

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH TASK BASED LANGUAGE
TEACHING (TBLT) AT THE ELEVENTH GRADE OF DINIYAH PUTERI ISLAMIC
SENIOR HIGH SCHOOL PEKANBARU**

THESIS



BY

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*This Thesis is submitted to fulfill one of the requirements
to obtain a degree of Master in Education*

**ENGLISH LANGUAGE SECTION
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ABSTRACT

Antonius Ekaputra, 2016. Improving Students' Speaking Skill Through Task Based Language Teaching (TBLT) at The Eleventh Grade of Diniyah Puteri Islamic Senior High School Pekanbaru. Thesis. Graduate Program of State University of Padang.

Most of the students in the researcher class had low ability in speaking skill, therefore this research was designed to improve students' speaking skill by using Task Based Language Teaching. This research was conducted to find out the factors that influence the improvement of students' speaking skill during the use of Task Based Language Teaching and to what extent can Task Based Language Teaching Improve students' speaking skill.

This research was carried out in the design of classroom action research, it involved planning, action, observation, and reflection, in two cycles. In every cycle, a collaborator helped the researcher to collect qualitative and quantitative data. The qualitative data were collected by using observation sheets for the researcher and the students, field notes and interview. Then the quantitative data were collected by giving students speaking test. The quantitative data were used to find out improvement of each indicator of speaking skill in each cycle. The qualitative data were analyzed through data reduction, data display, and conclusion drawing/verification. The qualitative data showed what factors that influence the improvement of students' speaking skill.

The research was conducted for two cycles. The average score before conducting Task Based Language Teaching was 44.8. The students' average score increased in cycle I was 55.4, and cycle II was 64. The finding showed improvement in all indicators of speaking skill increased from cycle to cycle. Besides, the factors that play important role in improving the students' speaking skill through Task Based Language Teaching are media, teaching material, and classroom activities have major influence in the improvement of students' speaking skill.

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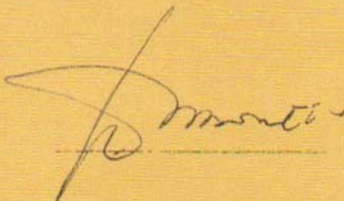
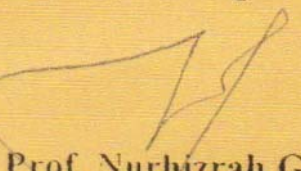

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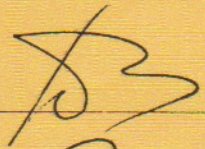
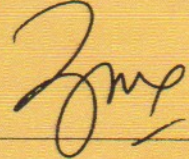
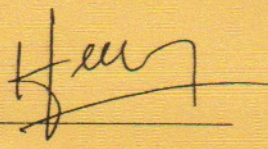

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Padang, APRIL 2016

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The Researcher,

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CHAPTER I INTRODUCTION

A. Background of the Problem

One of the objectives in foreign language teaching in Indonesia is to improve students' speaking skill accurately and fluently. To reach the target of teaching speaking, the educational institution from secondary to higher education should implement appropriate strategy to produce good outcomes of foreign language teaching. Therefore, the teaching of English speaking skill in the classroom should be done properly and vary that can cause students to be active and enjoy learning experience.

To speak well, the students need to practice their English. Many efforts can be done by the students to improve their speaking skill such as making dialog, play, oral presentation, small group discussion, debate, games, and guessing game. The activities above do not only improve their speaking ability but also help them to be active in using English. Primary goal in teaching speaking skill is to communicate, they can talk as much as possible to produce speaking fluency. In accordance to this goal, government had built a curriculum which proposed students to be active in speaking and teachers should provide set of strategies in the classroom to encourage students to improve their speaking performance, if the students get difficulties to speak, the teacher should diagnose helpful strategies for the them.

There are many factors that cause students' difficulties of speaking skill. From the students' side, the problem occurs because of some factors, such as having problems in pronunciation, vocabularies, and lack of confidence, participation, motivation and interaction. In the teacher's side, the problems are inappropriate teaching speaking

techniques, such as: teacher's lack of capability in teaching, boring material, lack of understanding toward strategy and technique of teaching, and limited teaching aids.

Diniyah Puteri Islamic Senior High School of Pekanbaru is one of the Islamic senior high school in Pekanbaru, where researcher teaches English, Based on preliminary research that is done by the researcher, students' speaking skill are low, the problems in speaking can be identified as follows: lack of vocabularies, the poorness of pronunciation, lack of ideas to speak and Afraid to speak.

There are two kinds of English test which is conducted in MA Diniyah Puteri, they are written and oral test. The test of speaking is measured through oral test, from the score of oral test shows that almost 68% students are low in oral test, 2% are excellent in speaking and 30% are good in speaking, these result mostly below expectation. There are many approaches and technique that can be used to improve students' speaking ability such as content based Instruction (CBI), drill, role play and cooperative language learning.

In solving this problem, researcher tries to apply Task Based Language Teaching (TBLT) because Task Based Language Teaching is one of the latest trend language learning and teaching. Task Based Language Teaching uses authentic language form through meaningful tasks, in other hand the use of Task Based Language Teaching has brought a lot of progress in teaching speaking.

Researcher tries to do an action research as reflection toward his teaching technique. Researcher wants to know whether Task Based Language Teaching can improve students' speaking skill, so that in this research, researcher defines his thesis by the title

Improving students' speaking skill through Task Based Language Teaching at the eleventh grade of Islamic Senior High School (MA) of Diniyah Puteri Pekanbaru.

