MENGGUNAKAN TASK-BASED TEACHING UNTUK MENINGKATKAN KETERAMPILAN BERBICARA SISWA KELAS VIII DI MTS. AL-ISTIQOMAH LASOANI

USING TASK-BASED-TEACHING TO IMPROVE SPEAKING SKILL OF GRADE VIII STUDENTS OF MTS. AL-ISTIQOMAH LASOANI

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ABSTRAK

Tujuan penelitian ini adalah untuk menginvestisgasi apakah pengaplikasian dari metode Task-Based-Teaching meningkatkan keterampilan berbicara siswa kelas VIII di MTs. Al-Istiqomah Lasoani atau tidak. Penelitian ini menggunakan eksperimental semu desain penelitian. Populasi ini adalah siswa kelas VIII MTs. Al-Istiqomah Lasoani yang terdiri dari 3 kelas. Jumlah total siswa adalah 61. Sampel ini adalah VIII B (20) sebagai grup kontrol dan VIII C (20) sebagai grup experimental. Data telah dikumpulkan melalui tes (sebelum-test dan setelah-test). Hasil dari penelitian ini mengindikasi bahwa nilai t-counted adalah 3.01. Peneliti menemukan bahwa nilai t-table adalah 0.320 melalui penerapan dari nilai signifikan 5% dan derajat kebebasan 38 (df=40-2). Nilai t-counted adalah lebih tinggi dari nilai t-table. Ini dimaksudkan bahwa hipotesis alternatif (ha) adalah diterima. Ini dapat disimpulkan bahwa metode task-based-teaching dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: Kelanncaran, ketepatan, and Dimengerti

ABSTRACT

The objective of this research is to investigate whether or not the application of task-based teaching method improves speaking skills of Grade VIII Students of MTs Al-Istiqomah Lasoani. This research used quasi experimental research design. The population was Grade VIII students of MTs Al-Istiqomah Lasoani that consists of three classes. The total number of the students was 61. The sample was VIII B (20) as the control group and VIII C (20) as the experimental group. The data were collected by test (pretest and posttest). The result of this research indicates that the t-counted value was 3.01. The researcher found that the t-table value was 0.320 by applying 5% level of significance and 38 degree of freedom (df = 40-2). The t-counted value is higher then the t-table. It means that the alternative hypothesis (Ha) is accepted. It was concluded that task based teaching method can improve the students' speaking skill.

Key words: Fluency, Accuracy, and Comprehensibility

INTRODUCTION

Speaking is a delivery intention (ideas, thoughts, hearts) from one person to another and used by using spoken language that is understandable intentions of others. Speaking has three components namely fluency, accuracy, and comprehensibility. The aspects cannot be separated even at formal and informal condition, include in teaching and learning process. Students must be able to use the three aspects of speaking.

Based on the 2013 national curriculum, one of the objectives is that the students should be able to do functional communication. However, most of the students could not achieve the objective of the curriculum. There are many factors causing this problem. It can be by the students or the teacher themself. That is the reason why the researcher is interested in conducting research to improve students' speaking skill.

When the researcher conducted preliminary observation, she identified that the students of MTs Al-Istiqomah Lasoani were not able to speak English fluently. It is caused by the lack of motivation, vocabulary and grammar. Thus, the researcher was interested in solving those problems. Therefore, the researcher applied Task-based Teaching method in the teaching and learning process.

The researcher considers that task-based teaching method can be used to solve the problems faced of Grade VIII Students of MTs Al-Istiqomah Lasoani. By applying this method, the students are more active to learn English speaking. Task-based Teaching focuses on the learner activity. It depends on the teacher to produce and supply different tasks which gives the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. So, the researcher believes this method can help the students in improving their speaking skill.

According to the explanation above, the researcher is interested in conducting a research under the title "Using Task-based teaching to Improve Speaking Skill of Grade VIII Students of MTs Al-Istiqomah Lasoani".

