



**IMPROVING STUDENTS' SPEAKING SKILL THROUGH  
TASK-BASED LANGUAGE TEACHING (TBLT)**

**THESIS**

Submitted as a Partial Fulfillment the Requirement the Degree of  
Sarjana Pendidikan (S.Pd)

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATIONAL SCIENCES  
MUHAMMADIYAH UNIVERSITY OF JAKARTA**

**2018**

**MUHAMMADIYAH UNIVERSITY OF JAKARTA**  
**FACULTY OF EDUCATIONAL SCIENCES**  
**ENGLISH EDUCATION STUDY PROGRAM**

Thesis, April 2018

M Faizal Bakri (2014850011)

**IMPROVING STUDENTS SPEAKING' SKILL THROUGH TASK-BASED  
LANGUAGE TEACHING (TBLT)**

xvii + 52 pages, 8 tables, 11 Appendices, 4 figures

**ABSTRACT**

The purpose of this study was to determine Improving Students Speaking Skill Through Task-Based Language Teaching (TBLT). This study used the students of 11<sup>th</sup> AK 1 and 11<sup>th</sup> AK 2 of SMK Muhammadiyah 3 as the research sample. This class consisted around 20 students each class in order to choose the sample, the writer used cluster sampling technique from the population. The method used in this study was quantitative and design class control and experimental class of two group pre-test and post-test design. The data from pre –test and post-test were analyzed statistically using spss. The result of this research explained that students' pre-test score was 51 and after the treatments, students' post- test score was 75 for control class, and pre-test score was 49, 4 and 76 for post-test. Gained scores of the experimental group and the control group obtained t calculation of 0.267, with significance level  $\alpha = 0.05$ . These findings mean that, task based language teaching improved students' speaking skills.

*Keywords : Task-Based Language Teaching ,Students Speaking skills.*

References 15 (2003-2017)

**UNIVERSITAS MUHAMMADIYAH JAKARTA**  
**FAKULTAS ILMU PENDIDIKAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Skripsi April 2018

M Faizal Bakri (2014850011)

**MENINGKATKAN KEMAMPUAN BERBICARA SISWA MELALUI  
PENGAJARAN BAHASA BERBASIS TASK (TBLT)**

xvii + 52 halaman, 8 tabel, 11 lampiran, 4 gambar

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui Meningkatkan Keterampilan Berbicara Siswa Melalui Pengajaran Bahasa Berbasis Tugas (TBLT). Penelitian ini menggunakan siswa AK kelas 11 dari SMK Muhammadiyah 3 sebagai sampel penelitian. Kelas ini terdiri dari sekitar 20 siswa setiap kelas untuk memilih sampel, penulis menggunakan teknik cluster sampling dari populasi. Metode yang digunakan dalam penelitian ini adalah kuantitatif dan desain kelas kontrol dan kelas eksperimen dari dua kelompok menggunakan desain pre-tes dan post-test. Data dari pre-test dan post-test dianalisis secara statistik menggunakan spss. Hasil penelitian ini menjelaskan bahwa nilai pre-test siswa adalah 51 dan setelah treatment, nilai post-test siswa adalah 75 untuk kelas kontrol, dan skor pre-test adalah 49, 4 dan 76 untuk post-test untuk kelas eksperimen. Skor yang diperoleh dari kelompok eksperimen dan kelompok control yang di peroleh melalui uji t sebesar 0,267, dengan tingkat signifikansi  $\alpha = 0,05$ . Penemuan ini berarti bahwa, pengajaran bahasa berbasis tugas meningkatkan keterampilan berbicara siswa.

*Kata kunci : Pengajaran Bahasa Berbasis Tugas, Kemampuan Berbicara Siswa*

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| Academic Year                 | : 2014/2015   |

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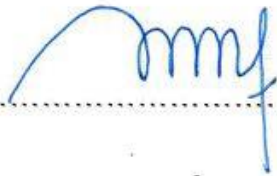
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## DEDICATION

*This thesis, I dedicated to  
My beloved family  
My beloved friends*

**MOTTO**

**“IF YOU CANNOT BE BOUND OR ILLUSION  
YOUR REALITY MIGHT BE ALL BUT A MIRAGE”**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking becomes the most essential skill in daily activity. Students use it as a medium of communication. Moreover, in the era of globalization, English plays a key role in education. In response to this, therefore, in Indonesia, English is very important to be mastered.

English takes a role as a foreign language in this country. It also becomes one of the compulsory subjects that should be taught in senior high school as implied in the government regulation No. 19/2005 articles 6 verses 1 about the scope of subject in every level of education in the curriculum.

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily activity. It is supported by Richards (2008: 19) states that the mastery of speaking skills in English is apriority for many second language or foreign language learners. Allah said in holy Quran:

وَقَالَ الَّذِينَ لَا يَعْلَمُونَ لَوْلَا يُكَلِّمُنَا اللَّهُ أَوْ تَأْتِينَا آيَةٌ كَذَلِكَ  
قَالَ الَّذِينَ مِنْ قَبْلِهِمْ مِثْلَ قَوْلِهِمْ تَشَبَهَتْ قُلُوبُهُمْ قَدْ بَيَّنَّا  
الْآيَاتِ لِقَوْمٍ يُوقِنُونَ

"Those who do not know say, "Why does Allah not speak to us or there come to us a sign?" Thus spoke those before them like their words. Their hearts resemble each other. We have shown clearly the signs to a people who are certain [in faith]."(AL-Baqarah: 118)

This verse explains the important of speaking. Speaking is important in our life because it is a tool to communicate to other people in our life. Beside as a tool to



communicate, it also can connect to other people. If people cannot speak to other, it can be big problem. That is all the message of God to every human being in the world of education.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Speaking is productive skill of language learning. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any language learning to make the learners able to use the target language to communicate. Speaking is the skill that the learners will be judged upon most in real-life situation. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

As language learners who had learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, in the real teaching and learning of speaking in SMK 3 Muhammadiyah grade XI, most of the students have difficulty in their speaking production. From the observation, the students often had difficulty in pronouncing English words by making some errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse. There was a little chance for the students to practice their speaking because the teaching process tended to use LKS (Lembar Kerja Siswa) as a main text book during the teaching and learning process. However, the use of LKS in that English class was apt to show that the students only had activities that involved reading and writing skills. There was no adequate exercise for the students to develop their oral skill so that they were not used to speaking and had no motivation.

For those reasons, it is necessary to implement an innovative action research project that fosters the improvement of oral ability. There are a lot of ways in teaching speaking. One of them is using TBLT (Task Based Language Teaching). Task Based language teaching (TBLT) is an approach to teaching a second/foreign language that seeks to engage learners in internationally authentic language using the target language by having them perform a series of tasks. TBLT aims to both enable learners

to acquire new knowledge and to proceduralize their existing knowledge. Teachers need to understand that TBLT involves input-providing as well as out-put encouragement tasks and that it is possible to build up proficiency initially through a series of simple input-based tasks. TBLT is supposed to be good activities to solve the students' low speaking ability. KTSP (School Based Curriculum) mentions that the purpose of the teaching and learning language processes of English in senior High School is to develop students' communicative competence in both oral and written forms. Since the focus of the students learning goal is the communicative competence as the target language, communicative language teaching (CLT) becomes the popular approach to be applied. The main technique of CLT is having the students use the target language to carry out creative tasks such as Dialogue, Pair work or Learning by teaching to attain the communicative goal of the curriculum. Furthermore, communicative language activities in the form of task merely foster the students' interest in a fun way in their learning process but also can be used to teach new items and practice language forms to support the students' language development. As a result, they will be more confident and be more motivated to have a speaking class.

Based on the background of the study above, the writer interested in doing research about **IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH TASK-BASED LANGUAGE TEACHING (TBLT)**

### **B. Identification of Problem.**

Based on the background above, the writer was interested in:

- Students had inadequate ability in mastering the English vocabulary and functional expressions and had no idea to speak.
- Students often had difficulty in pronouncing English words by making some errors.
- Students had problems with the motivation and self-confidence.
- Students felt afraid of being criticized and humiliated in front of their partners.

