernyataan penulis ini tidak benar, maka itu sepenuhnya menjadi tanggung jawab penulis.

Surabaya 1 Agustus 2012

Penulis

Rahmi Lailatul Mubarokah

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ABSTRACT

Mubarokah, Rahmi Lailatul.2012. *The Use of Task Based Learning to Develop English Speaking Ability of Seventh Grade Student of MTs Al-Kautsar Trowulan Mojokerto.* A Thesis English Education Department, Faculty of Tarbiyah, State Institute for Islamic Studies. Advisor: Dra. Irma Soraya, M.Pd.I

Key Word : Task- Based Learning, English Speaking Ability.

English has played an important role in the daily life of the Indonesian people for many years due to its influence on education, careers and economics. In teaching and Learning Process learners face various additional difficulties in learning English. Speaking ability is one of the important skills in English lesson. By using Task- based learning the activities is sets as steps towards successful task realization.

In this study, three research questions are investigated. First, How can speaking ability of seventh grades student of MTs Al- Kautsar Trowulan Mojokerto be improved trough the implementation of task-based learning. Second, What is the improvement after task-based learning method applied, the last is how students' responses toward the implementation of task based learning. The researcher uses some instruments such as observation checklist, assessment form of the student's speaking, Tests, and questionnaire.

This study is classroom action research which takes two cycles. Each cycle of this study contains four steps. First step is planning the action; in this stage the researcher prepares the form of lesson plan. The second is implementing the action; researcher implements task- based learning based on lesson plan. Third is observing, the real English teacher acts observer and observes the classroom activities using task based learning in the class. The last step is reflecting, the researcher evaluated the action and what should be revised for the next cycle.

After conducting the research in two cycles, it can be found out that using task based learning to develop english speaking ability of seventh grade students of Mts Al-Kautsar Trowulan Mojokerto is successful because the success criteria used in this research is achieved well. It can be known by checking the result the students' score in every cycle. It can reach the minimum standard level score namely 3. In addition, the mean of students' score in first cycle is 2.15 and in second cycle is 3.55. The percentage of students who success in second cycle is 95 %. It is greater than 75 % which has been set by the researcher up in this study. The last is the result of questionnaire shows that 90 % students like task-based learning to be implemented in their school.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

TABLE OF CONTENT

COVER i
ADVISOR SHEET ii
APPROVAL SHEET iii
DECLARATION iv
DEDICATION SHEET v
ABSTRACT vi
MOTTO vii
ACKNOWLEDGEMENTS viii
TABLE OF CONTENT ix
LIST OF TABLES xi
LIST OF GRAPHICS xii

CHAPTER I INTRODUCTION

A. Background of the study 1
B. Statement of the study 6
C. Objective of the study 6
D. Significance of the study 7
E. Scope and Limitation 8
F. Definition of the Key term 8
G. Thesis Organization 9
H. Previouse Study 10

CHAPTER II REVIEW OF RELATED LITERATURE

A. Rationale of Task-based Learning 11
B. Task Components 14
C. Typology of Language Learning Tasks 17
D. Component of the Task- Based Learning Framework 19
E. Advantages of Task-Based Learning 21
F. Speaking Communication 23

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

1. Definition of Speaking communication 23
2. Component of Speaking 23
3.Principle of Developing Oral Communication 25
F. Evaluating and assesing Oral English Communication 26
G. Speaking for Academic Purposes 29
H. Previouse Study 31

CHAPTER III RESEARCH METHODOLOGY

A. Research Design 35
B. Research Subject 36
C. Setting of The study 36
D. Research Procedure 37
E. Research Instrument 44
F. Data Collection Technique 46
G. Data Analysis Technique 48

CHAPTER IV FINDINGS AND DISCUSSION

A. The Glance Description of Research Object 51
1. The Profile of Mts Al-Kautsar Trowulan Mojokerto 52
B. Data Presentation and Data Analysis 53
1. Data Presentation 53
a. Pre Test 54
b. The Implementation of Task Based Learning in First Cycle 55
c. The Implementation Task-Based Learning in Second Cycle 59
2. Data Analysis 62
a. The Result of Observation Checklist 62
b. Students' score 62
c. The Result of Questionnaire 64

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

C. Discussion 70
1. Task-Based Learning Implementation in First and Second Cycle 70
a. First Cycle 71
b. Second Cycle 73
2. The Result of Using Task-based Learning to Develop English Speaking Ability 75
a. The Criteria of Success 76
b. The Recapitulation of Student's Mean Score 77
c. The Result of Questionnaire 78

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion 81
B. Suggestion 83

BIBLIOGRAPHY
LIST OF APPENDICES
LETTER OF PERMISSIONS
LETTER OF RESEARCH
CURRICULUM VITAE

LIST OF TABLES

Table 1 The Recapitulation of the Result in First Cycle
Table 2 The Recapitulation of the Result in Second Cycle
Table 3 Comparison of Pre test, 1st cycle and 2nd Cycle score
Table 4 The Result of Questionnaire number 1
Table 5 The Result of Questionnaire number 2
Table 6 The Result of Questionnaire number 3
Table 7 The Result of Questionnaire number 4
Table 8 The Result of Questionnaire number 5

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 9 The Result of Questionnaire number 6
Table 10 The Result of Questionnaire number 7
Table 11 The Result of Questionnaire number 8
Table 12 The Result of Questionnaire number 9
Table 13 The Result of Questionnaire number 10

LIST OF GRAPHICS

Graphic 1: The Percentage of Students Who Passes

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER I

INTRODUCTION

This chapter provides the basic idea related to the study. It presents the background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and the definition of key terms.

A. BACKGROUND OF THE STUDY

English has played an important role in the daily life of the Indonesian people for many years due to its influence on education, careers and economics, having English skills encourages learners to communicate with foreigners comfortably. Understand differences in culture and hold positive attitudes towards using English to communicate on a daily basis, speaking is a necessary and basic skill that also helps an English learner become a good reader and writer spontaneously.[1] In addition the main purpose of a learner studying English as a Second Language (ESL) is to reach a personal goal to achieve success.

Problems in teaching and learning English as a Foreign Language relates to both teachers and learners. Many of EFL teachers teach language

[1] Genc, B., & Bada, E. *Culture in Language Learning and Teaching*. The Reading Matrix. Vol. 5, No. 1. 2007

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

fact as the researcher have done it is much more effective to teach language from context and meaning. In the school where researcher did the research Teachers often provide insufficient opportunities for learners to practice English. To make the situation worse, both teachers and learners frequently use Bahasa Indonesia throughout English classes. Another fact to EFL learners acquiring English is that teacher monopolize the learning and teaching process and make the student passive in class. Consequently, learners have limited input to the learning process.

Learners face various additional difficulties in learning English. Many EFL learners cannot effectively use English in conversation or correspondence with others. Although some learners study English for 10 years, they still cannot apply it in real life situations. According to Xiao, EFL learners avoid employing target language and cannot apply it in genuine communication.[3] Hashim shows that learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate in authentic situations. [4]

The highest goal of learning English is to communicate effectively. Speaking seems intuitively the most important, because people who know a language are refer to as speakers of that language. Teaching speaking may become something difficult for English teacher, many factors that might encourage like; (1) number of student in one class is too much, (2) the

---

[3] Xiao, L. X. A *new paradigm of teaching English in China: An Eclectic Model.* (The Asian EFL Journal, 8 2009) .4.

[4] Nurhakim, F. *Teaching Speaking by Using Communicative Approach.* (2009) Retrieved May 4, 2011 from http://www.scribd.com/doc/15100000/Skripsi-Teaching-Speaking-by-Using Communicative-Approach.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students do not talk using English during the class, and it is not help them improve their speaking.[5]

The purpose of this study is to develop speaking ability trough task-based learning. An offshoot of CLT is TBL (task-based Learning), this is employing various activities and challenges for learners to think freely and increase their competence. [6] Task based learning offers several advantages by helping learners develop cognitive processes and creative thinking, it also provides many advantages in teaching English as foreign Language (TEFL) because it offers language experience in the classroom, task-based learning focused on learners using language naturally.

The traditional way that teachers have used tasks is as a follow-up to a series of structure/function or vocabulary based lessons as said by Chusnul Fatimah on her thesis.[7] Tasks have been 'extension' activities as part of a graded and structured course. The researcher believe that students' successful language learning is determined on how far students are able to use the target language to communicate their ideas, opinion or thoughts to other people. It's of course can also be viewed on certain ways. Students use the language appropriately regarding to condition, situation and context they are experiencing in task-based learning that researcher brought up, the tasks are central to the learning activity. This thing is originally developed

---

[5] Hashim, F.. *Language Immersion for Low Proficiency ESL Learners: The ALEMAC Project*. The Reading Matrix. Vol. 6. 2007.

[6] David Nunan. *Important Tasks of English Education: Asia-wide and Beyond Asian* (EFL Journal . 2005)Vol. 7. Issue 3.

[7] Chusnul Fathimah, *Using Comic To Increase Students' Vocabulary At Smp Bilingual Terpadu Krian-Sidoarjo.* Thesis IAIN Sunan Ampel Surabaya. 2011.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

by N Prabhu in Bangladore, southern India, it is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using.[8] From that fact the researcher believe that applying task-based learning to develop speaking ability is more effective, because the learner will focus on the task and the theme rather than the language. Task-based learning is used to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks.

Speaking ability is one of the important skills in English lesson. By using Task- based learning the activities is sets as steps towards successful task realization. The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic, real-world needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic.

The researcher motivates to do a research on the use of task-based learning to improve the speaking ability of seventh grade students of MTS AL-KAUTSAR TROWULAN MOJOKERTO, because the seventh grades students of MTS AL-KAUTSAR TROWULAN MOJOKERTO face the problems in English lesson especially in speaking skill, they were good on memorizing but they were worse on connecting the word in to the sentence and also pronounciation. In other hand speaking in Junior High school

[8] Prabhu, N. S. *Second Language Pedagogy*. (Oxford: Oxford University Press. 1987).127

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

should also be practiced continuously. In addition speaking is non text-type which is practiced in every grade of SMP level but also up to SMA level. Task- based learning is an appropriate learning approach for students from 3 rd to the 12 th grade. Therefore it is also can be used extensively for seventh grade students in junior high school.

