The Influence of Task Based Language Teaching on Students' Ability in Speaking

THESIS

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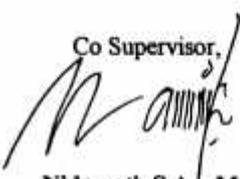
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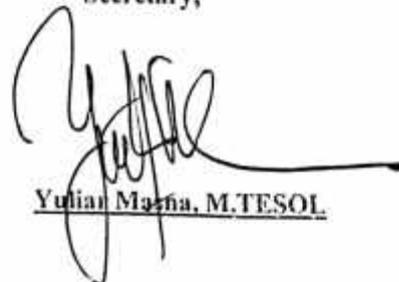
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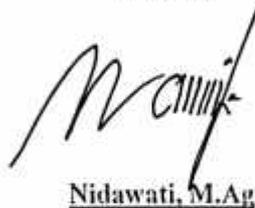
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Also, the researcher appreciation is addressed to the Head of English Language Education Department of Faculty of Education and Teacher Training. T. Zulfikar, M.Ed

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This research goal was to know the implementation of TBLT in improving students' ability in speaking to produce the target language through the completion of communicative task. In this study, the researcher conducted a research entitled **"The Influence of Task-Base Language Teaching on Students Ability in Speaking".** The purposes of this study are to find out that Task-Based Language Teaching can increase students' speaking skill and investigate students' responses in implementing Task-Based Language Teaching. This research was accomplished at the first grade students of MTsS Ulumul Quran of 38 students as respondent. This research used test and questionnaire to collect the data. The result of this research showed that Task-Based Language Teaching on students ability in speaking. It was proved that based on the data from students Z_{score} in shot case study experimental teaching students' Z_{score} is 3,658 and pre-test post-test in experimental teaching T_{score} 8,74 and T_{table} 1,68, the experimental teaching $T_{score} > T_{table}$, as well as T_{table} at significant level of $\alpha = 0, 05\%$. In other words, based on the students' responses in questionnaire, they considered that Task-Based Language Teaching was suitable approach applied to increase students' ability in speaking skill.

Keyword: *Communicative Task, Students Ability, Speaking Skill, Task-Based Language Teaching.*

CHAPTER I
INTRODUCTION

A. Background of Study

English has attained increasing importance throughout the word in general; English is the third language we learn after the mother tongue and the national language. English itself has an important role for us in communicating in the world; this language is used as an international language. People who know language are referred to as 'speakers of that language, as if speaking includes all other types of skills, if not foreign language learners are primary interested in learning to speak.

Speaking is one of the important skills in language learning. It is a productive skill where the learners should have the ability to communicate their ideas, thoughts, feelings and being able to respond messages with others. It means all the language learners should be able to speak English in order to communicate with each other.

According to Richard (2002:13) speaking is an important goal for many language learners. Therefore, it also becomes the important role for the English teachers who are aiming to improve their students' ability to speak effectively and communicatively to find relevant instructions and to provide support for learners with various kinds of learning styles so that they can learn in the ways which suit them best.

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Today, for the learners who are studying English in a non-English speaking setting, it is very important for them experience real communicative situations in which they will learn how to express their own views and opinions, and they develop for the success of foreign language communication. Classroom Interaction then, is necessary and useful as an educational strategy to enchase learning. Among many ways to create this language learning process in the classroom, Task Based Language Teaching (TBLT) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom.

According to Ellis (2003:135) classroom interaction strives to involve and support learners in the learning process. Among the ways to create this language learning process in the classroom, Task Based Language Teaching (TBLT) present opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom. The concept of teaching method that used by teacher in the classroom plays a significant role in the process of foreign language learning. In teaching English in the classroom teachers usually use the Indonesian language during the teaching process. English teachers aimed at improving their students' ability to speak effectively and communicate in this classroom to find relevant guidance and ways of providing support for learners with different types of learning styles.

Actually the purpose of teaching English in Indonesia is for academic purposes and as international communication (Syamsuri, 2016:67) .The students

are experiencing problems in learning English as a compulsory subject in school and most of the students are not motivated to learn English in the class who seem bored when learning, those who only learn grammatically passive impressed while learning. As a result, students have limitations if they are invited learn English during the learning process.

In the process of learning English, a student a course never experienc a barrier in learning. Such barriers may be generating less maximal student learning outcomes. It can happen to anyone including students who take English and non-study programs English. Hasan (2000:23) states that the difficulties faced by many learners of English as a foreign language are incomprehensible on English pronunciation expressed at normal speed through listening material. On reading skills, Rahmawati (2011:12) argue that the problem faced for reading textual understanding lies on the lack of knowledge about reading material and ignorance how to link ideas between sentences one to another. Skills writing skill is difficult because it requires a Complex process and systematic thinking, however, it needs to be mastered by English learners. In communication writing skills are also important to master. The benefits will be felt when written language is published and read by the crowd. So the quality writing should always be improved.

To deal with this case, the teacher is challenged to be as creative as possible it providing opportunities for students to expose and to reinforce students' speaking skill. To encourage students to practice their English, some English teachers sometimes utilize games, role plays, dramas, and other activities,

in order to make students enjoy learning and to reduce their boredom. Such those activities may help students to always expose their ability to produce sentences and to use the appropriate expressions based on the situation created by the teacher in the classroom. It usually makes students enthusiast. Moreover when the teacher gets them to participate the activity, challenges them to compete with other students. It not only makes students attempt to be the best from others, but to be but also becoming the chance to attain scores through given feedback.

Dealing with cases mentioned above, in teaching and learning process basically in the classroom, English teachers have begun attempting to teach foreign language in a way that was more similar to first language acquisition. However, in fact their endeavour seems completely difficult to encourage students to speak English. In addition when attempting to speak, learners must muster their thought and encode those ideas in the vocabulary and synthetic structures of the target language. Therefore, it brings uncomfortablity to use the target language toward students eventually.

This strategy also causes other problems such as; firstly, in Pidie, English is a foreign language, which it brings about students feeling better to use their first language that is Aceh or Indonesia language. Moreover, limited vocabulary makes the students feel difficult anything in the classroom. Therefore, the only thing they do to keep. Secondly, the students feel bored because the teacher always uses the same strategy. Finally, the students are unable to speak English correctly.

(Willis, 1996:97) suggested that TBLT is seen as a method fostering a learning environment that finds appropriancy in all skills and often combines more than one skill in the same task. Another clear purpose of choosing TBLT is to increase learner activity; TBLT is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new experience with the foreign language and at this point the teacher has a very important part to play. The term 'task' which one of the key concepts in TBLT is defined as a piece of work undertaken for oneself or for others, freely or for some reward. (Long, 1985:95)

Unfortunately, such activity and teaching methods are rarely done in English classes in Pidie. English language teachers teach English by using traditional and monotonous strategies in the classroom. To measure students' understanding of the lesson, the teacher asks the students to practice the dialogue in pairs by using the textbook. The teacher seldom asks the students whether they are really understand the use of those expressions.

Based on the problem above, as for the researcher, it is very important to seek the way to overcome the students' problems and figure out the difficulty they face in speaking skill. In this case the researcher will try to propose the use of TBLT in Pidie School in improving student's ability in English especially speaking ability.

In addressing the problem of speaking teaching, the writer offered a suitable method to apply when teaching. A task-based approach (TBLT) that will assist students in teaching and learning activities. Using the method is expected to solve the problem and to bring good achievement in speaking.

B. Research Questions

The present study attempted to answer the following questions:

1. Does the implementation of Task Based Language Teaching (TBLT) influence on students' ability in speaking?

2. What is the learners' perspective on being taught with the TBLT approach?

C. Aim of Study

Particularly, the study has some aims as follows:

1. To find out whether implementation of Task based language teaching influence on student's ability in speaking at first year students of MTsS Ulumul Quran.

2. To discover the students' perspective on being taught with the TBLT approach.

D. Significances of Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

    a. The result of this study is expected to be able to influence the students' fluency of speaking by implementing Task Based Language Teaching (TBLT).

    b. The study gives some advantages, especially for the researcher and also for the respondents and also all students toward their speaking ability and pronunciation.

    c. As a reference for other researchers who want to study about Task Based Language Teaching (TBLT).

2. Practically

    a. The teacher as an alternative way of teaching speaking.

    b. The result of this study is suggested to influence of Task Based Language Teaching (TBLT) on students' ability in speaking.

E. Hypothesis

H_o: The influence of task based language teaching on students' ability in speaking doesn't affect the score of students.

H_a: The influence of task based language teaching on students' ability in speaking affects the score of students.

F. Terminology

To avoid problem misunderstanding and misinterpretation of the research finding, the researcher would like to explain and define the key terms are used:

1. Task Based Language Teaching (TBLT).

Task-Based Language Teaching (TBLT) is an educational framework for second language or foreign language teaching theories and practices. Based on empirical research, TBLT adopts meaning-based and communicative tasks as a central unit for determining language learning needs, determining curriculum objectives, designing activities in the classroom (language), and assessing language competence.

Ellis (2003:63) reports that task- based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. Richards and Rodgers (2001: 228) suggest that because the reason for this is that "tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of foreign language learning".

Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of native languages and asks students to perform meaningful tasks using the target language. Such tasks could include visiting a doctor, interviewing, or contacting customer service for help. Assessment is based primarily on the outcome of the task (in other words, the

proper completion of the real-world task) rather than on the accuracy of the prescribed language form.

Finally, TBLT proposes the use of tasks as a main component in language classroom because it provides better understanding for activating learner acquisition processes and promoting foreign language learning. TBLT is therefore based on a theory of language learning rather than a theory of language structure.

2. Speaking Ability

Speaking in a second language (L2) involves the development of a particular type of communication skills. Because of its circumstances of production, oral language tends to differ from written language in its typical grammar, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing (Bygate, 2002). In the present study this is measured by the students' score on the speaking test.

Many experts provide definition limits about students' abilities. (Zul (2008: 134) suggests that ability comes from a word capable of having meaning can or can. Ability as well called competence. Donald (Sardiman, 2009: 73-74) suggests the ability is the change of energy in a person characterized by the appearance of the mind and preceded by a response to a goal.

According to Hamalik (2008: 162) ability can be divided into two types as follows:

a. Intrinsic ability is the ability covered in learning situations and meets the needs and goals of the pupil.

b. Extrinsic ability is a living skill within the student and useful in learning situations functional.

From some sense of ability above, it can be concluded that ability is the underlying competency that a student needs to have learning the scope of matter in a subject at a certain level.

G. Previous Study

The previous studies about knowing the using Task Based Language Teaching on students' ability in speaking have been conducted by 3 researchers from those previous studies, the researcher can take lessons and also their discrepancies on the basis on the found gabs, the recent study is done.

The first study that has done by Tareq Mitb Murad (2009) from Yarmouk University in his graduating paper entitles "The Influence of Task Based Language Teaching (TBLT) in improving Students' Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English". The objective of this study was to investigate the effect of a task-based language teaching program on developing the speaking skills of Palestinian secondary students and their attitudes towards English. Finally, the researcher recommended that curriculum designers incorporate TBLT principles and procedures in the students' books and teachers' guide.