### **C. Limitation of the problem.**

Based on background of the problem, the writer restricted the limitation problem to discuss improving the students' speaking skill through Task-Based Language Teaching (TBLT)

#### **D. Problem of the Study.**

Based on Limitation of the Problem, the study will be formulated as follows: Does Task-Based Language Teaching (TBLT) Improve the Students' Speaking Skill?

#### **E. The Objective of the Study.**

Thus, the purpose of this study is to find out whether or not Task-Based Language Teaching (TBLT) will improve the Students' Speaking Skill.

#### **F. Significance of the Study.**

This study is expected to be significant to:

##### 1. Students

With TBLT, students will find that learning a language is easy and fun. Students will be more diligent and interested in learning process. TBLT also can increase the students' motivation in class because they will be more excited. The students will have a much more varied exposure to language with task-based learning (TBL).

##### 2. Teacher

Implementing TBLT in learning process will increase students' passion in learning process. The teacher also will find another method and can attract students' attention. Beside, teacher can easier to handle the students to be focus while in learning process.

##### 3. The Writer

The writer could develop ideas and utilize the task as an effective method to teaching students speaking skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Description of the Theories**

##### **1. Speaking**

###### **a. The Nature of Speaking**

Speaking is the verbal use of language to communicate with others. Flutcher (2003:23), “speaking is the verbal use of language to communicate with others” Moreover, Mackey in Bygate (1987:5) summarized speaking, the oral expression, as follows: “Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning.” The purposes for which we wish to communicate with others are so large that they are innumerable, and as this are not a

book about human needs and desires we will not even attempt to provide examples. The outward manifestation of speech is found in sound waves. Its meaning lies in the structure and meaning of all language, whether this is written or spoken.

Hedge (2000: 261) defined it as “a skill by which they [people] are judged while first impressions are being formed”. It is a basic skill that learners should master the language with other language skill. Also, is considered as a diverse process of transferring and receiving messages throughout the use of spoken expressions, but it also involves non verbal symbols such as gestures and facial expressions.

Calp (2010: 191), speaking is a psycho-motor skill in which mental capacity and muscle power are in action and it is the most effective tool allowing communication among people.

Segalowitz (2010) proposes that a distinction should be made between the following three notions of fluency: cognitive fluency, utterance fluency, and perceived fluency [Closely related to cognitive fluency is the perception that the speaker’s cognitive machinery is efficient (Segalowitz, 2010)].

Thornbury, (2007: 38) regards speaking skill as 'a movement from controlled to automatic processing.' There are many different theories of language learning; nevertheless, each of the theories includes a stage where a learner encounters something new, then a stage when this knowledge is integrated into the student's existing knowledge and finally the stage when it becomes usable (Thornbury, 2007)

Accuracy and fluency are two important factors which can determine the success of English learners. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative. A child in early primary isn't capable of

the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Fluency is the ability to speak easily, smoothly and expressively. In other words, the speaker can respond in a language clearly, concisely and effortlessly, while relating meaning and context (Malmir & Shoorchech, 2012).

According to Folse (2006), for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.

Brown and Yule (1991), as quoted in Ritchards (2007: 2) "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance. Below are the clarifications of these functions:

#### A. Talk as Interaction

The ability to speak in a natural way is required in order to create good communication. That is why some students sometimes avoid this kind of situation because they often lose words and feel difficulty in presenting a good image of themselves. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner- learner interaction as the key to teaching language for communication. Since "communication derives essentially from interaction" (Rivers, 2000: 543).

As the result, the exchanges of information between speaker and listener will enable them to create a topic that conveys their intentions in communication.

#### B. Talk as Transaction

This type of speaking refers to situations where the focus is on what is said or done. Burns (1998) as quoted in (ibid, 2007: 3) distinguishes talk as transaction into two different types. One is a situation where the focus is on giving and receiving information and where the participations focus primarily on what is said or achieved.

The second type is transactions which focus on obtaining goods or services, such as checking into a hotel. In this type of spoken language, students and teachers usually focus on meaning. So it is very important for students to obtain those two kinds of talks to master speaking ability, as Donald (2005) suggests, students need to be competent at both 'message-oriented' or transactional language and interactional language, language for maintaining social relationships.

### C. Talk as Performance

This refers to public speaking. It is the talk which transmits information before an audience such as morning talk, public announcements, and speeches. Talk as performance tends to be in the form of monologue rather than dialogue such as giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007: 6). Consequently, it is very important when teachers teach English take care in applying these functions.

Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Speaking is very important, especially in daily communication. A person is recognized that he/ she are educated from the way and what he/ she are speaking. When speaking, someone has to know what to speak and understand the ideas of what he/ she are talking about. In addition, speaking is an essential tool for communicating, thinking, and learning. Oral language is a learning tool. It shapes, modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Therefore, speaking is a tool to produce sounds from mouth and as a tool to communicate to other people. The function of speaking is also to deliver the idea, opinion, etc. Beside as a tool to communicate and to expressing emotion, speaking also can increase motivation and attract attentions' people. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice only. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Skype. They can also record and upload their voice for other people to listen to. Speaking is a tool to communicate with other people. Beside as a



tool, speaking is also as tool to expressing our idea opinions, intentions, hopes, emotion and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language which is essential components of learning. According to Harmer (2007: 345), it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level. However, he added that it will be difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used are essential. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing (Hayriye: 2006:1).

#### **b. Being a Good Speaker**

To be a good speaker, a speaker must develop the speaking skills and speech. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations.

Speaking as a productive skill is an important aspect in language learning. By speaking, we can understand the progress of language, transfer information, express opinion, share experiences and negotiate by communicating with others. For example, a

learner involved in the exchange with the salesperson described previously must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. In addition, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns and Joyce, 1997; Cohen, 1996 and Harmer, 2001: 269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Therefore, teacher must monitor how the students' develop. Teacher must also direct the students in order to accordance with what is expected by the teacher.

### **c. The Importance of Speaking Skill**

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally (florez: 1999:115). The speaker can ask questions, answer questions, influence others, give directions, and generalization. What do we need to know and be able to speak in another language? One to know how to articulate the sounds in a comprehensible manner, have adequate vocabulary and master syntax of the language. Hymes in Nunan (1999:26) proposed the notion of communicative competence as an alternative Chomsky's linguistic competence. Communicative competence includes not only linguistic competence, but

also range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, and when. Richard in Nunan (1999:56) provides characteristics of communicative competence including:

- Knowledge of grammar and vocabulary of the language.
- Knowledge of rules of speaking e.g., knowing how to begin and end conversations knowing what topics that can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations.
- Knowledge of how to use and respond to different types of speech acts such as request, apologies, thank and invitations;
- Knowledge of how to use language appropriately. By communicative learning the students should first make an account or make a conscious effort considering what the purpose of their speaking is, what subject to be discussed, and who would be their listeners, because in communicative learning. They will be working with group of course, they will have social interaction, Slavin (1995:89) states that through group work students can have mutual independence and help each other among the high achievement and the lower achievement students.

#### **d. Some Suggestions in Teaching Speaking**

In addition, Hayriye (2006:1) provides some Suggestions for English teachers in teaching speaking. They are as follows:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## **2. TASK BASED LANGUAGE TEACHING**

### **a. Definition of Task-based Learning**

Long in Nunan (2005:2) arguing that a task is: “a piece of work undertaken for oneself or for others, freely or for some reward. Nunan (in Willis 2000: 1) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. “Willis (1996: 23) defines a task is an activity” where the target language is used by learner for a communicative purpose (goal) in order to achieve an outcome. ” in communicative task language is used to bring about an outcome through the exchange of meanings.

Breen in Ellis (2003: 4) defines a task as 'structural plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication'. Breen specifically states that a 'task' can be 'a brief practice exercise' or 'a more complex work plan that requires spontaneous communicating of meaning'. Richards, Platt, and Webber define a task as an activity which is carried out as the result of processing or understanding language, i.e. as a response for example drawing a map while reading a text, draw a conclusion after reading text, may be referred to as tasks. Tasks may or may not involve the production of language.

A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative since it provides a purpose for classroom activity which goes beyond practice of language for its own sake'. Then, Lee (in Ellis, 2003: 5) also states that task is:

- a. A classroom activity or exercise that has
  1. An objective obtainable only by the interaction among participants
  2. A mechanism for structuring and sequencing interaction, and
  3. A focus on meaning exchange;
- b. A language learning endeavor that requires learners to comprehend, manipulate, and or produce the target language as they perform some set of work plans'.

