

ABSTRACT

Solechah, Mar'atus. 2016. Task-Based Learning (TBL) in Teaching Speaking (Case Study for the Second Semester (TI.A) of English Education Department at STAIN Ponorogo in Academic Year 2015/2016). **Thesis**, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo. Advisor: Dr. Ahmadi, M. Ag.

Key Words: Task-Based Learning (TBL), Teaching Speaking

Speaking is the way to communicate with others. In addition, speaking skill is very important to be mastered by students especially in English Foreign Language. Through good speaking ability, students are expected to make comprehensible communication. Therefore, it needs strategy in teaching speaking that can facilitate students' language proficiency. Task-Based Learning (TBL) is considered to be appropriate way to facilitate students' communication skill. Students will be more active to speak English through doing the task. The objectives of this study were: (1) To describe the implementation: preparation, realization, and evaluation of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic year 2015/2016. (2) To describe the advantages and disadvantages of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic year 2015/2016.

The subjects of this research were the students of second semester (TI.A class) and the lecturer of speaking in TI.A class at STAIN Ponorogo in academic year 2015/2016. This research employed qualitative research design. The data were collected by applying observation, interview and documentation. The data were analyzed through three steps namely reduction, data display and conclusion.

The result of this research showed that the implementation of TBL in teaching speaking was as follows: 1). The implementation of TBL in teaching speaking at second semester (TI.A) in English education department at STAIN Ponorogo was divided into three steps, namely, preparation, realization and evaluation. There were four activities that were done by the lecturer in preparation, which were, preparing lesson plan, material, the instructional media and the assessment rubric. Hence, TBL was applied in the classroom by doing three phases, namely, pre-task, task-cycle and language focus. The lecturer assessed the students' speaking competence through oral assessment. It could be evaluated that TBL that was applied in STAIN Ponorogo was interesting. 2). Task-Based Learning facilitated and encouraged students to produce spoken English language briefly. It was really helpful way for developing students' language proficiency. Furthermore, TBL had many features, so it helped the lecturer to select and modify them that appropriate with the students' need and level easily. The weakness of TBL was that it emphasized the students' speaking, but it did not focus on the display of accurate language usage.

So, from the analysis of the research above, it can be concluded that the implementation of TBL in teaching speaking is divided into three steps, those are, preparation, realization and evaluation. In addition, the advantages of TBL are to engage students with real life activity and encourage students to speak English briefly and actively. While, the weakness of TBL is that it does not focus on grammatical accuracy.



CHAPTER I

INTRODUCTION

A. Background of the study

Speaking is one of activities that has an important role in human life. Kathleen M. Bailey said that speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information.”¹ It means that the human can make one comprehensible communication with others through speaking. Speaking becomes important skill for English Foreign Language (EFL) learners, because it is used to communicate in learning process. Communication that is done is not only the process of transferring and receiving information, but also it is expected to make one comprehension between the speaker and the hearer.

The essential purpose of communication in teaching learning process is for achieving the objective of the study. The communication occurs not only between lecturer and student, but also students and others. Sometime, when the student discusses with others, it is easier to achieve the goal of the learning. The students feel free to ask everything that they do not understand to the other students.

¹ Kathleen M. Bailey, *Practical English Language Teaching: Speaking*, (Singapore: Mc Graw Hill, 2005), 2.

Hence, teaching speaking aims to give basic knowledge for students to be able to communicate with others.

The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.²

According to the Richards's statement above, it means that speaking becomes important skill to be mastered in English Foreign language. Indeed, the students' achievement will be measured by their speaking ability. In other word, when students can speak well in English language learning, it means that they have good achievement. It causes speaking skill will be detected for the first time in classroom activity. It can be seen from students' response in the classroom activity.

Speaking becomes an important matter in education field, especially in EFL major. It will influence students' process in the future. When students become English teacher or simply when they practice real teaching in PPLK, the ability to speak English fluently and accurately will become basic skill for them.

As we know that speaking skill is an important matter in English foreign language, but most of students still have difficulties in speaking process. There are some cases that are found by the researcher while doing the first observation. Researcher found some cases that are faced by students of the second semester of

² Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge university press, 2008), 19.

English department at STAIN Ponorogo. Most of students save their voice and just to be hearer and only part of class who talk or respond the lecturer. Sometimes, they shy or fear to make a mistake if they speak up. They also lack of vocabulary mastery, so they do not have any confidence enough. As well as, in group work the student who is dominant in speaking will speak actively, while the student who shies to talk will do not have any opportunity to practice. Those are some problems that are faced in speaking class.

According Kathleen M. Bailey (2005:163) the students' reticence could be attributed to five factors: (1) the students' low English Proficiency; (2) the students' fear of mistakes and the derision they thought they would face as a result; (3) the teachers' intolerance of silence; (4) the teachers' uneven allocation of turns; and (5) incomprehensible input from the teachers.³ The last three points show the teachers themselves that make students passive.

The lecturer should design and apply an interesting strategy to encourage students to enjoy in speaking class. Task-Based Learning (TBL) is an interesting strategy which can help the lecturer to motivate the learner in learning process. It provides student with the interesting activity by using task. Diane Larsen-Freeman said that a task-based approach aims to provide learners with a natural context for language use.⁴ It means that students learn by using task that has

³ Bailey, Practical English LanguageS Teaching: Speaking, 163.

⁴ Diane Larsen-Freeman, Techniques and Principles in Language Teaching, (New York: Oxford University Press, 2000), 144.

related with their daily life. Hence, Task-Based Learning focuses on meaning and process.

As Pryla Rochmahwati as the lecturer who teaches speaking class of the second semester (TII.A) of English education department at STAIN Ponorogo said that TBL implies that learners doing tasks in speaking class (i.e. focusing on meaning) will be making free use of whatever English they can recall to express the things that they really want to say in the process of achieving the task goal.⁵ In learning process, students can use whatever English second language that they have to express or do the task. As well as, this strategy is student centered, because students are more active in speaking practice while the lecturer just gives monitoring during the teaching learning process.

The main purpose of Task-Based Learning (TBL) is to make students enjoy in speaking practice. They can explore their speaking ability to do the task without afraid to make a mistake. Mrs. Pryla also stated that Task-Based Learning, therefore, is predicated on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work.⁶ Students are given stimuli to speak briefly by doing task. When students are given a chance to do the task, they will try to finish it as well as possible with

⁵ Pryla Rochmahwati, *The Integration of Task-Based Active Learning into Speaking*, (Ponorogo: STAIN Ponorogo PRESS, 2014), 29.

⁶ *Ibid.*, 4.

English language that they have and also try to look for vocabulary that they need.

Task-Based Learning which is applied by the lecturer in teaching speaking at STAIN Ponorogo is interesting to explore, because the lecturer designs various kinds of tasks creatively. It is designed to make students enjoy in teaching and learning process as well as, they can contribute in speaking class actively and briefly without afraid to make a mistake.

According to the statement above, researcher conducts research entitled, **“Task-Based Learning (TBL) in Teaching Speaking (Case Study for the Second Semester (TIA) of English Education Department at STAIN Ponorogo in Academic Year 2015/2016)”**.

B. Research Focus

The study is focused on:

1. Describing how the process of using Task-Based Learning (TBL) in teaching speaking to the second semester (TIA) of English Education Department at STAIN Ponorogo in academic years 2015/2016. It is a case study.
2. Describing what are the advantages and disadvantages of using Task-Based Learning (TBL) in teaching speaking to the second semester (TIA) of English Education Department at STAIN Ponorogo in academic years 2015/2016.

C. Statement of the problem

Based on the scope of study, the problems of the study can be stated as follows:

1. How is the implementation of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016 which consists of three questions:
 - a. How is the preparation of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016?
 - b. How is the realization of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016?
 - c. How is the evaluation of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016?
2. What are the advantages and disadvantages of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016?

D. Objective of the study

The objectives of the study in this research can be stated as related with the statement of the problems. Therefore the objectives of the study are as follows:

1. To describe the implementation: preparation, realization and evaluation of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016.
2. To describe the advantages and disadvantages of using Task-Based Learning (TBL) in teaching speaking to the second semester (TI.A) of English Education Department at STAIN Ponorogo in academic years 2015/2016.

E. Significance of the study

The results of the study are expected to be beneficial for:

1. Theoretical Significance

The research can give the contribution on developing knowledge in using Task-Based Learning (TBL) in teaching speaking. As well as it can help the future researchers to have addition substance as the reference of teaching speaking.

2. Practical Significances

a. Lecturer

This study is expected to help the lecture to solve the students' problem in speaking. Hence, the lecture can use Task-Based Learning approach to make students enjoys in speaking class.

b. Students

The students get more motivation in learning speaking by using Task-Based Learning (TBL). As well as, they can practice their spoken freely.

c. Readers

This study is expected to give the readers inspiration to use Task-Based Learning (TBL) to improve speaking ability.

F. Research Method

Research methods may be understood as all those methods/techniques that are used for conduction of research.⁷ It means that research method is a way that is used in a research.

⁷ C.R. Kothari, Research Methodology: Methods and Techniques.(New Delhi: New Age International (P) Limited Publishers, 2004), 7.

1. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.⁸ It means that research design is planning to collect the data. This research applied a qualitative research with case studies.

According to Sturman (1994:61) Case study is a generic term for the investigation of an individual, group or phenomenon.⁹ It means that in case study the researcher explores in depth about object that is observed.

Data in case study may be gathered by a wide variety of methods including observation by researcher, interviewers, with the subject to his friends, teachers, counselors, tests, inventories, questionnaires to his friends, relatives and recorded data from newspaper, or from school.¹⁰

Three types of case study research designs include exploratory, explanatory, and descriptive.¹¹ In this research, the researcher used case study with descriptive design.

Descriptive designs attempt to present a complete description of a phenomenon within its context. An example may be a hospital administrator who attempts to gain a thorough description of her hospital's emergency room procedures when admitting incoming patients.¹²

⁸ John W. Cresswell, *Third Edition Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (California: SAGE Publications. Inc, 2009), 3.

⁹ Michael Bassey, *Case Study Research in Educational Settings*, (Buckingham: Open University Press, 1999), 26.

¹⁰ Mohammad Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: UM Press, 2014), 86.

¹¹ Dowson R. Hancock, Bob Algozzine, *Doing Case Study Research, A Practical Guide for Beginning Researchers* (Columbia University: Teacher College Press, 2006), 33.

¹² Ibid.