The second study was done by Ajey Dalley (2009) from the University of Brimingham entitle "Implementing Task-Based Language Teaching in Korean classroom." There are two research questions presented by her namely:

1. Do you think that Task-Based Language Teaching if adopted in your own teaching context would result in more students being able to communicate effectively in English?

2. Why (not)? What would be the advantages and/or problems of implementing a task-based approach in this context?

She used communicative approach and learner-cantered of TBLT on teaching English towards the students in Korea. The result of her study is success that more that 75% of the students feel enjoy while they practice speaking in the classroom. Moreover the Korean government change their policy and this methodology to be implemented by all the school in Korea.

The last research regarding task-based application in the EFL classroom were summarized in this section to give an overview of what researcher had done so far in this field. Fan-Jiang's (2005) from Yuan Zed University of Taiwan. This study aimed to investigate the effectiveness of implementing TBLT in a Taiwanese primary school, and her finding revealed that TBLT could enhance the students' motivation and attitudes toward learning English. She conducted a detailed qualitative study to explore the implementation of task-based teaching in an elementary English class in Taiwan. The overall results of her study evinced that the implementations of task-based teaching was challenging for both the

teacher and students involved; however, students did enjoy working on the tasks at different level.

Her result revealed that there were longer turns in spontaneous speech and increasing use of interactional adjustment toward the end of the treatment period, and using supplementary cooperative material involved students in comprehending and producing the target language more willingly and more effectively. Based on those previous studies, Task-Based Language Teaching brought about positive learning outcomes and motivation. Especially, the task-based speaking activities helped students to cultivate better communicative skills and social skills n interrogating meaning.

The conclusion, Task-based language teaching is advantageous to the EFL students because it is more student-cantered, allows more meaningful communication, and often provides practical extra linguistic skill building. Although the teacher may present language in the pre-task, the students in the classroom are ultimately free use grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the target language of the lesson. Furthermore, as the tasks more likely to be engaged, which may further motivate them in their language learning?

CHAPTER II
LITERATURE REVIEW

Task-based language teaching is not new. Prabhu used a task based approach with secondary school classes in Bangalore, India, on his Communicational Teaching Project, beginning in 1979. American governments Language Institution switched to task-based instruction (TBI) for foreign languages for adults in the early 1980s. Other teachers and institutions through the world are following the TBLT (Shehadeh, 2005:13).

According to Xiangyang Zhang and Shu-Chiung Hung (2013) Task Based Language Teaching purposed and developed mainly based on researcher into second language acquisition has received the most pedagogic attention in the field of second/foreign language pedagogy since 1980s. Task-based language teaching is one of approaches that were developed by Prabhu to support the communicative language teaching.

A. Task Based language Teaching

1. Definition of TBLT

Task-Based Language Teaching (TBLT) is an educational framework for second language or foreign language teaching theories and practices. Based on empirical research, TBLT adopts meaning-based and communicative tasks as a central unit for determining language learning needs, determining curriculum objectives, designing activities in the classroom (language), and assessing language competence.

Task-based language teaching (TBLT) proposes the use of tasks as a central component in the language classroom because they provide better contexts for activating learner acquisition processes and promoting second language learning. TBLT is this based on a theory of language learning rather than a theory of language structure. Richards and Rogers (2001:228) suggest that this is because 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.'

The main characteristics of Task-based language teaching (TBLT) are following (Ellis, 2003:64):

a. 'Natural' or 'naturalistic' use of language.

b. Learners-cantered rather than teacher controlled learning.

c. Focus on form (attention to while retaining 'naturalness').

d. Task serves as the means for achieving natural use of language.

e. Traditional approaches are ineffective.

TBLT initially emphasized fluency in communication at the expense of the other aspects of language like accuracy and complexity (as Krashen and Terrell's 1983 Natural Approach, and Prabhu's (1987) arguments against an explicit focus on grammar). It was through that the ability to use the second language would develop automatically, hence the experiments with immersion classes in Canada (Swain 1988), where English-speaking children were educated in French-speaking schools to allow them to acquire French naturally. However, it is grammar to achieve the level of accuracy required.

Indeed, TBLT with a focus on form (in the context of meaning) is gathering support from SLA research. Long and Robinson (1998), in particular, stress the importance of focus on form for second language learning by drawing students' attention to linguistic elements, not as discreet items presented to the learner, but as they arise in a meaningful classroom context.

2. Types of the Task in TBLT

Willis (1996:149) listed the following type of task of TBLT:

a. Listening

Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

b. Ordering, sorting

Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

c. Comparing

This type of task includes matching, finding similarities or differences. The outcome can be appropriately matched or assembled items. This type of task encases students' ability of differentiation.

d. Problem solving

This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solution to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

e. Sharing and experience

These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

f. Creative tasks

These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that cans many be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well they're reasoning and analyzing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should be applicable to real life to help students accomplish the tasks and show their communicative competence in classroom teaching and real life situations (Willis, 1996:149).

3. Characteristics

a. Characteristics that exemplify TBLT

The following section is a description of the characteristics that exemplify TBLT:

1. Real-World Language

Completing tasks that focus on each day language gives learner's occasions where realistic language can be practiced and eventually used of the classroom. Jeon and Hahn believe that for Asian students it is difficult to sufficiently practice the target language outside the classroom, thus making TBLT an important method of teaching that provides students with authentic chance to use the target language in the classroom (2006:124). This does not necessarily mean that students will have to recreate authentic dialogues but that the task is within a real scenario, which in turn would provide realistic abate to be spoken.

This task could provide learners, who do not have opportunities to practice the target language beyond the classroom, a chance to communicate in a realistic setting. This also gives the students, what di have opportunities to speak in the target language a chance to practice the language before they use it in a real situation inside of the classroom.

2. Learners-Cantered

One of the unique characteristic of TBLT is that it highlights student-focused tasks a method to again communicative competence. 'A rule, the teacher withdraws after allocating tasks to the learners, to allow them to manage the

interaction themselves.' (Seedhouse, 1999:150). Once the task begins, the teacher leaves it up to the students on how and what language they use to complete the task. Therefore, the role of the teacher is to be an observer in order to give students opportunities to naturally use the language throughout the task.

Thus, putting students into 'real world' situations without teacher input seems to encourage learners to use the target language and language that they have already been taught in order to complete the task. This could give students just the opportunities they need to produce and practice the language that they have learned into a natural context. Eillis (1996, cited in Swan, 2005:390) suggests that, "Tasks remove the teacher's domination, and learners get chances to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done."

This would provide a comfortable and natural environment for students to be able to practice the target language with each other. However, Willis (1996, cited in Swan 2005:390) continues by arguing that,... if students do not already know the linguistic convention for opening and closing conversations, interrupting and challenging, etc., how are they supposed to learn them without input from the 'dominating' teacher?

This could be problematic students were unable to learn valuable linguistic communicative interaction skills and strategies without the input that is needed. Swan's concern of the teacher's position that once engaged in the teacher becomes the director of the task rather than an imperative input of new language

(2005:391). Thus, causing a lack of new vocabulary or sentence structure being taught, this may result in no new language being spoken or learned. Swan furthers his concerns by saying. "The naturalistic communication-driven pedagogy characteristic of TBI has serious limitations, especially as regards the systematic teaching of new linguistic material" (Swan, 2005:397). In short, without the teachers role as a provider, it would seem that there might not be any vital new language being taught and therefore learned.

3. Focus on Meaning

Another element of TBLT is the focus on meaning during the task. In fact, according to Acar, "The most important characteristic of a task is its communicative purpose in which the focus in on meaning rather form" (2006). Some benefit to this may be that students might have to make the language that they have already learned to complete a communication task with their peers. This would provide learners with opportunities to retrieve language from memory that might never be used again. Students can communicate with each other without any interruptions, which may improve fluency and natural speaking, open students have a proficient grasp of English grammar and vocabulary, and open communication would be beneficial in order to activate the language already known.

A potential problem is that students might use the most minimal language in order to complete the task. Seedhouse suggests that students often lower their language ability in order to complete the task and goes as far as saying that the

language that they speak is similar to a pidgin (1999:153-154). Consequently, students would tend to lose focus on the language that they were using and concentrate on the meaning they were trying to convey to complete the task. Also, if students do not have the skills to communicate or complete the task in the target language, this could diminish future inspiration to continue studying languages for these students.

The last stage of TBLT is said to concentrate on the form of language used in the task. Being at the end of the task, teachers can show students the mistakes that they might have made and the correct language they could have used. However, once the teacher becomes involved again, the classroom turns a controlled environment, which takes away from the natural language being spoken and therefore diminishes the 'real-world' nature of the experience for the students.

4. Completion of Task

There must be a finish line in order for the students to know when they have successfully completed the task. This provides a reason to do the task and encourages motivation from students.

On the other hand, seeing that there finish line could contribute to students rushing through tasks not necessarily using the target language to accomplish the task. Seedhouse describes learners as if they "...appear to be so concentrated on completing the task the linguistic forms are treated as a vehicle of minor importance" (1999:154). This could add to learners' use of inaccurate language,

minimal language, and/or pidgin language as long as there is successful completion of the task. This might be how one acquires their first language, but for students who do not have opportunities to use the target language everyday creating bad habits and using minimal language could inhibit communicative development.

b. Characteristic of The Teaching/Learning Process in TBLT

The main characteristic of TBLT is that everything is aimed for communication. All activities are designed to enhance the learners' communicative competence. According to Morrow (1981:86), activities in TBLT have three features: information gap, choose and feedback. The information gap is the precondition that the students have a desire to communicate with the content. During the communication, the students have opportunities to choose which language to use in the specific contents. After the communication, the learners get feedback from the teachers about their performance. Furthermore, these are different distinctive types of practice in TBLT: mechanical, meaningful and communicative.

According to Ellis (2003:16), a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may dispose them to choose particular forms. A task is intended to result in language

use that bears resemblance, direct or indirect, to the language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

The various designs have been proposed (for example, Prabhu, 1987; Skehan 1996). However, they all have in common three principal phases, these phases reflected the chronology of a task-based lesson. Thus the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task; such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centres on the task itself and affords various instructional options, including whether students are required to operate under time pressure. The final 'post-task' phase involves procedures for following up on the task performance. The following section is a description of the characteristics of The Teaching/Learning Process in TBLT:

1. The pre-task phase

The purpose of the pre-task phase is to prepare students to perform tasks in ways that will promote acquisition. Skehan (1996) refers to two broad alternatives available to the teacher during the pre-task phase. An emphasis on the general cognitive demands for task, and/or an emphasis on linguistic factors, attention capacity is limited, and it is needed to both linguistic and cognitive demand, then engaging in activities which reduce cognitive load will release attention capacity for the learner to concentrate more on linguistic factors. These alternatives can be tackled procedurally in one of four ways:

a. Supporting learners in performing a task similar to the task that will perform in the during task phase of the lesson;

b.   Asking students to observe a model of how to perform a task;

c. Engaging learners in non-task activities designed to prepare them to perform the task

d. Strategic planning of the main task performance.

