

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the production of speech that has become a part of everyday activities including interaction.¹ Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot“ .²

Speaking is a skill that should be emphasized in both the first and second languages. The ability to hold a conversation in a second or foreign language is the most crucial component of learning a second or foreign language, and success is judged by the ability to do so.³

Task based learning can be said to be one of the suitable learning methods to improve students' speaking skills because, at this stage, this method provides the widest opportunity for students to practice their speaking skills. This can happen because the task based learning method is student centered.

English learning for SMP/MTs Class VIII is structured to improve the English language skills of the participants educate. The presentation

¹ Scott Thornbury, *“How to Teach Speaking,”* (Harlow: Pearson Education, 2002), 163.

² Harmer J, *“The Practice of English Language,”* (England: Longman, 2007), 284.

³ David Nunan, *“Practical English Language Teaching,”* (New York: McGraw-Hill, 2003), 354.

uses a text-based learning approach, both oral or write by placing English as a means of communication, think, and process feelings. Understanding the types, rules, and context of a text is emphasized so that it makes it easier for students to grasp the meaning contained in a text and presents information, ideas, thoughts, and feelings in the form of the contextual text others easily understand it. The communication presented here is daily communication.⁴

As indicated in the current curriculum, 2013 curriculum on its Standard of Competency (SK) and Basic Competency (KD) of English Subject, second-year students at SMPN 29 Kota Tangerang should be able to grasp all types of speaking skill, including transactional interaction text related to actions/events that are being done/happening when spoken. Furthermore, the school establishes a minimum score that students must get in order to pass the criterion at the lowest level. Students are expected to achieve a score of 72 (seventy two) or higher in the subject of English.⁵

Based on learning outcomes data from teachers who teach English lessons the scores of almost some students cannot reach the target score or minimum level criteria (KKM).

⁴ Siti Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell" SMP/MTs Kelas VIII*, 2017.

⁵ Wachidah et al., *Buku Guru Bahasa Inggris "When English Rings a Bell" SMP/MTs Kelas VIII*, 13.

Effective use of task-based learning in language learning, especially in improving speaking skills, has also been empirically proven. Many researchers have proven that this use can help students improve their communication skills. Ismaili conducted an experiment the task-based learning by title *The Effectiveness of the Task-Based Learning in Developing Students' Speaking Skills in Academic Settings on the EFL Classroom-A Study Conducted at South East European University (SEEU)*, and the result students were favorable about this technique since they don't like teacher-centered lessons when they don't receive enough chances to express themselves in the target language. This paper's findings are based on a classroom experience. In the study mentioned above, it was discovered that relatively closed tasks inspire more modified interaction in lower-level to intermediate learners than relatively more open tasks.⁶

Azlan conducted implements task based learning by the title *Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram*, using the Instagram application media and the students would use Instagram as a medium for communication and deeper engagement in the learning process, with a concentration on speaking abilities. As a result, task-based activities via mobile learning

⁶ Merita Ismaili, "The Effectiveness of the Task-Based Learning in Developing Students' Speaking Skills in Academic Settings on the EFL Classroom-A Study Conducted at South East European University (SEEU)," *1st Albania International Conference on Education (AICE)*, no. 1991 (2000): 291–299.

appear to be an ideal environment for both in-class and out-of-class learning.⁷

Those situations, according to the author, should be resolved soon. If those issues persist for an extended period of time, additional difficulties may arise in students' speaking activities, maybe leading to another speaking lesson presenting a different type of topic and matter for students to study and master. Furthermore, students are almost certain to fail the English subject's minimum passing grade or score set by the institution.

Therefore, this study aims to solve the above problems by applying task-based learning methods that are student-centred with the title "Improving Students' Speaking Skills by Using Task Based Learning".

B. Identification of Problem

From the results of the interview, the researcher concluded that some of the difficulties or problems that are often experienced by class VIII students of SMPN 29 Kota Tangerang are:

1. Some students feel less self confident, especially when speaking in front of teacher.
2. Some students do not really understand grammar rules..

⁷ Nurul, Sakinah, Yunus., "Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram," *International Journal of Academic Research in Business and Social Sciences* 9, no. 1 (2019): 620–636.

3. Some students feel anxiety and afraid of being wrong.
4. Most of fail to pass determined minimum score of English subject.

C. Research Questions

This study seeks to determine two questions that will guide the researcher and serve as the research's major focus. The questions can be stated as follow:

1. How is the implementation of task based learning in learning speaking?
2. How are the results of learning speaking using task based learning?

D. Research Objective

The study's problems are concerned with the word, statement as follows:

1. To know the implementation of task based learning in learning speaking
2. To describe the results of learning speaking using task based learning

E. Significance of Research

The results of this study are expected to contribute to the achievement of educational goals or can be used as input for educational development and knowledge in the world of education, particularly in using the learning model in the 2013 curriculum to discover how to approach effective learning and can improve learning outcomes from students' learning process. The author hopes that this research is useful

for teachers, students of SMPN 29 Kota Tangerang. For teachers, this research provides an alternative solution in teaching speaking skills. Second, for students. This research can help them to solve their problems in speaking activities and to improve students' speaking skills. Third, for SMPN 29 Kota Tangerang. This research can be useful with regard to improving the quality of teaching English, especially in speaking skills.

F. Organization of Research

This "research" is organized into five chapters. Here are the brief explanations of each chapter:

1. Chapter I presents the general explanation and description of the study. It contains the background of the research, the formulation of the problem, the objective of the research, the significance of the research, and the organization of the research.
2. Chapter II presents theories relating to the research. It discusses about approaches in speaking and Task-Based Learning.
3. Chapter III presents the description of the research's place and time, the study's method, the subject of the study, the research instrument, the technique of collecting data, the method of the data analysis, and the criteria of the action success
4. Chapter IV presents the finding of the research. It discusses the way to improve and the extension of students' speaking skill by using

Task-Based Learning. In addition, it presents the discussion related to the finding.

5. Chapter V presents some conclusions and some suggestions