In this research, the researcher conducted the qualitative research design with case studies and focused on describe design. This research described about the implementation of Task-Based Learning (TBL) which was applied by Mrs. Pryla Rohmahwati as the lecturer in teaching speaking for the second semester (TI.A) at STAIN Ponorogo. This research described TBL from the preparation, realization till the evaluation. In addition, it described about advantages and disadvantages of TBL in teaching speaking.

2. Researcher Role

The characteristic of qualitative research can't be separated from participant observation. Nevertheless, the role of researcher is to determine the entire of scenario.¹³ Creswell said that in the entire qualitative research process, the researcher keeps on focus on learning the meaning that the participants hold about the problem or issue.¹⁴ The role of the researcher as the primary data collection instrument necessitates the identification of personal values.¹⁵ It means that researcher is the key of the instrument to participate fully to record all the things that happen in the research's location.

In this research, the researcher became key instrument where the researcher participated to record in all activities of implementation Task-

¹³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2014), 163.

¹⁴ Creswell, *Third Edition Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 175.

¹⁵ *Ibid.*, 196.

Based Learning (TBL) in teaching Speaking of the second semester (TI.A) at STAIN Ponorogo.

3. Research Location

This research taken places at STAIN Ponorogo. The only class observed is TI.A class of second semester. The researcher took this college as research location for some reasons:

- a. This location is reachable.
- b. The college has specific course speaking.
- c. Task-Based Learning has been used in teaching speaking.

4. Data Source

According to Lofland and Lofland (1984:47), the main data source in qualitative research, that is, words and measure at most is addition source like document etc.¹⁶ The subject of research is STAIN Ponorogo. The human subject included the students of second semester (TI.A) and Mrs. Pryla Rochmahwati as the lecturer of speaking in TI.A class at STAIN Ponorogo. The non human subject is including document, photos, and all relevant with Task-Based Learning that is applied by the lecturer in teaching speaking.

5. Technique of Data Collection

In this research, the researcher applied observation, interview and documentation study, as methods for collecting data.

¹⁶ Moleong, Metodologi Penelitian Kualitatif, 157.

a. Observation

The observation method is the most commonly use method especially in studies relating to behavioral sciences. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability.¹⁷

Observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.¹⁸ Based on the statements above, researcher concludes that observation is a data collection technique which aims to observe something.

In this research, the researcher observed the process of implementation Task-Based Learning which was used by Mrs. Pryla Rochmahwati as the lecturer in teaching speaking on the second semester (TIA) at STAIN Ponorogo. The observation would be done in all activities in speaking class from preparation, realization and also evaluation.

b. Interview

The purpose of in-depth interviewing is not to get answers to questions, nor to test hypotheses, and not to “evaluate” as the term is normally used. (See Patton, 1989, for an exception.) At the root of in-depth

¹⁷ Kothari, *Research Methodology: Methods and Techniques*, 96.

¹⁸ Latief, *Research Methods on Language Learning an Introduction*, 77.

interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience. At the heart of interviewing research is an interest in other individuals' stories because they are of worth.¹⁹

In this research, the researcher interviewed Mrs. Pryla Rochmahwati as the lecturer of speaking for the second semester (T.I.A) at STAIN Ponorogo. The questions that were given were about the target and the interesting side of using TBL, the procedure of the implementation, advantages and disadvantages and also the obstacle that was faced by using TBL in teaching speaking. Beside interviewed the lecturer, the researcher also interviewed some students of second semester (T.I.A) about the interesting of this strategy, obstacles that were students' faced, advantages and disadvantages of TBL which was applied in teaching speaking.

c. Documentation

Documentation is an important technique in collecting data. Creswell said that during the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letter, e-mails).²⁰ Document is used to approve the data which is gotten from observation and interview technique. In this research,

¹⁹ Irving Seidman, *Interviewing as qualitative Research: A guide for Researchers in Education and the Social Sciences* (New York: Teachers College Press, 2006), 9.

²⁰ Creswell, *Research Design qualitative, Quantitative, and Mixed Methods Approaches*, 181.

the documentations were collected during the process of implementation Task-Based Learning in teaching speaking which was used by Mrs. Pryla in teaching speaking for the second semester (TII.A) at STAIN Ponorogo. In this stage, documents that were collected were lesson plan, course outline, photos and all which was relevant with this research

6. Data Analysis

Analysis of qualitative data (Bogdan & Biklen, 1982) is an effort that is done through processing, organizing of the data become unity which can be executed. As well as, the process of looking for and discovering the pattern and something that important or something that is learned. Hence, the researchers determine what they have discovered to present to others.²¹

We define analysis as consisting of three concurrent flows of activity: data reduction, data display and conclusion drawing/verification.

a. Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions.²² It means that in this stage, the researcher needs to separate the accurate data from inaccurate data that will be analyzed. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters,

²¹ Moleong, Metodologi Penelitian Kualitatif, 248.

²² Mathew B. Miles, and Michael. Huberman. Qualitative Data Analysis: An Expanded Sourcebook. (Baverly Hills: SAGE Publications Inc,1994), 10.

making partitions, writing memos). The data reduction/transforming process continues after fieldwork, until a final report is completed.²³

In this research, the researcher needed to separate the accurate data from the inaccurate ones. The data that was collected through observation and interview would be redacted with writing summaries and making clusters. The data about the implementation of Task-Based Learning (TBL) which was applied by Mrs. Pryla in teaching speaking to the second semester (TIA) at STAIN Ponorogo would be redacted by writing summaries. While the data about advantages and disadvantages of this strategy would be redacted by making clusters.

b. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action.²⁴ It means that data display is a stage of organizing the data into pattern of relationship.

The displays include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggests may be useful.²⁵

It means that data display is arranging data which is collected easier to be understood. It aims to make sure that all of important data can be

²³ Ibid.

²⁴ Ibid., 11

²⁵ Ibid.

arranged and there is not data is left. In this research, the researcher displayed the data by networks and narration text. The data about the implementation of TBL that consisted of preparation, realization and evaluation were displayed in narration text form. Hence, the data about the advantages and disadvantage of TBL were displayed by networks.

c. Conclusion drawing/verification

Conclusion is analyzing the data constantly during or after the data being collected to get conclusion of research.

Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.²⁶

The conclusion is the answer of the research problems that have been formulated. In this stage, after redacted and displayed the data which were collected, the researcher took a conclusion about Task-Based Learning which was used by Mrs. Pryla in teaching speaking for the second semester (TII.A) at STAIN Ponorogo.

7. Data Validity

Data Validity is the important concept that renewable from validity concept and reliability.²⁷ Hence, to get valid and reliable data, the participation

²⁶ Ibid.

²⁷ Moleong, Metodologi Penelitian Kualitatif, 321.

of the researcher determines in data collection. Hence, the researcher's participation not only in sort time, but also needs extension participation.

The researcher applied triangulation to check trustworthiness of the result of data analysis. It aimed to avoid the researcher's opinion and biases. According to Hamidi, data and information that had been collected in qualitative research need to check trustworthiness through these techniques: methodological triangulation, researcher triangulation, data triangulation, situation triangulation, and theoretical triangulation.²⁸

In this research, the researcher used three kinds of triangulation, which were, methodological triangulation, data triangulation and theoretical triangulation.

a. Methodological Triangulation

Methodological triangulation is a process, in which various methods are used to measure the same unit. This type of triangulation uses either the same method on different occasion or the different methods on the same object of study.²⁹ In this research, the researcher used observation, interview and documentation as the methodological triangulation.

b. Data triangulation

Data triangulation is a process, in which various sources of data are collected. The variety of sources can refer to time, space and person. The

²⁸ Hamidi, *Metode Penelitian Kualitatif Aplikasi Praktis Pembuatan Proposal dan Laporan Penelitian* (Malang: Universitas Muhammadiyah Malang, 2004), 83.

²⁹ Rochmahwati, *The Integration of Task-Based Active Learning into Speaking*, 41.

validity of the data is applied by observing data from the classroom interaction.³⁰ The data triangulation in this research observed the process of implementation TBL in teaching speaking class as well as interviewed with some informants: Mrs. Pryla as the lecturer and some students of second semester (TII.A) of English department at STAIN Ponorogo. The researcher interviewed Mrs. Pryla about how the implementation of TBL in teaching speaking from preparation, realization and evaluation, also about advantages and weaknesses of using this strategy. Hence, the researcher interviewed some students about advantages, disadvantages and the difficulties of using TBL.

c. Theoretical Triangulation

The theories, which are relevant to the research problems, are selected.³¹ The theoretical triangulation in this research used some theory about Task-Based Learning that is applied in teaching speaking that relevant with this research. This research used theory of Task-Based Learning from David Nunan and Dave Willis & Jane Willis. According Nunan stated: the point of departure for task-based language teaching is real-world or target tasks. As well as the aim of the task was to encourage students to activate a range of language functions and structures including

³⁰ Ibid.

³¹ Ibid., 42.

making suggestions, agreeing, disagreeing, talking about quantity, how much/how many, wh-question, etc.

As Dave Willis & Jane Willis says that proponents of task-based teaching (TBT) argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This is done by designing tasks – discussions, problems, games, and so on – which require learners to use the language for themselves.

8. Research Procedure

In this research, there are some procedures of research which must be done. There are planning, application, and reporting.

a. Planning

This procedure includes arranging the research plan, choose the place of research, get license letter, observation condition place of research, choose and use informant and prepare equipment of the research.

b. Application

Enter into research and collect the data through observation, interview and documentation. Hence, the researcher analyzes the data that was collected.

c. Reporting

The researcher writes the research report in form thesis.

G. Organization Of Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

Chapter I is Introduction. This chapter is global description about the whole content of the thesis. It have purpose to make easy the reader understanding the background of study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology, research design, researcher role, research location, data source, technique of data collection, data analysis, data validity, research procedure, organization of the thesis.

Chapter II is Theoretical Background/Literature Study. This chapter contains of theoretical analysis as the basic of the study. It is placed in this chapter to make the reader getting understand the theory of the study first before the reader see the result.

Chapter III is Data Description. This chapter presents the findings of research field.

Chapter IV is Discussion. This chapter contains a discussion of research result include findings from the research. The discussion is presented in the framework of answering the research problem.

Chapter V is conclusion. This chapter contain of conclusion of the whole thesis and also the recommendation from the writers.

CHAPTER II
REVIEW OF RELATE LITERATURE AND PREVIOUS RESEARCH
FINDING

This chapter presents about the review of literature that relate with this research. It aims to give information that concern with the implementation of Task-Based Learning (TBL) in teaching speaking for the second semester (TI.A) at STAIN Ponorogo in academic year 2015/2016.