Bygate, Skehan and Swain (in Ellis, 2003: 5) define a task a task as an activity which requires learners to use language with emphasis on meaning to attain on objective.

While these definitions vary somewhat, they all emphasize the fact that tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. This does not mean that is not important. This definition refers to the development to grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and the grammar exist to enable the language user to express different communicative meanings. However, as Willis (in Nunan, 2006: 6) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance.

#### **b. Characteristics of Task-Based Language Teaching (TBLT)**

There are some characteristic in TBLT:

- Students are encouraged to use language creatively and spontaneously through tasks and problem solving
- Students focus on a relationship that is comparable to real world activities
- The conveyance of some sort of meaning is central to this method
- Assessment is primarily based on task outcome
- TBLT is student-centered

Broady (2006) notes that TBLT may not provide sufficient "Interaction Opportunities."

Bruton (2005) identifies other concerns:

- There is no acquisition of new grammar or vocabulary features
- Everything is left to the teacher
- Not all students are or will be motivated by TBLT

- Some students need more guidance and will not or cannot `notice´ language forms (grammar) or other elements of accuracy
- Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

TBLT focus on students, where the students are the center. Teacher must provide two-way conversation where the students not just listen, but also ask the teacher if they are not understood yet.

### **c. Procedures of Task-Based Language Teaching (TBLT)**

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages (Editor: 2004):

- Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some languages that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

- Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.



- Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

- Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

- Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

- Practice

Finally, the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language (Dave and Willis, 2007).

Therefore, this is the level to do TBLT. TBLT is an approach to improve the students' skills, so the students can speak fluently. TBLT also can raise the students' motivation in classroom, not also raise the students' motivation, it can also make the learning process be more fun and dynamic.

#### **d. Tasks Goals**

Implementing of the task-based has focused on several goals to reach as an outcome in language learning. Oxford (2006: 97) defines that the goals of task consist of focus on meaning, focus on forms. The descriptions of those goals are in the following:

- Focus on meaning. In this type, learners receive chunks of ongoing, communicative L2 use, presented in lively lessons with no presentation of structures or rules and no encouragement for learners to discover rules for themselves.
- Focus on form. Long in Oxford (2006) views, a focus on form occurs when attention is mostly on meaning but is shifted to form occasionally when a communication breakdown occurs.
- Focus on forms. It means of presenting specific, preplanned forms one at a time in the hope that learners will master them before they need to use them to negotiate meaning.

As intimated earlier, goals may relate not just to language, but to other aspects of the learning process. The following classification, again from the all project, illustrates how goals can be sociocultural, process oriented or cultural, as well as communicative.

| <b>Goal type</b>               | <b>Example</b>  |
|--------------------------------|---|
| Communicative                  | establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done                                     |
| Sociocultural                  | have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure |
| Learning-how-to-learn          | to negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to devise the means to attain them                                  |
| Language and culture awareness | to have some understanding of the systematic nature of language and the way it works  |

(Adapted from Clark 1987: 227–32)

Those descriptions are clear, that the goal of task in task-based language teaching is the learners learn a target language focusing not only on form, but also on meaning by using real words activities.

## **B. Theoretical Framework**

Speaking is one of the most important skills in learning process. Students have to master it because speaking is a tool to communicate with another people. Beside, Speaking is used commonly in daily life. So, as the teacher, we must teach students speaking skill as high as possible as we can.

There are many ways for teacher to teaching students' speaking skills. Teacher could use task, because it can attract students attention and can make the students feel enjoy the learning process, so the students will never be bored anymore. Nowadays, teacher could try to use TBLT. TBLT is focuses on the use of authentic language through meaningful tasks; this method encourages meaningful communication and is student-centered.

Unfortunately, approach such TBLT is not commonly used by teachers in Indonesia. Many teachers in Indonesia still use an ordinary approach when they are teaching. Though, TBLT gives another approach where the learning focuses on students. The teacher is not the center anymore, if the teacher still using old method, such storytelling, students will be bored not interest on the lesson

Many teachers use TBLT to teaching students' speaking skills. Then, we can use TBLT to teaching students language skills.

## **C. Hypothesis of the Study**

Based on the problem previously identified, the hypothesis of the writer seeks to answer the following statement:

H<sub>0</sub> : TBLT doesn't Improve Students' Speaking Skill

H<sub>1</sub> : TBLT Improves Students' Speaking Skill

## **CHAPTER III**

### **METHODS AND PROCEDURES**

This chapter discussed about sources of data, place and time of Study, method of the Study, Operational Definition of Variable, population and sample, technique for collecting the data, and technique for analyzing the data.

#### **A. Place and Time of the Study**

This research was conducted on 25 November 2017 in SMK Muhammadiyah 3 which is located on South Tangerang. It was conducted on the second semester in the academic year of 2017/2018 at eleven grades.

#### **B. Method of the Study**

The method that was used in this research is a quantitative method. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in

the collected data. Quantitative research can be used in response to relational questions of variables within the research. “Quantitative researchers seek explanations and predictions that will generate to other persons and places.

The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory” (Leedy and Ormrod, 2001:102). Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. Creswell (2003: 18) states, quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data”. The findings from quantitative research can be predictive, explanatory, and confirming. The next section focuses on quantitative research methodology.

Research methodology is defined by Leedy & Ormrod (2001: 14) as “the general approach the researcher takes in carrying out the research project” Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003: 153). Creswell, (2002) asserts that quantitative research originated in the physical sciences, particularly in chemistry and physics. The researcher uses mathematical models as the methodology of data analysis. Three historical trends pertaining to quantitative research include research design, test and measurement procedures, and statistical analysis. Quantitative research also involves data collection that is typically numeric and the researcher tends to use mathematical models as the methodology of data analysis. Additionally, the researcher uses the inquiry methods to ensure alignment with statistical data collection methodology.

The writer will be applying a Quasi-experimental design with two group pre-test and post test only.

### **C. Operational Definition of Variable**

The independent variables were the students' speaking skill. Students' skill dealt with pronunciation, grammar, vocabulary, and fluency. The dependent variable used Task-Based Language Teaching (TBLT). Students performed their argument or ideas involving critical thinking process.

### **D. Population and Sample**

#### **1. Population**

Population is the total of object the study. The population of this study is all students at eleven grade of SMK Muhammadiyah 3 in academic year 2017/2018. The population of this research was all eleven grade students of SMK Muhammadiyah 3 South Tangerang. There were seven classes of eleven graders, which consisted of 120 students; each class was occupied around 20 students.

#### **2. Sample**

A sample is a part of the population, it can be concluded that sample is selected from population. The writer was chosen two classes for the investigation; there are two classes as an experiment class and control class which control class consists of 16 students. And experimental class is 18 students.

### **E. The Techniques of Collecting the Data**

The techniques of collecting data were presented as follow:

#### **1. Pretest.**

Pretest was used by writer to know students' apperception before learning process; the researcher gave the students speaking test.

## 2. Treatment

The writer introduces to the students of how important of learning speaking and introduces the Task-Based Language Teaching (TBLT) as an approach to improve the students' speaking skill.

- The writer teaches the speaking in Task-Based Language Teaching.
- The researcher teaches the students about how to learn speaking by giving some topics to discuss in the classroom.
- The researcher will show students' presentation about the topic that they have chosen.

## 3. Pos-test.

Post-test will organized in the end of teaching learning process to find out the students' speaking skill after treatment.