2. Performing a similar task

The use of a 'pre-task' is a key feature of the Communicational Teaching Project (Prabhu, 1987). It was carried out as an activity involving the entire class with the teacher, and involved the learners in completing a task of the same type and content as the main task. Thus, it served as a preparation for performing the main task individually. For example, if the main task involving talking about clothes and appearance of individuals or groups; the teacher may talk to the students about how they dress and how this affects their personalities.

3. Providing a model

An alternative to this first example is to ask the students to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task. This involves presenting them with an oral text to demonstrate an 'ideal' performance of the task. Both Skehan (1996) and Willis (1996) suggested that 'observing' others perform a task can help reduce the cognitive load on the learner.

4. Non-task preparation activities

There are a variety of non-task preparation activities that teachers can choose from. These centre on reducing the cognitive or linguistic demands placed on the learner. Activating learners' content schemata or providing them with background information serves as a means of defining the topic of a task. Examples of this are brainstorming and mind maps.

5. Strategic planning

Learners should be given time to plan how they will perform the task. This can be distinguished from other pre-task options in that it does not involve students in a trial performance of the task or observing a model. Planning can be carried out individually, in groups, or with the teacher.

4. Approach of TBLT

The theory language, it's used in TBLT is tended to train the learners to use language forms appropriately in various contexts and for different purposes. For communicative competence and linguistic competence, the knowledge of forms and meaning form parts of the communicative purpose in TBLT (larsen-Freeman & Aderson, 2000:71). Learners need to understand the forms, meaningful and functions of language and take into consideration the social situation. However, TBLT has sometimes been seen as sacrificing accuracy in the teaching of grammar in order to pursue fluency.

In using TBLT, the students develop a language system through attempting to use meaning-based language. The teacher designs opportunities for the students through meaningful, authentic and interesting activities (Ellis, 2003:57). The students have a much more varied exposure to the language and its issues that they need. Thus, learners spend a lot of time communicating during the task (Hammer, 1999:79).

The task can be easily related to students' real-life language needs. They create contexts, that facilitate second language acquisition, and create opportunities for focussing on form; students are more likely to develop approaches. A task-based approach enables teachers to see if students are developing the ability to communicate in a second language.

According to Willis (1996:53) asserted task is a goal-oriented activity with real outcome; this implies that a task is 'a goal-oriented activity which learners use language to achieve a real outcome. In other words, learners use whatever target language resource they have in order to solve a problem, do a puzzle a game or share and compare experiences'. Skehan (1998:95) says that the task is 'an activity in which: meaning is primary; there is some communication problem to solve; there is some sort of relationship to compare real world activities; task completion has some priority; and the assessment of task performance is in terms of task outcome.

From this explanation above, the researcher asserts that in TBLT, specific language forms will never be considered; instead, the learners are allowed freely

to make meaning in any they like. The tasks provide learners' outcome that can be assessed. Using tasks is based on building a syllabus design for to both sequence lessons and assessing the students' outcomes.

5. **Advantages and Disadvantages of TBLT**

   a. **Advantages of TBLT**

      1. TBLT is applicable and suitable for students of all ages and background.
      2. Students will have a much more varied exposure to speaking with TBLT.
      3. Students are free to use whatever vocabulary and grammar they know, rather just the target speaking of the lesson.
      4. Task-based teaching offers the opportunity for 'natural' learning inside the classroom.
      5. It is motivating for learners.
      6. TBLT allows meaningful communication.
      7. Students will be exposed to a whole range of lexical phrases, collocations and patterns as well as speaking forms.
      8. It can be used alongside a more traditional approach.

   b. **disadvantages of TBLT**

      1. It is not easy to prepare a task which is suitable to the learners' level. Tasks may be too simple or challenging for learners.
      2. The preparation for a TBLT based lesson is very demanding.

3. While applying TBLT based activities in the classroom, management of the activity in terms of time discipline can create a problem. Moreover, teachers may feel unsure about how much input to give at the pre-task phase.

4. It is difficult to find out materials for task-based teaching; therefore, teachers should adapt their available materials.

5. Task-based learning can be very effective at intermediate levels and beyond, but many teachers question its usefulness in beginner levels.

6. Teachers' and Learners' Role in TBLT

The role of the teacher in TBLT shifts away from some traditions of the teacher role in language teaching (Nunan, 1989:69). In TBLT, the teacher will decrease the proportion of the time spent on communicative processing. The main role of the teachers is responding not only to the students' fluency, but also their accuracy. Furthermore, for large parts of the actual task, the teachers spent more time on giving background information. TBLT is learned-cantered teaching approach (Willis, 1996:123).

The researcher concludes that learners' role is the main aspect during language processing. The main characteristics of the learners' role in TBLT are: act as a negotiator or interact or, capable of giving as well as taking; act as a performer and listener, with little control over the content of the learning; and the take responsibility for their own learning.

B. Speaking

1. Definition of Speaking

According to Harmer (1996:14) speaking is defined as a form of communication, so a speaker must convey what he/she is saying effectively. In line with this definition, Carter (1997:4) defines it as 'one of the types of composing language, the type that is swift, complicated, frequent, and primary, because the language itself is a symbol used by communicators to construct and convey information.'

In communicative process, speakers need to learn to adapt their talk to the listener: use a range of a way to express themselves: use talk to clarify their ideas and sustains their task to develop thinking and reasoning. Speaking is thus regarded as a critical skill in learning a second language by most language learners, and their success in learning a language is measured of their accomplishment in oral communication (Nunan, 2001:23).

Based on the theory above, the researcher includes that speaking is a process of using language in order to share information, knowledge, and opinion of the other person.

Speaking is happening in different style around our environment. Thus, the speaking will happen in various and different situations. There are three kinds of speaking situations in which we find ourselves. (Sasson, 2012:9)

a. Interactive

This is including face to face conversations and telephone calls, in which we are alternatively speaking and speaking, and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner.

b. Partially Interactive

It is such as when giving a speech to a live audience. Where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expression on their faces and body language, whether or not he or she is being understood.

c. Non-Interactive

It is such as when recording a speech do a radio broadcast. However, speaking is not an easy task to do. Donoghoe supports that 'if you are now studying, or have studied some foreign languages, you realise that learning to speak a language is not a simple task.' (Donoghoe, 1994:11).

2. **The Component of Speaking Skill**

According Syakur (2000) and McKay (2006) there are at least five components of speaking skill such as, comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Oral communication certainly requires a subject to respond, to speech as well as to initiate. Grower, Phillips and Walters (2005) state that when speaking fluently, students should be able to get the message across with whatever they have got the resources and abilities, regarding of grammatical and other mistake.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is lined with explaned that student's ability to manipulate the structure and to distinguish appropriate grammatical form inappropriate ones. The ability of grammatical is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot effectively communicate or expresses their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Pronunciation

Pronunciation is the way the students produce clear language when they speak (Hornby, 2010). It deals with the phonological process that refers to the component of a grammar make-up of the elements and principles that determine how sound vary and patter in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pause and "ums" or "errs". These signs indicate that the speaker does not have a spend a lot of time searching for the language items needed to express the message.

There is a lot aspect have to concern to use in speaking. To speak, we not only talk be careless, say and make a sound, but we have also known the important aspects about Fluency, pronunciation, accuracy (grammar and vocabulary), and body language. So, if we can speak by using correct regulation that will make our communication success.

The level of ability is a benchmark for the success of learners to remember (recall) or to re-recognize the materials that have been studied and delivered in memory (Winkel, 1996: 245). While the meaning of reading ability is the level of knowledge and understanding of learners in reading well and correctly in accordance with the rules of science that have been submitted by the teacher. In principle, the disclosure of learning outcomes or to determine the level of ability of learners, ideally covering all the psychological aspects that change as a result of experience and learning process learners. However, the disclosure of changes in the behaviour of the whole domain, especially the student sense domain, is very difficult. Therefore, what teachers can do in this case is to take only a snippet of behavioural changes that are considered important and are expected to reflect the

changes that occur as a result of student learning, both dimensional and intangible and dimensional (Syah, 2002: 150).

The main key to obtaining the size and date of learning outcomes or want to know the level of ability of students in receiving and understanding the material, the teacher can be seen from the indicators (an indicator of certain achievements) associated with the type of achievement to be measured. In this study, the authors will describe the indicators contained in the realm of cognition (cognitive), which quoted from the Shah in the book Educational Psychology.

1. Observation, at this stage the teacher can compare as well as connect the progress of students obtained during teaching.

2. Memory, teachers can test students by providing questions relating to the material that has been submitted.

3. Implementation, the teacher may also ask the student to decipher and ask for the correct example relating to the material that has been submitted.

4. Analysis and synthesis, at this stage the teacher can see the level of ability of students in classifying or sorting carefully in the task, then can describe / explain it properly and correctly. Students also begin to try to connect and summarize any difficulties encountered, so as to explain the difficulty through the material it has acquired (Shah, 2002: 151).

All types of achievements or levels of student ability can be done through oral tests, written, observation, and assignment. Similarly, applied in teaching. Teachers will also perform similar tests to determine the level of students' abilities before, during the learning process and after learning takes place. This is important to motivate students to learn better, and as an evaluation material for teachers when the learning process takes place.

In the context of recent teaching student's ability teaching, much attention has been given to designing activities that focus more on a balanced task between the need to achieve fluency and accuracy. This criterion is also based on the assessment of speaking skills.

In a task-based approach, student's ability speaking fluency and accuracy are the main characteristics of this approach, and the approach is seen as complementary in completing the assigned task. Although Richards and Rodgers (2001: 157) mentioned that 'fluency and acceptable language are the main objectives: Accuracy is judged not abstractly but in context.' And this is the obvious point because the TBLT emphasis is on the communicative process between the student and teacher-student, not the mastery of the language form.

Practicing the speaking skill of the foreign language is not as knowing about this language. The difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing the speaking skill, even those who know about the system of the foreign language.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research as research design. The purpose of the experimental research is to determine cause and effect between independent and dependent variable (Sugiyono, 2015). Wiesman (2001) states that experimental research is the situation that has at least one experiment variable which will be accrued in this experimental group that the conditions in the experimental group controlled by writer. According to Creswell (2012) an experimental design is an approach for conducting quantitative research. The quantitative research was applied in this study in order to find out the influence of Task Based Language Teaching on students' ability in speaking.

Quantitative research method is a research method used to observed specific sample or population by using numerical data in analysing the data. The data collection uses research instrument, and analysing data in quantitative or statistic term. Quantitative approach is used for analysing the statistic data students' pre-test and post-test score. There are four main type of experimental research design, true experimental, quasi experimental, pre-experimental, and single subject design.

The research was pre-experimental research. Pre-experimental design is one form of experimental research design that manipulates the free variable

contributes to the formation of the dependent variable. Pre-experimental design dorms are some of the following: Shot Case Study, and Intec-Group Comparison, One –Group Pre-test Post-test design. In the research the researcher used Shot Case Study and One –Group Pre-test Post-test design.

1. Shot Case Study

X	O
Treatment of independent variable	Observation or measurement of dependent variable

Explanation:

X: Before the influence of Task-based language teaching on students' ability in speaking.

O: After the influence of Task-based language teaching on students' ability in speaking.

