

**THE IMPLEMENTATION OF TASK BASED LEARNING TECHNIQUE IN
IMPROVING STUDENTS' SPEAKING SKILL AT GRADE XI NETWORK
COMPUTER TECHNIC (NCT) B OF STATE VOCATIONAL
HIGH SCHOOL 1 BENGKALIS**

THESIS



By

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*This thesis is submitted to fulfill one of the requirements
to obtain a degree of Magister in Education*

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ABSTRAK

Kurniati. 2013. “Penerapan Teknik Pembelajaran Berdasarkan Tugas didalam Meningkatkan Kemampuan Berbicara Siswa Tingkat XI Teknik Komputer Jaringan B SMKN 1 Bengkalis”. Tesis. Program Pascasarjana, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menjelaskan seberapa jauh pembelajaran berdasarkan tugas dapat meningkatkan kemampuan berbicara siswa dan faktor-faktor apa saja yang mempengaruhi perubahan kemampuan berbicara siswa melalui penerapan teknik pembelajaran berdasarkan tugas.

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Peserta penelitian adalah peneliti, teman kerjasama, dan siswa kelas XI NCT B SMKN 1 Bengkalis. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara, lembar observasi, catatan lapangan, dan panduan wawancara. Data dianalisis secara kuantitatif dan kualitatif.

Temuan menunjukkan bahwa penerapan teknik pembelajaran berdasarkan tugas dapat meningkatkan keterampilan berbicara siswa kelas XI NCT B SMKN 1 Bengkalis. Ini terlihat dari nilai rata-rata siswa. Nilai rata-rata sebelum melakukan penelitian adalah 2,62, nilai rata-rata pada siklus 1 adalah 2,98, dan nilai rata-rata pada siklus 2 adalah 3,38. Selain itu, penelitian ini juga menemukan faktor-faktor yang mempengaruhi perubahan keterampilan berbicara siswa dengan menerapkan teknik pembelajaran berdasarkan tugas yaitu materi yang nyata, interaksi, dan peran guru. Oleh karena itu, dapat disimpulkan bahwa teknik pembelajaran berdasarkan tugas efektif dalam mengajar berbicara. Sementara, materi yang nyata, interaksi, dan peran guru mempengaruhi peningkatan keterampilan berbicara siswa kelas XI NCT B SMKN 1 Bengkalis.

ABSTRACT

Kurniati. 2013. “The Implementation of Task Based Learning (TBL) Technique in Improving Students’ Speaking Skill at Grade XI Network Computer Technic (NCT) B of SMKN 1 Bengkalis”. *Thesis*. Graduate Program, State University of Padang.

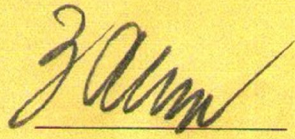
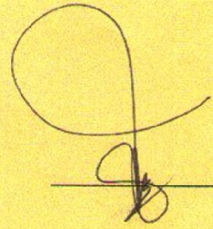
This research aims to explain the extent to which TBL technique can improve the students’ speaking skill and what factors that influence the changes of the students’ speaking skill by implementing TBL technique.

This research is a classroom action research (CAR), which was conducted in two cycles. The participants of the research are the researcher, the collaborator, and the students at grade XI NCT B of state vocational high school 1 Bengkalis. The instruments that were used to collect the data were speaking test, observation sheet, field notes, and interview guide. The data were analyzed quantitatively and qualitatively.

The findings reveal that the implementation of TBL technique can improve the students’ speaking skill at grade XI NCT B of state vocational high school 1 Bengkalis. It was showed from the students’ average score. The mean score before conducting the research was 2.62, the mean score of cycle 1 was 2.98, and the mean score of cycle 2 was 3.38. Besides, this research also found the factors that influence the changes of the students’ speaking skill by implementing TBL technique namely, real world material, interaction, and teacher’s role. Therefore, it can be concluded that TBL technique is effective in teaching speaking. While, real world material, interaction, and teacher’s role influence the improvement of the students’ speaking skill at grade XI NCT B of state vocational high school 1 Bengkalis.