Table 3.1 Speaking Test Rubric

| Aspect | Score | Explanation                                       |
|--------|-------|---|
|        | 5     | Easy to understand and has native speaker accents |
|        | 4     | Easy to understand though with a certain accent   |



|               |   |  |
|---------------|---|--|
| Pronunciation | 3 | The pronunciation that makes the listener ask for repeat         |
|               | 2 | hard to understand because there's a pronunciation problem       |
|               | 1 | Pronunciation problem is so serious that it cannot be understood |

| Aspect  | Score | Explanation  |
|---------|-------|--|
| Grammar | 5     | No mistake in Grammar  |
|         | 4     | Make a little mistake but not change the meaning                     |
|         | 3     | Often makes mistakes that affect meaning                             |
|         | 2     | Many mistakes in grammar   |
|         | 1     | Grammatical errors is worst that the listener are hard to understand |

| Aspect | Score | Explanation   |
|--------|-------|---|
|        | 5     | Using vocabulary and expressions like native speakers |
|        | 4     | Sometimes using inappropriate vocabulary              |
|        | 3     | Often uses inappropriate vocabulary                   |
|        | 2     | Using vocabulary erroneously and limited              |

|            |   |                                       |
|------------|---|---------------------------------------|
| Vocabulary |   | vocabulary so difficult to understand |
|            | 1 | Vocabulary is very limited            |

| Aspect  | Score | Explanation   |
|---------|-------|---|
| Fluency | 5     | Speech is smooth as a native speaker.                           |
|         | 4     | The fluency is disturbed by language problem.                   |
|         | 3     | The fluency is disturbed more by language problem.              |
|         | 2     | Speech is frequently hesitant.                                  |
|         | 1     | Speech is so halting that conversation is virtually impossible. |

#### **F. The Techniques of Analyzing the Data.**

The data will be analyzed through quantitative analysis. Percentage score will be used some formulas to find out the students performance on the speaking test. The step had undertaken in quantitative is as follow:

Cumulating the frequency of the rate percentage of the students' score

$$\% = n \frac{x}{N} 100$$

Where:

n : Frequency

N : The total number of students

Score of the students' value was classification based on the following classification in the table 2:

Table 3.2 Classification score

| No | Cassification | Score  |
|----|---------------|--------|
| 1  | Excellent     | 96-100 |
| 2  | Very Good     | 86-95  |
| 3  | Good          | 76-85  |
| 4  | Fairly Good   | 66-75  |
| 5  | Fair          | 56-65  |
| 6  | Poor          | 36-55  |
| 7  | Very poor     | 0-35   |

The writer used t-test formula Levine as follows:

1. Determining mean of variable X

$$\bar{X} = \frac{\sum X}{N}$$

N

$\bar{X}$  = Mean Score of Experimental Class

$\sum X$  = Total amount of individual score in experimental class

2. Determining mean of variable Y

$$\bar{Y} = \frac{\sum Y}{N}$$

N

$\bar{Y}$  = Mean Score of control Class

$\Sigma Y$  = Total amount of individual score in control class

3. Determining Standard of Deviation Score of Experimental class (variable X) :

$$SD_x = \sqrt{S_x^2}$$

$SD_x$  = Standard of deviation score of control class

$S_x^2$  = Experimental class variance

4. Determining Standard of Deviation Score of variable Y

$$SD_y = \sqrt{S_y^2}$$

$SD_y$  = Standard of deviation score of Control class

$S_y^2$  = Control class variance

5. Independent sample test:

Both of two groups:

$$S_p^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 - 1) + (n_2 - 1)}$$

Where:

T- test

$$t = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{S_p}$$

$$\left( S_p^2 \sqrt{\frac{1}{n_1} + \frac{1}{n_2}} \right)$$

$S_p^2$  = Pooled Variance

$\bar{X}_1$  = Mean of the sample taken from population 1

$S_1^2$  = Variance of the sample taken from population 1

$n_1$  = Size of the sample taken from population 1

$\bar{X}_2$  = Mean of the sample taken from population 2

$S_2^2$  = Variance of the sample taken from population 2

$n_2$  = Size of the sample taken from population 2

The writer used Wilcoxon rank sum test statistic as follows:

$$W = R - \frac{n_1(n_1 + 1)}{2}$$

2

R = the sum of the ranks

The writer used MANN WHITNEY U test statistic as follows:

$$U_1 = n_1 \times n_2 + \frac{1}{2} \{n_1(n_1 + 1)\} - R_1$$

$$U_2 = n_1 \times n_2 + \frac{1}{2} \{n_2(n_1 + 1)\} - R_2$$

$U_1$  = Number of ratings 1

$U_2$  = Number of ratings 2

$R_1$  = the number of rankings on the sample  $n_1$

$R_2$  = the number of rankings on the sample  $n_2$

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

#### **A. Findings**

##### **1. Data Description**

As described in the previous chapter, the writer held the research at SMK Muhammadiyah 3 South Tangerang. The writer held the research by taking students'

pre-test and post-test scores. The pre-test was given before the treatment and the post-test was given after the treatment finished.

The data described in two sources; Control and Experimental classes data. Each table consists of students' scores of pre-test and post-test, and gained scores. The writer made tables to see the differences of students' scores before and after treatment (for Control and Experimental class) as presented as follows:

a) The Data of Control Class' Pre-test and Post-test

Students' pre-test and post-test of Control class in speaking skills are presented in the following table 4.1:

Table 4.1 Student's Pre-test and Post-test of the Control class

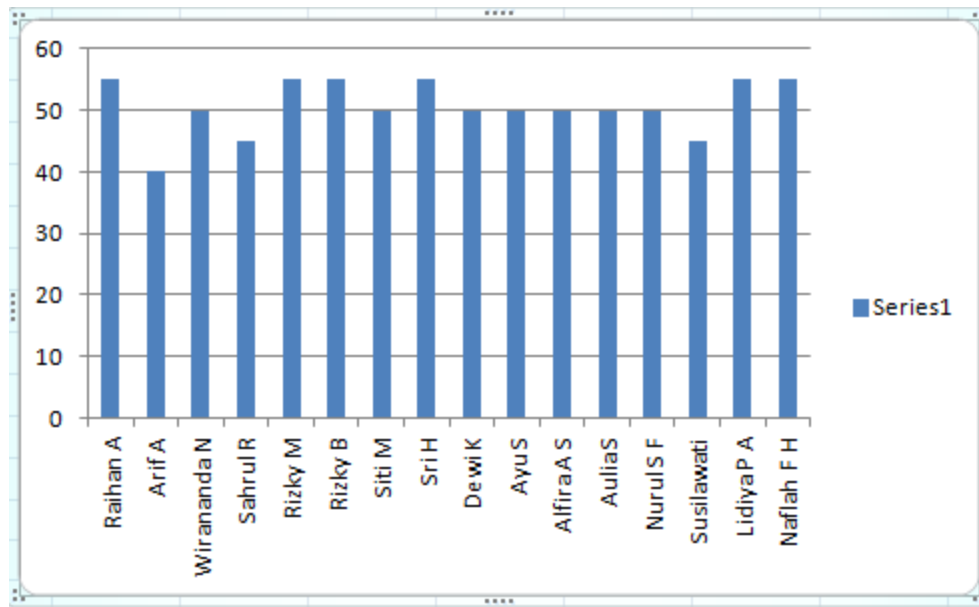
| No | Name        | Pre-test Score | Post-test Score |
|----|-------------|----------------|-----------------|
| 1  | Raihan A    | 55             | 80              |
| 2  | Arif A      | 40             | 70              |
| 3  | Wirananda N | 50             | 75              |
| 4  | Sahrul R    | 45             | 65              |
| 5  | Rizky M     | 55             | 80              |
| 6  | Rizky B     | 55             | 70              |
| 7  | Siti M      | 50             | 75              |
| 8  | Sri H       | 55             | 75              |
| 9  | Dewi K      | 50             | 70              |

|         |            |     |      |
|---------|------------|-----|------|
| 10      | Ayu S      | 50  | 75   |
| 11      | Alfira A S | 50  | 75   |
| 12      | Aulia S    | 50  | 75   |
| 13      | Nurul S F  | 50  | 80   |
| 14      | Susilawati | 45  | 75   |
| 15      | Lidiya P A | 55  | 85   |
| 16      | Naflah F H | 55  | 75   |
| Total   |            | 810 | 1200 |
| Average |            | 51  | 75   |