2. One –Group Pre-test Post-test design.

01	X	02
Pretest	Treatment	Post-test

Explanation:

01: Pretest (Before the influence of Task-based language teaching)

02: Post-test (After the influence of Task-based language teaching)

X: Teaching speaking through task based language teaching.

B. Population and Sample

Population is any groups or individual that has one or more characteristics that are interested for researchers. (Beat, 1993:20). Sample is a part of number of population. The participant is very crucial part in data collecting process. The population of this research is all of the first grade students in MTsS Ulumul Qur'an at Pidie that consisted of 111 students with 3 classes. The researcher chose class VII, each class consisted of 38 students that were selected as the sample, and the sample was taken by using purposive sampling.

C. Techniques of Collecting Data

In this research, the researcher needs the data from the students. In getting and collecting the data, the researcher three techniques. They are: Experimental teaching, and questionnaire.

1. Experimental Teaching

In this research, the researcher applied TBLT to teaching for the students of MTsS Ulumul Qur'an. The aim of these teaching was to measure students' ability in speaking by implementing TBLT activities. According to Suharsimi Arikunto (2006:130) "test is several questions, exercises or tools used to measure students' ability, knowledge, intelligence, or talent which have individual or group".

2. Test

In this test, the researcher gave pre-test and post-test. Pre-test was given to the students to measure students' speaking ability for the students of MTsS Ulumul Qur'an before implementing teaching TBLT. Pre-test is used to measure the current students' speaking ability before receiving treatment and post-test is done to measure the development of the students' speaking ability after implementing the action.

3. Questionnaire

The researcher also used the questionnaire technique in obtaining the needed data. The questionnaire was distributed to find out the obstacles face by the students in learning speaking. Thus, the object of questionnaire was the students. The questionnaire consisted of some questions in close-ended questions and the kind of questionnaire used in order to make the students answer all questions honestly as what they felt so that, the researcher could collect the data accurately.

D. Techniques of Data Analysis

After getting the data, the researcher analysed it. In analysing the data researcher uses the comparative technique. It is that functions to answer the first research question concerning difference between two variables that examined statistically.

1. Test

The data analysis is a very important in this research, because in this stage the writer can formulate the results of her research. After all data collected, it is to describe the research data can be calculated as in the following descriptions. The formulas used to analyse data are:

$$\bar{x} = \left(\frac{\Sigma f \cdot x}{\Sigma f} \right)$$

Where: f_i = refers to frequency

            X_i = refers to the middle score interval class

            $f_i \cdot X_i$ = the amount of multiplication between the frequencies and

            the middle scores of interval class.

This formula is used to determine the mean score of the students' achievement in speaking ability.

2. Questionnaire

The questionnaire would be analysed by the means of the pattern.

$$P = \frac{f}{n} \; x \; 100\%$$

P = Percentage

f = frequency of respondents

n = number of sample

100%   = constant value

E. Procedure of Experimental Teaching

In order to find out the data, the researcher was allowed to conduct the experimental teaching in five meetings, including the meeting for pre-test and post-test. The allocation of time for each meeting was 85 minutes. The researcher taught for a week, on Tuesday at 11.40 until 12.25. In the experimental teaching, the researcher applied pair work as a teaching technique.

1. Experimental Teaching

a. The First Meeting

First meeting was conducted on Tuesday, March 6, 2018. In this first meeting all students attended the class. The research introduced her to the students and explained about her research in the classroom including the title, purpose, and the technique in doing the research. Then the students' attendance list was checked thoroughly by calling the students' name one by one. After that, a re-test in form of conversation was asked by the researcher to be done by all of students in pair in order to obtain the initial data for the students speaking ability. This pre-test was conducted on twenty eight students for about 40 minutes.

b. The Second Meeting

The second meeting was conducted on Tuesday, March 13, 2018. After learning names and creating supporting environment, the researcher and the students discussed about names as crossword material, the activity thus promotes class solidarity as students will identify with those classmates whose names cross their own. After that the students were given some material about mutual

interviews. Mutual interviews include getting acquainted, fluency practice, listening and speaking.

c. The Third Meeting

The third meeting was conducted on Tuesday, March 20, 2018. In this meeting the students were asked to make sure that focus on their missing person announcement and managing their time material. The students practice the speaking that was created in the preparation about the material, the researcher watched the students' performance and corrected the students' mistakes in pair work.

d. The Fourth Meeting

The fourth meeting was conducted on Tuesday, march 27, 2018. At this meeting students learned formal introductions and burst the balloon-expresing opinions. In the formal introduction, the students were asked to fill in the questionnaire and burst the balloon- expressing their opinions, students can speak with someone who agrees with their opinion on a topic, and later try to convince someone who disagree.

e. The Five Meeting

The five meeting was the last meeting which was conducted on Tuesday, April 3, 2018. Researcher conducted post-test to measure students understanding and ability after they had been taught by using task based language teaching on students' ability in speaking. In the last meeting the students were assigned a task to write before, write before you talk, and collared round robin. The students

were divide into 3 groups' and each group chooses it's most interesting picture to be present to the entire class.

The researcher also thanked to students for their attention and cooperation during her field research and gave motivation to speak more in English language to improve their ability in speaking.

F. Brief Description about Research Location

1. The School

The researcher conducted the research at MTsS Ulumul Qur'an. It is an Islamic junior high school located on Jln Tijue cot teungoh, MUQ Pidie Kec. Pidie, Pidie, Aceh Province. This Islamic Junior high school has clean environment. It is also supported by good facilities and qualified teacher. This school has 3 classrooms, laboratories, library, canteen, teachers' room, hall, principal office and *mushalla.*

2. The Students

Based on the data collected on 27 February, there are 111 students of MTsS Ulumul Qur'an in academic 2017/2018 consists of 39 males and 72 females. The details of total number of students can be seen on the table

Table 4.1 : The Number of Classroom in MTsS Ulumul Qur'an in Year 2017/2018

No	Class	Number of Class	Number of Students
1	VII	1	38
2	VIII	1	41
3	IX	1	32
	TOTAL		**111**

3. The Teacher

Teacher is one of the important factors affecting teaching learning process in the classroom. As one of the important educational factors that play a special rule in achieving the goal of teaching learning, a teacher is supposed to have the best capability in teaching.

Teachers are responsible for developing the English curriculum. They also have to kwon the development of the students. Therefore, the competencies of English teachers are very important for the school because they are motivators for their students. There are 28 teachers in this school, and three of them are English teachers, Nasrullah, S. Pd, Novita Diana, M.Od, Maya Irmalia, S. Pd.

4. The Curriculum

Curriculum plays an important role for education. It will determine or instruct the teachers how and what to teach to the students. It also helps in accomplishing the way of teaching, understanding the steps of teaching programs and providing the material of teaching.

English curriculum at MTsS Ulumul Qur'an is based on K13. For the second year students, the textbooks used are *Experiencing English year VII*. The learning hour starts at 10.40 am until 12.25 am. English subject is taught twice a week. The allocation time of teaching English is 4 hours lesson in a week and an hour lesson take 45 minutes long. The materials for this level are applied step by step from Avery simple to a complex one.

CHAPTER IV

DATA ANALYSIS

A. The Analysis of Test

The data were given to the students to measure their speaking skill before and after the treatment. Following the experimental teaching, the researcher analysed the data formula by using statistical formula.

a) Mean

$$R = H - L$$

Where: R = range of the score

H = the highest score

L = the lowest score

b) Interval

$$I = 1 + (3.3) \log n \qquad (n = number\ of\ students)$$

c) Percentage

$$P = \frac{R}{I}$$

Where: P = percentage

R = range of the score

I = interval

d) T-test

$$t = \frac{\bar{x} - \mu_o}{\frac{S}{\sqrt{n}}}$$

1. Shot Case Study

    After doing the research, obtained the value of learning outcomes of experimental class as much as 38 students' as follows:

Table 4.1
The list of the final value experimental class

No	Name	Value
1	ALIFAH NURUL F	87,0
2	ALYA NAZHIFA	93,0
3	ASYIFA ZUHRA	60,0
4	ASYILA ZAKIRA	93,0
5	AZKIA A	80,0
6	BUNAIYA ADILLA	87,0
7	CUT ALIFYA F.U	93,0
8	CUT HUSNUL A	93,0
9	DARA F.G	80,0
10	DZIYA HUMAIRA	87,0
11	FARAH HANIYAH	93,0
12	HADHIRATUL G	87,0
13	HAFIZATUL A	87,0
14	ICHA ANANDA P	73,0
15	IZZAN TASYA	53,0
16	KHAIRA RIZKA	87,0
17	NABILA PASYA	93,0
18	NADYA R	87,0
19	NAILA AZKIA	80,0
20	NASYWA GHINA	93,0
21	NAURAH Q.A	80,0
22	POCUT AYYA M	93,0
23	PUTROE G.R	60,0
24	QAISHAFIZA A	94,0
25	RAHMANIAR	87,0
26	RAUZA SAFIRA	53,0
27	RIENA RIEDARA	87,0
28	RISA AULIA	93,0
29	SALSABILA	60,0
30	SYARIFAH F.A	93,0
31	TABSYIRATUL M	87,0
32	TRIA AMALIA	80,0
33	TSANIA N	87,0
34	ZAKIYAH	87,0
35	ZALFA NAJLA P	80,0
36	ZHAHRINA S	87,0
37	ZULYINA KHAIRA	93,0
38	ZURRIYATUL K	87,0

To analyse the data of, the highest score of pre-test was 94 and the lowest score is 53. Thus, the range was 94 – 53 = 41 or,

$$R = H - L$$

$$R = 94 - 53 = 41$$

The class interval is identified by using following formula:

I $= 1 + (3.3) \log n$ $(n = number\ of\ students)$

    $= 1 + (3.3) \log 38$

    $= 1 + (3.3) (1.57)$

    $= 1 + 5.18$

    $= 6.18$ 6

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{41}{6}$$

$$P = 6.83 \qquad 6$$

Table 4.2: The frequency distribution table of experiment class

Class Interval	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
53 - 59	2	56	2809	112	12544
60 - 66	3	63	3969	189	35721
67 - 73	1	70	4900	70	4900
74 - 80	6	77	5929	462	213444
81 - 87	14	84	7056	1176	1382976
88 - 94	12	91	8281	1092	1192464
TOTAL	**38**	**441**	**25888**	**3101**	**2842049**

Based on the frequency distribution above, the writer determines the mean score by using following formula:

$$\bar{x} = \left(\frac{\sum f . x}{\sum f} \right)$$

$$\bar{x} = \left(\frac{3101}{38} \right)$$

$$\bar{x} = (81,06)$$

2. Pre-test and Post-test

In order to measure the students' ability in mastering speaking, the writer provides pre-test and post-test. For both of the tests, the writer asked the students to speak in front of the class. According to Brown, the test is second in grammar, vocabulary, comprehension, fluency and pronunciation. Brown (2003:244-246) which is: Fluency (20), Comprehension (25), Vocabulary (20), Grammar (15), Pronunciation (20), Total   score (100)

The highest score for each point is four and the lowest is one. The score is tie by 5. Therefore, the students who able to speak fluency got 100 points.