A. Theoretical Background

1. Teaching speaking

a. Definition teaching

Teaching is a process of transferring knowledge and skill from the teacher to the students. Douglas Brown said that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understanding.³² It means that teaching is a process where the teacher guides the learners to get the understanding about something.

³² Douglas Brown, *Principles of Language Learning and Teaching: Fourth Edition* (New York: Wesley Longman, 2000), 7.

Brown stated that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³³ It means that in teaching process, the teacher not only transfer the knowledge, but also create the conditions where the students enjoy in.

So, it can be concluded that teaching is delivering the knowledge and skill through improving the way to the students till they get meaningful understanding.

There are three basic phases in teaching approach, those are:

- 1). Planning
- 2). Implementing
- 3). Assessing³⁴

These three phases are series and correlate. In other word, the teacher in developing whatever teaching activities had to do for the first time is planning. Hence the teacher implements these plans and finally evaluates the activities achievement.

- 1). Planning

The first phase in preparation stage is making some kind of objectives. The next step in planning stage is choosing the instructional

³³ Ibid.

³⁴ David A. Jacobsen, et.al, *Methods for Teaching*, (Yogyakarta: Pustaka Pelajar, 2009), 20.

strategy, organize teaching and learning activities as well as, collect the supported materials.³⁵

As the planner, the teacher should diagnose students' need as the subject of study, forms the aim and decide the strategy of teaching and learning activities which are done to realize the aim of study.³⁶

2). Implementing

The second phase of teaching and learning approach is implementing. After the teacher had an objective that was decided and the strategy that relevant to achieve the objective it self, the teacher could implementing his/her strategy through show the picture and give the question to students.³⁷ The teacher should consider the situation and condition as well as, try to modify every situation in teaching and learning activity.³⁸

3). Assessment

The third phase in teaching and learning process is assessment. In this phase, the teacher tries to collect the information to decide kind of teaching and learning. It can be done through many ways. It includes to

³⁵ Ibid.

³⁶ Abdul Majid, *Perencanaan Pembelajaran*, (Bandung: PT Remaja Rosdakarya, 2007),91.

³⁷ Jacobsen, et.al, *Methods for Teaching*, 21.

³⁸ Majid, *Perencanaan Pembelajaran*, 91.

manage tests or quizzes, evaluate homework or pay attention the students' response from the comment.³⁹

In evaluation activity, the teacher should decide the procedure and technique of evaluation exactly. If the basic competence that was decided in preparation activity not achieve yet, so the teacher should observe the preparation and realization again with the purpose to repair.⁴⁰

b. Definition speaking

Speaking is the process of the human communication each other. According to David Nunan (1991:39) to most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language.⁴¹ It means that speaking become urgent aspect which had to mastered in language learning. As Kathleen M. Bailey (2005:2) said that speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”.⁴² It means that speaking is the process of delivering and receiving information each other till they got same understanding. The same opinion said that, speaking

³⁹ Jacobsen, et.al, *Methods for Teaching*, 22.

⁴⁰ Majid, *Perencanaan Pembelajaran*, 91.

⁴¹ David Nunan, *Language Teaching Methodology*, (Sydney: Prentice Hall International, 1991), 39.

⁴² Bailey, *Practical English Language: speaking*, 2.

naturally involves an interaction between speakers and hearers having and interaction and a communication occur properly.⁴³

The other opinion said that speaking skill is used to measure how far the learners' understanding in English Second Language Education.

The mastery of speaking skills in English is a priority for many second language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁴⁴

It means that speaking is become barometer for the students' ability in second language learning.

From the theory above, the researcher get conclusion that speaking is the communication to make same perception between the speaker and the hearer. It begins from delivering and receiving, hence processing the information that can be understood by the speaker and listener.

c. Principles for teaching speaking

- 1). Be aware of the differences between second language and foreign language learning contexts. Speaking is learned in two broad contexts:
 - a). A foreign language (FL) context is one where the target language is not the language of communication in society. (e.g., learning English in Japan or studying French in Australia).

⁴³ Rochmawati, The Integration of Task-Based Active Learning into Speaking,9.

⁴⁴ Richards, Teaching Listening and Speaking from Theory to Practice, 19.

b). A second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico).

2). Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc.

3). Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximated 50 to 80 percent of the talking in classroom. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

4). Plan speaking tasks that involve negotiation for meaning.

Research suggests that learners make progress by communicating in the target language because interaction necessarily involves to understand and make yourself understood.

5). Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purpose. Interactional speech is communicating with someone for social purpose. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.⁴⁵

Principle in teaching speaking had to orient with the objective of the study. The teacher had to know and understand how to make student enjoy in learning process, so they could achieved the learning purpose.

d. The functions of speaking

Three-part version of Brown and Yule's framework:

- 1) Talk as interaction
- 2) Talk as transaction
- 3) Talk as performance.⁴⁶

Talk as interaction refers to situations where the people had communication with the others. Hence, talk as transaction is where the people do a communication with the others to get the same understood. While talk as performance refers to public talk or give the information to the public like as speech, presentation, etc.

⁴⁵ Daviv Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), 54-56.

⁴⁶ Richards, *Teaching Listening and Speaking from Theory to Practice*, 21.

e. Assessment of Speaking

Testing, both informally and formally take place at the beginning and at the end of most language courses, as well as at various times during the course itself.⁴⁷ It means that assessment commonly is done in the last of teaching and learning process and sometimes is done during the learning process.

A placement test that includes no spoken component provides an inadequate basis for assessing speaking, and the same can be said for any test of overall language proficiency, whether it aims to test progress during the course, or achievement at the end of it.⁴⁸

Furthermore, where teachers and students are reluctant to engage in much classroom speaking, the effect of an oral component in the final examination can be a powerful incentive to do more speaking in class.⁴⁹ Assessment of oral language is most effective when it is based on the performance of a task.⁵⁰ Lecturer should give appropriate assessment toward skill that is measured. The using of oral language assessment is effective to assess students' speaking skill. It will show the students' progress in speaking skill and the lecturer has the measurement in teaching process.

1) Types of spoken test

The most commonly used spoken test types are these:

⁴⁷ Scott Thornbury , How to Teach Speaking, (New York: Longman, 2005), 124.

⁴⁸ Ibid.

⁴⁹ Ibid., 125.

⁵⁰ Rochmawati, Task-Based Active Learning in EFL Speaking Class, 20.

- a) Interview
 - b) Live monologues
 - c) Recorded monologues
 - d) Role-plays
 - e) Collaborative tasks and discussions.⁵¹
- 2) Rating scheme for speaking
- a) Accent
 - Pronunciation frequently unintelligible.
 - Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
 - “Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
 - Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding.
 - No conspicuous mispronunciations, but would not be taken for a native speaker.
 - Native pronunciation, with no trace of “foreign accent.”
 - b) Grammar
 - Grammar almost entirely inaccurate except in stock phrases.

⁵¹ Thornbury , How to Teach Speaking, 125-126.

- Constant errors showing control of very few major patterns and frequently preventing communication.
- Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
- Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
- Few errors, with no patterns of failure.
- No more than two errors during the interview.

c) Vocabulary

- Vocabulary inadequate for even the simplest conversation.
- Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
- Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
- Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

- Vocabulary apparently as accurate and extensive as that of an educated native speakers.

d) Fluency

- Speech is so halting and fragmentary that conversation is virtually impossible.
- Speech is very slow and uneven except for short or routine sentences.
- Speech is frequently hesitant and jerky; sentences may be left uncompleted.
- Speech is occasionally hesitant; with some unevenness caused by rephrasing and grouping of words.
- Speech is effortless and smooth, but perceptively non-native in speed and evenness.
- Speech on all professional and general topics as effortless and smooth as a native speaker's.

e) Comprehensible

- Understands too little for the simplest type of conversation.
- Understands only slowly, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.

- Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
- Understands quite normal well educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.
- Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
- Understands everything in both formal and colloquial speech to be expected of an educated native speaker.⁵²

3) Assessment criteria

According to Thornbury, there are two main ways: either giving it a single score on the basis of an overall impression (called holistic scoring) or giving a separate score for different aspects of the task (analytic scoring).⁵³

For the Cambridge Certificate in English Language Speaking Skills (CELS) Test of speaking there are four categories:

⁵² Mansyur Bennu and Agus Purnomo, *Language Assessment*, (Jakarta: Center for Development and Empowerment of Teachers and Education Personnel, 2009),23-25.

⁵³ Thornbury , *How to Teach Speaking*, 127.

a). Grammar and vocabulary

On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level.

b). Discourse management

On this scale, examiners are looking for evidence of the candidate's ability to express idea and opinion in coherent, connected speech.

c). Pronunciation

This refers to candidate's ability to produce comprehensible utterances to fulfil the tasks requirements, i.e. refers to the production of individual sounds, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

d). Interactive communication

This refers to candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirements.⁵⁴

⁵⁴ Thornbury , How to Teach Speaking, 127-129.

2. Task-Based Learning (TBL)

a. Definition of Task

In teaching and learning process, task is given with the expectation to get the learners' understanding about the material.

There is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to puzzle, reading a map and giving directions, making a telephone call, writing a letter or reading a set of instructions and assembling a toy.⁵⁵

It means that task is an activity that had to do to help the learner to achieve the goal of the study. The other opinion, defined task as:

A task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language, in order to focus on meaning rather than form, with the purpose of facilitating language learners in the form of simple and brief exercise type to the more complex one and it is usually resemble to the real-life language use.⁵⁶

It means that task is the learners' way to facilitate their understanding. As well as, task has related with their real-life, so the learner can be easier to achieve the target language.

Based on the explanation above, it can be concluded that task is an activity that is designed to aim the goal of learning process through exercises. In those activities students can explore their ability.

⁵⁵ Jack C. Richards & Theodore S. Rodgers , *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 224.

⁵⁶ Bambang Yudi Cahyono, *The Teaching of English Language Skill and English Language Components*, (Malang: State University of Malang Press, 2010), 17.

b. Types of task

The role of lecture in selecting and sequencing tasks are important, because through appropriate task it will influence the students' acquisition. According to Bambang Yudi Cahyono cited Richards & Rodgers said that in general, there are two types of tasks, namely real-world tasks and pedagogical tasks.

Real-world task refer to tasks designed to practice and rehearse tasks that are important and useful in real world. Pedagogical tasks refer to the tasks which have a psychological basis in second language acquisition theory and research but do not necessarily reflect real-world tasks.⁵⁷

It means that tasks that are given have engagement with students' daily life as well as about the thing around them. It will help the student easier to receive the topic as well as remember when they meet the same condition.