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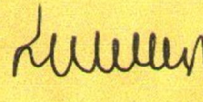
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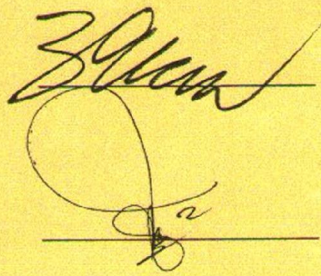

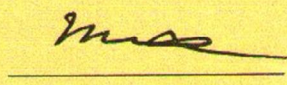
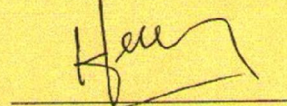
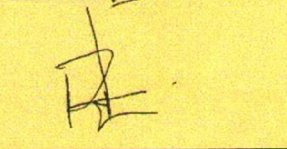
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CHAPTER I

INTRODUCTION

A. Background of The Problem

Speaking skill is one of the main focuses in English teaching at Vocational High School. The graduates of vocational high school are expected to get the job easily and ready to work in the workplace based on their own skill. The company is one of the places that will be targeted. The students are expected not only to be able to do a job well but also to speak English. So, English must be taught to create the students who are able to communicate in real life by using English well.

In reality, based on the researcher's experience in teaching speaking at grade XI NCT B of state vocational high school 1Bengkalis, the students' speaking skill were far from the expected. This could be seen from data of their speaking score in the fourth mid semester test (2012-2013 academic year). From 18 students, there were 22% of students who reached passing score in pronunciation. In grammar, there were only 38% of students who reached the passing score. In vocabulary, there were 44% of students could reach the passing score. In fluency, there were 22% of students could reach the passing score. Moreover, in comprehension there were 33% of students could acquire the passing score. From the result score of the data above, there were only 27% of students who reached the passing score or minimum standard criteria achievement (MSCA), and it is 6.00. In making a sentence, the grammar arrangement was not suitable with the rules of good structure. In expressing request, compliments, and invitations, the students feel difficult to express those expressions because they were lack of vocabularies. In pronunciation, they could not pronounce

the word correctly, because they were unfamiliar with speak English. In conversation, their utterances were difficult to be understood by listener, because they didn't have ability to comprehend meaning in communication. In expressing request, invitation, and compliment, they could not express those expressions fluently because they didn't have self confidence.

The other phenomenon could be seen from the students' activities in the speaking class. When the teacher gave the material to the students and asked them to discuss in the classroom. Most of the students were not motivated to talk. They felt uneasy when they had to speak in the classroom. A few prefer not to speak at all and deny opportunities for practice. Most of the students felt so anxious in practicing their speaking skill. They were shy and afraid to make mistakes, so they took a long time to speak confidently because they thought they will make fewer errors. Some students thought about which one is better, to talk much with many errors or to think more with better result. It could be answered when the aim of speaking is clearly stated, that is to build meaningful communication. In this case, to encourage the students to talk as much as possible to convey the messages of communication is more important rather than to let them think about the grammar rules that they use. Next, based on interview with some students, the researcher indicated there were some factors that affected their speaking skill. Some of them were the teacher used old technique in teaching speaking, lacked of media that could be used, the material were not interesting, and the environment did not support them to practice speaking English.

To overcome the problems, there are many kinds of techniques in teaching speaking, but in this research, the researcher wants the students to use English in the

performance of oral tasks where teacher gives a task and the students complete the task. The researcher would apply a technique of learning by giving task namely task based learning (TBL). Based on Willis' (1996:26) theory "task based learning refers to a method of English learning that requires learners to use authentic language through a communicative approach to achieve a desired outcome". Some purposes of TBL are make students more active, develop learner's confidence, give experience of spontaneous interaction, give chance to communicate, and give engage in using language purposefully. TBL is one of alternate techniques, which is possible to be implemented for enhancing the students' confidence in speaking. Using TBL technique, each student gets the same opportunity in learning process. It is expected that the implementation of this technique in speaking class will change the condition happened in this class where some students dominate the opportunity of talking over the other ones.

Besides, there are some researches about implementation of TBL that have been done by researchers. One of them is Amlas (2009) research entitled "Improving Students' Writing Skill through TBL at the first grade of Animal Husbandry Class of Vocational High School 2 Batu Sangkar". He found that TBL could better improve the skill of the students on writing in English. It could be seen from the students' activities, their interest, their self confidence, and their seriousness in teaching learning process. The improvement of students' writing skill could be reached through TBL because of the interesting material used by the researcher, classroom management, class atmosphere, and technique used in teaching and learning process.

Concerning the problems and reasons above, the researcher was interested in doing classroom action research about "the implementation of task based learning

(TBL) technique in improving students' speaking skill at grade XI NCT B of state vocational high school 1 Bengkalis.”

B. Identification of the Problem.

Based on the background of the problem above, there were some problems found in the classroom. The students' speaking score was unsatisfied, their grammar arrangement was not suitable with the rules of good structure, they were lack of vocabularies, they could not pronounce the word correctly, they could not speak English fluently, and their utterances were difficult to be understood by listeners. Furthermore, the students did not have high motivation and self confidence in speaking English.