Table 4.3: The students score of pre-test

NO	NAME	Fluency	Comprehension	Vocabulary	Grammar	Pronunciation	Total
1	ALIFAH NURUL F	9	11	9	8	15	**52**
2	ALYA NAZHIFA	10	17	13	9	16	**65**
3	ASYIFA ZUHRA	10	10	9	5	13	**47**
4	ASYILA ZAKIRA	8	13	10	6	14	**51**
5	AZKIA A	9	9	8	4	11	**41**
6	BUNAIYA ADILLA	7	12	9	5	10	**43**
7	CUT ALIFYA F.U	12	16	13	9	15	**65**
8	CUT HUSNUL A	9	10	7	5	10	**41**
9	DARA F.G	10	12	7	5	13	**47**
10	DZIYA HUMAIRA	16	16	17	12	15	**76**
11	FARAH HANIYAH	13	12	14	11	11	**61**

12	HADHIRATUL G	16	17	17	12	14	**76**
13	HAFIZATUL A	11	12	10	8	10	**61**
14	ICHA ANANDA P	10	11	8	6	9	**51**
15	IZZAN TASYA	12	12	11	9	11	**44**
16	KHAIRA RIZKA	11	13	9	8	10	**55**
17	NABILA PASYA	12	15	8	6	14	**51**
18	NADYA R	11	15	10	5	13	**55**
19	NAILA AZKIA	9	15	8	4	11	**54**
20	NASYWA GHINA	7	12	8	4	10	**47**
21	NAURAH Q.A	13	26	9	5	15	**41**
22	POCUT AYYA M	11	13	8	5	10	**68**
23	PUTROE G.R	15	16	9	5	14	**47**
24	QAISHAFIZA A	11	13	9	6	12	**59**
25	RAHMANIAR	14	12	8	4	14	**51**
26	RAUZA SAFIRA	12	11	8	5	11	**52**
27	RIENA RIEDARA	8	10	8	7	10	**47**
28	RISA AULIA	10	13	9	5	13	**43**
29	SALSABILA	9	14	7	3	12	**50**
30	SYARIFAH F.A	7	15	6	5	15	**45**
31	TABSYIRATUL M	10	12	8	4	12	**48**
32	TRIA AMALIA	16	12	9	5	12	**46**
33	TSANIA N	10	14	8	5	14	**54**
34	ZAKIYAH	11	13	7	4	11	**51**
35	ZALFA NAJLA P	14	15	8	5	14	**56**
36	ZHAHRINA S	11	12	7	5	11	**46**
37	ZULYINA KHAIRA	9	11	9	5	10	**44**
38	ZURRIYATUL K	10	13	7	4	12	**46**

a. The analysis of pre-test

To analyse the data of pre-test, the highest score of pre-test was 76 and the

lowest score 41. Thus, the range is 76 – 41 = 35 or,

$$R = H - L$$
$$R = 76 - 41 = 35$$

The class interval is identified by using following formula:

I = 1 + (3.3) log n   (n = number of students)
    = 1 + (3.3) log 38
    = 1 + (3.3) (1.57)
    = 1 + 5.18
    = 6.18   6

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$
$$P = \frac{35}{6}$$
$$P = 5.83 \qquad 6$$

From those result, the frequency distribution table was:

Table 4.4: The frequency distribution table of students' pre-test score

Class Interval	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
41 – 46	12	43.5	1892.25	522	272488
47 – 52	14	49.5	2450.25	693	408249
53 – 58	5	55.5	3080.25	277.5	77006.25
59 – 64	2	61.5	3782.25	123	15129
65 – 70	3	67.5	4556.25	202.5	41006.25
71 – 76	2	73.5	5402.25	147	21690
TOTAL	38	351	21163.5	1965	835568.5

Based on the frequency distribution above, the writer determines the mean

score by using following formula:

$$\bar{x} = \left(\frac{\Sigma f \cdot x}{\Sigma f} \right)$$

$$\bar{x} = \left(\frac{1965}{38} \right)$$

$$\bar{x} = (51,71)$$

Table 4.5: The students score of post-test

NO	NAME	Fluency	Comprehension	Vocabulary	Grammar	Pronunciation	Total
1	ALIFAH NURUL F	12	17	14	10	18	**71**
2	ALYA NAZHIFA	15	22	17	13	18	**85**
3	ASYIFA ZUHRA	14	15	11	7	13	**60**
4	ASYILA ZAKIRA	15	16	13	9	17	**70**
5	AZKIA A	10	11	9	6	14	**50**
6	BUNAIYA ADILLA	9	12	10	5	16	**52**
7	CUT ALIFYA F.U	16	21	16	12	18	**83**
8	CUT HUSNUL A	8	10	7	5	10	**40**
9	DARA F.G	10	16	11	9	14	**60**
10	DZIYA HUMAIRA	16	23	17	12	18	**86**
11	FARAH HANIYAH	13	19	14	11	15	**72**
12	HADHIRATUL G	16	23	17	12	18	**86**
13	HAFIZATUL A	11	16	10	8	13	**58**
14	ICHA ANANDA P	10	11	8	6	12	**47**
15	IZZAN TASYA	12	16	11	9	14	**62**
16	KHAIRA RIZKA	11	16	9	8	13	**60**
17	NABILA PASYA	17	21	18	12	18	**86**
18	NADYA R	17	21	16	12	18	**84**
19	NAILA AZKIA	12	15	11	9	13	**60**
20	NASYWA GHINA	9	12	8	7	15	**51**
21	NAURAH Q.A	17	23	17	13	18	**88**
22	POCUT AYYA M	13	19	14	11	15	**70**
23	PUTROE G.R	18	24	18	13	20	**93**
24	QAISHAFIZA A	17	22	18	12	17	**86**
25	RAHMANIAR	18	21	16	13	18	**87**
26	RAUZA SAFIRA	16	17	12	9	17	**71**
27	RIENA RIEDARA	10	14	8	5	13	**50**
28	RISA AULIA	16	17	14	11	16	**74**
29	SALSABILA	13	20	14	10	16	**73**
30	SYARIFAH F.A	11	18	12	11	17	**69**
31	TABSYIRATUL M	15	17	14	11	18	**75**
32	TRIA AMALIA	18	21	17	12	19	**87**
33	TSANIA N	16	20	13	9	17	**75**
34	ZAKIYAH	17	18	12	8	16	**71**
35	ZALFA NAJLA P	18	22	16	11	18	**85**
36	ZHAHRINA S	17	17	11	9	16	**70**
37	ZULYINA KHAIRA	11	16	10	7	14	**58**
38	ZURRIYATUL K	14	17	13	8	15	**67**

b. The analysis of post-test

The highest score of pre-test was 93 and the lowest score is 40. Thus, the range is 93 – 40 = 53 or,

$$R = H - L$$
$$R = 93 - 40 = 53$$

The class interval is identified by using following formula:

I = 1 + (3.3) log n   (n = number of students)

= 1 + (3.3) log 38

= 1 + (3.3) (1.57)

= 1 + 5.18

= 6.18   6

Then, the range of the class interval was found out by the formula:

$$P = \frac{R}{I}$$

$$P = \frac{53}{6}$$

$$P = 8.8 \qquad 9$$

From those result, the frequency distribution table was:

Table 4.6: The frequency distribution table of students' post-test score

Class Interval	f_i	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
40 – 48	2	44	1936	88	3748
49 – 57	4	53	2809	212	7890
58 – 66	7	62	3844	434	14776
67 – 75	13	71	5041	923	25411
76 – 84	2	80	6400	160	40960
85 - 93	10	89	7921	890	62742
TOTAL	**38**	**399**	**27951**	**2707**	**155527**

$$\bar{x} = \left(\frac{\sum f \cdot x}{\sum f}\right)$$

$$\bar{x} = \left(\frac{2707}{38}\right)$$

$$\bar{x} = (71{,}23)$$

The result showed that the mean score of pre-test and post-test are really different. At pre-test, the mean score is 51, 71. After giving the treatment, most of the students increased their score in post-test; the mean score of post-test was 71, 23.

B. Examining Hypothesis

In examining hypothesis, the researcher used "Z" test to determine the significant difference in examining the students' shot case study and pre-test post-test score of both experimental classes. Firstly, the hypothesis was examined as shot case study Task based language teaching on student's ability in speaking of the first grade students of MTsS Ulumul Qu'an, Pidie. Secondly, the researcher listed the pre-test and post-test score in order to find up the difference score among the tests.

1. Shot case study

After finding the different score of experimental class, the researcher has to find standard deviation by using the following formula:

$H_o : \mu_o$ 65 (KKM)

$H_a : \mu_o$ 65 (KKM)

$$S = \sqrt{\frac{\Sigma(x-\bar{x})^2}{n-1}}$$

$$S = \sqrt{\frac{\Sigma(4 \quad -8 .0 \quad)^2}{3 \quad -1}}$$

$$S = \sqrt{\frac{\Sigma(3 \quad .9 \quad)^2}{3}}$$

$$S = \sqrt{\frac{\Sigma 1 \quad .5 \quad ,8}{3}}$$

$$S = \sqrt{\Sigma 3.501,53}$$

$$S = \Sigma 59,17$$

The hypothesis used:

$$Z = \frac{x - \bar{x}}{s}$$

$$Z = \frac{4 \quad -8 .0}{5 .1}$$

$$Z = \frac{3 \quad .9}{5 .1}$$

$$Z = 3.658$$

Based on the results of research conducted by experiment class was $\bar{x} = 81, 06$. After the calculation, $Z_{score} = 3,658$ and the Z_{table} distribution $Z_t = 38-1=37$ and significant level of $\alpha = 0, 05\%$, $Z_t = 1,687$. Thus, $Z_{score} > Z_{table}$ the hypothesis concluded that H_a was accepted and H_o was rejected. So it can be concluded that method Task-based language teaching on student's ability in speaking affects the score of students.

2. Pre-test and Post-test

Table 4.7 the difference score of Pre-test and Post-test of Experimental class.