Therefore, It needs to motivate the students to be confident in speaking using English by stimulate them with the approach. Finally based on the problems in speaking skill that faced by the seventh grade students of MTS AL-KAUTSAR TROWULAN MOJOKERTO have stated clearly above, the researcher wants to conduct the study focusing on the use of task-based learning to develop English speaking ability of seventh grade students of MTS. AL KAUTSAR TROWULAN MOJOKERTO So, the title of this study is **THE USE OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY OF SEVENTH GRADE STUDENTS OF MTS. AL KAUTSAR TROWULAN MOJOKERTO**

The teaching approach is expected to improve the student ability especially in speaking and create a positive atmosphere on English learning. The Researcher chooses the students of MTS. AL-KAUTSAR TROWULAN MOJOKERTO because MTS. AL-KAUTSAR TROWULAN MOJOKERTO is new school, established in 2010 and the students known as 'Leftover' students because most of them didn't accepted in public school because their score test is low also their NUN score. Yet they have poor ability on speaking using English. So that the

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

researcher thinks the research will create other positive contributions for students and for stake holder.

B. STATEMENT OF THE PROBLEM

Based on the background of the study above, this study is conducted to implement task-based learning to develop student's speaking ability, the problem of the study can be formulated as follow;

1. How can speaking ability of seventh grades student of MTS AL-KAUTSAR TROWULAN MOJOKERTO be improved trough the implementation of task-based learning?
2. What is the improvement after task-based learning method applied?
3. How are the student's responses in English learning by using task-based learning?

C. OBJECTIVES OF THE STUDY

In accordance with the problems above, the objective of the study are:

1. To improve seventh grade students of MTS. AL-KAUTSAR TROWULAN MOJOKERTO speaking ability trough Task-Based Learning
2. To know whether Task-based learning can improve students English speaking abilities. This study try to improved students ability in English speaking by using Task- based learning.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3. To know the students responses after Task-based learning applied.

D. SIGNIFICANCE OF THE STUDY

The writer expects that this study can give positive contribution either for the teacher or the students in teaching and learning English, especially speaking ability.

1. **English teacher**

   The result of this research is expected to be useful information for the English teacher in improving their students speaking ability trough task-based learning method.

2. **The students**

   The students can discuss and develop their idea to produce a good sentence. The students can express their idea with less interference from the teacher. By mastering each picture, the students will have responsibility toward their tasks. They can learn to improve their social skill, such as respecting each other, accepting critics and suggestion, giving opinion in good manner.

3. **Other researchers**

   The result of the research can be used by future researchers as a references for conducting a further research, particularly on similar problem with different or the same research design by using TBL in teaching speaking to improve the students speaking ability.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

problem with different or the same research design by using TBL in teaching speaking to improve the students speaking ability.

E. SCOPE AND LIMITATION OF THE STUDY

This study is just limited to the use of task-based learning method to develop students' speaking ability; this study is conducted in seventh grades of MTs AL-Kautsar Trowulan. As the substitute teacher in that school the writer find that this class have good quality in vocabulary; however they have difficulties, particularly in speaking.

F. DEFINITION OF KEY TERMS

To avoid the ambiguity, the researcher would like to present the definition of key terms as follows:

1. **Task-based learning (TBL)** : Refers to a method that providing opportunities for learners to experiment and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaningful purposes.[9] As used by the researcher at MTs Al-Kautsar Trowulan Mojokerto.

2. English speaking ability : Skill of communicating in using English as second language by sharing information fluently and accurately, including the choice and use of appropriate vocabulary and structure in all contexts.[10] As seen at student's speaking ability of MTs Al-Kautsar Trowulan Mojokerto.

G. THESIS ORGANIZATION

This thesis is organized into five chapters; the first chapter is about introduction including background, problems, objectives and significance of the study, scope and limitation, definition of key terms, and the thesis organization.

The second chapter is review of related literature. It discusses speaking communicative, and its components, evaluating and assessing oral English communication, task-based learning method, and review of previous study.

---

[9] David Nunan, *Task-Based Language Teaching*. Cambridge: Cambridge University Press. 2004 pp, 9

[10] Silvia Vernier. *Five Language Skill in EFL Classroom*. (Universidad Nacional de Cuyo .Beuroaires2001), 277

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

In chapter three, the writer discusses about research design, subject, setting, research instrument, research procedure, data collection technique, and data analysis technique. In chapter four, the writer discusses the finding and discussion about the result of the study that was conducted. In the last chapter, the researcher discuses the suggestion and conclusion based on the result of the research.

H. PREVIOUS STUDY

There are several studies that had been conducted to this research. One of them is the study which is written by Imroatus Sa'adah entitled *using role play in teaching English; focus on the student speaking practice.* The other study is held by Yooyong the title is *The Evaluation of the development of English speaking ability of Matayyom Suksa 2 learners at banmarkkaeng school in Udon thani Province, Thailand* The purposes of this study are to find out the teaching technique that had been implemented and to describe the class atmosphere when the speaking evaluation held. Another study is held by Uraiwan Sae-Ong, the title was *The Use of Tas-Based Learning and group work incorporating to communicative speaking of matayyom suksa 4 students.* The objectives of this study are to describe the teacher and the student's activities in the use of Task-Based Learning, to find out the problems arise in its implementation.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which contains the rationale of Task- Based Learning, task Component, A typology of language learning tasks, the advantages of Task- Based learning and speaking communication

A. Rationale of Task-based Learning

The rationale for task-based syllabuses has been advanced by Second Language Acquisition (SLA) researchers in spite of some arguments against it. First, it is premised on a theoretical view that instruction needs to be compatible with the cognitive processes involved in second language acquisition. Second, the importance of learner 'engagement' is emphasized. Tasks, as long as they provide a 'reasonable challenge,' will be cognitively involving and motivating. Third, tasks serve as a suitable unit for specifying learners' need and thus for designing specific purpose courses. In summary, task-based syllabuses have been promoted by second language acquisition researchers and educators as an alternative to linguistic syllabuses on the grounds that task-based syllabuses conform to acquisition processes.[1]

[1] R. Ellis. *Task-Based Language Learning and Teaching.* (Oxford: Oxford University Press, 2003), 75

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Task-based syllabuses share an important characteristic with topic-based, content-based and project-based approaches. They all afford maximum flexibility and allow teachers to bring in a wide variety of content that can be tailored to learner needs. Projects can be viewed as 'maxi-tasks,' a collection of sequenced and integrated tasks that add up to a final project. These approaches suit the curricula in general English programs. The goal of content-based instruction (CBI) is to prepare learners to acquire language while using the context of any subject matter so that they learn the language within the specific context. Rather than learning a language out of context, it is learned within the context of a specific academic subject.

Topic-based or theme-based instruction raises a few challenges to the instructor. It can be hard to find information sources and texts suitable for lower levels. The sharing of information in the target language can also cause difficulties. Finally, some learners may copy directly from the source texts they use to get their information.[2]

A task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication. Nunan uses the word 'task' instead of 'activity.' He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

[2]J. Murphy & Stoller, *Sustained-content language teaching: An emerging definition.* (TESOL Journal, 2001). 10.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right[3].

Ellis defines "tasks" as activities that are primarily focused on meaning. In contrast, exercises are activities that are primarily focused on form. A "task" is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasize the fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

In conclusion, task-based learning is an alternative method to communicative language teaching because a task involves a primary focus on meaning, real-world processes of language use and any of the four language skills. A task engages cognitive processes and has a clearly defined communicative outcome. Task-based learning encourages child-centered learning, helps learners develop individual differences and supports learning autonomy. This method provides opportunities for learners to plan tasks with emphasis on the learning communication process, clearly determines the purpose in each task and employs evaluation throughout the task. In conclusion, emphasis is in helping learners use language in a communicative process through authentic experience while engaging the target language.

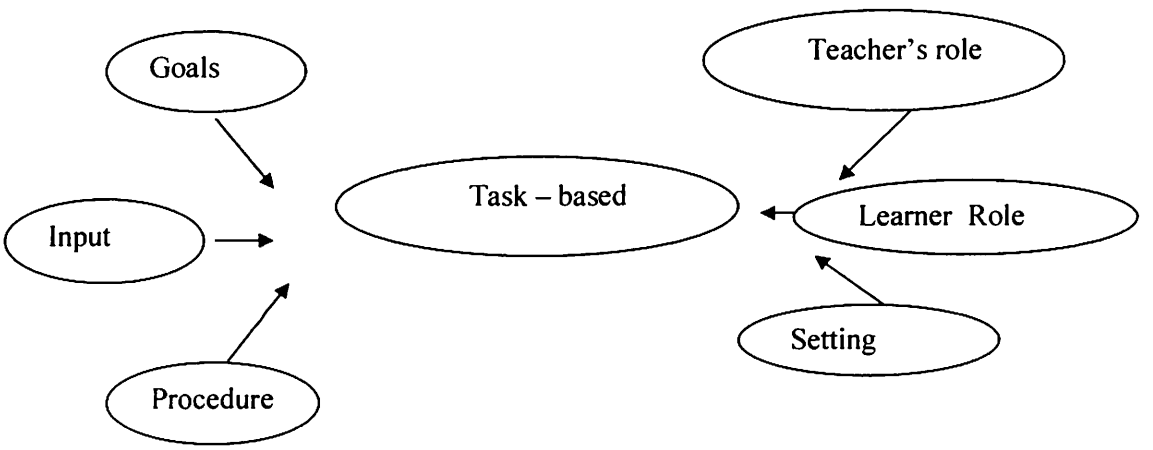
---

[3] *Ibid*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

B. Task Components

Tasks contain some form of input that may be verbal or nonverbal, followed by an activity which is derived from the input. This activity requires learners to engage in activities in relation to the input. Tasks have goals and roles for both teachers and learners. Nunan points out those course designers should take the following elements into consideration when designing a task: goals, input, procedures, teacher role, learner role and setting



Goals refer to the general intentions behind any learning task. Nunan on his book provides a link between task and curriculum. Goals relate to general outcomes or may directly describe the teacher or learners' behavior. Communicative goals in a curriculum suggest that language is used for establishing and maintaining interpersonal relationships and for the exchange of information, ideas, opinions, attitudes and feelings to get things done. This includes listening to, reading and

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

responding to imaginative use of target language such as stories, poems, songs, dramas or learners' own creations.[4]

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs.

Procedures specify what learners actually do with the input. Regarding criteria for the task, teachers consider the authority of the learning procedures and input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. In addition, analyzing procedures should be based on the focus or skills required to achieve the goal. Learners integrate phonological, lexical and grammatical forms through memorization and manipulation. Eventually, they apply these skills in communicative interaction.

The teacher's role refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. The teacher actually has three main roles in the communicative process: facilitator participant, observer and learner.

---

[4] Nunan, David.*Task-based teaching*. (Cambridge : Cambridge university press 2004)pp.18

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Learner's role refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Therefore, the learner interacts with outside stimuli as an integrator and negotiator who listens and performs for personal growth. The interpersonal roles of learners cannot be divorced from the psychological learning process. Learners take responsibility for their own learning to develop autonomy and skills in learning how-to-learn.