RESEARCH METHO

In this research, the researcher used quasi-experimental research design with two classes that are one class as an experimental group and the other class as a control group to prove whether using task based teaching can improve students' speaking ability. The researcher applied two tests (pre-test and post-test) before and after the treatment. The researcher used the research design adopted from Sugiono (2010:112) as follows:

Quasi-Experimental Design

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_1
Control	O_2		O2

Where:

O_1= Pre-test

X= the treatment that the researchergave to the

    experimental group by using task based

    teaching to teach

O_2= Post-test

The population of this research was Grade VIII Students of MTs AL-Istiqomah Lasoani that consists of three classes. The total number of the students is 61. Class A is 21, class B is 20, and C is 20. In this research, the researcher only took two classes, namely VIII B and VIII C. The sample of this research took two classes, VIII B as the control group and VIII C as the experimental one. In other words, the researcher used a purposive sampling technique because both of the classes have low knowledge in speaking ability.

Relating to the title using task-based teaching to improve speaking skill of Grade VIII Students of MTs AL-Istiqomah Lasoani, There are two kinds of variables in this research namely dependent variable and independent variable. Dependent variable of this research is speaking skill while independent variable is Task Based Teaching.

FINDINGS

The main instrument of this research was test. The researcher conducted pre-test and post-test to both classess namely experimental group and control group. The purpose of the test was to collect the data from the students. The aims of pre-test is to know students' prior knowledge in speaking skill while the aims of post-test is to know students' progress in speaking skill after the treatment. This research was focused in the three components namely fluency, accuracy, and comprehensibility. She used type recorder to help her in collecting the data.

After counting all the students scores of experimental and control group, the researcher calculated the mean score of pretest and postest. The researcher computed the deviation score by computing the students' individual scores in the pre-test and post-test of

experimental group. The result of deviation value and significant score are presented in the following table:

Then, the researcher calculated the mean deviation score by using formula as follows:

$$Mx = \frac{\sum x}{N} = \frac{519}{20} = ¿25,95$$

$$My = \frac{\sum y}{N} = \frac{140}{20} = ¿7$$

The mean deviation of the experimental group is 25,95 while the control one is 7. Then, the researcher calculated the mean square deviation experimental and control group by using formula as follows:

Experimental group:Control group:

$$\sum x^2 = \sum x^2 - ¿¿¿ \qquad \sum y^2 = \sum y^2 - ¿¿¿$$

$$= 14291 - (\frac{519^2}{20}) \qquad = 1444 - (\frac{140^2}{20})$$

$$= 14291 - (25,95)^2 \qquad = 1444 - (7)^2$$

$$= 14291 - 673,41 \qquad = 1444 - 49$$

$$= 13617,59 \qquad = 1395$$

The mean square deviation score of the experimental group (13617,59) is greater than the mean square daviation score of the control one is 1395. The degree of freedom 20 + 20 − 2 = 38. The t-table with the level of significance 5% is 0.320. In other words, to find out the significance between the experimental and control group, the researcher analiyzed the data by using t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_{x+N_y} - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{25,95 - 7}{\sqrt{\left(\frac{13617,59 + 1395}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{18,95}{\sqrt{\left(\frac{15012,59}{38}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{18,95}{\sqrt{\left(\frac{15012,59}{38}\right)\left(\frac{40}{400}\right)}}$$

$$t = \frac{18,95}{\sqrt{(395,06)(0,1)}}$$

$$t = \frac{18,95}{6,28}$$

$t = 3,01$ (**So, the t-counted was 3,01**)

Then the researcher looked for the degree of freedom (DF) and the level of significance to consult the result of t-test. If the t- counted 3,01 is higher then t-table 0.320, the alternative hypothesis is accepted. In other words, task based teaching method is effective to improve students's speaking skill of Grade VIII Students of MTs Al-Istiqomah Lasoani.

DISCUSSION

This research was conducted on July 19th – August 20th 2018. The population of this research was Grade VIII Students of MTs AL-Istiqomah Lasoani. The experimental group was given treatment by applying task based teaching method. This method can improve the students' speaking skill. It can be seen from the results of the tests that have been given to students. This method can provide an opportunity for students to explore their knowledge especially those speaking skills.

