

**THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING  
IN TEACHING SPEAKING AT SMAN2 BANDA ACEH**

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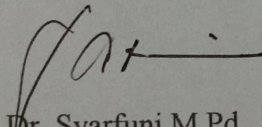
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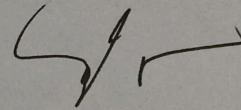
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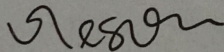
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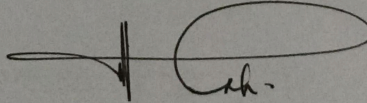
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

English is a foreign language in Indonesia. There are four skill which learners need to be mastering in English. There are Speaking, Listening, Reading and Writing. According to Graham-Mar (2004) claimed that the importance of teaching speaking skills stems from the fact that human beings have been acquiring language through speaking and listening long before they began reading and writing. Our brains are well programmed to learn language through sound and speech. It means that speaking is one of skill that very important in order to get knowledge and information with the other peoples.

According to Efrizal (2012:127), Speaking is a speech or utterances with the purpose of having intention to be recognized by speaker and the receiver process the statements in order to recognize their intention. Speaking is one way to communicate which ideas and through a message orally. After that, according to Bahadorfar (2014:9), Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Woodrow in Burn and Siegel (2018:17) said that "Speaking is a highly complex interactive skill that has the added complexity of being very anxiety provoking for learners of another language". It refers speaking; students should always be improves to raise the enthusiasm of students in speaking. The conclusion of speaking drawn that every speaking activity has its own advantages in the classroom. It conveys a message or meaning in the form of an idea to transactional in oral. Moreover, speaking a sentence that students must do in a conversation, especially in a pronunciation of vocabulary and grammar that it is owns by students as well should also be further improves. Based on the explanation above, it can be concluded that speaking is an important part of everyday interaction between speaker and listener that involves productive and receptive

Tuan and Mai (2015) found that bad performances of student in speaking was affected in a factor such as the use of mother tongue in learning process, not all off student are interested in learning English, some students are passive in the classroom, they are hard to speak in English, some of them are shy or afraid to speak in front of their friends. Therefore, teacher should have to find out the solution to solve the problem.

Then, there are some solutions which can be solution to overcome the problems in speaking activity Rafiudin,( 2011:10). They are:

1. using group work. It is increases the seer amount of student talk in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher can not supervise all students speech, so that not all utterances will be correct and students may occasionally slip into their native language; nevertheless, even taking into

consideration occasional mistakes and mother tongue use, and the amount of time remaining for positive.

2. base the activity on easy language. Generally, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants.

3. make a careful choice of topic and task to stimulate interest. Then, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some questions or suggested lines of thought can help to stimulate story telling. A task is essentially goal-oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or list, a rearrangement of jumbled items, a drawing, a spoken summary.

4 giving some instruction or training in discussion skills if the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion, appoint a chairperson to each group who will regulate participation.

5. keep students speaking the target language. Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

Based on the researcher experience in the second grade students at SMAN2 Banda Aceh the researcher was found a problem by the students in Second grade of SMAN 2 Banda as the use of mother tongue in learning process. The teacher can teach speaking by using Task Based Language Teaching (TBLT) to increase students' speaking ability in the classroom situation the teacher must be creative to make class fun in teaching and learning process. There are many expert said that Task Based Language Teaching (TBLT) as one of method to help students increase their Speaking skill.

In the accordance with the problem statements above, the best solution of using TBLT were to explore students' speaking skill toward the use of Task-Based Language Teaching (TBLT), this research applied experimental design with two groups, one group as experimental group and other group as control group. The research thought students in Experimental group using TBLT and control group without TBLT. The research also investigated effect of using TBLT on Students' speaking skill which cover student's accuracy, fluency in speaking skill toward the use TBLT. Based on the theory above, it can be conclude that Task Based Language Teaching (TBLT) in teaching and learning process can improve students' speaking skill. So, the researcher interest to do research activities with the title "The Effectiveness of Task Based Language Teaching in Teaching Speaking at SMAN2 Banda Aceh"

## 1.2 Research Question

Is there any significant improvement in students' speaking performance score through the implementation of TBLT in SMAN 2 Banda Aceh ?

### 1.3 Object Of Study

To know if there is a significant improvement in students' speaking performance score through the implementation of TBLT in SMAN2 Banda Aceh

### 1.4 The scope of the study

The scope of study is focused on teaching speaking skill using Task-Based Language Teaching of second grade at SMAN2 Banda Aceh, this research is only done with student of the second grade of SMAN2 Banda Aceh.

### 1.5 The significant of the study

The result of the study hopefully has benefit in teaching and learning, they are:

#### 1 . Teacher

The research is to find out the Effectiveness through Task based language teaching of the students for more understanding about how they feel and what are their challenges to Improve their speaking skill through task based language teaching in classroom. This study focuses on the Effectiveness of task based language teaching in speaking and also the result is expected to have benefits for the teacher to help the teacher's method in teaching speaking, especially the English teacher. Automatically the teacher know how to give the appropriate methods and strategies for the students to improve their speaking and teach them with the better method through Task-Based Language Teaching.

#### 2 . Student

The result of study to motivate to student' improvement speaking through Task Based

Language Teaching in classroom, with the method and strategies how they can more understanding and how they can more confident when they were spoken in classroom. automatycally the student will get more motivate and understanding about what are their problem in speaking in classroom.

#### 3 . For the researcher

The research of study for the Research is expected to find out the solution in teaching speaking through Task Based Language Teaching, because the research needed some references to completely and to know what is the best way for teaching speaking through Task-Based Language Teaching.

## 1.6 The definition of the key terms

### 1. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

### 2. Task Based Language Teaching (TBLT) :

Task based language teaching is an approach where the planning of learning materials and teaching sessions are based around doing task. task refers to an activity where communications is necessary: for example, deciding something, solving problem or telling someone to do someone to do something. In task based learning content defined is not by a grammar syllabus, but by what learners need to complete task. For example if the topic is a travel. Or, in a context with a topic of dealing public with the public, typical task could be giving information, getting person' detail or explaining becomes the objective of each unit part of the course.