No	Name	Experimental Class			
		Score		x-y	$(D)^2$
		Pre-test (y)	Post-test (x)	D	
1	ALIFAH NURUL F	52	71	19	361
2	ALYA NAZHIFA	65	85	20	400
3	ASYIFA ZUHRA	47	60	13	169
4	ASYILA ZAKIRA	51	70	19	361
5	AZKIA A	41	50	9	81
6	BUNAIYA ADILLA	43	52	9	81
7	CUT ALIFYA F.U	65	83	18	324
8	CUT HUSNUL A	41	40	-1	1
9	DARA F.G	47	60	13	169
10	DZIYA HUMAIRA	76	86	10	100
11	FARAH HANIYAH	61	72	11	121
12	HADHIRATUL G	76	86	10	100
13	HAFIZATUL A	61	58	-3	9
14	ICHA ANANDA P	51	47	-4	16
15	IZZAN TASYA	44	62	18	324
16	KHAIRA RIZKA	55	60	5	25
17	NABILA PASYA	51	86	35	1225
18	NADYA R	55	84	29	841
19	NAILA AZKIA	54	60	6	36
20	NASYWA GHINA	47	51	4	16
21	NAURAH Q.A	41	88	47	2209
22	POCUT AYYA M	68	70	2	4
23	PUTROE G.R	47	93	46	2116
24	QAISHAFIZA A	59	86	27	729
25	RAHMANIAR	51	87	36	1296
26	RAUZA SAFIRA	52	71	19	361
27	RIENA RIEDARA	47	50	3	9
28	RISA AULIA	43	74	31	961
29	SALSABILA	50	73	23	529
30	SYARIFAH F.A	45	69	24	576
31	TABSYIRATUL M	48	75	27	729
32	TRIA AMALIA	46	87	41	1681
33	TSANIA N	54	75	21	441
34	ZAKIYAH	51	71	20	400
35	ZALFA NAJLA P	56	85	29	841
36	ZHAHRINA S	46	70	24	576
37	ZULYINA KHAIRA	44	58	14	196
38	ZURRIYATUL K	46	67	21	441
	N=38			$\sum 695$	$\sum 18855$

After finding the different score of pre-test and post-test in experimental class, the researcher has to find standard deviation of two variable X and Y by using the formula:

$$S = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$S = \sqrt{\frac{1}{3} - \left(\frac{6}{3}\right)^2}$$

$$S = \sqrt{4 \quad .1 - (1,2)^2}$$

$$S = \sqrt{4 \quad .1 - 3 \quad .1}$$

$$S = \sqrt{1 \quad .0}$$

$$S = 1 \quad .7$$

Therefore, the Mean of Difference (M_D) was counted by using the formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{6}{3}$$

$$M_D = 18,28$$

After getting the score of Standard deviation difference, the researcher calculated the Standard Error of Mean Difference (SEM_D) between two variables X and Y:

$$Sl_D = \frac{S}{\sqrt{N-1}}$$

$$Sl_D = \frac{12,72}{\sqrt{38-1}}$$

$$Sl_D = \frac{12,72}{\sqrt{38-1}}$$

$$Sl_D = \frac{12,72}{\sqrt{37}}$$

$$Sl_D = \frac{12,72}{6,08}$$

$$Sl_D = 2,09$$

Then, score of T_O could be calculated with this formula:

$$T_O = \frac{M_D}{Sl_D}$$

$$T_O = \frac{18,28}{2,09}$$

$$T_O = 8,74$$

After finding the difference of pre-test and post-test of both experimental classes, the researcher has to find standard deviation of two variables. Based on the result of calculation, t_{score} = 8, 74, hypothesis of this study used T_{table} at a significant level of α = 0, 05%. According to T_{table} list, the value of distribution table at 38 was 1, 68. In this study the experimental class has $T_{table} > T_{score}$ 8, 74 > 1, 68, the study can be concluded that H_a was accepted and H_o was rejected.

C. The Analysis of Questionnaire

Furthermore, to collect the data completely the research did not only provide the test, but also shared the questionnaire for the students in order to know their perception about does using the pair work help them in speaking. Having discussed the findings of the general questions, the researcher is

elaborating the finding of specific questions about the influence of task based

language teaching on students' ability in speaking, in the rest of this section.

Table 5.1: To learn English can be made me understand my films, video and the English song.

No	Answer choices	Frequency	Percentage
	1. strongly disagree	-	-
	2. disagree	-	-
9	3. neutral	2	5.27%
	4. agree	10	26.31%
	5. strongly agree	26	68.42%
	Total	**38**	**100%**

Based on table 5.5, it shows that students learn English to understand

English movies, videos and songs very much, proved by those who chose strongly

agree as much as (68.42%) or 26 students from 38 other students. And who chose

agree as much as (26.31%) or 10 students, while those who choose neutral only

(5.27%) or 2 students. In this case can be seen the ability of students MUQ Pidie

in learning to understand the English language movies, videos and songs.

Table 5.2: I like to learn speaking using a method different.

No	Answer choices	Frequency	Percentage
	1. strongly disagree	-	-
	2. disagree	-	-
13	3. neutral	3	7.89%
	4. agree	18	47.37%
	5. strongly agree	17	44.74%
	Total	**38**	**100%**

Based on table 5.6, students who liked learning to speak using different

methods, as many as (7.89%) chose neutral, agree as much (47.37%) and who

chose strongly agree (44.74%). It is choosing more dominant agree, students

MUQ Pidie really like learning to speak with a variety of unique methods and not

boring.

Table 5.3: Speaking is one of skill that is important to in the learned.

No	Answer choices	Frequency	Percentage
	1. strongly disagree	-	-
	2. disagree	-	-
17	3. neutral	7	18.42%
	4. agree	15	39.47%
	5. strongly agree	16	42,11%
	Total	**38**	**100%**

Based on table 5.7, speaking one skill that is easy to learn for students who are in MUQ Pidie, not all students agree with this, because speaking is not easy to learn. Demonstrated with the choosing neutral as much (18.42%), speaking is not an easy thing to learn. But there are some of them who agree (39.42%) and (42.11%) said speaking easy to learn.

Table 5.4: Easy to speaking after learning TBLT

No	Answer choices	Frequency	Percentage
	1. strongly disagree	-	-
	2. disagree	1	2.63%
23	3. neutral	8	21.05%
	4. agree	12	31.58%
	5. strongly agree	17	44.74%
	Total	**38**	**100%**

Based on table 5.8, it can be see easy to practice speaking after studying TBLT (2.63%) students answered disagree, maybe because the material or task given not easy to understand. But those who choose neutral as much as (21.05%) some of them express hesitant practice speaking after using TBLT method. But those who choose agree (31.58%) and strongly agree (44.74%) some of them like the TBLT method of practicing speaking.

Table 5.5: TBLT can help students in organizing ideas in speaking

No	Answer choices	Frequency	Percentage
	1. strongly disagree	-	-
	2. disagree	-	-
24	3. neutral	2	5.27%
	4. agree	11	28.94%
	5. strongly agree	25	65.79%
Total		**38**	**100%**

Based on table 5.9, almost all the students strongly agree with the TBLT can help students organize ideas in speaking. Furthermore (5.27%) students neutral and thought that TBLT help the students organize ideas in speaking. Therefore, the researcher concludes that students were very interested in learning speaking by TBLT method.

D. Discussion

The research successfully collected the data by using experimental teaching, test, and questionnaire as instrument to answer the research question and hypothesis. Based on the analysed data, the writer was found some important points. The first point related to the first research question. The question was "What is the effect of using task-based language teaching on students' ability in speaking?" The results showed that arrived tasks before performance made students easy how to speak clearly about the material or topic. It was proved by students't-test score. Z_{score} of shot case study in experimental teaching was 3,658 and Z_{table} was 1,687. And then, T_{score} of pre-test and post-test was 8, 74 and T_{table} 1, 68. So, in shot case study $Z_{score} > Z_{table}$ and the pre-test post-test experimental class $T_{score} > T_{table.}$ The data showed that the alternative hypothesis (H_a) are accepted and the hypothesis (H_o) is rejected. In consequence, accepted was using task-

based language teaching on students' ability in speaking in first grade in MTsS Ulumul Quran, Pidie.

Moreover, the researcher also distributes a set of questionnaire to the students in collecting the data to get the real data their response to learning speaking skill by implementing task based language teaching. The result of the questionnaire showed that learning speaking by using task based language teaching learning process more interesting and comfortable, facilitated students to get ideas during the speaking process.

On the other hand, to answer the fourth research question, "it is easy to practice speaking after studying task based language teaching". Overall, students a response was agree 31,585 and strongly agree 44, 74%. In question number 5 the researcher asked students' "TBLT can help students in set the idea of speaking". As a result, the overall 28, 94% students agree with the statement and 65, 79% strongly agree, and none of them chose to strongly disagree. Based on the analysis of the questionnaire, the researcher concluded that the students also agree that the influence of Task based language teaching on student's ability in speaking.

CHAPTER V
CONCLUSION AND SUGESTIONS

A. Conclusion

After conducting the research by using experimental teaching about Task based language teaching, analysing the data, and discussing the result in the previous chapter, the researcher would like to infer some conclusion.

Firstly, the influence of Task-Based Language Teaching on students' ability in speaking developed the students' speaking skill for the first grade students of MTsS Ulumul Quran. It could be verified in students' Z_{score} in shot case study experimental teaching students' Z_{score} is 3,658 and pre-test post-test in experimental teaching T_{score} 8,74 and T_{table} 1,68, the experimental teaching $T_{score} > T_{table}$. It indicated that the alternative hypothesis (H_a) is accepted and hypothesis (H_o) is rejected.

Secondly, the result from questionnaire showed that more that 90% of students had positive responses toward influence Task Based Language Teaching on students' ability in speaking. Finally, after considering all result of the experimental teaching, tests and questionnaire, it can be concluded that the Task-Based Language Teaching influence the students' ability in speaking for the first grade students at MTsS Ulumul Quran, Pidie.

B. Suggestions

Concerning to influence of Task-based Language Teaching at MTsS Ulumul Quran Pidie, the researcher would like to provide several suggestions, there are:

The researcher suggests to the teacher to apply Task-based Language Teaching as one of the approaches in teaching speaking. It helps the students to develop their speaking skill and teacher as well as educators in giving guidance or information to the students in learning and teaching speaking process. Therefore, the students are able to understand materials easily. Next, the students are expected to increase their skill in learning speaking through Task-based Language Teaching. Last, for the next researchers, this research can be used as an additional reference with difference discussion. Because the researcher believed that this research is still incomplete and imperfect.

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Nomor : B-583/UN.08/FTK/KP.07.6/01/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
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Judul Skripsi : **The Influence of Task Based Language Teaching on Students' Ability in Speaking**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;

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Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. Prada Utama Lr. Putri Meurindam Dewi No. 03, Ds. Lamgugob Kec. Syiah

Untuk mengumpulkan data pada:

MTsS Ulumul Qur'an Pidie

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Influence of Task Based Language Teaching on Students' Ability in Speaking

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Kode 6551

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MADRASAH TSANAWIYAH SWASTA (MTsS)
ULUMUL QUR'AN
JALAN TIJUE – COT TEUNGOH KECAMATAN PIDIE

NSM	1	2	1	2	1	1	0	7	0	0	1	6

Nomor   : B.47/MTs.01.05.029 /PP.001/ 04 /2018   Sigli, 24 April 2018
Lamp.   : -
Perihal   : Izin Pengumpulan Data
             Penyusunan Skripsi

Yang terhormat
Bapak/ Ibu :
Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar-Raniry
di-
       Tempat

Assalamu'alaikum Wr. Wb

Dengan Hormat,

Kepala MtsS Ulumul Quran Kab. Pidie dengan ini memberikan izin penelitian kepada:

Nama   : Lioni Marianti

NIM   : 140 203 024

Prodi/ Jurusan : Pendidikan Bahasa Inggris

Semester   : VIII

Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam

Alamat   : jl. Prada Utama Lr. Putri Meurindam Dewi Ds. Lamgugob
                  Kec. Syiah Kuala

Berdasarkan surat Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Nomor :
B-2199/ Un.08/ TU-FTK/ TL.00/02/2018 Tanggal 22 Februari 2018 Perihal melakukan
pengumpulan data dalam rangka menyusun Skripsi yang berjudul :

" **The Influence of Task Based Language Teaching on Students' Abilityin Speaking** ".