Setting refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly outside of the classroom. It is useful to distinguish between mode and environment when setting tasks. Mode refers to whether the learner is operating on an individual, pair or group basis. Environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center. In conclusion, the core task elements have six components: goals, inputs and procedures along with the supporting elements of teacher and learner roles plus setting.

These elements play important constructs within task-based learning, including the relationship between real-world and pedagogic tasks, text and task authenticity and the place of learning strategies within the task-based classroom. So that to make task-based learning works well,

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

we have to consider to the six elements and combine it together in practice in the classroom.

C. A Typology of Language Learning Tasks

Paulston suggests four basic task types of language learning tasks: (1) social formulas and dialogues that cover general speaking behavior in daily life including greeting, parting, introducing, apologizing and complaining; (2) community oriented tasks for learners to use language in authentic situations; (3) problem solving activities that keep learners engaged in finding solutions to problems. Learners are presented with a problem and provided with some solutions; they work in groups and discuss the best way to solve the problem; (4) Role playing is when learners take characters' roles assigned by the teacher. Role-playing can be applied from basic level classes to advanced classes. Learners should have sufficient background knowledge and schema to help them develop more effectively.[5]

Candlin presents an alternative view, advocating four typologies of language learning tasks focusing on language training, information sharing, research and experimentation, and learner strategy.[6]

---

[5] C.B.Paulston. *Communicative Competence and Language Teaching: Guide Line of Communicative Activities.* (RELC Journal Supplement 1979).

[6] C. Candlin. *Towards Task-Based Language Learning. In C. Candlin and D. Murphy. Language Learning Tasks. Englewood (*Cliffs NJ: Prentice Hall.,1987), 119

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The present study has adapted from Willis's use of task-based learning to develop English speaking ability. It includes the following typology of pedagogical tasks:

1. Listing; listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are brainstorming and fact-finding. The outcome can yield completed lists or mind maps.
2. Ordering and sorting; these tasks involve four main processes: sequencing, ranking, categorizing and classifying items.
3. Comparing; the process involves matching to identify specific points and relating them to each other, finding similarities and things in common, and finding differences.
4. Problem solving; real-life problems may involve expressing hypotheses, describing experiences, comparing alternatives, evaluating and agreeing to a solution.
5. Sharing personal experiences; these tasks encourage learners to talk more freely about themselves and share their experiences with others.
6. Creative tasks: these can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the learners who produced it.

In summary, there are many types of tasks that are used in real world situations. Teachers have to plan and carefully choose activities at

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

each stage of teaching, since pre-task, task-cycle and post-task each play a direct role in learners' language acquisition. Recognizing the language learning task typology is another important issue to keep focus on the target. Each activity have their own role in upgrading students ability, so that we have to recognize the methodology first, and knowing the aim of the topic then decide the learning task is the best way to reach the goal

D. Components of the Task-Based Learning Framework

The components of the task-based learning framework lead teachers to follow teaching steps effectively because task-based learning employs sequences that differ from other teaching methods.

Pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. The importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve. Dornyei emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task. In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Task cycle refers to the 'methodological options' or 'task-performance options' available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones.

The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

Language focus in the post-task stage affords a number of options. Language focus has three major pedagogic goals: (1) to provide an

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

opportunity for repeated performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task. Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage.

Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities. In this section, the teacher conducts practice after analysis to build confidence. The learners practice words, phrases and patterns from the analysis activities, review features occurring in the task text or report stage and enter useful language items in their language notebooks.

E. Advantages of Task-Based learning

Many activities are used in communicative language teaching. Researchers and educators recommend that task based activities are highly effective methods to improve learners' proficiency and accuracy in communicative learning. Pica et al said on value task-based learning

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

because it directs language teaching by giving opportunities to learners to interact between themselves and their teacher. This sharing of information and opinions supports them to reach their goals.[7] Doing task based activities actually helps learners acquire target language. Task based activities also give learners the opportunity to interact with target language directly and use it genuinely. Learners gain authentic experiences, learn the language and experience the communicative process. Task based activities is also help learners solve problems in real conditions by focusing on target language. Learners develop their competence in genuine situations. In addition, task based activities underline communicative strategies such as paraphrasing, circumlocution and miming. Learners employ these strategies when they do not comprehend the target language or when they are required to use language beyond their competence. With experience and language skill, they are able to select and use language naturally

In viewing a task-based learning simply as learning activities which is directed by certain piece of work then there is consequence for teacher to provide learning materials which convey such necessity of learning instruction. I believe that students could acquire the language better if some tasks have already designed by teacher could be assigned to the students concerning to three aspects; the cognitive, affective and psychomotor. I mean that those three aspects have to be performed in task-based materials. In such condition, students have to use their thought to learn language, feel

[7] Pica and Others. *Tasks and Language Learning: Integrating Theory and Practice* (tevedon, Avon: Multilingual Matters 1993), 56

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

it as a characteristic of human and perform it physically in their communication activities.

F. Speaking Communication

1. Definition of Speaking Communication

Educators define the meaning of communicative speaking in various ways: Paulston says that speakers have to interact while they are talking and share information following social rules. Speakers should choose and use content appropriate to their listeners. Speaking involves more than pronunciation and intonation. At the functional level, speaking means making oneself understood. At a more refined level, speaking requires correct and idiomatic use of the target language. A newcomer in a foreign country learns to communicate to obtain the essentials of life; first using gestures and gradually picking up words and phrases.

In summary, competent speaking comes from a speaker's ability to communicate by sharing information fluently and accurately, including appropriate selection and use of vocabulary and structures. However, to communicate perfectly, teachers and learners must consider various other components of speaking as well.

2. Components of Speaking

It necessary to be more specific about effectiveness in deploying improvisational skills, an examiner might make detailed assessments in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

terms of fluency, appropriateness, accuracy and range. Fluency is smoothness of execution. Ability to negotiate meaning includes the ability to use communication strategies with ease when facing difficulties. Appropriateness includes degree of politeness, suitable timing in turn taking, suitability of language used in requesting clarification and expressing disagreement. Accuracy focuses on both intelligibility and grammar. Range refers to adequacy and variety of vocabulary and structures.

Moreover, effective speakers employ a variety of abilities. Canale & Swain describe these as grammatical, sociolinguistic, discourse and strategic competencies. Grammatical competence is using and understanding grammatical structures accurately and unhesitatingly relative to fluency. Sociolinguistic competence includes speech acts such as apologies and compliments. Discourse competence involves effective negotiation of ideas within a given discourse. Strategic competence is when speakers have mastered language strategies, allowing them to stretch their ability to communicate effectively in their new language[8].

In summary, the components of an oral English activity should emphasize the nature of communication. The three most important components are fluency, appropriateness and accuracy. Fluency conveys the meaning smoothly in each situation. Appropriateness refers to proper use and choice of words, phrases or sentences suitable to conveying

---

[8] Canale, M., & Swain, M. *Theoretical Bases of Communicative Approaches to Second Language Testing.* Applied Linguistics(1980).189

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

meaning. Accuracy implies correct use of structure and grammar as well as vocabulary and pronunciation. Overall, the purpose of a speaking activity is to help learners communicate successfully.

3. Principles of Developing Oral Communication

Many researchers identify the importance of communicative speaking. Richards proposes two complementary approaches to the teaching of conversation that are currently advocated and employed in program development and methodology. One is an indirect approach, using communicative activities to generate conversational interaction. The second is a direct approach, addressing specific aspects of conversational management.[9]

Thornbury claims that the increasing directness of CLT that has been observed cannot be equated with a back-to-grammar tendency. Rather, it involves recent attempts by several applied linguists and methodologists to extend the systematic treatment of language issues beyond sentence bound rules. The explicit development of other knowledge areas and skills is necessary for efficient communication.[10] Thus, the principled communicative approach would also focus on regularities that go beyond the sentence level by considering language as discourse in its micro and macro context. Marianne argues that when teaching speaking

---

[9] Richards, J. C. *Language Teaching Matrix*. (Cambridge: Cambridge University Press.1990), 56

[10] S, Thornbury. *Direct Approach in Second Language Instruction; A Turning Point in Communicative Language Teaching*. (TESOL Quarterly1998) Vol.32.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

skills, EFL teachers need to be particularly adept at organizing class activities that are authentic, motivating and varied. The use of authentic, engaging materials should be the basis for in-class activities. The teacher can also assign out-of-class learning activities.[11]

Oral communication activities consist of two components. The first is interactive uses of language with the primary focus on the social needs of the personal interaction more than on the information. This includes daily communications such as greeting, apologizing and parting. The second component of communication activities is called transactional uses of language, where the primary focus is on the message rather than personal interaction. These activities help learners become aware of accuracy and information coherency. These are more formal than interactive uses of language such as description, explanation and instruction. These principles indicate that teachers should integrate directness and indirectness to balance communication activities. They should also be aware of international transactional uses of language.

F. Evaluating and Assessing Oral English Communication

Task-based language teaching presents challenges in all areas of the curriculum, especially in evaluation and assessment. The purpose of assessment instruments is to provide representative grammar, vocabulary and phonological features of language. Therefore, teachers should consider

---

[11] Marianne, C. M., & Dornyei, Z, & Thurrell, S. *Direct Approaches in Second Language Instruction: a Timing Point in Communicative Language Teaching*(. TESOL. 1991)Vol 7

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

the best way to test learners because the assessment reflects what has been taught and what has been learned. Effective activities to test learners should include pictures, oral interviews, interaction tasks, role plays, discussion, decisions making and re-telling. [12] They suggest using pictures for description, comparison and sequencing, plus pictures with speech bubbles and maps. A picture sequence is when a learner sees a panel of pictures depicting a chronologically ordered sequence of events and has to tell the story in the past tense. Another technique is to ask a candidate a series of questions concerning the content of a picture. The questions may embrace the thoughts and attitudes of people in the picture, or seek discussion of future developments that might arise from the situation depicted in the picture.

Oral interviews include asking questions, marking, and testing learners in pairs. Learners are expected to give short talks on prepared topics or on surprise topics that are announced shortly before the test. This is different from the spoken essays that were described earlier because learners are allowed to prepare for the task. Oral reports challenge learners to prepare and present five to ten minute oral presentations. Free interviews unfold in an unstructured fashion with no procedures set down in advance. On the other hand, controlled interviews normally include a set of procedures determined in advance for eliciting purposes.

---

[12] Heaton, J. B.. *Classroom Testing: Testing Speaking Skills.* (London: Longman. 1990), 241

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Interaction tasks include information gaps between learners or between the student and the examiner. Form filling is a technique where the learner and interviewer work together to fill in a form. The questions usually concern the learner's personal details, professional situation or language needs. Role plays are used by many examining boards. Learners are expected to play one of the roles in a typical interaction. The learner is asked to take a particular role in a given situation.