As well as, Bambang Yudi Cahyono cited Shin (2007) stated that when designing a task, it is important that the tasks are connected to students' needs in real life. This is because, in foreign language situations, it can be challenging to find real-life communicative context to use the target language.⁵⁸

⁵⁷ Ibid., 18.

⁵⁸ Ibid., 120.

Generic task types include:

- 1). Surveys – as when groups of learners collaboratively produce a questionnaire on the subject of music tastes, survey the rest of the class, collate the results, and report on them to the class.
- 2). Design tasks – as when learners collaborate in deciding on the most effective use for a vacant space in their neighborhood and present their case to the rest of the class.
- 3). Research tasks – as when learners use the resources of the internet, for example, to research an aspect of local history with a view to writing the wording for a new monument.
- 4). Imaginative tasks – as when learners script, perform, and record a radio drama based on a regional folk tale.⁵⁹

Selecting task especially for teaching speaking should be appropriate with the level of the learners. As well as, the lecturer should choose the task that interesting, motivating and fun for the learners.

Beside lecturer had to design tasks which have connection with real-life, but also design variety of tasks. As Jill Hadfield & Charles Hadfield, lectures should aim to provide a variety of different tasks.

Some will appeal to some learners more than others: some learners might prefer ‘serious’ discussions, other might prefer lighter-hearted activities like games and role play. You need to

⁵⁹ Thornbury, How to Teach Speaking, 119.

provide a balance to cater for all your learners, but also to provide a range of different kind of speaking.⁶⁰

Tasks that can be used in speaking:

- 1). Discussion and argument around various topics of interest
- 2). Social conversation (for example, inviting people round)
- 3). Conversations about personal feelings, experiences, and preferences
(for example, childhood memories, or where you would like to live)
- 4). Factual information (for example, describing a person)
- 5). Transactional language (for example, making enquiries at a railway station).⁶¹

In design the task, lecturer needs to analyse the students' need as well as relevant with the learning objective. As Michael Legutke and Howard Thomas underscores the importance for teachers to apply a clear set of criteria when selecting tasks, to be mindful that many tasks have outcomes which relate to areas outside language teaching, and to make tasks relevant to the underlying theme of the learning.⁶²

As well as, Breen summarizes the role of the teacher as task designer as follows:

⁶⁰ Jill Hadfield & Charles Hadfield, *Introduction to Teaching English*, (New York: Oxford University Press, 2008), 109.

⁶¹ Ibid.

⁶² Michael Legutke and Howard Thomas, *Process and Experience in the Language classroom*, (New York: Addison Wesley Longman Inc, 1991), 72.

...the task designer has to enter into a 'dialogue' with language learners for whom the tasks are being planned. Such a dialogue cannot take the form of some diffuse negotiation about what learners think they like, but will be a careful cycle of initial awareness-raising tasks concerning the learners' own purposes in learning the language, learners' background knowledge, their own preferred ways of working, their views on the 'best' uses to which the classroom can be put, and their interests, motivations and attitudes in relation to learning the language. This cycle could be maintained through the direct involvement of learners in the evaluation of tasks.⁶³

It means that, the lecturer should design the task which appropriate with the learners condition, such the learners' background knowledge.

c. Procedure of Task-Based Learning (TBL)

"TASKS are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" As defined by Willis. TBL is language learning by doing.⁶⁴ It means that Task-Based Learning (TBL) is strategy that makes the students learn not only in theory, but also practice what are they have learned. Task based learning is a different way to teach languages. It can help the student by placing them in a situation like in the real world. A situation where is oral communication is essential for doing a specific task.

⁶³ Ibid.

⁶⁴ Education and culture DG, Task Based Learning, lifelong learning programme, 3-4.

As David Nunan, the point of departure for task-based language teaching is real-world or target tasks.⁶⁵ The same opinion said that proponent of Task-Based Teaching (TBT) argue that the most effective way to teach a language is by engaging learners in real language use in the classroom. This is done by designing tasks – discussions, problems, games, and so on – which require learners to use the language for themselves.⁶⁶

The TBL framework consists of three main phases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

- 1). Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.
- 2). Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:
 - a). Task: Learners use whatever language they can master, working simultaneously in pairs or small groups to achieve goals of the task.

⁶⁵ David Nunan, *Task-Based Language Teaching*, (New York: Cambridge University Press, 2004), 19.

⁶⁶ Dave Willis & Jane Willis, *Doing Task-Based Teaching*, (New York: Oxford University Press, 2007), 1.

b). Planning : Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.

c). Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3). Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986, p.75). Language focus has two components:

a). Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

- b). Practice: Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.⁶⁷

There are three phases of the Task-Based Learning which are the teacher gives explanation to students. Hence the students are given opportunities to practice what they have learned. The last phase, the teacher gives evaluation through the learning process.

d. The advantages of TBL

Task based learning has the advantage of getting the student to use her skills at her current level. It has the advantage of getting the focus of the student toward achieving a goal where the language becomes a tool, making the use of language a necessity.⁶⁸

- 1). Task based learning is useful for moving the focus of the learning process from the teacher to the student.
- 2). It gives the student a different way of understanding language as a tool instead of as a specific goal.
- 3). It can bring teaching from abstract knowledge to real world application.

⁶⁷ Nazenin Ruso, The Influence of Task Based Learning on EFL Classrooms, (Asian EFL Journal,2007), 3-4.

⁶⁸ Education and culture DG, Task Based Learning, lifelong learning programme, 3.

- 4). A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.⁶⁹

Task-Based Learning focuses on the use of authentic language through meaningful tasks. The characteristics of task-based learning are in the following:

- 1). Students are encouraged to use language creatively and spontaneously through tasks and problem solving.
- 2). Students focus on a relationship that is comparable to real world activities.
- 3). The conveyance of some sort of meaning is central to this method.
- 4). Assessment is primarily based on task outcome.
- 5). TBL is student-centered.⁷⁰

Additionally, engaging students in the task provides a better context for the activation of learning process than form-focused activities, and hence better opportunities for language learning take place.⁷¹ As well as, a Task-Based Approach aims to provide learners with a natural context for language use.⁷²

⁶⁹ Ibid.

⁷⁰ Rochmahwati, The Integration of Task-Based Active Learning into Speaking, 28-29.

⁷¹ Richards & Rodgers, Approaches and Methods in Language Teaching, 223.

⁷² Larsen-Freeman, Techniques and Principles in Language Teaching, 144.

As Thornburry, TBLT (Task-Based Language Teaching) is motivating learning. It is supported by the belief that a target language is based learned through using it, rather than learning and then used it.⁷³ The same opinion is said by Nunan, the point of departure for task-based language teaching is real-world or target tasks.⁷⁴

Based on explanation above can be concluded that Task-Based Learning have many beneficial toward learning process. Beside TBL is engaging the learners the real-world activities, but also TBL concern with the process of learning. By using Task-Based Learning students are motivating in speaking process. As well as, students can explore their English language briefly and without afraid to make mistakes.

e. The Disadvantages of Task-Based Learning

Beside TBL has advantages toward learning process especially in speaking, but also TBL has weaknesses.

It does not give the learners other people's meanings and then require them to regurgitate those meaning. It is not concerned with the display of accurate language usage, it is not conformity-oriented, and no particular structures are embedded into any part of the project.⁷⁵

⁷³ Thornburry, *How to Teach Speaking*, 119.

⁷⁴ Nunan, *Task-Based Language Teaching*, 19.

⁷⁵ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 100-101.

As UK essays cited Seedhouse (1999) implies that,

It could be argued that TBL emphasizes too much on tasks and communicating meaning and this could have an impact on how to use the language with the correct form. In addition to this it is important to realize that there is a lot more to communication than performing tasks.⁷⁶

It means that there is no emphasize form of language in using TBL, because it just emphasizes the process and the meaning of communication. As well as it aims to make students speaking briefly without concern with the form language.

Additionally, some learners revert to mother tongue when things get difficult or if the group feels impatient. Furthermore, there is naturally more concern for use of lexis and lexical chunks than for grammar and grammatical accuracy.⁷⁷

B. Previous Research Finding

There is previous study related in this research. This research was started from previous research findings that are conducted by Le Ngoc Thanh and Nguyen Buu Huan with the title “Task-Based Language Learning and Student Motivation in Vocabulary Acquisition”. A Journal for Vinh Long

⁷⁶ <http://www.ukessays.com/essays/english-language/some-advantages-and-disadvantages-of-tbl-english-language-essay.php>, accessed on Monday, 22th February, 2016.

⁷⁷ <http://khoaanh.net/index.php?name=PNphpBB2&file=viewtopic&p=8678>, accessed on Monday, 22th February, 2016.

Community College and Can Tho University, Vietnam 2012. The journal of Thanh and Huan showed that an experimental study was used to investigate the effectiveness of the use of text-based tasks to enhance students' vocabulary. The findings indicated that the participants were motivated to learn vocabulary and their vocabulary achievement improved after the experiment.

The second was Nazenin Ruso Research. His research's title was "*The Influence of Task Based Learning on EFL Classrooms*". A thesis from Eastern Mediterranean University Turkish Republic of Northern Cyprus, 2007. In his research, Ruso Applied TBL in a traditional classroom to enhance learners' motivation and performance in EFL (English as a Foreign Language) learning. The result of this study is TBL tasks encourage student involvement and lead to significant improvements regarding their language performance.