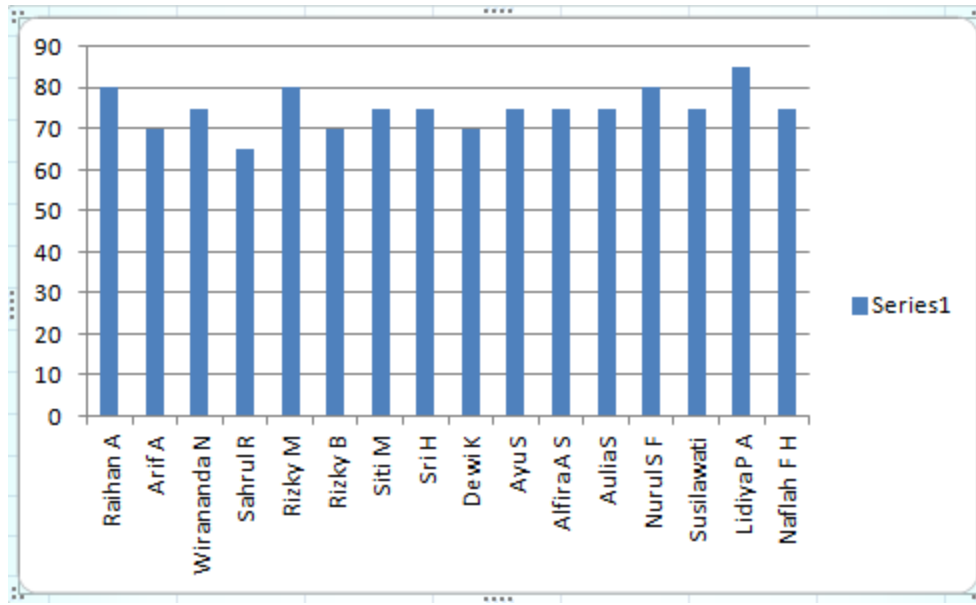
Based on the table above, the obtained pre-test scores in Control group of students of class eleven AK.1 indicated that the lowest score was 40, and the highest score was 55, and the students' average score was 51. The obtained post-test scores in control group of students of class eleven AK.1 indicated that the lowest score was 65 , and the highest score was 85, and the students' average score was 75.

The chart of pretest students' English speaking skill in Control class





The chart of posttest students' English speaking skill in Control class



B. The Data of Experimental Class' Pre-test and Post-test.

Students' pre-test, post-test and gained scores of Experimental class in speaking skills are presented in the following table 4.2:

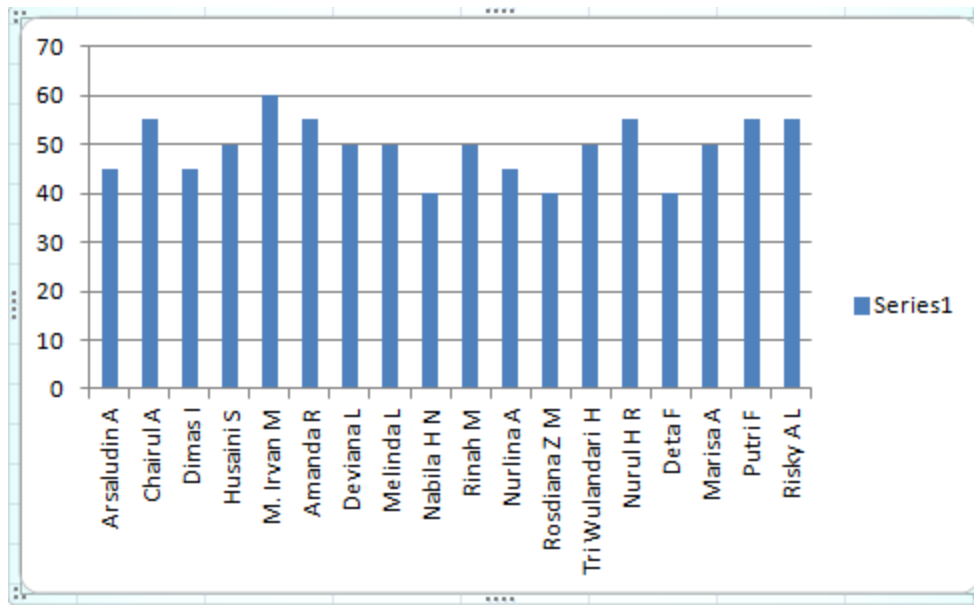
Table 4.2 Student's Pre-test and Post-test of the Experimental class

| No | Name        | Pre-test Score | Post-test Score |
|----|-------------|----------------|-----------------|
| 1  | Arsaludin A | 45             | 75              |
| 2  | Chairul A   | 55             | 80              |
| 3  | Dimas I     | 45             | 75              |
| 4  | Husaini S   | 50             | 75              |
| 5  | M. Irvan M  | 60             | 80              |
| 6  | Amanda R    | 55             | 80              |
| 7  | Deviana L   | 50             | 75              |

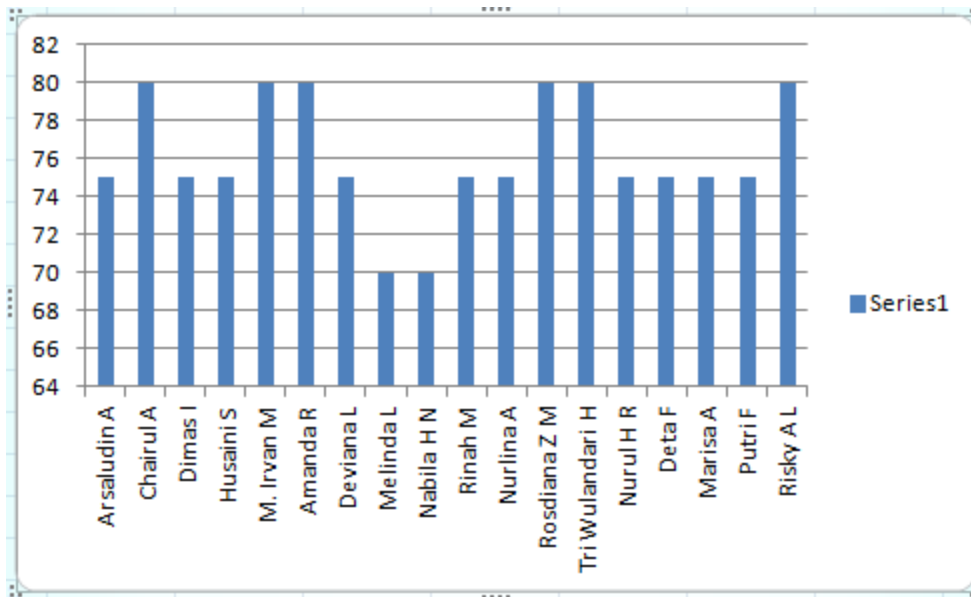
|         |                 |      |      |
|---------|-----------------|------|------|
| 8       | Melinda L       | 50   | 70   |
| 9       | Nabila H N      | 40   | 70   |
| 10      | Rinah M         | 50   | 75   |
| 11      | Nurlina A       | 45   | 75   |
| 12      | Rosdiana Z M    | 40   | 80   |
| 13      | Tri Wulandari H | 50   | 80   |
| 14      | Nurul H R       | 55   | 75   |
| 15      | Deta F          | 40   | 75   |
| 16      | Marisa A        | 50   | 75   |
| 17      | Putri F         | 55   | 75   |
| 18      | Risky A L       | 55   | 80   |
| Total   |                 | 890  | 1370 |
| Average |                 | 49,4 | 76   |

Based on the table above, the obtained pre-test scores in Experimental group of students of class eleven AK.2 indicated that the lowest score was 40, and the highest score was 60, and the students' average score was 49.4. The obtained post-test scores in Experimental group of students of class eleven AK.2 indicated that the lowest score was 70, and the highest score was 80, and the students' average score was 76.

The chart of pretest students' English speaking skill in Experiment class



The chart of posttest students' English speaking skill in Control class



## 2. Data Analysis

After comparing the scores of experimental class and control class, the writer made an analysis of the data from the results of both class eleven AK 1 and eleven AK 2, as follows:

### a) Normality

Table 4.3 Normality Test

#### Tests of Normality

|      | Class        | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|------|--------------|---------------------------------|----|------|--------------|----|------|
|      |              | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Gain | Control      | ,233                            | 16 | ,027 | ,923         | 16 | ,216 |
|      | Experimental | ,283                            | 18 | ,002 | ,801         | 18 | ,004 |

a. Lilliefors Significance Correction

Processed by SPSS.

Based on the calculation table data normality, Control group showed significant results  $0.216 > \alpha (0.05)$  where if the significance score is higher than  $\alpha = 0.05$ , it means that the data of Control class is normal.