Discussions and decision making between learners involves testing a group of two or more learners without the participation of an interviewer. They have to maintain and direct the discussion entirely on their own. Re-telling is a process where one learner describes a design or the construction of model building materials to another learner who has to reconstruct the model from the description alone, without seeing the original. Similarly, this technique can be applied using a short audio passage or story.

Moreover, Underhill argues that the hardest aspect of teaching and learning language is to make it happen in the framework of a language test. True authenticity can only occur when both parties are relaxed, confident and something sparks between them. This allows the activity to become dominant and its ulterior purpose to be temporarily subordinated. The oral test reaches its highest degree of authenticity by no longer being perceived as a test by the participants.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

To assess and evaluate oral English communication, a test must include authentic conversation or real-life situations in a natural way. [13]The information above confirms that reviewing; describing, story telling, role playing and information gaps are all popular activities to evaluate a student's speaking competence.

G. Speaking for Academic Purposes in English

According to Jordan, speaking for academic purposes is used to describe spoken language in various academic settings. Speaking for academic purposes refers to participation in tutorials and seminars, asking questions in lectures, oral presentations, verbalizing data and giving oral instructions in seminars and laboratories and social interaction with other students. Jordan lists some important speaking skills in oral presentation such as organizing information into coherent structure, using 'signals' to facilitate task of listeners, speaking from notes and achieving greater phonological, grammatical and lexical accuracy.[14]

According to Jordan, there are some aspects of seminar presentation and participation skills:[15]

---

[13] N. Underhill. *Testing Spoken Language: A Handbook of Oral Testing Techniques.* (Cambridge: Cambridge University Press, 2000), 87

[14] Jordan, R.R. *English for academic purposes: A guide and resources book for teachers.* London (UK): Cambridge University Press.1997.pp199

[15] *Ibid.*

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Presentation	Participation
(As main speaker)	(As audience)
Sequencing	indicating non-comprehension
Signposting	asking for clarification
Delivery (speed/clarity)	questioning
Visual aids	disagreeing

It is obvious that seminar or presentation skills are important for speaking for academic purposes.

Jordan further focuses on structuring and signaling of presentation: Introduction Content which what the presenter will do Procedure, how the presenter will do it, Body, List of points, focus each point, Conclusion and Summary[16].

A key element of the speaking course designed by other authors is a reference list of the elements of speaking covered in the course. Both the peer assessment and teacher assessment rubric criterion used in this case study were based on these 14 points:

Speaking Area Comments

1) Voice Control
2) Projection Speaking loud enough (not too loud or too soft)
3) Pace Speaking at a good rate (not too fast or too slow)
4) Intonation Speaking using proper pitch patterns and pauses
5) Diction Speaking clearly (no mumbling or interfering accent)

[16] Jordan, R.R. *English for academic purposes: A guide and resources book for teachers.* London (UK): Cambridge University Press.1997.pp202

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6) Body language

7) Posture Standing with back straight and looking relaxed

8) Eye Contact Looking audience members in the eye

9) Gesture Using few, well-timed gestures,

10) Introduction Including attention-getting device,

11) Body

12) Using academic writing structure and transitions

13) Conclusion Including restatement/summation and closing statement

14) Effectiveness

15) Topic Choice picking a topic that is interesting to the audience

16) Language Use Varying types of clear and correct sentence forms

17) Vocabulary Using vocabulary appropriate to the audience

18) Purpose Fulfilling the purpose of the speaking task[17]

H. Previous Studies

There are several studies that had been conducted to this research. One of them is the study which is written by Imroatus Sa'adah entitled *using role play in teaching English; focus on the student speaking practice.* This study focuses on the implementation of role play in teaching speaking to the students of Senior high school. It is conducted on May, 2010. The objective of this study are to describe the implementation of role play in teaching speaking to the students of SMA Wahid Hasyim Krian, the

[17] Yamashiro, A. & Johnson, J. *Public Speaking in EFL: elements for course design. The Language Teacher*. Retrieved February 10, 2012 from http://www.jalt/publications.org/tlt/files/97/apr/yamashiro.html

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

students' improvement in Speaking after the implementation of Role play and the students' response when Role play is implemented.

This study is a collaborative action research. She collects the data through observation checklist, observation sheet, the student's speaking result, which was scored by ESL composition profile, and questionnaire. From this study she finds that based on the speaking result, the student's ability shows improvement in each cycle. They have made improvement in all aspects assessed, especially for the content and the language use. Most of the students are able to explore the ideas and pronounce the sentences into appropriate sounds. It means that, role play technique is successfully implemented to improve student's ability in speaking, especially in developing their idea and pouring into appropriate sentences.

The other study is held by Yooyong the title is *The Evaluation of the development of English speaking ability of Matayyom Suksa 2 learners at banmarkkaeng school in Udon thani Province, Thailand* The purposes of this study are to find out the teaching technique that had been implemented and to describe the class atmosphere when the speaking evaluation held. This study is descriptive qualitative. She uses non participant observation, interview, and some documentation to answer research questions. From this study, she finds that teaching technique is successfully implemented in teach speaking. During the implementation of the technique, the teacher does not dominate the teaching and learning process. She gives students

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

more opportunities to express their ideas. She only monitors them while they cooperate to complete the task.

Another study is held by Uraiwan Sae-Ong, the title was *The Use of Tas-Based Learning and group work incorporating to communicative speaking of matayyom suksa 4 students.* The objectives of this study are to describe the teacher and the student's activities in the use of Task-Based Learning, to find out the problems arise in its implementation. This study is an action research. She collects the data through observation checklist, note taking, and interview. From this study, she finds that Task-Based Learning can be implemented for teaching Speaking trough group work. The students improve both language skill and social skill. They are more active to express ideas and opinion, confident to speak English, and intend to cooperate with others. However, in this study, the technique has several problems in its implementation such as noise that students made, inefficient use of time, and unequal participation.

From all the studies above, the researcher intends to choose speaking ability to implement task-based learning method, but she implements it using picture series as the media in teaching. The researcher chooses seventh grade student of MTs Al-Kautsar Trowulan Mojokerto as the object of this study, she gets the information from their own experience as substitute teacher that their vocabularies are quite good, but they have problems in speaking,. Therefore the researcher wants to conduct a study focuses on the Use of Task-Based learning to develop student's speaking

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

ability. The researcher uses some instruments, such as observation checklist, Documentation, tests and questionnaire.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER III

RESEARCH METHODOLOGY

This chapter intends to describe the important things that dealing with the method used in this study. They are research design, research subject, data sources, research instruments, data collection, and data analysis. Those components are discussed as follows:

A. RESEARCH DESIGN

This research design is class action research (CAR). CAR is an action that is conducted in the classroom to find out the effect of it, which is applied to subject in the classroom. Therefore classroom action research is an inquiry or research related to effort to improve the quality of teaching and learning.

According to Division of Education, Indiana University, South Bend said that "Classroom Action Research is research designed to help a teacher find out what is happening in his or her own classroom, and to use that information to take action for future improvement". It means that classroom action research is the research designed to help teacher knowing what happens in the class. That information is beneficial to take a wise decision about the proper method used in the class.[1]

[1] Dr. H.M.Basrowi, M.Pd., Dr. Suwandi, M.Si.,(2008) *Prosedur Penelitian Tindakan Kelas*. Bogor; Ghalia Indonesia. Pp. 27

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The researcher conducted this study by herself, it means that the researcher played the role both as a teacher and observer in the class. The researcher present several models of CAR as visualization of research procedure, CAR is typically involves small-scale investigation project in the teachers own classroom and consist of a number of phase which often known as cycle.[2]

B. RESEARCH SUBJECT

The research was conducted at MTs Al-kautsar Trowulan Mojokerto. The researcher chooses this school as the object of the study because she has been teaching there as substitute teacher and she found students' difficulty in speaking.

The subject of this study was seventh grade students of MTs Al-Kautsar Trowulan Mojokerto. The school is new built school which established two years ago by a Lecture of economy faculty in Malang State University. There are 20 students; they are 10 boys and 10 girls.

C. SETTING OF THE STUDY

The data of this study are taken from seventh grade students of MTs Al- Kautsar Trowulan Mojokerto, which is located on Jln Makam Syeh Jumadil Kubro Desa Sentonorejo Kecamatan Trowulan Kabupaten

[2] Jack. C Richards and Charles lock heart.(1966) Reflective Teaching Second Language Classroom,.Cambridge university press , pp 12.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Mojokerto. It is one of school which has not been implemented Task-Based learning yet

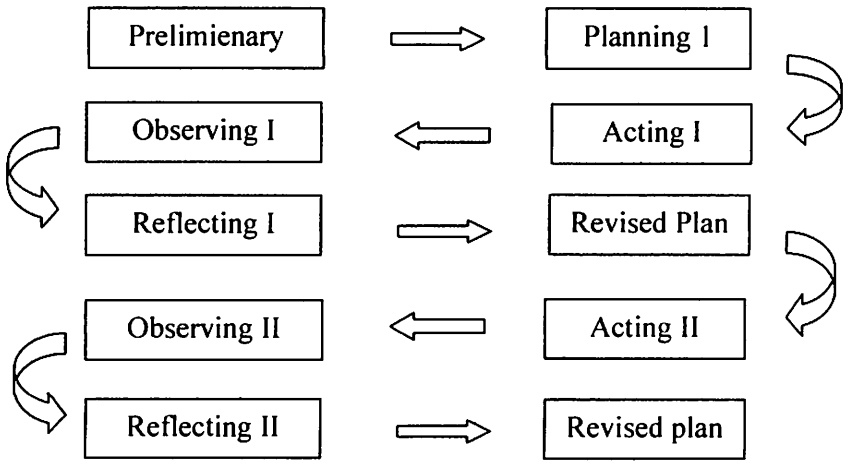
The researcher was interested in conducting the research in this school because the students have the heterogeneous background and character. Of course, they had different ability in learning English. Besides that the task-based learning never been implied in teaching speaking. The researcher expected that the result of her study could be used as information to help the teacher for motivating the students. In order to make them interested in learning english and develop the students' speaking ability

D. RESEARCH PROCEDURE

In this study, the writer does some procedures such as; preliminary study, planning, acting, observing and reflection. In this research four basics components are applied. Those are planning, acting, observing and reflecting. From those components are formed a cycle. The cycle of research cannot be stopped if there is no satisfaction result to answer the research questions'. From the statement above; the satisfactory result of this study is based on the minimum standard which the lower level is 1 and the higher is 5. To implement the action of research procedure, the researcher used the model which is illustrated by kemmis and mc target as quoted by Lailatul Badriyah[3] as follows:

[3] Lailatul badriyah. *Using Total Physicl Response Approach To Teach Vocabulary At Mts Wahid Hasyim* .(Surabaya: IAIN,2010). Page 21

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



The explanation of the picture above as follows;

1. **Preliminary Study.**

A preliminary study is carried out to get information about the models of teaching and learning English at MTs Al-Kautsar Trowulan. The researcher attempts to get information about the students' problems in teaching learning process, especially in teaching learning Speaking from her own experience in being substitute teacher.