Demikian surat ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Kepala MTsS Ulumul Quran

Pirman, S.Ag
NIP. 196105132003121003

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APPENDICES

Shot Case Study

The following conversation is used to answer question number 1 until 5

Siti   : This Park is shady and the flowers are colourful. I.... this park. (1)

Lina   : I do, too. This is a.... park. (2)

Edo   : Look! There are butterflies.

Dayu   : They are ... (3)

Beni   : There are garbage cans too. We can keep this park .... (4)

Udin   : I like studying here. The weather is nice. The park is beautiful. And, it's a .... day.(5)

1. What is the most suitable answer for question number one
   a. Want to go to
   b. Hate
   c. Like
   d. Feel
   Answer: C

2. What is the most suitable answer for question number two
   a. Ugly
   b. Dirty
   c. City
   d. Wonderful
   Answer: D

3. What is the most suitable answer for question number three
   a. Flying
   b. Boring
   c. Pretty
   d. Dirty
   Answer: C

4. What is the most suitable answer for question number four
   a. Dirty
   b. Clean
   c. Ugly
   d. Wonderful
   Answer: B

5. What is the most suitable answer for question number five
   a. Terrible

b. Horrible
c. Beautiful
d. Pretty
Answer: C

6. Heni   : Wow! Your classroom is very clean; nothing is dirty and …..
   Chandra   : Thank you, Heni.
   What is the most suitable word to answer the fill in the blank?
   a. Clean
   b. Pretty
   c. Wonderful
   d. Messy
   Answer: D

7. Our schoolyard is very large. We can play …. Here
   a. Chess
   b. Computer games
   c. Badminton
   d. Hide and seek
   Answer: C

8. Edo : The music is too loud. Please turn … the volume so that I can have more
   concentration
   Edi : I'm sorry, Edo. I will do it then.
   a. Out
   b. In
   c. Down
   d. Up
   Answer: C

9. Anita : Your room is too dark, Siti. May I open the …. Please
   Siti : Of course, Anita. Thank you very much.
   a. Door
   b. Roof
   c. Curtains
   d. Roof
   Answer: C

10. Marno   : Adi, your house is actually so far away from the school, but you
    always come to school …..

Adi   : I always go to school at 6.00 a.m. That's why I'm never late.

What is the correct word to fill in the blank in Marno's sentence?
 a. At time
 b. On time
 c. For time
 d. In time

Answer: B

11. Rita   : Ani, your couch is very comfortable.

Ani   : Thank you. I love this couch too.

Rita   : Your couch has a lovely …

Ani   : Yes, red is my favorite.

What is the most suitable word to fill in the blank?
 a. Size
 b. Colour
 c. Shape
 d. Model

Answer: B

12. Dita   : I'm really sorry, Fita. The …. Is too small. I'm afraid that it won't be a good

place for us to practice cooking.

Fita   : Oh, it is fine, Dita. It is comfortable enough for us to practice cooking.

What is the most suitable word to fill in the blank?
 a. Living room
 b. Bedroom
 c. Kitchen
 d. Dining room

Answer: C

13. Deni   : Tedi, your cat is very cute. It has very soft fur.

Tedi   : Besides cute, my cat is also …… . It is always fun to spare my time with my cat.

From the conversation, we know that Tedi's cat is …

At the zoo

Deni : Look at the elephants. They are ……. (14)

Tedi : Yes they are. They are very big indeed.

Siti : Guys, those are tigers. Look, they are eating meat.

Rita : They can eat meat because they have very sharp …. (15)

Deni : They can also run very fast with their powerful …. (16)

14. a. Small
    b. Tiny
    c. Huge
    d. Adorable
    Answer: C

15. a. Eyes
    b. Teeth
    c. Tail
    d. Neck
    Answer: B

16. a. Teeth
    b. Claws
    c. Legs
    d. Necks
    Answer: C

17. Sari   : Look at Deni. He is erasing the whiteboard.
    Siti   : I saw him bringing Mr. Danish books yesterday to his office.
    Sari   : I think Deni is kind and ….
    What is the right word to complete Sari's expression?
    a. Wonderful
    b. Adorable
    c. Handsome
    d. Helpful
    Answer: D

18. Deni : Look! Marno is very happy playing with the ball
    Tedi : Yes he is. He never looks …..
    What is the right word to complete Tedi's expression?
    a. Happy
    b. Delighted
    c. Sad
    d. Angry
    Answer: C

19. Mirna   : Do you have any pet?
    Rita   : Yes, I do. I have a cat.
    Mirna   : That is very nice. What ……….?
    Rita   : My cat is bigger than other cats in the neighborhood. It is a
    Persian cat. It

has grey fur and big eyes.

What is the correct expression to complete Mirna's question?

a. Does it look like?

b. Does they look like?

c. Do it looks like?

d. Do they look like?

Answer: A

20. Marno   : Dul, your house is very big but it is …. and …..

Abdul   : Yes, we are very concerned about it. The dirty and messy house will make

cockroaches and mice stay in our house.

What will be the words in the blanks?

a. Wonderful; beautiful

b. Clean; tidy

c. Adorable; playful

d. Fierce; creepy

21. Udin   : Have you seen my cat?

Dito   : No, I have not. It must be fun to have a cat in the house. I'm curious about

you it. What………..?

What will be the complete expression?

a. Are it like?

b. Does it like?

c. is it like?

d. Do it like?

Answer: C

22. Maya   : Look! I have bought my new bag at the traditional market.

Dina   : Your bag is very good. I will buy it on Sunday with my mother.

Maya   : Don't go there on Sunday because the traditional market is very ……

Dina   : Thank you for telling me that. I think we will buy it on weekdays then.

Maya tells Dina not to go to the market on Sunday because

a. The market is very nice

b. The market is full with trash

c. The market is not good

d. The market is crowded

Answer: D

23. Dedi : Asep, what is wrong with you? You look very …..
    Asep : I am not happy with my test score. I think I have studied very hard but the
    score is very disappointing.
    Dedi : I am really sorry to hear that.
    From the dialogue, we conclude that Asep is very ….
    a. Upset
    b. Delighted
    c. Diligent
    d. Intelligent
    Answer: A

24. Deni : I'm very surprised about the test score. Nita was cheating when doing the
    test but she gets better result than me. This is injustice.
    Siti : You don't have to be worried. You are the winner when choosing the honest
    way.
    From the dialogue, we know that Deni feels very …
    a. Sad
    b. Angry
    c. Happy
    d. Hopeless
    Answer: B

25. Tedi : Do you know the new student in this school?
    Deni : Yes I do. His name is Toni.
    Tedi : What ………?
    Deni : He is a tall guy with curly hair. He is a polite guy. He is from Sukabumi.
    What will be the complete question?
    a. Is he like?
    b. Does he like?
    c. Are he like?
    d. Is she like?
    Answer: A

In An English Class
Miss Rina : Good morning.
Students : Good morning, Miss Rina.
Miss Rin : Today we are going to learn about jobs and professions. Sarno,

……… ?

Sarno   : My father is a lecture. He teaches in a private university.

Miss Rina   : What about you, Rita?

Rita   : My father is a ……. He cures someone having problem with teeth using

medical treatment.

26. What is the most suitable sentence to ask Sarno about his father's job?
    a. Sarno, where is your father?
    b. Sarno, how old is your father?
    c. Sarno, what does your father do?
    d. Sarno, where is your father?
    Answer: C

27. From the conversation, we know that Rita's father is likely a …
    a. Nurse
    b. Midwife
    c. Driver
    d. Dentist
    Answer: D

28. Doni : Do you know Eva?
    Dono: Yes I do. She is an intelligent student as far as I know.
    Doni : Yes, she is my neighbor. She ….. studies almost every day.
    From the dialogue, we know that Eva …. Studies almost every day
    a. Sometimes
    b. Always
    c. Rarely
    d. Frequently
    Answer: B

29. Doni : Do you know what animal that walks very slow?
    Dono: Yes. It is a ….
    Dono will say that the animal is
    a. Cat
    b. Dog
    c. Turtle
    d. Rabbit
    Answer: C

30. Tono : Be careful with the bee!
    Anton : Why?

Tono : Because it

Surely, Tono will say that bee is dangerous because it ….

a. Fly
b. Walk
c. Scratch
d. Stings

Answer: D

31. Rina : What do you know about cobra?

Tina : Cobra is the king of snake. It is harmful animal because it …..

Tina will say that cobra ….

a. Bites
b. Fly
c. Walk down the floor
d. Run very fast

32. Jono : Do you know the long time enemy of a dog?

Andi : Yes I do. It must be a …… . An animal which is very cute with adorable fur.

From the dialogue, Andi will answer….

a. Cat
b. Mouse
c. Butterfly
d. Scorpion

Answer: A

33. The following animal can be adopted as a pet

a. Tiger
b. Giraffe
c. Elephant
d. Cat

Answer: D

34. We place the soup into a ….

a. Whiteboard
b. Bowl
c. Couch
d. Map

Answer: B

35. We need a smart thing to do calculation, play a virtual game, etc by using

a. Bowl
b. Couch

c. Computer

d. Map

Answer: C

36. To get the right direction when we do travelling, all we need is a

    a. Bowl

    b. Couch

    c. Computer

    d. Map

    Answer: D

37. We sit on

    a. Bowl

    b. Couch

    c. Computer

    d. Map

    Answer: B

38. Flowers are lovely. We can use them to

    a. Drink

    b. Eat

    c. Beautify our house

    d. Sell

    Answer: C

39. We need it as the source of vitamin D

    a. Moon

    b. Earth

    c. Mars

    d. Sun

    Answer: D

40. Earth is the satellite of the sun. …. Is the satellite of planet earth.

    a. Star

    b. Sun

    c. Moon

    d. Meteor

    Answer: C

Pre-test and Post-test

Pre-test

Guidelines for students pre-test, each student describe one picture and speak in front of class.

Post-test

Guideline for students post-test, each students only get one topic to their speak in front of class.

1. Tell us about your family?
2. Tell us about special in your village?
3. Tell us about MTsS Ulumul Quran?
4. Tell us about your favourite place in MTsS Ulumul Quran?
5. After graduation in MTsS Ulumul Quran, where is you will continue your study and why?
6. What do you think most students do not like English?
7. Tell us about your favourite teacher?
8. Tell us about your best friend?
9. Tell us about your hobby?
10. Tell us about your big dream?
11. How to be a good leader?
12. Tell us about your favourite movie?
13. Tell us about your favourite singer?
14. Tell us about your favourite animal?
15. Tell us about your favourite place?
16. What do you think about holiday?
17. Tell us about best experience in your life?
18. Tell us about bad experience in your life?
19. What is a unique thing of you?
20. Tell us about Indonesia
21. Tell us about your favourite place in Indonesia?
22. Tell us about Aceh?
23. Tell us about your favourite place in Aceh?
24. Tell us about your village traditional food?
25. Tell us about your canteen?
26. Tell us about your class?
27. Tell us about your dormitory?
28. Tell us about your roommate?
29. Tell us about your activity in dormitory?
30. What is opinion about UN (National Examination)?

Questionnaire

The attitudinal questionnaire Please answer the following items by ticking the alternative which appears most applicable to you.