Based on the calculation table data normality, Experimental group showed significant results of  $0.004 < \alpha (0.05)$  where if the significance score lower than  $\alpha = 0.05$ , it means that the data of Experimental class is not normal. Therefore the data used in this study is not normal so that the data using non parametric statistical method (Wilcoxon test and Mann Whitney test)

b) Wilcoxon Signed Ranks Test

1) Control Class

Table 4.4 Wilcoxon Signed Ranks Test Control Class

| <b>Ranks</b>                      |                 |           |              |
|-----------------------------------|-----------------|-----------|--------------|
|                                   | N               | Mean Rank | Sum of Ranks |
| posttest - pretest Negative Ranks | 0 <sup>a</sup>  | ,00       | ,00          |
| Positive Ranks                    | 16 <sup>b</sup> | 8,00      | 120,00       |
| Ties                              | 0 <sup>c</sup>  |           |              |
| Total                             | 16              |           |              |

Processed by SPSS.

Based on the calculation method performed in the Wilcoxon Signed rank Test, the values are: mean rank and sum of ranks of negative ranks, positive ranks and ties.

Negative ranks mean the sample with the second group value (posttest) is lower than the first group value (pretest).

Positive ranks are samples with a second group value (posttest) higher than the first group value (pretest).

While ties are the value of the second group (posttest) is equal to the value of the first group (pretest). The N symbol indicates the number, the Mean Rank is the average rating and the sum of ranks is the sum of its rank.

**Test Statistics**

|                        |                       |
|------------------------|-----------------------|
|                        | posttest –<br>pretest |
| Z                      | -3,457 <sup>b</sup>   |
| Asymp. Sig. (2-tailed) | ,001                  |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the result of Wilcoxon Signed Rank Test calculation, the value of Z obtained -3.457 with p value (Asymp Sig 2 tailed) of 0.00 where less than the critical limit of the study 0.05 so that the decision of the hypothesis is to accept H1 or which means there is a difference meaningful between the pretest and posttest groups.

2) Experimental class

Table 4.5 Wilcoxon Signed Ranks Test Experimental Class

**Ranks**

|  | N | Mean Rank | Sum of Ranks |
|--|---|-----------|--------------|
|  |   |           |              |

|                       |                   |                 |      |        |
|-----------------------|-------------------|-----------------|------|--------|
| posttest –<br>pretest | Negative<br>Ranks | 0 <sup>a</sup>  | ,00  | ,00    |
|                       | Positive Ranks    | 18 <sup>b</sup> | 8,00 | 120,00 |
|                       | Ties              | 0 <sup>c</sup>  |      |        |
|                       | Total             | 18              |      |        |

Based on the calculation method performed in the Wilcoxon Signed rank Test, the values are: mean rank and sum of ranks of negative ranks, positive ranks and ties.

Negative ranks mean the sample with the second group value (posttest) is lower than the first group value (pretest).

Positive ranks are samples with a second group value (posttest) higher than the first group value (pretest).

While ties are the value of the second group (posttest) is equal to the value of the first group (pretest). The N symbol indicates the number, the Mean Rank is the average rating and the sum of ranks is the sum of its rank.

### Test Statistics

|                            |                       |
|----------------------------|-----------------------|
|                            | posttest –<br>pretest |
| Z                          | -3,438 <sup>b</sup>   |
| Asymp. Sig. (2-<br>tailed) | ,001                  |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the result of Wilcoxon Signed Rank Test calculation, the value of Z obtained -3.438 with p value (Asymp Sig 2 tailed) of 0.001 where less than the critical



limit of the study 0.05 so that the decision of the hypothesis is to accept H1 or which means there is a difference meaningful between the pretest and posttest groups.

c) MANN WHITNEY TEST

Table 4.6 MANN WHITNEY TEST

**Ranks**

|      | Class        | N  | Mean Rank | Sum of Ranks |
|------|--------------|----|-----------|--------------|
| Gain | Control      | 16 | 14,50     | 217,50       |
|      | Experimental | 18 | 16,50     | 247,50       |
|      | Total        | 34 |           |              |

Processed by SPSS.

The table above shows the Mean Rank or average rank of each group. That is in the first group average rank 14.50 lower than the second rank averages, which are 16.50. Is the average difference in the ranks of the two groups above statistically significant or so-called Significant? See below:

**Test Statistics**

|                                | Value             |
|--------------------------------|-------------------|
| Mann-Whitney U                 | 97,500            |
| Wilcoxon W                     | 217,500           |
| Z                              | -,674             |
| Asymp. Sig. (2-tailed)         | ,500              |
| Exact Sig. [2*(1-tailed Sig.)] | ,539 <sup>b</sup> |

a. Grouping Variable: class

b. Not corrected for ties.

The table above shows the value of U of 97.5 and the value of W for 217.5. When converted to the value of Z then the magnitude -0.674. Value of Sig or P Value equal to 0,539 > 0,05. If the p value .0,05 critical limit then there is a significant difference between the two groups or H1 is accepted.

### **B. Interpretation**

From the result presented in the table above, the average score of experimental class was 76 meanwhile in control class, the average score was 75. It means that the variance of the experimental group and the control group is dissimilar. Additionally, based on the statistical calculation above, it can be seen that there is obvious difference between the average score from the results of Improving Students Speaking skills through TBLT.

Based on the Test table, gained scores of the experimental group and the control group obtained t calculation of 0.267 with the table score, with significance level  $\alpha = 0.05$  (2-tailed). Then  $H_1$  was accepted and  $H_0$  was rejected.

From these result, it is confirmed that the alternative hypothesis ( $H_1$ ) was accepted. In other words, it can be said that by using Task Based Language Teaching in teaching English Speaking skill the result of the students' Speaking skill improved.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and analysis of the data presented previously, it can be concluded that Task Based Language Teaching improved students' speaking skill. This method gave positive contributions result of this research explained that students' pre-test score was 51 and after the treatments, students' post- test score was 75 for control class, and pre-test score was 49, 4 and 76 for post-test. Gained scores of the experimental group and the control group obtained t calculation of 0.267, with significance level  $\alpha = 0.05$ .

#### **B. Suggestion**

There are some suggestions the writer would like to suggest related to the results of this research. The suggestions are as follows:

1. For English teachers
  - a. Teacher should improve their strategy in learning process especially in teaching Speaking Skills.
  - b. Teacher should apply Task Based Language Teaching as one of alternative method to make learning process easier and fun.
  - c. Teacher should be active to accommodate students' difficulties in teaching learning process especially in English Speaking skill.
2. For students
  - a. Students should enrich their experience and knowledge in English learning, especially in learning Speaking skills.
  - b. Students should be active to join the learning process held by the teacher regardless any method applied by the teacher.
  - c. Students should be cooperative enough to participate in class.
3. For other researchers

It is suggested for other researchers to do further research related to Improving students skills through Task Based Language Teaching with various subjects and variables. Thus it is hoped that the effectiveness of this technique can be maximized.

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## Appendices

### Appendix1

#### **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMK MUHAMMADIYAH 3  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI / 2  
Materi Pembelajaran : Natural Disaster-An Exposition  
Alokasi Waktu : 3 jam pelajaran

##### **A. KOMPETENSI INTI**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, Peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif lingkungan sosial dan alam serta dalam menempatkan diri cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

##### **B. KOMPETENSI DASAR**

###### **Kompetensi Dasar**

- 3.4 Membedakan fungsi social, struktur teks dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
- 4.4 Teks eksposisi analitis.
  - 4.4.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks dan unsure kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu actual.
  - 4.4.2 Menyusun teks tulis undangan resmi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **C. TUJUAN PEMBELAJARAN**

Siswa terampil mengidentifikasi karakteristik, stuktur teks, dan tentang tek eksposisi analitis

### **D. MATERI PEMBELAJARAN**

#### **Global Warming**

##### **Is it an end to our world?**

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by greenpeace organization, there is evidence of extensive deforestation being carried out in indonesia and other tropical countries around the world. These forest are used to grow crops like palm sugar, palm oil and coffee-yhe lifeline of western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pasific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been a lot of failed crops (Reuters, 2007)



In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

**E. Metode :**

Menyimak, membaca, diskusi, tanya jawab, penugasan

**F. Media :**

Laptop, Power Point Presentation.