In the preliminary study, the researcher meets the headmaster of Mts. Al-Kautsar Trowulan on Thursday 15th December 2011 to talk about the plan of research. The data obtained from those is used to set up an action

2. **Planning**

In relation to the application of Classroom action Research, the researcher makes preparation prior to implement the action based on the result of the preliminary study. At this stage the researcher prepare suitable model of teaching speaking, design lesson plan, prepare

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

instruction material, criteria of success and formative test. The explanations are as follows:[4]

a. The lesson plan

In conducting the research, the researcher makes lesson plan for the activities. There are two different lesson plans, they are; first lesson plan is used for first activity of task-based learning on first cycle (See appendix 1) the second lesson plan (See Appendix 2) is used for the second meeting or the second cycle. In every lesson plan contain three parts namely: pre, whilst and post teaching.

b. Instructional material and media.

In conducting the research, the researcher prepare the instructional material and media which relevant with the topic of communicative speaking. The researcher took the material from the textbook and other available source which is selected by the researcher.

c. Prepare the criteria of success

There were criteria to measure the success of the teaching and learning activity: (1) The teacher can implement the act by

[4] Onik Zakiyyah, *The Uses Of Numbered Head Together (NHT) Technique Improve Students Reading Narrative Text Ability for Eight Grade At SMP Negeri 2 Deket Lamongan*, (Surabaya; IAIN, 2010), page 25.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

using TBL which is appropriate with the plan and action. (2) The student has high participation rate and active involvement during teaching and learning process. (3) The students' score rate is higher rather than 3.

d. English speaking assessment

Adapted from Nurhakim as quoted on Heaton (1990), The major focus was speaking naturally in authentic situations.[5] Previous data and input is use to create the framework for speaking assessment and evaluation (See Appendix 3). The test consisted of conversation and interviews. The evaluation is adapted from Oller. The components of assessment included pronunciation, gesture, fluency and accuracy. The researcher grading each statement according to learners' performance. The criteria of competence evaluations are apply as follows:

Level 1 means an intermittent user; learners could use only words and understand simple questions and statements. They had mastered very few of the oral skills of the course.

Level 2 means an extremely limited user; their dialogue was a drawn out affair punctuated with hesitations and misunderstandings. They used only small patches of normal

[5] Nurhakim, F. (2009) *Teaching Speaking by Using Communicative Approach.* Retrieved May 4, 2011 from http://www.scribd.com/doc/15190009/Skripsi-Teaching-Speaking-by-Using-Communicative-Approach.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

speech and were unable to produce continuous and accurate discourse.

Level 3 means a modest user; the learners were able to satisfy routine social demands and limited work requirements. They needed to request repetition or clarification; similarly, they had to be asked for clarifications. These learner lacked flexibility and initiative. The interviewer often had to speak rather deliberately.

Level 4 means a good user; the learners were able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Stumbles and hesitation occasionally occurred but they were reasonably fluent. Although there were some errors and inappropriate language, these did not impede the exchange of views.

Level 5 means a very good user; they spoke with authority on a variety of topics. They could understand and participate in any conversation within their range of experience with a high degree of fluency and precision of vocabulary.

e. The instruments

In this study, the researcher uses some instruments to collect the data. The first is observation checklist (See appendix

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

5). It is used to gather all the information concerning the implementation of Task-Based Learning and the activities in the classroom.

The second is questioner which contains a large number of questions that used to get information from respondent about themselves or everything that they know. In this research, the researcher chosen open ended questionnaire to collect the data concerning the student's response during implementation of Task Based Learning approach. The researcher provided question then the student will answer it base on their opinion. (See Appendix 6)

The third is documentation, Documentation is collection of written things such as; lesson plan, type of test, student report part of text book, recording which is used in teaching-learning process. In this study the researcher collected written things such as; lesson plan, parts of text book, field note, student's score and records to prove concrete evidences in this study. (See Appendix 7 and 3).

The fourth is test. A test can be defined as a method to measure individual's ability, skill, or knowledge in some areas.[6] It is used to see the students' achievement after the implementation

---

[6] Renzo Titone and Marcel Danesi, *Applied Psycholinguistics: An Introduction the Psychology of Language Learning and Teaching*, (Toronto: University of Toronto Press, 1985), 154.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of action. In this study, the researcher conducts two types of test. The first test is pre test. Second is two tests are conducted at the end of each cycle as post test. The researcher uses picture series as materials to interview the students to know their speaking ability (see appendix 8)

3. **Acting**

After making the plan, the researcher implements the task-based learning methods to the VII students of Mts Al-Kautsar. The researcher implements Task-Based learning in teaching Speaking according to the lesson plan that made.

4. **Observing**

Observation is done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation checklist helps collaborator do observation. The result of the observation can be used as input for the next meeting. Observation is done either in first or second cycle. The researcher gives the tasks as post test in teaching learning process. The tasks are talking about series of picture that they have discussed. The students do the tasks individually.

5. **Reflecting Stage**

Reflection includes analysis and feedback. The result of reflection can be used as input for the next cycle. In this cycle the researcher evaluate the activity in the classroom and measure the result of student in speaking.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

There were two kinds of reflection employed in the study. The first reflection dialed with thinking back on what the teacher has done in implementing the action and on the students' behavior in joining the speaking class. It was conducted after the teaching and learning process on each cycle. It is based on the result of the observation. The researcher share perception about the strength and weakness of the teacher in implementing the summarization technique, moreover; it was also used to check the students' behavior in doing the task. In short, the objective of this reflection was to improve the teacher steps in implementation in the next meeting

The second reflection was a reflection as a total process conducted at the end of each cycle. It is made to judge to what degree the students competence in each cycle that has been improved. In addition, the strength and weakness in implementing summarization technique are also evaluated. It was conducted after analyzing the data obtained from observation and test.

E. RESEARCH INSTRUMENTS

An instrument was device to get data[7]. There were some instruments to prepare in order to be easier in monitoring the

[7] Suhaisimi Arikunto, *prosedur penelitian : Suatu Pendekatan Praktek* , (Jakarta: Rineka cipta, 2002), edisi revisi 5 . p.136

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

implementation of teaching and learning activities, the instruments were an observation checklist, students' score, sets of test and questionnaire

The first instrument was Observation which centralization of attention toward an object by using five senses (sight, sense of smell, sense of hearing, sense of touch, and sense of taste). The researcher conducted the observation checklist from the first cycle until the second cycle, the researcher observed the implementation of Task Based Learning method during teaching and learning process in the classroom, the researcher provided observation checklist in order to be easier to collect the data. The researcher gave the explanation from the each item above based on the result of observation checklist in order to make the data clearly and under stable.

The second instrument was Questionnaire, a large number of questions that used to get information from respondent about themselves or everything that they know. Questionnaire was an instrument that contains some written questions including attitudes, opinion, preference and information. The questionnaires were used to know the students understanding when the task based learning applied. They were also used to know whether the strategy is helpful to solve their problem in learning speaking. In this research, the researcher choose open ended questionnaire to collect the data concerning the student's response during implementation of Task Based Learning approach. The researcher provided question then the student will answer it base on their opinion.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Before the students answer the questionnaire, the researcher would explain each question in the questionnaire. (See Appendix 6)

The third was documentation. Documentation was collection of written things such as; syllabus, lesson plan, type of test, student report part of text book, recording which is used in teaching-learning process. In this study the researcher collected written things such as; lesson plan, parts of text book, field note, student's score and records to prove concrete evidences in this study.

The fourth was sets of test. A test can be defined as a method of measuring an individual's ability, skill, or knowledge in some areas. This instrument is used to see the student's achievement after the implementation of action. In this study, the researcher conducted two types of test. They were pre test and post test in the first meeting and two test are conducted at the end of each cycles as post test. The researcher conducted pre test in the first meeting to know the student's competence in speaking before implementing task-based learning. Next the researcher conducted a post test both in first and second cycle. The types of the test were chosen under the objective that the students can develop their speaking ability use the idea which is given by the teacher.

F. DATA COLLECTION TECHNIQUE

In this study, the researcher collects the data through observation checklist, students' interview result which is scored by criteria of competence evaluation, tests and questionnaire.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The first is observation ,The researcher conduct the observation from the first cycle until the second cycle, the researcher observed the implementation of Task-Based Learning approach during teaching and learning process in the classroom, the researcher provide observation checklist and field note in order to be easier to collect the data.

The collaborator observes about the situation in the classroom (the teacher and the student's activities in the classroom) and the material used in the Task-Based learning The form of observation may comprise whether student can give to teacher's explanation or not. The form of observation to the material comprised whether the materials are interesting or not etc.

The second step to collect the data is analyzing questionnaire. The questionnaires are some questions which are used to get opinion of the students about the implementation task based learning technique.

The students answer the question based on what they get after the teacher applies the Task-Based Learning in teaching speaking. Questionnaire can be open and close question. It can be open question if the students are given the freedom to answer based on what they belief. It can be close question if the answer is prepared.[8]

---

[8] Burhan Nurgiyanto, *Penilaian dalam Pengajaran Bahasa dan Sastra* (Yogyakarta : PT BFE.2001), 57.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

G. DATA ANALYSIS TECHNIQUE

In data analysis the researcher analyzes the result of teaching and learning process which using task- based learning. The data are gotten in two cycles.

There are some kinds of data that must be analyzed. First, the data concerning with the students' activity in the classroom. In this research, the researcher analyzes the data from observation checklist to the student in teaching learning process during two cycles. The observation checklist is needed to know whether the implementation is good or not. It could be known from the students' performance in teaching learning process when the teacher implemented task-based learning methods

Second, the data concerning with the result of teachers' activities during the teaching and learning process. In this research, the researcher also analyzes the data from note from the teacher in teaching learning process during two cycles.

Third, the data concerning with the students' response during the teaching and learning process. In this research, the researcher collects the data using questionnaire in teaching learning process. The questionnaire is needed to know the students' response toward the process of teaching learning using task based learning . Then the results of questionnaire are analyzed by using presentation technique:

$$P = \frac{f}{\mathrm{N}} \text{ x } 100\ \%$$

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Note :

P : Total Score (Percentage)

Ƒ : Total of the student's responses

N : Total of all student seventh grade

The fourth, the data concerning with the result of student's score after the students finish study in every cycle. The researcher analyzes it to know the mean of score and successes of students in every cycle. There are two cycles, so the teacher gave two post tests. The results of the tests are collected and sum. Between first and second cycle can be counted from the averages of the scores. The pattern is[9]:

$$M = \frac{\Sigma fx}{N} \times 100\ \%$$

Note :

M : Mean of score.