The other previous research finding relates to in this research was a thesis entitled "*Teaching Speaking Skill Through Communicative Language Teaching*" which was written by Siti Nurhayati. A thesis from Syarif Hidayatullah State Islamic University, Jakarta 2011. In her research, Nurhayati used experimental study with the subject Communicative Language Teaching (CLT) in teaching speaking. The result of the research showed that there was improvement of the student's speaking skill in actively communicative by using Communicative Language Teaching. The finding of this research related to the test, they were pre-test and post-test. The average score of pre-test from the

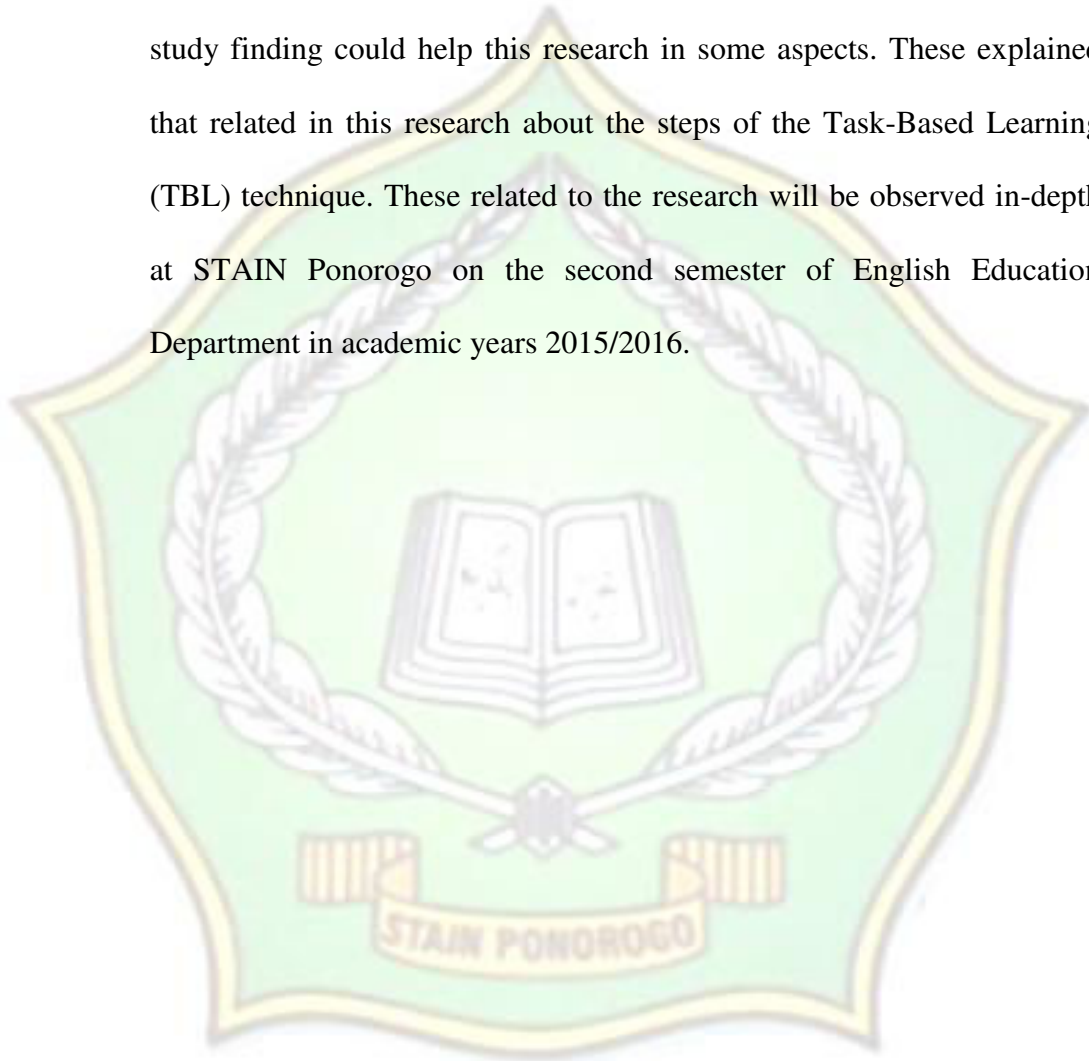
experimental class was 71 and the control class was 71,8 . The average score of post-test from experimental class was 81 and control class was 73.

The differences between research finding and this study were:

- a. The journal from Le Ngoc Thanh and Nguyen Buu Huan focused on Task-Based Learning increase the students' motivation in vocabulary acquisition. This research finding used quantitative research design. While this study focused on the process of Task-Based Learning in teaching speaking. Hence, this study used qualitative research with case study.
- b. Thesis from Nazenin Ruso focused on the implementation of Task-Based Learning in EFL Classrooms. In this research finding used classroom action research. Hence, this research finding tried to enhance the students' motivation in conventional classroom through applied TBL. In addition, the purpose of this study was two-fold: first to evaluate the effectiveness of the implementation of TBL within this given context and, second, to increase the teacher's professionalism for effective teaching and learning. While this study focused on the process of Task-Based Learning in teaching speaking. Hence, this study uses qualitative research with case study.
- c. Thesis from Siti Nurhayati focused on the experimental of CLT method in teaching speaking. Hence, this research finding used true experimental design through pre-test and post-test. While this study focused on the

process of Task-Based Learning in teaching speaking. Hence, this study used qualitative research with case study.

So the researcher took this research result to be previous finding, because it had a relationship in this research. In other hand, the previous study finding could help this research in some aspects. These explained that related in this research about the steps of the Task-Based Learning (TBL) technique. These related to the research will be observed in-depth at STAIN Ponorogo on the second semester of English Education Department in academic years 2015/2016.



CHAPTER III

DATA DESCRIPTION

A. GENERAL DATA

1. The History of State Islamic College (STAIN) Ponorogo.

The history of State Islamic College (STAIN) Ponorogo could not be separated from the history of IAIN Sunan Ampel. In the beginning of 1970, IAIN Sunan Ampel grew fast and succeeded to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, and West Nusa Tenggara. One of faculties in IAIN Sunan Ampel was *Syari'ah Faculty of Ponorogo*. On 6th Robiul Awal 1390 Hijriyah, exactly in 12th May 1970, it was handover from Preparation Committee to Ministry of Religion of Indonesian Republic. At the same time it began to open the Program of Sarjana Muda (SARMUD).

Started from academic year 1985/1986, *Syari'ah* faculty of IAIN Sunan Ampel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha and Muamalah Jinayah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on 25th Shafar 1418 H/30th June 1997.⁷⁸

⁷⁸ Documentation Transcript Number: 01/D/28-III/2016

Based on the President's decision above, on academic year 1997/1998 *Syari'ah* Faculty of Ponorogo changed its status from region faculty become STAIN. It was an organic unit under Religion Department and lead by the chairman who has a responsibility to Ministry of Religion. Whereas the construction functionally is operated by institutional general directorate of Islamic religion. The change of status of *Syari'ah* Faculty of IAIN Sunan Ampel became STAIN Ponorogo was decided based on revolved letter of institutional General Director of Islamic religion number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments; *Syari'ah*, Tarbiyah, and Usuluddin.⁷⁹

2. Vision and Mission of STAIN Ponorogo

a. Vision of STAIN Ponorogo

State Islamic College of Ponorogo is the study center of Islamic knowledge development in order to create the madani societies.⁸⁰

b. Mission of STAIN Ponorogo

- 1). STAIN Ponorogo implemented the education of excellent Islamic knowledge.

⁷⁹ Documentation Transcript Number: 01/D/28-III/2016

⁸⁰ Documentation Transcript Number: 02/D/28-III/2016

- 2). STAIN Ponorogo implemented the observation in excellent Islamic knowledge.
- 3). STAIN Ponorogo implemented an excellent public service.
- 4). STAIN Ponorogo implemented an excellent cooperation with national and international institution.⁸¹

3. Geographical Position of State Islamic College of Ponorogo

State of Islamic college of Ponorogo is located on Pramuka Street 156 Siman District Ponorogo Regency, that verge with;

- a. North Side : Let. Jend. Suprpto Street, 1th gangway.
- b. South Side : The settlement of citizen of Menur Street.
- c. East Side : Let. Jend. Surapto Street.
- d. West Side : Settlement.⁸²

4. Organizational Structure of STAIN Ponorogo

- a. Head Elements.
 - 1). Chairman of State Islamic College.
 - 2). Deputy Chairman of the Academic Affair
 - 3). Deputy Chairman of Public Administration affair
 - 4). Deputy Chairman of Students Affair
- b. Senate of Islamic College of Ponorogo
- c. Faculties.

⁸¹ Documentation Transcript Number: 02/D/28-III/2016

⁸² Documentation Transcript Number: 03/D/28-III/2016

- 1). *Syari'ah* and Economic Islamic Faculty.
 - a). Ahwal Syakhsiyah
 - b). *Mu'amalah*
 - c). *Perbankan Syari'ah*
 - d). Ekonomi *Syari'ah*.
 - 2). Ushuluddin and Dakwah faculty
 - a). Ilmu *Al-Qur'an dan Tafsir*
 - b). Komunikasi dan Penyiaran Islam.
 - 3). Tarbiyah faculty
 - a). Islamic Education (PAI)
 - b). Arabic Education (PBA)
 - c). Lecturer Education of Madrasah Ibtidaiyah (PGMI)
 - d). Tadris of English Education (TBI)
 - e). Management of Islam Education
 - f). Lecturer Education of Raudhatul Athfal (PGRA)
 - d. Research Center and Community Service (P3M)
 - 1). Division of research
 - 2). Division of community service
 - 3). Division of publication
 - 4). Division of Study gender
 - e. Section of general, academic, and monetary administration.
 - f. Sub-section of Academic and students affairs.
- 

g. Sub-section monetary and official

h. Sub-section of general

i. Element of Technical Executor

1). Library

2). Computer centre

3). Language centre

4). Education Quality Assurance Centre

5). Postgraduate.⁸³

B. Specific Data

1. The Implementation of Using Task-Based Learning (TBL) in Teaching Speaking

The data description was collected through observation, interview and documentation. In speaking class, students had many problems, those are, difficult to find out the word meaning in English as well as, they had not confidence enough to speak English. Based on the observation, the lecturer always motivates students to speak English briefly. When the student could not find the vocabulary, the lecturer motivated them to talk with the English language that they already have.

The lecturer used Task-Based Learning (TBL) in speaking class. It could make every student got opportunity to practice English language in the

⁸³ Documentation Transcript Number: 04/D/28-III/2016

classroom. As well as, students were motivated to speak spontaneously through doing the task.

According to Mrs. Pryla Rochmahwati as speaking lecturer at the second semester of TIA,

“In my opinion, TBL is considered effective to be one of alternative method for teaching speaking for several reasons: 1). TBL facilitate students to develop knowledge and skills in accordance with their ways of learning. 2). TBL provides chances for students to explore both spoken and written language through activities in group as well as individually in the authentic use of language”.⁸⁴

Mrs. Pryla stated that,

“Through TBL, students are expected to produce simple monologue and dialogue fluently and accurately. It means that through tasks students must be able to develop topic, accurate word choices and use grammar. In addition, in order to be success in tackling the tasks, students are given chances to work individually as well as in group”.⁸⁵

The lecturer used Task-Based Learning in teaching speaking through three processes, those are, preparation where the lecture prepared everything that was needed in teaching and learning process, realization where the lecturer conducted the TBL in the classroom, and the last was evaluation where the lecturer gave evaluation toward students' result.