Name ------------------------------- Gender M / F Grade -------------------

School -------------------------------

1 = strongly disagree   2 = disagree   3 = neutral

4 = agree   5= strongly agree

No	Statements	1	2	3	4	5
1	Learning English is an enjoyable experience					
2	I plan to learn English as much as possible					
3	I prepare to spend the time to learn English					
4	Study speaking is important for me because I want to meet tourist					
5	Study speaking is important because I can appreciate the cultures of other countries					
6	Learning English can help me participate more freely in the activities of the English group					
7	Learning English makes me become more educated					
8	Learn speaking can help me activism an interesting intellectual					
9	To learn English can be made me understand my films, video and the English song					
10	Learn speaking can help me interesting when talking					
11	Learn English help me find the information and materials in English					

12	Learn speaking can help me my confidence when speaking in public
13	I like to learn speaking using a method different
14	Learn speaking helps me interact with the English teacher
15	Learn speaking by the method of TBLT is fun
16	I like to learn English
17	Speaking is one of skill that is important to in the learned
18	Class speaking is my favourite class
19	Speaking is easy to learn
20	I like the method of TBLT in learning speaking
21	Learn speaking using the media very fun
22	TBLT help us in learning speaking
23	Easy to speaking after learning TBLT
24	TBLT can help students in organizing ideas in speaking
25	More interesting learning speaking by the method of TBLT

Lesson Plan

School   : MTsS Ulumul Qur'an

Subject   : English

Level   : VII

Skill   : Speaking

Time allotment   : 5 x 45 minute (5 meeting)

A. **Standard Competence**
  1. Expressing meaning in transactional and interpersonal texts in the context of daily life.

B. **Basic Competence**
  1. Expressing meaning in transactional and interpersonal texts the implementation task-based language teaching in the influence on students' ability in speaking.

C. **Indicators**
  1. The students are able to increase their speaking skill.
  2. The students respond to the activity from the tasks
  3. The students are able to speak clearly in front of the other student the implementation task based language teaching.

D. **Goal**

   At the end of teaching learning process, the students are expected to be able to the influence on students ability in speaking by the implementation task based language teaching method.

E. **Method/Technique**
  1. Method   : Task-based language teaching
  2. Technique : Group discussion and debate

F. **Class activities**
  ❖ **Meeting I** (pre-test)
    ➢ **Pre activities**

1. Greeting
2. Introducing self and starting the goal of the class
3. Checking the students' attendance

➢ **Main activities**

1. Teacher give pre-test in order to measure their profanely in mastery speaking skill and the writer explained the material from the pre-test.
2. Students perform and the pre0test based on the picture what the teacher give.

➢ **Post activities**

1. Complimenting students' performance
2. Give comment and critic to the students
3. Greeting

❖ **Meeting II** (debate)

➢ **Pre activities**

1. Greeting
2. Introducing self and starting the goal of the class
3. Checking the students' attendance

➢ **Main activities**

1. Teacher provide students into 2 group, it group provide pro and contra
2. Teacher write the topic in the whiteboard, and then their discuss into group about the topic why they pro and contras.

➢ **Post activities**

1. Complimenting students' performance
2. Give comment and critic to the students
3. Greeting

❖ **Meeting III** (Group discussion)

➢ **Pre activities**

1. Greeting
2. Introducing self and starting the goal of the class

3. Checking the students' attendance

➢ **Main activities**

1. Teacher provides students into 5 groups.

2. Each group have one topic

3. Teacher ask to students to discuss about the topic, giving their opinion and problem solving of the topic, each group have 15 minute to presentation

4. And teacher calls the group by random.

➢ **Post activities**

1. Complimenting students' performance

2. Give comment and critic to the students

3. Greeting

❖ **Meeting IV** (Presentation about advertisement in pair)

➢ **Pre activities**

1. Greeting

2. Introducing self and starting the goal of the class

3. Checking the students' attendance

➢ **Main activities**

1. Teacher provide students in pair to performance the material about advertisement

2. Teacher ask to students to discuss about the material in pair before performance

3. After discussion in pair what they want to ask for audience about the advertisement, then the performance in front the class to promotion the advertisement.

➢ **Post activities**

1. Complimenting students' performance

2. Give comment and critic to the students

3. Greeting

❖ **Meeting V** (Post-test and distribution questionnaire)

➢ **Pre activities**

1. Greeting
2. Introducing self and starting the goal of the class
3. Checking the students' attendance

➢ **Main activities**

1. Teacher give post-test to the students to measure their skill after treatment
2. In post-test teacher give one topic for all students, but each student have different topic.
3. After post-test teacher distribution questionnaire for the students to find out their response during teaching learning process by task-based language teaching.

➢ **Post activities**

1. Complimenting students' performance
2. Give comment and critic to the students
3. Greeting

G. Rubric

Level	Score	Indicators
Fluency	20	- Speech as fluent and effortless as that of a native speaker - Speed of speech seems to be slightly affected by language problems. - Speed and fluency are rather strongly affected by language problems - Usually hesitant, often forced into silence limitation. - Stop speaking for a long time to think of idea.
Comprehension	25	- Appears to understand everything without difficulty. - Understanding nearly everything at normal speed, although occasional repetition may be necessary. - Understands most of what is said at slower than normal speed with

		repetition, has great difficulty following what is said.
		- Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		- Cannot be said to understand even simple English conversation.
Vocabulary	20	- Use of vocabulary and idioms is virtually that of a native speaker.
		- Sometimes uses inappropriate term and/or rephrase ideas because of lexical inadequacies.
		- Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary.
		- Miscue of words and very limited vocabulary make comprehension quitted difficult.
		- Vocabulary limitation is so severe as to make conversation virtually impossible.
Grammar	15	- Uses English with few (if any) noticeable or word order.
		- Occasionally makes grammatical and word order error which do not, however, obscure meaning.
		- Makes frequent errors of grammar and word order which occasionally obscure meaning.
		- Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict him to basic structural patterns.
		- Grammar and word order errors are severe as to make speech virtually unintelligible.
Pronunciation	20	- Speak with few traces of foreign accent.

- Always intelligible though one is conscious of a definite accent.
- Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
- Very hard to understand because of pronunciation problem, must frequently be repeated.
- Pronunciation problem are too severe and make speech virtually unintelligible.

Score: Total point 100

Banda Aceh, March 19, 2018
The Researcher,

Lioni Marianti
NIM. 140203024

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df		80% 0.10 / 0.20	90% 0.05 / 0.10	95% 0.025 / 0.050	98% 0.01 / 0.02	99% 0.005 / 0.010	0.01 / 0.02
1	1.0▓0	3.07768	6.31375	12.70620	31.82052	63.65874	318.▓84
2	0.8▓0	1.88562	2.91999	4.30285	6.96456	9.92484	22.▓12
3	0.7▓9	1.63774	2.35336	3.18245	4.54070	5.84091	10.2▓53
4	0.7▓0	1.53321	2.13185	2.77645	3.74695	4.60409	7.1▓8
5	0.7▓9	1.47588	2.01505	2.57058	3.36493	4.03214	5.▓43
6	0.7▓6	1.43976	1.94318	2.44691	3.14267	3.70743	5.▓63
7	0.7▓14	1.41492	1.89458	2.36462	2.99795	3.49948	4.▓29
8	0.7▓9	1.39682	1.85955	2.30600	2.89646	3.35539	4.▓79
9	0.7▓2	1.38303	1.83311	2.26216	2.82144	3.24984	4.▓61
10	0.6▓1	1.37218	1.81246	2.22814	2.76377	3.16927	4.▓70
11	0.6▓5	1.36343	1.79588	2.20099	2.71808	3.10581	4.▓70
12	0.6▓8	1.35622	1.78229	2.17881	2.68100	3.05454	3.▓63
13	0.6▓3	1.35017	1.77093	2.16037	2.65031	3.01228	3.▓98
14	0.6▓2	1.34503	1.76131	2.14479	2.62449	2.97684	3.▓39
-15	0.6▓20	1.34061	1.75305	2.13145	(2.60248)	2.94671	3.▓83
16	0.6▓13	1.33676	1.74588	2.11991	2.58349	2.92078	3.▓15
17	0.6▓20	1.33338	1.73961	2.10982	2.56693	2.89823	3.▓77
18	0.6▓36	1.33039	1.73406	2.10092	2.55238	2.87844	3.▓48
19	0.6▓62	1.32773	1.72913	2.09302	2.53948	2.86093	3.▓40
20	0.6▓95	1.32534	1.72472	2.08596	2.52798	2.84534	3.▓81
21	0.6▓35	1.32319	1.72074	2.07961	2.51765	2.83136	3.▓15
22	0.6▓81	1.32124	1.71714	2.07387	2.50832	2.81876	3.▓99
23	0.6▓31	1.31946	1.71387	2.06866	2.49987	2.80734	3.▓96
24	0.6▓85	1.31784	1.71088	2.06390	2.49216	2.79694	3.▓78
25	0.6▓43	1.31635	1.70814	2.05954	2.48511	2.78744	3.▓19
26	0.6▓04	1.31497	1.70562	2.05553	2.47863	2.77871	3.▓00
27	0.6▓68	1.31370	1.70329	2.05183	2.47266	2.77068	3.▓03
28	0.6▓35	1.31253	1.70113	2.04841	2.46714	2.76326	3.▓16
29	0.6▓04	1.31143	1.69913	2.04523	2.46202	2.75639	3.▓24
30	0.6▓76	1.31042	1.69726	2.04227	2.45726	2.75000	3.▓18
31	0.6▓49	1.30946	1.69552	2.03951	2.45282	2.74404	3.▓0
32	0.6▓23	1.30857	1.69389	2.03693	2.44868	2.73848	3.▓1
33	0.6▓00	1.30774	1.69236	2.03452	2.44479	2.73328	3.▓4
34	0.6▓77	1.30695	1.69092	2.03224	2.44115	2.72839	3.▓3
35	0.6▓58	1.30621	1.68957	2.03011	2.43772	2.72381	3.▓5
36	0.6▓37	1.30551	1.68830	2.02809	2.43449	2.71948	3.▓2
37	0.6▓18	1.30485	(1.68709)	2.02619	2.43145	2.71541	3.▓3
38	0.6▓00	1.30423	(1.68595)	2.02439	2.42857	2.71156	3.▓3
39	0.6▓83	1.30364	1.68488	2.02269	2.42584	2.70791	3.▓9
40	0.66067	1.30308	1.68385	2.02108	2.42326	2.70446	3.3▓8

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

AUTOBIOGRAPHY

A. Personal Identity

Name : Lioni Marianti

Place & date of birth : Pulau Kayu, March 19, 1996

Sex : Female

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Religion : Islam

Nationality : Indonesia

Occupation : Student

B. Parents identity

Father's Name : Syamsuar Ys (Alm)

Mother's Name : Nurma

Address : lr Padang Jaya Desa Pulau Kayu, Kec Susoh, Kab
ABDYA

C. Educational Background

Primary School : SD Pulau Kayu

Junior High School : SMP Tunas Nusa

Senior High School : SMA Tunas Bangsa

University : English Language Education Department of
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Lioni Marianti