Σfx : Total of whole student's score of speaking.

N : Total of all students seventh grade

The researcher analyzes the students' score by counting the number of students who got the score 3, up and under 3 to know the success of this study. The criterion of success in this study is 75 percent

[9] J. B. Heaton, *Writing English Language Tests*, (New York : Longman, 1975), 176.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of the students got speaking score is greater or equal to 3 . the pattern is [10]:

$$P = \frac{f}{N} \times 100\ \%$$

Note :

P : Percentage

$f1$: Total of the students were able to mastery the lesson

$f2$: Total of the students were not able to mastery the lesson

N : Total of all students seventh grades

[10] Sudjana, *Evaluasi Hasil Belajar*. (Bandung : Pustaka martina, 1988), pp 131.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter mainly discusses the findings of the research and the interpretations of the data to answer research questions.

In this chapter the researcher shows and presents the data of the research. The results and discussions included the answers to the research problems and question as follows (1) how can speaking ability of seventh grade student of MTS AL-KAUTSAR TROWULAN MOJOKERTO be improved trough the implementation of task-based leaning? (2) What is the improvement after task-based learning method applied? (3) How are the students' responses to the implementation of task-based learning?

To answer research question number 1, the writer needs to describe the teaching and learning process of using task-based learning. The data are from observation checklist. The process includes teacher's activities, student's activities and materials used in teaching.

In answering research question number 2, the writer needs to measure students' score or level in speaking before and after using task-based learning. In this study, the researcher conducted two types of test. The first was pre test in the first meeting. The second was post test in the second and third meetings. The tests were conducted at the end of each cycle as post test. It was about speaking and talking about event based on the picture and flash card is used as media in the implementation of task-

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

based learning. The writer analyzed students' score of these tests based on English Speaking rating test.

The description of students' responses toward task-based learning helps to answer research question number 3. The responses could be described based on the result of the questionnaire which was given in the last meeting. The data were described using percentage.

A. THE GLANCE DESCRIPTION OF RESEARCH OBJECT

1. The Profile of MTS AL-KAUTSAR TROWULAN MOJOKERTO

MTs- Al Kautsar is located on Jln Makam Syeh Jumadil Kubro Desa Sentonorejo Kecamatan Trowulan Kabupaten Mojokerto. The location of the school is not so far from the main road. This school is accessed easily by all citizens around Trowulan.

MTs Al-KautsAR was built in 2010. For the first year, this school had only one class for teaching and learning activity. At that time, Dr. Ludi Wishnu Wardhana S.E. S.Pd. MM who was the key figure of society built this school on his own land which located on Jl Syeh Jumadil Kubro Trowulan Mojokerto.

The headmaster of MTs Al-Kautsar is Dr. Ludi wishnu wardhana ST. S.E. S.Pd. MM. he is also Lecturer at UNM (Universitas negeri Malang)

The vision of the school is to create smart, brave, and independent students. This school has three missions. First, give students religious knowledge as guide in their life. Second, help students to develop their

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

talent. Third, guide students to have good moral and attitude.

All students of MTs Al-Kautsar are considered as left-over student which wasn't accepted by public school, and most of them are in low level economy condition. Yet, most of them have very minimum knowledge and desire to be educated.

All the teachers of MTs Al-Kautsar are competent in their fields. Not only teachers but also staffs in school have priority to pay attention to the student and to be discipline and responsible in performing duties.

All the students and teachers had good characters and behaviors. Before beginning the class or teaching-learning process they prayed Dhuha jama'ah in the mosque and reading holy Qur'an in view minutes. They also very kind, friendly and respectable to everyone although to the everyone, not only a teacher to teacher, students to teacher, and students to students but also to the strange person. It showed when the researcher came to the school in the first time they welcome very well. It made the researcher comfortable to do research there.

B. DATA PRESENTATION AND DATA ANALYSIS

1. Data Presentation

The research findings contained the data collected during the research. The data were from the instruments of the research. An observation checklist is used to collect the data about the classroom activities. The questionnaire was used to collect the data about students' responses toward the implementation of task-based learning. The criterion

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of success of this study was 75 % of students who got who got speaking level more or equal than 3.

In this study, task-based learning conducted in two meetings, namely; two cycles in the second and third meetings. In the first meeting it was used for pre test. The descriptions of teaching and learning process in first meeting used as pre test described below:

a. Pre Test

In the first meeting, the researcher as English teacher did not use task-based learning method. The teacher used discussion technique in teaching speaking. The material was about pictures of job since the topic had been taught. Pre test was about discussing based on picture given. It was done after they present it.

We could found that there were 14 students who got score under level 3. In this study, students who got score under the minimum standard, they considered as Failed students. On the contrary, there were 6 students who could achieve the minimum standard of mastery. They considered as the Passed students because they got maximum level of score which on the level 3 above. (See Appendix 10). From the students' score of pre test we could assume that the students' speaking ability is still low. In fact, it was problems as stated in chapter I. This study focused task-based learning method to Develop students' speaking ability.

As stated in chapter III, the researcher conducted this study for two cycles. First cycle was in second meeting, while second cycle was in last meeting.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

b. The Implementation of Task- based learning in First Cycle

The first cycle was conducted on December 26th, 2011. The subjects were the students of seventh grade. There were 20 students. They consist of 10 male and 10 female. In this stage the researcher became the teacher in the class and the real English teacher became observer, she helps to the researcher to full up the observation.

a). Planning

In this planning stage, the researcher prepared everything needed in teaching speaking using task-based learning. First, the researcher made lesson plan covered the opening activity, main activity and closing activity.(See appendix I) .The second, the researcher choose the material. In the choosing the materials, there were some considerations which are reasonable, reaching enough or neither too easy not too difficult for the students, interesting and balance with the students level and curriculum in order to build up the students ability in speaking especially in this cycle the researcher use the materials from the text book English in focus.

The last the researcher made the instruments for teaching and learning speaking process based on task-based learning. These instruments were documentation, exercise question, observation checklist.

b). Implementing

Before implementing task based learning, the teacher started

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

by saying greeting to the students and checking the student's attendance. The classroom activities were held on 26 December 2011 for about 90 minutes. Teacher taught Speaking using task-based learning. Teacher did all procedures of task-based learning.

c). Observing Stage

Observation was done using observation checklist. the result of observation checklist can be seen in appendix 11, This observation was useful to collect the data concerning on task-based learning implementation in teaching speaking.

In observing, group works' discussions were monitored to know their speaking ability and their communication with their friends during the process of discussion. Students were interested in picture series of holiday as a topic. It made students became more active to explore and share their ideas to their friends

The topic about holiday at the zoo seemed to be useful to engage students in the activity because they were familiar with the topic. From the observation, it was proved that they were involved actively in every activity. It was also proved from students' score.

The students asked and helped each other when they got difficulties. There were only few students who still felt that they were difficult to develop their idea and most of them made some errors in pronunciation.

The teacher explained effectively in developing ideas by enriching their knowledge about the topic. The students could succeed

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

in learning if they focus on the task when they were in discussion section. That was the key of task-based learning.

d). Reflecting Stage

Based on the result of observation, the researcher considered that the students' problems were laid on pronunciation and grammar, but they felt that the topic was interesting. The teacher thought the topic was interesting. As a result, teacher wanted to use another holiday experience, namely hangout at holiday in second cycle.

In addition, researcher should remind students to be more active in exploring their ideas and be careful with their mechanics.

The implementation of first cycle was rather success. It could be known from students' score in first cycle in appendix was better than in pre test (See appendix 12).

There were 7 students who got score under the minimum standard. Namely level 3; the detail information about the list of students who got score under 3 could be seen in appendix . They considered as failed students. On the other hand, there were 13 students who got score up to the minimum level. They considered as passed students. The number of students who did not pass decreased from 14 to 7 students in first cycle. It decreased 7 students who did not pass the pre test (See Appendix 13).

The number of students who succeed increased from 6 up to 13 students. There were 6 students who succeed in first cycle than in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

pre test. There were significant improvements of students' speaking ability in first cycle compare to students' speaking ability in pre test.

The researcher analyzed students' score to know whether the study in first cycle achieved the criterion of success or not.

The pattern to measure the percentage of students who are passed and failed in first cycle was stated in chapter III.

The percentage of students who are pass in the first cycle was:

$$P = \frac{13}{20} \times 100\ \% = 65\%$$

The percentage of students who failed in the first cycle was:

$$P = \frac{7}{20} \times 100\% = 35\%$$

Table 1: The Recapitulation of the Result in First Cycle

No	Description	The result of 1st cycle
1.	The mean of score in first cycle	2,15
2.	The number of students who are passed	13
3.	The number of students who are failed	7
4.	The percentage of students who are passed	65 %
5.	The percentage of students who are failed	35 %

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

From the table above, we knew that the percentage of students who passed in first cycle was only 65 % while the satisfying result of this study was 75 % of the students got speaking score is greater or equal to 3. As a result the researcher conducted second cycle to achieve the satisfying result of this study.

c. The Implementation of Task-Based Learning in Second Cycle

1) Planning Stage

In this stage, the researcher used reflection of the first cycle as a guideline to prepare lesson plan. First, the researcher reviewed previous lesson plan and evaluated the students' speaking result. Second, the researcher prepared pictures of places to visits in holiday as new topic. Third, teacher would teach speaking based on lesson plan made before.

2) Acting Stage

Classroom activities were held on 29th December 2011 for about 90 minutes. It started from 08.10 - 09.40 am. The researcher implemented task-based learning in this stage. The researcher taught speaking used task-based learning method based on the lesson plan as seen at appendix 2 .

3) Observing Stage

In this stage, the researcher invited Mrs. Hanna Andyani M.Pd as collaborative teacher to observed classroom activities

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

which using task-based learning. By using observation checklist. She ticked the observation checklist the same observation checklist as given to the student also.

The students were interested in the pictures of Places to visit in holiday as the topic. The students were more active to express their ideas and were interested to share and discuss the topic to their friends. The students speaking score was better than in the first cycle.

4) Reflecting Stage

Based on the result of observation, the researcher knew the result of implementing task-based learning was good. Researcher checked the students' score of speaking before and after using task-based learning method.

The researcher found that there was significant improvement in students' score in speaking. She also compared students' scores in pre test, first and second cycle. From students' scores of second cycle, there was one student who did not passed (See Appendix 14).