The pictures are shown in the pretest and then the students choose one of pictures to create conversation related to the picture. Then, the students present the conversation in front of the class. The students' scores is taken by using tape recorder. It aims to help her determine the score during presentation. The mean score of experimental group in pretest was 41,3 and 45,3 for the control group. The students had problem in vocabulary and when they perform in front of class their mix in indonesian language.

The treatment was given to the experimental group by the researcher. The treatments were six times. In the first and second meeting, the students got task to make conversation about expression asking and giving attention and they presented in front of the class. In the third and fourth meeting, the students made conversation about expression say thanking and apologizing and they practiced in front of the class. In the fifth and last meeting, the students were instructed to make conversation about prohibition and they performed it in front of the class.

After applying task based teaching method, The students got some progress during the process teaching and learning. The students' fluency in speaking is better. Its proved in the

process teaching and learning the students spoken more fluently. Then, the students have motivated and interested in learning English. It can be seen that they are more active when the teacher asked them. Students' grammar is better than before eventough their pronounce is not yet clearly. Through this method, the students got confident when performing in front of class. Also, the students can explore their imagination and express what they are thinking.

The result of posttest of the experimental group is 67,55. It has a significant improvement from the pre-test. It indicates that the treatment is succeed to improve students' speaking skill. The control one is 52,9. There is a significant improvement to 26,25. The conclusion of this research showed that task based teaching method can i mprove the students' speaking skill.

CONCLUSION AND SUGGESTION

The researcher concluds that the students speaking skill can be improved by implementing of task based teaching method. The researcher gave test (pretest and posttest) and treatment. The result of test is t-counted (3,01) is higher than the t-table (0.320). It indicates that the research hypotesys is accepted. It is proven that the use of task based teaching method is effective in improving speaking skill. Hopefully this research may be useful for all those who read this. First, the English teachers can use this method as a reference to improve English learning. Secondly, English teachers are expected to create many ways or some teaching method and strategy in English. Third, students should be motivated to practice speaking skills. Last, for the next researcher, the result of the study can be used as an additional reference or further research with different discussion.

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APPENDICES

Table 4.5
Students' Score Deviation of the Experimental group

No.	Initials	Student's Scores		Deviation	Square Deviation
		Pretest	Posttest	$X^2 - X^1$	X^2
1.	A	33	67	34	1156
2.	AF	33	58	25	625
3.	AR	25	58	33	1089
4.	D	42	50	8	64
5.	FI	25	50	25	625
6.	F	42	67	25	625
7.	HN	73	92	19	361
8.	M	25	50	25	625
9.	MAF	50	75	25	625
10.	MF	33	67	34	1156
11.	MR	50	75	25	625
12.	NA	42	75	33	1089
13.	NAF	67	83	16	256
14.	PA	50	75	25	625
15.	R	25	58	33	1089
16.	T	42	67	25	625
17.	ZI	33	67	34	1156
18.	Z	50	75	25	625
19.	O	50	75	25	625
20.	SFS	42	67	25	625
	Total	**826**	**1351**	**519**	**14291**

Table 4.6
Students' Score Deviation of the Control group

No.	Initials	Student's Scores		Deviation	Square Deviation
		Pretest	Posttest	$y^2 - y^1$	y^2
1.	MA	50	58	8	64
2.	HA	42	50	8	64
3.	NR	75	83	8	64
4.	AAS	67	75	8	64
5.	MIR	25	42	17	289
6.	RIS	50	58	8	64
7.	F	33	33	0	0
8.	N	25	33	8	64
9.	LY	42	50	8	64
10.	A	33	42	9	81
11.	DDA	75	75	0	0

12.	DS	42	50	8	64
13.	A	33	33	0	0
14.	SA	33	42	9	81
15.	MR	25	33	8	64
16.	A	67	67	0	0
17.	WF	42	50	8	64
18.	M	67	75	8	64
19.	E	42	42	0	0
20.	S	50	67	17	289
	Total	**906**	**1058**	**140**	**1444**