The first observation was conducted on Thursday, 24th of March, 2016 at fourth period / 1 pm till 2.40 pm at EA building. At the first observation,

⁸⁴ Interview Transcript Number: 01/I/25-3/2016

⁸⁵ Interview Transcript Number: 02/I/25-3/2016

the researcher observed the preparation, realization and evaluation of the teaching process that used Task-Based Learning.

a. Preparation

Before conducting the teaching learning process, Mrs. Pryla prepared all components that could support in speaking class. In this process, Mrs. Pryla did some activities as follows:

1). Preparing lesson plan.⁸⁶

The lecturer prepared the lesson plan to guide the teaching and learning process. The lecturer arranged the lesson plan based on the course outline.⁸⁷ Speaking II course outline consisted of the objective of speaking II, as well as topic, activities and language component of the task.

The objective of speaking II subject is enabling the students to produce simple monologue and dialogue about daily communication context.⁸⁸ Specifically, it aimed to encourage students to participate actively in speaking class whether in group or individual activity and also it could be habitual activity for students.

⁸⁶ Look at Appendix 1

⁸⁷ Look at Appendix 2

⁸⁸ Look at Appendix 2

This subject was given in 16 meetings. 14 meeting for lecturing and 2 meetings for evaluating, in this case the 7th meeting is for mid test and the 16th meeting is for final test.⁸⁹

Students will be given different topic of task in every meeting. It means that there were 14 topics which were completed with activities and language component. Hence, the lecturer arranged the lesson plan that appropriate with the topic in course outline.

The preparation of teaching learning process would be more detail in lesson plan than in course outline. The lesson plan consisted of course learning outcome, skill that was expected, activities, time allocation, criteria of assessment as well as, reference that was used. One meeting has 100 minutes to conduct the task in speaking class. Also there were criteria of assessing speaking, those are, content, organization and presentation.

- 2). Preparing material. The lecturer prepared the material which was appropriate with the topic as well as students' need and level. Mrs. Pryla prepared the Cinderella's story for the topic fairy tales.
- 3). Preparing the instructional media which was appropriate with the topic, students' need and level. Mrs. Pryla prepared the video about the Cinderella's story as well as, video about penguin dance as the warming up. She also prepared Laptop, LCD, Whiteboard and Boardmarker.

⁸⁹ Look at Appendix 2

4). Preparing the assessment form.

The lecturer applied oral assessment by using analytical scoring rubrics.⁹⁰ Students in learning process needs to be assessed. It aims to measure the students' achievement.

From the observation in speaking class, the lecturer assessed students' speaking quality based on the students' performance or oral speaking, whether individually or in group. Even though, students did the task in a group, but every student had role to practice. It means that the lecturer could monitor students' achievement individually. The lecturer emphasized the content in evaluate students' speaking.

The lecturer made scoring rubrics that contained four assessed aspect in teaching speaking, those are, fluency, grammatical accuracy, vocabulary and pronunciation.⁹¹ The lecturer emphasized fluency aspect in speaking assessment. The lecturer gave 40 % for fluency aspect, while 20 % for grammatical accuracy, vocabulary and pronunciation.

According Mrs. Pryla Rochmahwati stated that,

“In assessing students' speaking performance, I applied analytical scales proposed by Penny Ur in which speaking assessment based on the criteria of fluency and accuracy. Fluency refers to whether the idea is conveyed communicatively or not. Accuracy refers to the use of appropriate vocabulary and grammar”.⁹²

⁹⁰ Interview Transcript Number: 03/I/25-32016

⁹¹ Look at Appendix 3

⁹² Interview Transcript Number: 05/I/25-3/2016

b. Realization

The using of Task-Based Learning (TBL) in teaching speaking was divided into three activities, which were, Pre-Activity, Whilst-Activity, Post-Activity.

According to Mrs. Pryla Rochmahwati, M.Pd stated,

“Procedures for TBL implementation: first, pre-activity, it is the time for brainstorming. The purpose of this step is for activating students’ background knowledge. For example: past event, the lecturer was asking about students’ last holiday. The second is whilst-activity. There are three phases in whilst-activity, those are, explaining the task is providing appropriate instruction to help students understanding tasks, asking students for performing the tasks and evaluating their performance, reviewing the tasks and discussing specific features of materials. The last is post-activity, asking students to make reflection on what they have done through this meeting.”⁹³

The lecturer used Task-Based Learning (TBL) in teaching speaking by steps as follows:

1). Pre-Activity

Pre-activity was done by the lecturer before the teaching and learning process. These activities included:

a). Greeting

(1). The speaking class began at 13.00 o’clock in the afternoon.

The lecturer came into the classroom.

⁹³ Interview Transcript Number: 04/I/25-3/2016

(2). The lecturer greeted to the students by saying good afternoon students! The students responded the lecturer greeting by saying good afternoon Ma'am. Then, the lecturer engaged in English conversation with the students by asking their news.

(3). To encourage the students spirit and mood in speaking class, before beginning the teaching and learning process, the lecturer gave a warming up. In this stage, the lecturer asked students to make four lines. Then the lecturer played video about the penguin dance and asked students to imitate the dance.⁹⁴

b). Apperception

After giving a warming up, the lecturer gave apperception to stimulate the students' prior knowledge by asking some questions relates with the material. In this stage, the lecturer asked about Cinderella "what do you remember about Cinderella's story?". Students mentioned some words which related with the Cinderella's story. The lecturer wrote the students' answer on the whiteboard like glass shoes, prince, pumpkin, step mother, kingdom, party, fairy and mice.⁹⁵

⁹⁴ Observation Transcript Number: 01/O/24-III/2016

⁹⁵ Observation Transcript Number: 01/O/24-III/2016

2). Whilst-Activity

In this stage, the lecturer only the facilitator, because this strategy made students practice spontaneously and briefly use their English language that they already know in front of audiences. These activities were:

a). Pre-Task

Pre-task was the first stage in teaching and learning process. Here, the lecturer introduced the class to the topic and the rule to do the task. The lecturer divided the class into five groups. Students were asked to count began from one up to five. Then, the student who got same number would be one group.

b). Task Cycle

This stage was the students chance to practice English language speaking through doing the task. While, the lecturer gave the monitoring as well as, guided the learning process.

(1). Task

Students were asked to watch the video about Cinderella's story in small group. The lecturer played the video two times; the first, students were asked to watch the video without wrote anything. After that, the lecturer wrote vocabularies from the video with students' help. The second, students were asked to watch the video and also made a note about the Cinderella's story.

(2). Planning.

After watch the video, students were asked to discuss and complete their comprehensible about the story in a group. The lecturer go around the group one by one to monitor the learning process, as well as remind students to always uses English language in speaking class.

(3). Report.

In this stage, every group was asked to perform in front of the class. Students were asked to retell the story. The first student head a story, then be continued with the second, third, fourth student till the end of the story. Every student in a group would get chance to practice. As well as, students got the challenge to speak accurately and spontaneously.⁹⁶

c). Language Focus.

In this stage, the lecturer reviewed the task as well as, explained the using of language features in Cinderella's story, for instance, the using of simple past tense and vocabulary items in Cinderella's story.⁹⁷

⁹⁶ Observation Transcript Number: 01/O/24-III/2016

⁹⁷ Observation Transcript Number: 01/O/24-III/2016

3). Post-Activity

In the closing activity, the lecturer asked students to make reflection about what they have learned on the speaking class in that meeting.⁹⁸

c. Evaluation

A teaching learning process needed to be evaluated. It aimed to know the objective of the teaching learning process has been achieved or not.

From the observation was showed that the lecturer employed Task-Based Learning (TBL) in speaking class through doing all steps. Before conducting TBL in the classroom, the lecturer did some preparation that could help the teaching learning process. Hence, the lecturer conducted TBL strategy through modifying the task to encourage students' in learning process. Furthermore, the lecturer conducted TBL in teaching speaking referred to the preparation.

2. The Advantages and Disadvantages of using Task-Based Learning (TBL) in teaching speaking

The second observation was conducted on Thursday, 31th March, 2016 at fourth period / 1 pm till 2.40 pm at EA building with 25 students. The researcher observed the advantages of the teaching and learning process that used Task-Based Learning.

⁹⁸ Observation Transcript Number: 01/O/24-III/2016

a. Advantages

There were several advantages of using Task-Based Learning in teaching speaking. Based on the observation, TBL could make students enjoy in learning process through doing the task, because they could practice actively with their friend. As well as, TBL could encourage students creative to use English language through speaking spontaneously. Hence, it would encourage them to use English language in every activity and became habitual action, whether in or outside the classroom. It could be seen from some students' activity when they were waiting the lecturer came to the classroom. They used English language to communicate each other. Although, there was lack of vocabulary.⁹⁹

The result of interviewing with Mrs. Pryla Rochmahwati as the lecturer who conducted TBL in teaching speaking was as follows:

The benefits of using TBL for teaching speaking were:

- 1). TBL has variety of features therefore teachers have authority to selector modify them in accordance with the needs and level of their students.
- 2). TBL provides opportunities for students to learn language by performing tasks and it really helpful in the development of language proficiency.

⁹⁹ Observation Transcript Number : 02/O/31-III/2016

- 3). TBL encourages students to speak actively and spontaneously through do tasks.
- 4). TBL focuses on students' activity as well as, engages with students' real life.¹⁰⁰

The result of interviewing to students of TIA in second semester at STAIN Ponorogo was as follows:

- 1) TBL encouraged students to explore their speaking ability.
- 2) TBL helped students to remember the material easily.
- 3) TBL encouraged students to speak English spontaneously and actively.
- 4) TBL encouraged students to speak English briefly.
- 5) TBL was students centered.¹⁰¹

Based on the observation in learning process of TIA and interviewing with participants, it could be concluded that TBL could help the lecturer to apply kinds of interesting activities that appropriate with students' need and level. TBL not only helped the lecturer in teaching speaking, but also it could facilitate students in learning process.