**G. Sumber :**

- Buku Paket

**H. Langkah-langkah Pembelajaran :**

|                                       |  |                 |
|---------------------------------------|--|-----------------|
| <p><b>1. Kegiatan Pendahuluan</b></p> | <p>a. menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran</p> <p>b. memberi motivasi belajar</p> <p>c. mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:</p> <p>d. menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai</p> | <p>10 menit</p> |
|---------------------------------------|--|-----------------|

|                         | silabus.   |          |
|-------------------------|--|----------|
| <b>2. Kegiatan Inti</b> | <p><b>Mengamati<br/>(Observing)</b></p> <p>a. Peserta didik melihat contoh-contoh teks eksposisi.</p> <p>b. Peserta didik membaca teks eksposisi</p> <p>c. Peserta didik mengidentifikasi dan mencatat kata – kata dari teks eksposisi</p> <p><b>Menanya<br/>(Questioning)</b></p> <p>a. Dengan bimbingan dan arahan guru, peserta didik mempertanyakan tentang teks eksposisi</p> <p>b. Peserta didik bertanya tentang berbagai konteks penggunaan teks eksposisi</p> <p><b>Mengumpulkan Data<br/>(Exploring)</b></p> <p>a. Peserta didik mengidentifikasi hal-hal yang harus</p> | 80 menit |

|                          |   |                 |
|--------------------------|---|-----------------|
|                          | <p>tercantum dalam teks eksposisi</p> <p>b. Peserta didik menjawab pertanyaan atau menentukan bagian – bagian dari teks eksposisi</p> <p>c. Peserta didik mencari contoh teks eksposisi di internet</p> <p><b>Mengasosiasi (Associating)</b></p> <p>a. Peserta didik secara berkelompok membaca sebuah teks eksposisi</p> |                 |
| <p><b>3. Penutup</b></p> | <p>a. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>b. Guru bersama – sama dengan peserta didik menyimpulkan pembelajaran</p> <p>c. Guru melakukan kegiatan tindak lanjut dalam bentuk pemberian tugas individual</p> <p>d. Guru menginformasikan</p>  | <p>10 menit</p> |

|  |  |  |
|--|--|--|
|  | rencana kegiatan pembelajaran untuk pertemuan berikutnya |  |
|--|--|--|

**I. Penilaian :**

**Speaking Test Rubric**

| Aspect        | Score | Explanation  |
|---------------|-------|--|
| Pronunciation | 5     | Easy to understand and has native speaker accents                    |
|               | 4     | Easy to understand though with a certain accent                      |
|               | 3     | The pronunciation that makes the listener ask for repeat             |
|               | 2     | hard to understand because there's a pronunciation problem           |
|               | 1     | Pronunciation problem is so serious that it cannot be understood     |
| Aspect        | Score | Explanation  |
| Grammar       | 5     | No mistake in Grammar  |
|               | 4     | Make a little mistake but not change the meaning                     |
|               | 3     | Often makes mistakes that affect meaning                             |
|               | 2     | Many mistakes in grammar   |
|               | 1     | Grammatical errors is worst that the listener are hard to understand |
| Aspect        | Score | Explanation  |
| Vocabulary    | 5     | Using vocabulary and expressions like native speakers                |
|               | 4     | Sometimes using inappropriate vocabulary                             |
|               | 3     | Often uses inappropriate vocabulary                                  |

|         |       |  |
|---------|-------|--|
|         | 2     | Using vocabulary erroneously and limited vocabulary so difficult to understand |
|         | 1     | Vocabulary is very limited   |
| Aspect  | Score | Explanation  |
| Fluency | 5     | Speech is smooth as a native speaker.  |
|         | 4     | The fluency is disturbed by language problem.                                  |
|         | 3     | The fluency is disturbed more by language problem.                             |
|         | 2     | Speech is frequently hesitant.   |
|         | 1     | Speech is so halting that conversation is virtually impossible.                |

Tangsel, Januari 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa

Tien Suhartini, S. S

M.Faizal Bakri

2 Worksheet Pre-Test class Control

Write an analytical exposition text on any the recent issues in the media. Give at least three (3) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

## Earth quake

### How Does Earthquake Happen?

Earthquake is <sup>one</sup> of the most destroying natural disasters. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken Province Banten. It has brought great damages. Do you know how an earthquake happens?

Earthquake are usually caused when rock underground suddenly breaks along a fault. the release of the reproducible energy by the pressure caused moving plates. It make the ground shake. When two the plates of rock are rubbing against each other. they stick a little. They don't just slide smoothly. At that moment the earthquake happened.

After a while, the rock plates <sup>break</sup> because of all the pressure that's built up. Earthquakes usually happen<sup>ed</sup> at the aforementioned borders of those continental shelf. Finally, Earthquake can also occur from blasting explosives. This can make scientists monitor secret tests of government nuclear weapons.

The earthquake happened due to the meeting of 7 plates on this earth. Because the plates collision or collide then, created a vibration from a soil called earthquake.

Nama Kelompok:

- Rizky Bayu A.
- Rizky Maulana
- Siti Maysarah
- Sri Hastuti

## Appendix 3 Worksheet Pre-Test Experiment class

Write an analytical exposition text on any the recent issues in the media. Give at least three (3) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks.

Volcano!

Thesis.

Krakatoa Eruption

Krakatoa eruption is the second most powerful eruption that occurred in the story of Indonesia. It was occurred in 26-27 August 1883. This eruption caused tremendous damages and 56.000 people died.

According to some researchers, there are three phases that occur in this eruption, namely: the first phase, the climax phase, and the last eruption phase. In the first phase, the mount Krakatoa experienced very high seismic activity so caused big enough earthquakes around the region of mount Krakatoa.

On 25th August Krakatoa come into the climax phase. At this stage, the eruption is increasing larger and bigger. There were about 5 terrifying eruption that occurred until the 27th August. This eruption issued black cloud which is very hot and pieces of hot pumice up to 40 km.

The forth and the last explosion is the last phase of Krakatoa eruption. it produced very powerful pressure waves which reaches 1086 km/h. Even, the height of the smog reaches 80 km. the pressure wave was measured by barograph around the world up to 5 days after the last eruption.

The impact caused by this eruption is very very powerful and felt throughout the entire world. The volcanic ash which is released by the ~~mount~~ mount Krakatoa exploring the earth's ~~atmosphere~~ atmosphere for 7 days.

→ conclusion

Appendix 4 Worksheet Post-test class Control

Nama :- Rizky Bayu .A  
- Rizky Maulana

Instruction: **Global Warming**

- With partner(s) think of cause and effect topic. Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.
- Perform in front of the class around 3-5 minutes
- Your performance will be assessed from your: <sup>Pengucapan</sup> Pronunciation,  <sup>Tata bahasa</sup> Grammar,  <sup>Kosak kata</sup> Vocabulary,  <sup>kelancaran</sup> Fluency

Bayu: Hello Maul, do you feel that the weather was so hot lately?

Maul: I think so. Last night I was so sweaty and I could not sleep well so I had to turn on the AC all night.

Bayu: Actually, what's going on with our weather?

Maul: I do not know, probably because of the global warming is the getting worse.

Bayu: I Agree with the first volcanic activity in Indonesia continues to increase so that we feel an overly hot every day

Maul: If the cause is indeed a volcano

Bayu: hopefully in september we already feel the rainy season so the weather in Indonesia will not be too hot

Maul: I hope so.

Cause: Probably because of the global warming is the getting worse  
• the first volcanic activity in Indonesia continues to increase

Effect: I could not sleep well so I had to turn on the AC all night



## Appendix 5 Worksheet Post-test Experiment class

Instruction:


- With partner(s) think of cause and effect topic. Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.
- Perform in front of the class around 3-5 minutes
- Your performance will be assessed from your: Pronunciation, Grammar, Vocabulary, Fluency

The flood






Jono: Hey, Joni.  
Joni: Hey, Jono.  
Jano: Hey, Joni Jono do you know the flood will come to Jakarta?  
Jono: Yes I have heard.  
Joni: do you know how to prevent it?  
Jano: do not throw garbage into the river.  
Jono: so, we have ~~no~~ to throw the garbage in its place.  
Joni: Yes, the flood is dangerous.  
Jano: We should ~~environment~~ keep the Environment Clean.  
Jono: we have to tell this News to Everyone.  
Joni: OK, Thanks for the Information.  
Jano: You're welcome.