Based on the identification above, the problems come from the teacher, the students, and the environment. In this research, the researcher would apply TBL technique. The researcher thinks that the solution to solve the problems is the technique of English learning that requires learners to use language through a communicative approach and stimulate the students to practice target language. TBL is a new technique that applied at state vocational high school 1 Bengkalis that is also hoped can solve the students' and the teacher's problems and make them interested in teaching and learning process.

C. Focus of the Research

Based on the identification of the problem, the researcher considered that the main problem that the students faced in speaking is because of the technique that could not help the students to improve their speaking skill. So the researcher will

help the students to improve their speaking skill through task based learning technique. The researcher will focus on the implementation of task based learning technique to aid the students at grade XI NCT B of state vocational high school 1Bengkalis in improving speaking skill.

D. Research Questions

Based on the focus of the problem above, the research question can be stated as follows:

1. To what extent can TBL technique improve the students' speaking skill at grade XI NCT B of state vocational high school 1Bengkalis?
2. What are the factors that influence the changes of the students' speaking skill at grade XI NCT B of state vocational high school 1Bengkalis by implementing TBL technique?

E. Purpose of the Research

The general purposes of this research are:

1. To explain the extent to which the implementation of TBL technique can improve the students' speaking skill at grade XI NCT B of state vocational high school 1Bengkalis.
2. To explain the factors that influence the changes of the students' speaking skill at grade XI NCT B of state vocational high school 1Bengkalis by implementing TBL technique.

F. Significance of the Research

This research is expected to give valuable contributions both theoretical and practical values for the researcher as a teacher, other teachers, students, and readers. Theoretically, the result of this research will give contribution to the development theories of teaching speaking skill in EFL contexts. This research will further acknowledge the effectiveness of a current technique introduced by TBL technique.

Practically, the result of this research will be beneficial for the teachers to consider TBL as one of the techniques used in teaching, so that, the aim of teaching and learning English can be obtained effectively. It can be useful for making the students interested in learning English. For the researcher/teacher, this research hopefully can increase the researcher's knowledge and the way of thinking scientifically. For the students, this research hopefully can make students more interested in learning process and can improve the students' speaking skill. For the readers, this research is expected can give information about a technique that can improve the students' speaking skill.

G. Definition of the Terms

1. Speaking skill

It refers to an ability to use word in giving and taking information or in conversation with others.

2. Task based learning (TBL)

It refers to a technique of English learning that requires learner to use authentic language through a communicative approach to achieve a desired outcome.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

By referring to the findings, the researcher draws her conclusion that the implementation of TBL technique can improve the students' speaking skill at grade XI NCT B of SMKN 1 Bengkalis. This improvement can be seen from the scores were gotten by the students in speaking test in each indicator of each cycle of the research.

In addition, there are three important factors that influence the students' improvements in speaking skill by implementing TBL technique. They are real world material, interaction, and the teacher's role. The first factor is real world materials were used in this research. By having real world materials or contextual materials that correlate with the students' major "network computer technique", the students have a willingness to have discussion and practice their English. The second factor is the interaction between teacher and students and students with other students that was applied during finishing the task and discussion. It improves the students' participation to become more active in teaching and learning process. The last factor is the teacher's role. By having a good teacher's role in the classroom activities of TBL technique, such as monitors, guides, advises, control, and helps the students, the teaching and learning process in speaking becomes better.

B. Implication

In accordance with the findings and conclusions that have been drawn before, this research implies that the use of TBL in teaching speaking has proven an

effective way to optimize the students' speaking skill. The students' speaking skill at grade XI NCT B of SMKN 1 Bengkalis can better improve the result of the research can be considered by English teacher as a recommended way for teaching speaking. Teachers can use it as one solution in teaching speaking by considering the factors that influence the changes of students' speaking skill by implementing TBL technique.

Besides, the students need to be taught and given many opportunities to practice and use the target language in communication. The implication of TBL technique can be an answer for this since the use of tasks is involved the students in all of the tasks or activities and they are asked to be actively participating in the classroom. It is believed that the implementing of TBL technique develops students' communicative competence and enables the students to comprehend, manipulate, and produced target language as they perform the set task and involving real world language.

C. Suggestion

Based on the conclusion and implication above, there were some points that should be taken:

1. The researcher as an English teacher should use TBL technique in her classroom in teaching speaking by adjusting to the situation and condition that she faces in her own classroom.
2. It will be better to other researchers to do relevant and further research related Task Based Learning technique in other skills such as listening, reading, and writing.

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