The third observation was conducted on Thursday, 21th April, 2016 at fourth period / 1 pm till 2.40 pm at EA building with 25 students. The

¹⁰⁰ Interview Transcript Number: 06/I/1-4/2016

¹⁰¹ Interview Transcript Number: 07/I/4-4/2016 – 10/I/4-4/2016

researcher observed the disadvantages of the teaching and learning process that uses Task-Based Learning.

b. Disadvantages

There were many problems which were faced by the lecturer in using Task-Based Learning in teaching speaking. Based on the observation in the classroom, the lecturer had difficulty to make all of students got chance to speak in front of the class. But, Mrs. Pryla always had creative idea to modify the strategy to make all of students could speak.¹⁰²

According to Mrs. Pryla Rochmahwati, M.Pd., stated that,

“Few problems occur during the implementation of TBL, that is, firstly, it takes too much time to prepare materials, for example downloading video, picture, preparing card case etc. secondly, it deals with the inadequate time. The time allotment for a meeting is 100 minutes. I have to manage the time in such a way to make all students (around 30 students) speak, also explain the material”.¹⁰³

Mrs. Pryla Rohmahwati also stated that about her solution for these problems,

“First of all, for saving time in preparing the materials, I browsed in the internet a week before the time for teaching, then I tried to browse several materials for particular topic, therefore, I just pick the one which are suitable to the level of students in each class. Secondly, for solving inadequate time, I make students working in group

¹⁰² Observation Transcript Number : 03/O/21-IV/2016

¹⁰³ Interview Transcript Number: 11/I/22-4/2016

and I have to move around to facilitate students and conduct assessment”.¹⁰⁴

Based on the interview with Mrs. Pryla above, the researcher concluded that the lecturer have problems especially time management in using TBL. Not only need too much time to prepare materials, but also need long time to conduct TBL. However, the lecturer always guided the learning process and make sure that all of students do the task, as well as, tries to make all of students speak in English language.

As well as, Mrs. Pryla stated that the other problem,

“Due to most activities for tackling the tasks were in the form of group work, many of them are not doing well. Some member of group kept complaining that one or two members of group were not participating for doing tasks”.¹⁰⁵

Based on the result of the observation and interview, there are problems that were faced by the teacher in conducted TBL in teaching speaking:

- 1). The lecturer needed much time to prepare materials.
- 2). The lecturer had to manage all of students could speak in a meeting.
- 3). Some of students were not participating for doing tasks in a group work.

Through the problem that were faced in conducting TBL in teaching speaking, the lecturer always motivated students to speak briefly

¹⁰⁴ Interview Transcript Number: 12/I/22-4/2016

¹⁰⁵ Interview Transcript Number: 11/I/22-4/2016

and actively. It was done by Mrs. Pryla through designing and choosing the interesting tasks, which had possibility to give chance all of students speak in the classroom. As well as, the lecturer designed the time allocation as effective as possible.

Not only the lecturer who faced the problem in conducting TBL in teaching speaking, but also students have problems in using TBL in speaking class. Based on the researcher observation, there were found problems which are faced by students and also it would become challenge in speaking class.

In application Task-Based Learning (TBL) in teaching speaking, students were enthusiastic and enjoy in a process, moreover the lecturer gave an interesting warming up at the beginning, but students still had difficulty in doing tasks. They were still confuse and did not ready to speak spontaneously.¹⁰⁶

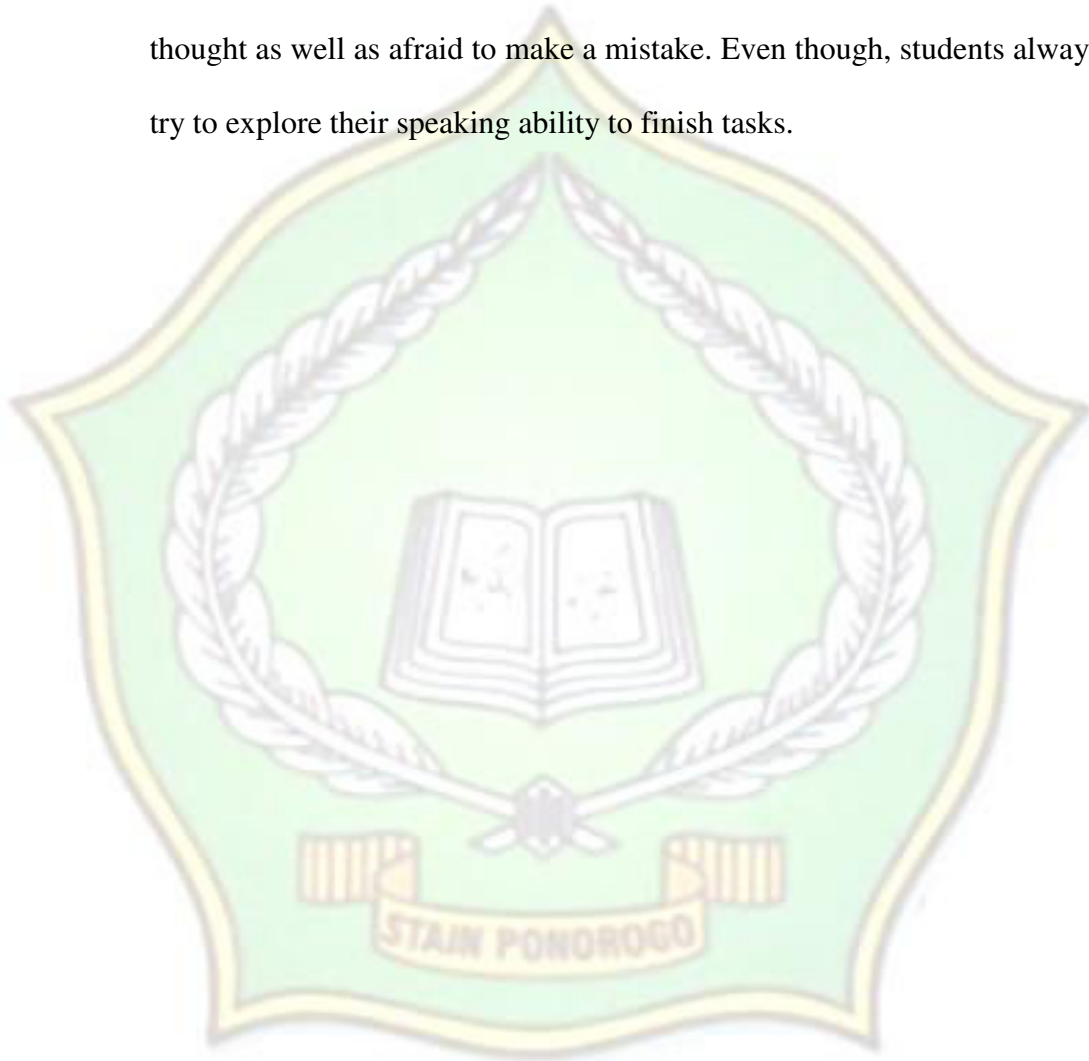
Based on the interview with students in second Semester T1.A, problems that were faced were as follows:

- 1). Students were confusing to construct sentence spontaneously.
- 2). Students lacked of vocabulary mastery.
- 3). Students did not have any confident to speak in front of class.¹⁰⁷

¹⁰⁶ Observation Transcript Number : 03/O/21-IV/2016

¹⁰⁷ Interview Transcript Number: 13/I/25-4/2016 – 16/I/25-4/2016

Based on the observation and data interview in learning process of TIA, it could be concluded that were several problems that were faced by students in using Task-Based Learning in speaking class. The problems were vocabulary mastery, difficult to organize the word or express their thought as well as afraid to make a mistake. Even though, students always try to explore their speaking ability to finish tasks.



CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discussed the result of the research based on the statement of the problems. The result of the research was taken from the observation, interview and documentation. The researcher discussed the result of the research about Task-Based Learning (TBL) on speaking class for second semester (TI.A) at STAIN Ponorogo in academic years 2015/2016.

A. The Analysis of the Implementation of Task-Based Learning (TBL) in Teaching Speaking.

Teaching for English foreign language (EFL) education especially teaching speaking was the challenge for lecturers to make students produce English spoken language actively. The lecture had to employ the strategy as creative as possible and also prepare an interesting material and media to support the strategy. One of strategy that could be applied in speaking class was Task-Based Learning (TBL). Task-Based Learning could facilitate students' speaking ability in the classroom. Students were enjoying in speaking class and also they have a chance to speak English actively.

1. Preparation

Based on the result of observation in speaking class, before conducting TBL in teaching learning process, the lecturer did some preparation that could

support the speaking class. The lecturer's preparation, which were, lesson plan, material, media and assessment rubric that appropriate with the course outline and did not run from curriculum.

According to David A. Jacobsen, the first step in preparation stage is making some kinds of objectives. The next step in planning stage is choosing the instructional strategy, organize teaching learning activities and collect the supported materials.

The objective of speaking II was enabling the students to produce simple monologue and dialogue about daily communication context. The material that was employed about Cinderella's story with using video as the media. The strategy was quite appropriate with the objective. It could be seen from the activity that was conducted. Students were asked to watch the video then discuss the story in group, hence retell the story in front of the class. Through discussing the story in group, students were expected to produce simple dialogue. Furthermore, students were expected to produce simple monologue through retelling the story. Task was used to facilitate students to explore their speaking skill. Scott Thornburry said that where teachers and students are reluctant to engage in much classroom speaking, the effect of an oral component in the final examination can be powerful incentive to do more speaking in class.

The lecturer prepared the assessment rubric that appropriate with the language skill that is assessed. Based on the result of the observation in the

classroom, the lecturer assessed the students' speaking quality based on the students' performance or oral speaking. According to Pryla Rohmahwati, assessment of oral language is most effective when it is based on the performance of a task.

The lecturer formed four assessed aspect in teaching speaking that using TBL, those are, fluency, grammatical accuracy, vocabulary and pronunciation. It means that the more important in speaking practice was students can express their idea or the content of the topic communicatively. As well as, students were expected to produce spoken English language fluently. It was purposed to build the students' habit to speak English briefly.

As Abdul Majid, in evaluation activity, the teacher should decide the procedure and technique of evaluation exactly. Based on Scott Thornbury theory the rating scheme for speaking are, accent, grammar, vocabulary, fluency, and comprehensible.

Based on the data above, it could be analyzed that the preparation of employing TBL in teaching speaking in TIA class of the second semester at STAIN Ponorogo are same with theory.

2. Realization

Based on the observation in the classroom, the lecturer divided activity into three: Pre-activity, Whilst-activity, and Post-activity. In Pre-activity, the lecturer did some activity like greets and asks students' news. It was done to make sure students are ready to join the class. Hence, the lecturer gave the

warming up through playing the penguin dance and asking students to imitate that. It was done to encourage students' mood and to motivate students in the classroom. After students ready to join the class, the lecturer asks question which related with the topic about fairy tale. Again, it aimed to activate students' prior knowledge about the topic.