\* Kelompok  
- Husaini Shihab  
- Arsaludin Arosyid  
- Muhaimin

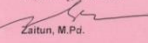
## Appendix 6 Kartu Konsultasi Bimbingan Skripsi

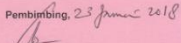
  
**UNIVERSITAS MUHAMMADIYAH JAKARTA**  
**FAKULTAS ILMU PENDIDIKAN**  
**KARTU KONSULTASI BIMBINGAN SKRIPSI**

Nama / No. Pokok : M. Faizal Bakri / 2014850011  
 Masa Bimbingan : 23 OKTOBER 2017 - 23 APRIL 2018  
 Program Studi : PBI  
 Judul Skripsi : Improving Students Speaking Skill Through Task-Based Language Teaching (TBLT)  
 Pembimbing : Aswir, M.Pd.


| NO | TANGGAL         | URAIAN   | PARAF PEMBIMBING  |
|----|-----------------|--|---|
| 1  | 30 Oktober 2017 | Title: ok<br>Discussion chp 1: background / revised!   |  |
| 2  | 2 November 2017 | Discussion chp 1<br>- Background with pre-orientation<br>- business relation, frequency entry<br>- Familiarity of title<br>Revised |  |
| 3  | 9 November 2017 | Chapter 1 ok, continue chp 2   |  |
| 4  | 20 March 2018   | Discussion chp 2<br>- theoretical framework<br>- related theory & model<br>- find use TBLT and its<br>Advantages<br>Revised!       |  |
| 5  | 2 Desember 2017 | Discussion chp 2<br>- TBLT and Advantages<br>- Advantages and Risks in TBLT<br>examples. Revised                                   |  |

| No | Tanggal          | Uraian   | Paraf Pembimbing  |
|----|------------------|--|---|
| 6  | 20 Desember 2017 | Chapter 2 ok.<br>Continue chapter 3  |  |
| 7  | 6 Januari 2018   | Discussion - chp 3<br>- Research Design<br>- Time Table<br>- Familiarity of title<br>Revised |  |
| 8  | 14 Januari 2018  | Discussion chp 3<br>- Instruments of Research<br>- Pre Test - Post Test<br>Research          |  |
| 9  | 21 Januari 2018  | Chapter 3 ok<br>Accepted for Field Report<br>20/1/18   |  |
| 10 | 18/2/2018        | <b>SMA MA 3 TANJUNGPURA</b><br>Chapter 4 ok, 2 term.   |  |
| 11 | 2/3/2018         | Chp 4 ok, lanjut chp 5   |  |
| 12 | 28/3/2018        | Revisi chp 5 + Revisi  |  |
| 13 | 18/4/2018        | Thesis Approved to be examined   |  |

Mengetahui :  
 Ketua Program Studi  
  
 Zulfun, M.Pd.

Pembimbing, 23 Januari 2018  
  
 Aswir, M.Pd.

# Appendix 7 Kartu Menyaksikan Sidang Skripsi



UNIVERSITAS MUHAMMADIYAH JAKARTA  
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Jl. KH. Ahmad Dahlan Cirebon - Ciputat, 15419, Telp. 7442928 Fax. 7442330  
Website: <http://www.fipumj.ac.id> Email: [ip\\_umj@yahoo.co.id](mailto:ip_umj@yahoo.co.id)


---

**KARTU MENYAKSIKAN UJIAN SKRIPSI**

Nama : M. Faizal Bakri  
 NIM : 2019080011  
 Prodi : Bahasa Inggris

| No. | Hari/Tanggal           | Nama Peserta Ujian     | Judul Skripsi  | Paraf Ketua Sidang |
|-----|------------------------|------------------------|--|--------------------|
| 1   | Sabtu, 6 Januari 2018  | Hanny Muazizah         | Enriching students' vocabulary through Diagram Implementation  | H                  |
| 2   | Sabtu, 6 Januari 2018  | Dianita Martha Rusfita | Using English Teens Magazine Towards Students Reading Comprehension  | H                  |
| 3   | Sabtu, 6 Januari 2018  | Ameenah Maki           | The Effectiveness of Hamophone Using Instagram Photocaption in Teaching Writing Descriptive Text   | H                  |
| 4   | Sabtu, 6 Januari 2018  | NEVI Anggrani          | The Effectiveness of Hamophone Games to Improve Students' Pronunciation  | H                  |
| 5   | Sabtu, 6 Januari 2018  | Behanneche Loh         | The Effect of Students' Vocabulary Pronunciation Ability through Phonics Poster Materials  | H                  |
| 6   | Sabtu, 6 Januari 2018  | Radeela Kaso           | The Correlation between students' motivation in learning their English speaking skill  | H                  |
| 7   | Senin, 15 Januari 2018 | Epta Fitri Wulandari   | Peningkatan kemampuan Pengolahan informasi dan berfikir kritis-ciri yang melalui Bermain Bingo   | H                  |
| 8   | Senin, 15 Januari 2018 | Titikahza              | Peran meningkatkan kuantitas (De)ajar Teknologi in Informasi dan komunikasi (TIK) menggunakan model Pembelajaran Team Assisted Individualization (TAI) | H                  |
| 9   | Senin, 15 Januari 2018 | Widia Pratiyo          | Pengaruh Ilmu Pengetahuan Alam di Sekolah Dasar Negeri, Jember sebagai wahana Peningkatan Kemampuan Berpikir Kritis Siswa                              | H                  |
| 10  | Senin, 15 Januari 2018 | Masjah Khodijah        | Pengaruh Kebersihan Sekolah Terhadap Efektifitas Belajar siswa   | H                  |

Mengetahui,  
Ka. Prodi,



( Zaito, M. Pd. )

Amir 20/12

## Appendix 8 Surat Keterangan Penelitian



MAJLIS PENDIDIKAN DASAR DAN MENENGAH  
WILAYAH MUHAMMADIYAH BANTEN  
**SMK MUHAMMADIYAH 3**  
**KOTA TANGERANG SELATAN**

NSS : 40.2.28.63.01.038 - NPSN : 20616368  
Jl. Dewi Sartika Gg.Nangka No.4 Cimanggis , Ciputat Telp. 021 - 7470 4878  
Fax. 021 - 7470 4878 E-mail : admin@muhtiga.com Web : muhtiga.com

**SURAT KETERANGAN TELAH MELAKSANAKAN OBSERVASI/PENELITIAN**

Nomor : 297/III.4.AU/KET/2018

Yang bertanda tangan di bawah ini, Kepala SMK Muhammadiyah 3 Tangerang Selatan menerangkan bahwa :

Nama : **M. FAIZAL BAKRI**  
NPM : **2014850011**  
Perguruan Tinggi : Universitas Muhammadiyah Jakarta  
Program Studi : Bahasa Inggris  
Fakultas : Pendidikan Bahasa Inggris

Benar Mahasiswa tersebut dengan Nomor Surat Permohonan Nomor : 16/F.8-UMJ/1/2018 , telah melaksanakan Observasi/Penelitian di SMK Muhammadiyah 3 Tangerang Selatan yang di fokuskan pada "Improving Students Speaking Skill Trough Task-Based Language Teacing (TBLT)" dari tanggal, 25 Januari 2018 s.d 21 Februari 2018

Demikian Surat Keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Ciputat, 21 Februari 2018  
Kepala Sekolah  
  
**Rachmat Kartolo, SE., M. Si**

Appendix 9 Photos class Control



Appendix 10 Photos Experiment class



## Appendix 11 Riwayat Hidup

### Riwayat Hidup Penulis

Nama : Muhammad Faizal Bakri  
Tempat, Tanggal Lahir : Jakarta, 17 Oktober 1995  
Agama : Islam  
Alamat : Jl. Cempaka Kav 342 Rt.  
006/013 Bukit Nusa Indah  
Jombang Serua

### Riwayat Keluarga

1. Orang Tua : a. Ayah : Bachtiar  
b. Ibu : Khairiyah

### Riwayat Pendidikan

1. SD Negeri Ciputat 9, tamat tahun 2007
2. Mts Muhammadiyah 1 Ciputat, tamat 2011
3. Sma Muhammadiyah 8 Ciputat, tamat 2014
4. Diterima di Fakultas Ilmu Pendidikan Universitas Muhammadiyah Jakarta, tahun 2014