From students' score, most of students passed in second cycle although one student did not pass. Then, the researcher analyzed students' score to know whether the study in second cycle achieved the criterion of success or not.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

The pattern to measure the percentage of students who are successful and unsuccessful in second cycle was stated in chapter III.

The percentage of students who are passed in second cycle was:

$$P = \frac{19}{20} \times 100\ \% = 95\%$$

The percentage of students who are failed in second cycle was:

$$P = \frac{1}{20} \times 100\ \% = 5\%$$

Table 2: The Recapitulation of The Result in Second Cycle

No	Description	The result of 2 nd cycle
1.	The mean of score in second cycle	3, 55
2.	The number of students who are passed	19
3.	The number of students who failed	1
4.	The percentage of students who are passed	95 %
5.	The percentage of students who are failed	5%

From table above, we could know that the percentage of students who successful was 95 %. It achieved the satisfying result

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

of this study namely 75 % of the students got speaking score is greater or equal to 3. As a result, it could be concluded that using task-based learning was success to develop seventh grades students' speaking ability.

2. Data Analysis

a. The Result of Observation Checklist

When the teacher implemented task-based learning in the classroom, the observer monitored the teaching and learning activities by checking observation. The result of observation checklist could be seen in appendix 11

b. Student's Score

Students' score were gotten from three times tests. First, from pre test in first meeting, second from post test in first cycle, and the last from post test in second cycle. Those scores were the scores of the students' speaking ability. It was presented in table below:

Table 3: Comparisons of Pre Test, 1st and 2nd Cycle Scores

NO	NAME	PRE TEST	1ST CYCLE	2ND CYCLE
1	Ahmad Iqbal Badruzzaman	3	4	5
2	Bagas Prananta	2	2	3
3	Choirul Anam	1	3	3
4	Devi Ning Pariani	3	2	3
5	Heri Purwono	1	2	2

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

6	Ika Khoirun Nika	3	3	4
7	Imam Syafi'i	2	3	4
8	Lailatul Qomariyah	1	3	4
9	M. Irul Anwar	1	3	4
10	M. Imron Hamzah	3	3	5
11	Nanda Cahyono	4	3	4
12	Neneng Intan Krisna	2	3	4
13	Riris Sulistyowati	2	3	3
114	Siti Khumairoh	2	2	3
15	Siti mahmudah	2	2	3
16	Sugeng Cahyono	2	3	3
17	Suratno	2	3	3
18	Wimandari kurnia	2	2	3
19	Ahmad Ikhwanto	2	2	3
20	Safitri	3	4	5
	MEAN	2,15	2,8	3,55
	MAX SCORE	3	4	5
	MINIMUM SCORE	1	2	2

From the table above, shows that the students were able to accomplish their speaking ability from pre test up to second cycle because their speaking ability improved in every cycle.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

It could found that most students' level in second cycle had met the goal which set as the criterion of success in this study although there was one student who got under level 3.

c. The Result of Questionnaire

To know about the students' responses, the researcher gave questionnaire to the students and analyzed it. In the questionnaire, the researcher used 10 questions. Below were the results of questionnaire which was given to the students in the last meeting.

To make them clear and simple, the researcher analyzed all number of the question. To measure about the students' responses, the researcher used pattern:

$$P = \frac{f}{N} x\ 100\%$$

Note :

P : Total Score (percentage)

f : Total of the students' response

N : Total of all seventh grades students

The detail questions in questionnaire could be seen in appendix 6. The results of questionnaire were presented below:

Table 4: Task-based learning helps student enjoy learning English. The results are:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

NO	Criteria	Total
1.	Strongly Agree	35%
2.	Agree	60%
3.	Neutral	5%
4.	Disagree	0 %
5	Strongly Disagree	0 %

The researcher analyzed the result of questionnaire number by number. For question number 1, it could be known that: 95 % of students were easy to understand the teachers' method in teaching speaking using task-based learning and 5% of students were not.

Table 5 : A task involves a primary focus on meaning. The results are:

NO	Criteria	Total
1.	Strongly Agree	30%
2.	Agree	65%
3.	Neutral	5%
4.	Disagree	0 %
5	Strongly Disagree	0 %

For question number 2, it could be known that: 95 % of students understood that a task has involves a primary focus on meaning, and 5 % of students did not understand.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 6: A task has a clearly defined outcome. The results are:

NO	Criteria	Total
1.	Strongly Agree	25%
2.	Agree	65%
3.	Neutral	5%
4.	Disagree	5 %
5	Strongly Disagree	0 %

For question number 3, it could be known that: 90 % of students understood the materials that were explained by the teacher about the ways to make clear outcome, and 10 % of students did not understand.

Table 7: A task is any activity in which the target language is used by the learners. The results are:

NO	Criteria	Total
1.	Strongly Agree	20%
2.	Agree	65%
3.	Neutral	10%
4.	Disagree	5 %
5	Strongly Disagree	0 %

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

For question number 4, it could be known that 85 % of students agreed that the activity that presented is right on target language. 15% of students did not agree.

Table 8: Task-based learning is based on students-centered instructional approach. The results are:

NO	Criteria	Total
1.	Strongly Agree	20%
2.	Agree	65%
3.	Neutral	5%
4.	Disagree	5 %
5	Strongly disagree	5 %

For question number 5, it could be known that: 85 % of students agreed that task-based learning was students-centered approach, while 15% of them didn't agree.

Table 9: The task-based learning activates learner's needs and interest. The results are:

NO	Criteria	Total
1.	Strongly Agree	30%
2.	Agree	65%

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

3.	Neutral	5%
4.	Disagree	0%
5	Strongly disagree	0 %

For question number 6, it could be known that: 95% of students agreed that task based learning activated learners' interest and needs. While 5% of them didn't agree.

Table 10: Task-based learning provide a relaxed atmosphere to promote target language use. The results are:

NO	Criteria	Total
1.	Strongly Agree	40%
2.	Agree	55%
3.	Neutral	5%
4.	Disagree	0%
5	Strongly disagree	0 %

Question number 7, could be known that: 95% of students were agreeing that task-based learning provide relaxed atmosphere and 5 % of students were not.

Table 11: Task-based learning materials in text book are meaningful and purposeful based on the real world context. The results are:

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

NO	Criteria	Total
1.	Strongly Agree	15%
2.	Agree	65%
3.	Neutral	10%
4.	Disagree	10%
5	Strongly disagree	0%

For question number 8, could be known that: 80 % of students agree that the textbook materials are meaningful and purposeful, while 20% did not agree.

Table 12: Task-based learning pursues the development of integrated skills in the classroom.The results are:

NO	Criteria	Total
1.	Strongly Agree	10%
2.	Agree	65%
3.	Neutral	25%
4.	Disagree	0%
5	Strongly disagree	0%

For question number 9, could be known that 75 % of students were agree if their speaking ability were improved, 25 % of students were not.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

Table 13: Learners want to learn by using task- based learning. The results are:

NO	Criteria	Total
1.	Strongly Agree	50%
2.	Agree	40%
3.	Neutral	10%
4.	Disagree	0%
5	Strongly disagree	0%

For question number 10, could be known that: 90 % of students want to learn using task-based learning and 10 % of students didn't.

C. DISSCUSSION

In this section, discussion divided into three parts, namely the implementation of task-based learning to improve students' speaking ability, the result of speaking as post test after using task-based learning, and students' responses toward the implementation of task-based learning were gotten from questionnaire. The explanations of each discussion described as follows:

1. Task-Based learning Implementation in First and Second Cycle

The researcher prepared and used observation checklist to collect data concerning the implementation of task-based learning. The collaborator as observer completed observation checklist when task-based learning was implemented both in first and second cycle.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

a. First Cycle

Task-based learning was implemented according to the theory that brought up by David Nunan. Which said that task based learning should have six basics point which are goals, input, procedure, teachers' role, learners' role and setting.[1] The researcher then in composing the material and doing the research consider to the theory above.

The researcher implemented task-based learning during the research although it was considered as complicated technique. However both teacher and students could do the steps of task-based learning in teaching and learning process.

Learning using task-based learning started when teacher divided students into a group of five based on the picture they hold on. It purposed to make group work. Teacher shows 2 different pictures. Teacher asked to the students to pay attention on picture for a minute. This activity aimed to give them a depiction about the theme. It was suitable with the first steps in speaking process, namely pre, whilst and post speaking. Seow stated that teacher could gather many ways to generate ideas and gather information.

The student asked to make a group and each group should have a representative. Hogue stated that an outline could be formal and informal. An outline helped students to organize the ideas and focused them on their purpose in speaking.

[1] David Nunan, task-based teaching. Cambridge; Cambridge university press 2004 pp.18

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

What they have to do before presents their group work in front of the class is they have to make a clear outline about the picture that they had discussed. With their group they discussed and shared information. They had developed the outline into speaking composition. Those activities were suitable with second and third basic principle of cooperative learning. In addition, Lie stated Task-Based Learning is one of flexible cooperative learning.

Furthermore in Task-Based Learning classroom, the students developed their presentation and questioning technique as the results of a strong motivation to make sure that everyone in their group for getting all information to complete and do the task. As stated in chapter II that task-based learning offers an interactive experience that supports communicative approach. Lie also stated that in cooperative learning type Task-Based Learning, students worked in small heterogeneous group and got positive interdependence. It made students discussed and cooperated to complete the task together.

As a result, students' speaking result was better than before teaching and learning using task-based learning in pre test. In addition, learners made an effort to understand others' ideas and build each others' confidence speaking English. Many learners began sharing their opinions after the third period. Learners encouraged each other with compliments such as "good", "well done", or "good job". Five learners who the supervisor had pointed out as sometimes causing difficultly in class responded to some activities surprisingly well.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

These enthusiastically raised their hands to answer questions and two of them volunteered to share their experiences in front of the class. Developing relationships in the class helped the researcher and learners communicate more easily and effectively.

b. Second Cycle

in this cycle Learners had a chance to talk about personal feelings and private experiences in their life. English lessons gave learners chances to reflect, find out about other people, and share their secrets. Besides explaining ideas, smiles, laughter, and supportive body language occurred as well. Students were divided into a group of five. Each group consisted of four students, The teacher distributed picture of place to go on holiday to each group. The teacher remains the student on how to make appointment then instructed them to make an appointment with their group on the place based on the picture handed. The student must form the appointment on the conversation, and present them in front of the class, each groups should provide two pairs conversation.

After listening to their friend's story, many learners expressed their interest with phrases like "wow", "oh my god!", "that's good", or laughter, which showed that they were concerned with the content, not grammar structure or unknown vocabulary. It could be said that they learned English naturally by catching some known words and using the context to understand the meaning.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

A learning-centered classroom was fostered by the various activities. For example, discussion and role play were quite clearly suitable as working-together activities. Brainstorming and comparing answers could lead to very lively discussions.