B. Identification of the Problem

Based on the facts above and preliminary research that was done by the researcher, it was identified some problems dealing with in students' speaking skill, it is found that there are some problems that occur in the classroom in teaching speaking skill. The problems come from the students themselves and technique of teaching speaking itself. From students' side we can find some problems such as lack of vocabularies, the poorness of pronunciation, lack of ideas to speak, and afraid to speak.

Students' vocabulary are limited, they cannot find suitable words to express their ideas and feeling. Most of the students often use repeated vocabularies when they try to speak and they combine their language with mother tongue language. Some of the students also prefer to keep silent because they do not know what words to say in order to deliver their ideas and feeling.

Besides that, the students also have poor pronunciation, they cannot pronounce the words correctly and properly, students' pronunciation was influenced by students' mother tongue language. The other problems that deal with students' difficulties in speaking skill are students' ability in developing their ideas to speak. When the teacher gives certain topics to the students to be elaborated, the students cannot develop the ideas of the topic because they have limited ideas and the students do not know what to say next but if the teacher give the time for preparing what to be said, the students can do it quite well.

The last problem that related with students' difficulties in speaking skill is students' confidence to speak. Most of the students are not confidence enough to talk and make the conversation with their friends. When the teacher asks them to talk and respond their friends in English, the students just keep silent, stop talking, laugh, and keeping smile. The students say to the teacher " I can not do it sir". It is very clear that the students have lack of confidence to talk in English.

From the technique of teaching speaking, teacher is not creative in developing teaching methods, giving the drills only, and memorizing in teaching speaking, these ways make studentsbored and not motivated to speak. They are not creative to develop idea in speaking activity. As a result, students' abilities to speak are low

C. Focus of the Research

Based on the identification of the problems, this researchfocused on solving the problem on teaching technique and activities. The researcher used Task Based Language Teaching to improve students' speaking skill. He had an expectation to improve his teaching technique and theimprovement of student's speaking skill by using Task Based Language Teaching.

D. Formulation of the Problem

The problem in this study can be formulated as follow:

1. To what extent can TBLT technique improve the students' speaking skill at the second grade of Diniyah Puteri Islamic Senior High School Pekanbaru ?
2. What are the factors that influence the changes of the students' speaking skill at the second grade of Diniyah puteri Islamic Senior High School Pekanbaru by using TBLT technique ?

E. Purpose of the Research

The purposes of the research were as follows:

1. To find out whether TBLT technique can improve the students' speaking skill at the second grade of Diniyah Puteri Islamic Senior High School Pekanbaru.
2. To identify the factors that influence the changes of the students' speaking skill at the second grade of Diniyah Puteri Islamic Senior High School by using TBLT.

F. Significance of the Research

By doing this research, the writer expects to give significance contributions. Firstly, the result of this research can contribute scientific feedback to any language learners especially for the teachers who teach at MA Dinyah Puteri Islamic Senior High School Pekanbaru. Moreover, it can be helpful for the teacher to improve their teaching technique especially in teaching speaking.

This research helps the writer to improve his teaching style so that it can contribute the improvement of students' speaking skill and so other language skills, beside that, this research tries to promote a way out in overcoming the problem of producing language expression and utterances. Finally, the result of this research can be useful for the readers, especially in speaking learning and teaching.

G. Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

1. **Speaking** is the ability of students grade XI of MA Diniyah Puteri Pekanbaru in expressing their ideas, opinion, thought and feeling orally based on the given topic.

2. **Task-Based Language Teaching (TBLT)** is a technique which emphasizes the use of authentic language through meaningful tasks.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

After considering to the analysis and findings, the researcher draws his conclusions that the use of task based language teaching can improve students' speaking skill at the eleventh grade of DiniyahPuteri Islamic Senior High School. This improvement can be seen by the improvement of score got by the students in speaking test in each indicator of each cycle of the research.

In addition, the researcher and collaborator also observed that there were three important factors that supported the students' improvements in speaking skill. The first factor is the use of media in teaching speaking. Short visualization as one media used considerably increased the students speaking skill. Most of the students agreed that it was very helpful in encouraging them more to speak in the classroom. Most of the students expressed their agreement that short visualization give better understanding toward the topics that finally encourage students' motivation to speak well in the classroom. The second factor is teaching material materials used in the research. By having interesting materials, the students had willingness to have discussion and used English in speaking class. The third factor is the classroom activity. The classroom activity that was applied by the researcher better improved the students' participation to become more active in the teaching and learning process.

B. Implication

This classroom action research has an implication that using task based language teaching is one of the possible ways to solve with teaching and learning problems, particularly in improving students' speaking skill. The sharing of technique is meant to further develop teaching speaking technique in order to gain better result and effectiveness. The result of this mentioned research can be referred to or be taken as one of the source for improving students' speaking skill.

C. Suggestion

In accordance with the conclusion and implication, the researcher suggests the following so as to improve teaching and learning speaking quality by using task based language teaching.

1. The use of task based language teaching has been proved that it can improve students' speaking skill. It is recommended that task based language teaching can be one of the techniques in teaching speaking.
2. The researcher should continue using task based language and it can be integrated with other techniques in teaching speaking so that the classroom activity will be more effective, fun and interactive
3. More research should be carried out to investigate the use of task based language teaching in improving the other teaching of language skills such as teaching speaking, teaching listening, teaching reading, and teaching writing.

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