Furthermore, reading together in class could be enjoyable, with learners helping one another to understand and sharing reactions. To encourage learners to sustain conversation, the researcher gave learners about five minutes for tasks. When in groups or pairs, learners worked together without worrying about losing face in front of the whole class when they said something unusual or incorrect. They could experiment with their English and took risks, rather than played it safe. When time was up, the discussion could be continued as a whole-class activity by asking a spokesperson for each group to summarize the group's discussion and any interesting points.

The researcher got the result is less of errors in mechanics that students made in the first cycle. Then teacher asked students to rewrite the appointment to a note by using their own words individually. In post speaking, teacher and students concluded lesson after students present and submitted their work. It was the task that considered as the post test to know and measure the students' speaking ability using task-based learning in second cycle.

The students were interested in picture of place to go in the holiday as the topic. Geographically there are many places to go to spend holiday which is near their houses. The students were more

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

active to express their ideas and were interested to share and discuss the topic to their friends. The collaborator saw the students really expressed and told their ideas and thought with their friends in groups. The students speaking result was improved than in the first cycle.

2. The Result of Using Task-based Learning to Develop English Speaking Ability.

Learners' reports for each task revealed that the tasks used in the research created a variety of activities for learners and were helpful in their learning. As Willis suggested, learners feel the need for various interaction patterns with a focus on themselves rather than on the teacher. Furthermore, she claims that task-based learning is capable of fulfilling such needs. For almost every task, learners gave positive comments reflecting on their satisfaction with the tasks. For example, in the holiday at the zoo task, learners compared two different pictures and find out where each person was. They were required to choose the best vocabulary. This task encouraged learners to share their opinions in their groups in the process of making a decision. As Willis also pointed out, carefully chosen tasks encouraged learners to participate in complete interactions. These tasks significantly increased learner motivation.[2]

This research found that task-based learning allowed learners to develop their English speaking skills. It may be useful for teachers or others interested in applying task-based learning in teaching English.

[2] Willis, J. *A Framework for Task-Based Learning*. Longman: de Henseler Books. 1996

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

However, teachers should recognize the learners' fundamental knowledge before designing tasks which are suitable for the learners' proficiency level.

The researcher analyzed the results of post test. In this analysis, the researcher presented the result of students' speaking ability in the form of percentage. This analysis purposed to know whether Task-Based Learning can develop students' speaking ability after using task-based learning. This analysis was divided into two kinds, namely the achievement of minimum standard of mastery (criteria of success) and recapitulation of increasing score between first and second cycle. Students' score of every meeting can be completely seen in table 3.

a. The Criteria of Success

This study could be considered success if the results of post test in first and second cycle showed that 95 percent of the students got speaking score is greater or equal to the English rating test score namely 3. The percentage of students who succeed in first cycle was 65 %. It concluded that first cycle did not achieve the criterion of success. As a result, researcher conducted second cycle.

In this research, researcher considered second cycle was success because most of students had achieved the minimum standard of mastery that was 3. The percentage of students who succeed in

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

second cycle was 95%. The detail description of students who succeed in first and second cycle was described in graphic 1.

b. The Recapitulation of Student's Mean Score

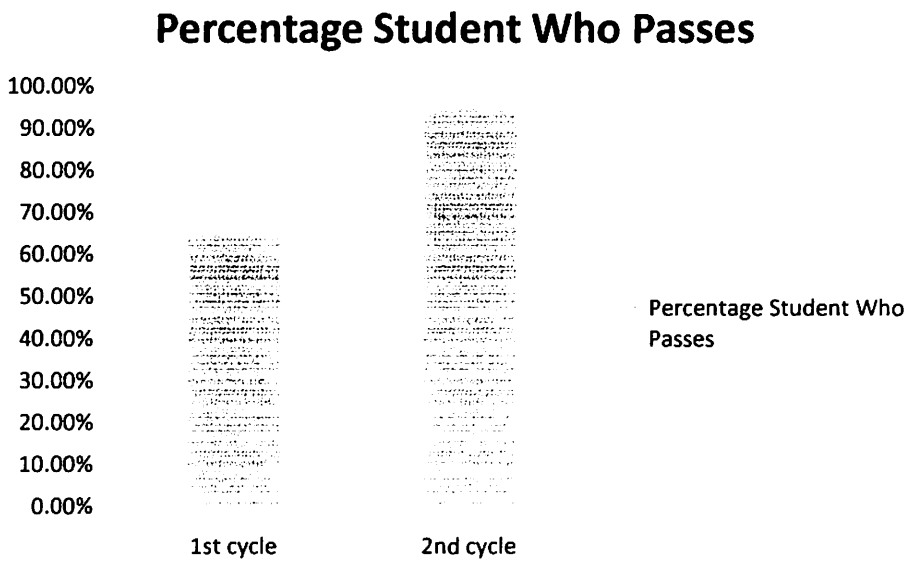
Task-based learning implemented during the research. The result of implementing task-based learning was good. It could be proved by checking the students' score of speaking before and after using task-based learning.

The students' score in second cycle was better than first cycle and pre test scores. The students' score improved well in every meeting. In addition, their average score increased in every meeting. In pre test (first meeting) was 2.15 while the mean of score in first cycle (second meeting) was 2.8 and the mean of score in second cycle (third meeting) was 3.55.

The percentage of students who got score greater or equal 3 in second cycle was 95 % while the criterion of the success in this study was 95 % of students who got score 3. In conclusion, the goal of this research was achieved. Those detail description was described in graphic 1 below:

Graphic 1: The Percentage of Students Who Passed.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id



3. The Result of Questionnaire

The findings of the open-ended questionnaire revealed that tasks enhanced learners' performance. Many learners said that the fun task helped them remember new vocabulary more easily because they were able to link the vocabulary with the action. As Lightbown and Spada mentioned, some learners find physical actions aid their learning process, being able to experience new language in ways that involve them more fully.[3] Many learners' responses in open-ended questionnaire indicated that tasks were beneficial for learning grammatical structures. Learning grammatical structure while performing role-play or listening to songs became more effective and permanent. Learners encountered the meanings and situations,

[3] Lightbown, P.M. & Spada, N. *How languages are learned.* Revised edition. Oxford: Oxford University Press.1999

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

including grammatical structure, in context, rather than through rule memorization.

Questioner could be classified in to two, the first is open questioner and the second is closed questioner[4]. In this research the researcher did closed questioner, where the students had to answer each question while the answered is prepared. This made the researcher easier in analyzing the data.

After the implementing of task-based learning, the researcher provide questioner which purposed to answer research question number 3. The questioner as seen in appendix 6 contains of 10 closed questions. The question was made based on theory that brought up by Ellis on her book titled task-based learning and teaching, which stated that task based learning, should bring a variety of content and proposed to achieve outcome where meaning is the major focus rather than form[5].

From the question number 10, " learners want to learn using task-based learning" showed that 90% of students were agree while 10% of them were neutral so that the researcher analyze that seventh grades students of MTs Al-Kautsar Trowulan Mojokerto as an object of this study responded the implementation of task-based learning in their class well. In fact, they liked the implementation of task-based learning; therefore they were motivated to speak using English. In

[4] Burhan Nurgiyanto " *Penilaian Dalam Pengajaran Bahsa dan Sastra*. PT;BFE, Yogyakarta.2001.pp,57.
[5] R. Ellis. Task-based language learning and teaching, oxford university press. Oxford, 2003. Pp 75

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

conclusion, students' response toward the implementation of task-based learning was good.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter mainly presents the conclusions and the suggestions which are derived from the research findings and discussion in the previous chapter.

A. CONCLUSIONS

Based on the findings and discussion in the chapter IV, the writer draws the conclusions as follows:

1. The implementation of task-based learning to develop students speaking ability of seventh grade student of MTs Al-Kautsar Trowulan Mojokerto is good. It can be proved by seeing the result of observation checklist used in teaching and learning process. In addition, the teacher do all the procedures of task-based learning technique that is set up in lesson plan. First the teacher tell about her experience on spending holiday at the zoo, and provide pictures about situation in the zoo. The teacher then ask the student what people do in each picture, and where the things was arrange. Second the teacher divided student in to groups, the group was divided based on the name of animal that they handed. And those who got the same animal should be in one

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

group. Third the students discuss about animal, and answer teachers' question. Then the last each group should present their work in front of the class. As the result each Groups be able to present their work and had been increased in each cycle. In conclusion the implementation of task based learning to develop students' speaking ability was totally work out.

2. Task based learning method can develop the seventh grade students' speaking ability. It can be proved by seeing the mean score of students speaking level in every cycle. The mean score of first cycle was 2.15 the mean of score in second cycle was 3.55 while the highest point level is 5 , as adapted from Oller Level 2 means an extremely limited user ; their dialogue was a drawn out affair punctuated with hesitation and misunderstanding. They used only small patches of normal speech and were unable to produce continuous and accurate discourse. Level 3 means a modest user; the learners were able to satisfy routine social demands and limited work requirements. They needed to request repetition or clarifications. These learner lacked flexibility and initiative.[1]
3. The students' response toward the implementation of task-based learning are good. As seen on The result of questionnaire on question

[1] Oller, J. W. *Language Test at School: A Pragmatic Approach.* London:Longman.1976

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

number 10 shows that there are 90 % the students agree that task-based learning need to be implemented in the school and 10 % the students did not agree. On question number 7, could be known that: 95% of students were agree that task-based learning provide relaxed atmosphere and 5 % of students were not. In conclusion, the use of task-based learning to develop students' speaking ability is successful.

B. SUGGESTIONS

Based on the conclusion, the researcher suggests the following items:

1. For the teacher
   a. Process of teaching speaking is not easy but it needs suitable learning model. Therefore, teacher should implement good learning model and media that are appropriate to student's grade.
   b. Applying task-based learning in teaching speaking can be an alternative learning model. It can help to solve students' problem in pronunciation and Confidence in speaking. Finally the students' speaking ability was developed very well.
   c. The teacher should create fun situation and activity in the classroom. It means that it can stimulate students' interest

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

during teaching and learning process particularly in teaching speaking.

2. For the students

   a. The students should learn speaking actively. Because speaking for junior high school should be practice continuously, it is also not only learnt in Junior High School but also in High School.

   b. The students should spend their more time for memorizing vocabulary to increase their speaking skill to make them have good ability in speaking.

   c. The students should never give up when they find something difficult especially in studying English; they have to be active to ask to their teacher.

3. For further researcher

   The next researcher can improve the result of this research by doing further implementation task-based learning not only in speaking but also in other skills namely writing, listening and reading.

digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id