In whilst activity phase, the lecturer taught students by giving task. This phase was the core activity in teaching learning process. The lecturer asked students to do the task through several processes. For the first was Pre-task, in this stage the lecturer introduced the topic about Cinderella's story and divided students became five groups. Hence, the task cycle, students practiced English language speaking by doing the task. Students were asked to watch the video about Cinderella's story, after that discussed and completed their comprehension about the story in group. Then, every group was asked to retell the story in front of the class. Although the student performed in group, but every student would get chance to tell the story. It was the lecturer's modification to make all of students could speak actively in the classroom. Furthermore, performing with the group was considered to motivate students to speak English briefly.

After all of groups got chance to practice in front of the class, the lecturer reviewed the task together with students. As well as, the lecturer explained the using of language features, for instance, the using of simple past tense in Cinderella's story. Although students were emphasized to produce

English spoken language without focus on grammatical accuracy, but in the end of the activity, the lecturer explained about the language feature that is used. It aimed to make students not only able to speak English fluently, but also accurately.

The last was post-activity, the lecturer asked students to make reflection about what they had learned from the meeting and then closed the meeting.

According to Nezenin Ruso, the Task-Based Learning (TBL) framework consists of three main phases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

- a. Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.
- b. Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of task cycle:
 - 1). Task: Learners use whatever language they can master, working simultaneously in pairs or small groups to achieve goals of the task.
 - 2). Planning : Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language

adviser. Learners plan their reports effectively and maximize their learning opportunities.

3). Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

c. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle.

Based on data above, it could be analyzed that the implementation of Task-Based Learning (TBL) in teaching speaking at TIA class of the second semester at STAIN Ponorogo was quite same with the theory.

3. Evaluation

A teaching learning process needed to be evaluated. It aimed to know the objective of the teaching learning process had been achieved or not. The evaluation of the employing of TBL in teaching speaking at STAIN Ponorogo was analyzed from the preparation till realization.

Refer to the result of data observation and interview, the implementation of Task-Based Learning could facilitate students in speaking class. It could be seen from the material that was served by TBL. TBL had variety of features. Therefore, the lecturer could select or modify the feature that appropriate with the students' need and level. According to Michael

Legutke and Howard Thomas underscores the importance for teachers to apply a clear set of criteria when selecting tasks, to be mindful that many tasks have outcomes which relate to areas outside language teaching, and to make tasks relevant to the underlying theme of the learning.

Furthermore, the giving of task in speaking class was really helpful to achieve the objective of the teaching learning process. The task that was given at STAIN Ponorogo was retelling the story about Cinderella. By doing the task to retell a story, students would be more active to speak English. It was caused they would try to finish the task as well as possible. In addition, students not only learned how to comprehend something but also tried to explain to others communicatively.

Therefore, the assessment of the students' skill had to appropriate with the skill that was measured. Here, the students' English speaking skill was measured by students' oral speaking. According to Pryla Rohmahwati, assessment of oral language is most effective when it is based on the performance of a task.

Based on the data analysis above, it could be concluded that the implementation Task-Based Learning (TBL) in TLA class of the second semester at STAIN Ponorogo was facilitate students' in speaking class and the lecture to modify the strategy of teaching.

B. The analysis of Advantages and Disadvantages of Using Task-Based Learning (TBL) in Teaching Speaking

1. Advantages

Every technique in teaching learning process always had advantages. Based on the observation in the classroom, also by the interview with the participants, which were, lecture of speaking class and students of second semester (TIA) at STAIN Ponorogo had some advantages as the reason why this strategy was applied.

First, Task-Based Learning (TBL) had variety of features therefore teachers had authority to selector modify them in accordance with the students' need and level. The lecturer analyzed the students' capability or their prior knowledge before conducting TBL in speaking class. So, it really appropriate with students' need. TBL helped students to achieve the objective of teaching learning process. As the journal of Education and Culture DG, a task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs.

Second, TBL provided opportunities for students to learn language by performing tasks and it really helpful in the development of language proficiency. Through doing task students were motivated to finish it as well as possible. Moreover, students not only developed their speaking skill by doing task, but also vocabulary mastery and grammar. Students learned

English language through practicing or learning by doing. According to Thornburry said that Task-Based Language Teaching is motivating learning it is supported by the belief that a target language is best learned through using it, rather than learning and then using it. The other opinion is stated from Journal Education and Culture DG, TBL gives the student a different way of understanding language as tool instead of as a specific goal.

Third, TBL is students-centered. Refer to the result of observation and data interview, the activity of TBL is focused on students while the lecturer gives monitoring and motivates them to always use English language. As Journal of Education and Culture DG is said that Task-Based Learning is useful for moving the focus of the learning process from the teacher to the student.

Fourth, TBL engaged with the students' real life. It could bring teaching from abstract knowledge to real world application. Students were given task that related with their real world. They were expected able to produce spoken English language about daily communication context. According to David Nunan, the point of departure for task-based language teaching is real-world or target tasks. The same opinion was said by Pryla Rohmahwati, Students focus on a relationship this is comparable to real world activities. Therefore, Diane Larse said that Task-Based Approach aims to provide learners with a natural context for language use.

Furthermore, TBL encouraged students to speak English actively and briefly in communication context. Through doing task, students would be habit to use English language. Moreover students were enjoy to join the class with lecturer's strategy modification.

Based on the data above, it could be analyzed that the advantages of using Task-Based Learning in teaching speaking at TIA class of the second semester at STAIN Ponorogo were some with theory.

2. Disadvantages

Based on the observation in teaching learning process of speaking class that used Task-Based Learning (TBL), as well as by the interview with the lecturer of speaking class and students of second semester (TIA) at STAIN Ponorogo had some weaknesses were:

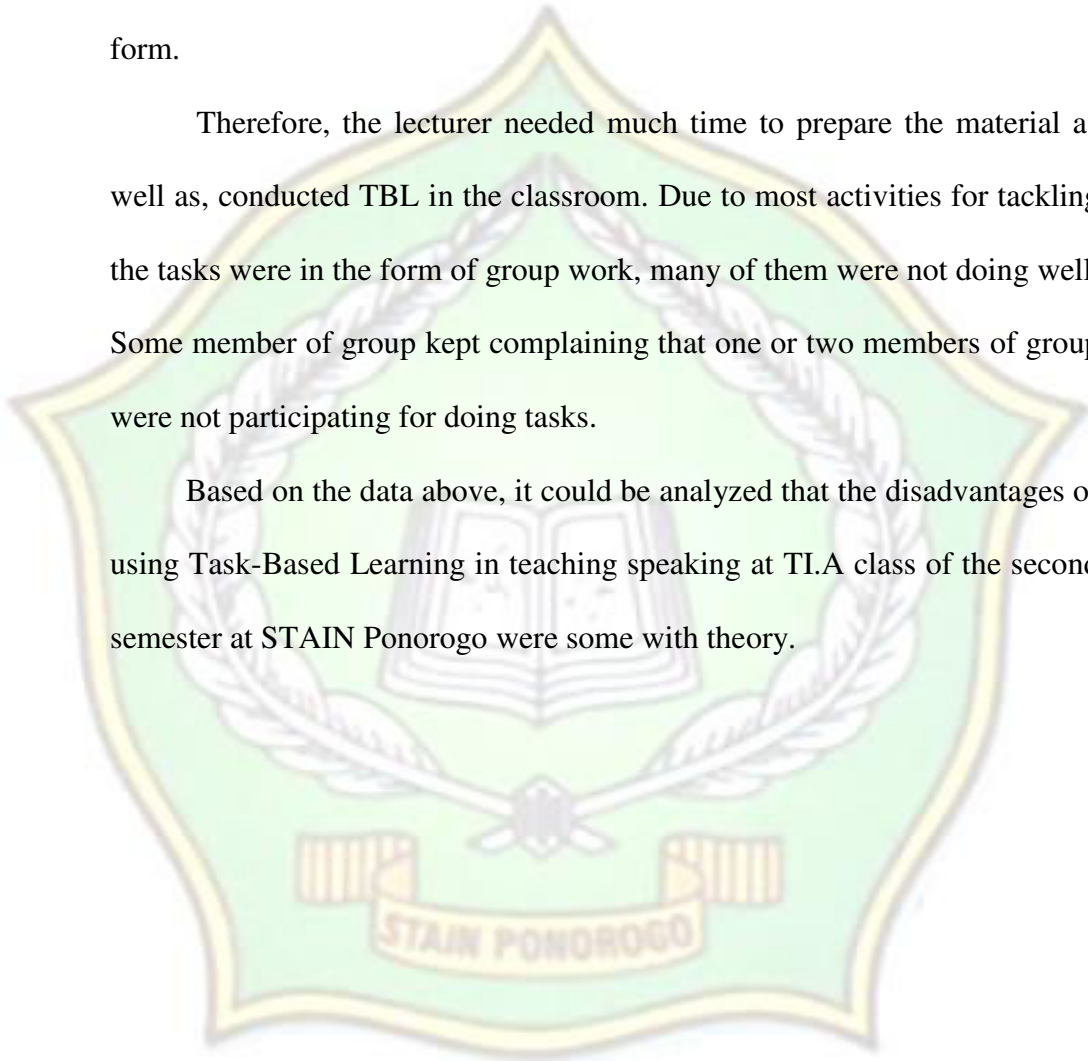
First, sometimes students used their first language if they had difficulties in group discussion or performing. Some students had difficulty to speak English spontaneously, furthermore they did not have enough vocabulary mastery. These problems could encourage students to use first language in learning process. According to Khoaanh.net, some learners revert to mother tongue when things get difficult or if the group feels impatient.

Secondly, TBL was not focused on the form language or grammatical accuracy. It emphasized the content of the topic as well as, focused on encourage students to speak English briefly. It accorded with Richards

and Renandya statement, TBL is not concerned with the display of accurate language usage. As UK essays cited Seedhouse implies that, it could be argued that TBL emphasizes too much on tasks and communicating meaning and this could have an impact on how to use the language with the correct form.

Therefore, the lecturer needed much time to prepare the material as well as, conducted TBL in the classroom. Due to most activities for tackling the tasks were in the form of group work, many of them were not doing well. Some member of group kept complaining that one or two members of group were not participating for doing tasks.

Based on the data above, it could be analyzed that the disadvantages of using Task-Based Learning in teaching speaking at TIA class of the second semester at STAIN Ponorogo were some with theory.



CHAPTER V

CONCLUSION

A. Conclusion

Referring to the finding and discussion about the implementation of Task-Based Learning (TBL) in teaching speaking in the previous chapter, it can be concluded that:

1. The implementation of Task-Based Learning (TBL) in teaching speaking at TIA class for the second semester at STAIN Ponorogo is divided into 3 phases; preparation, realization and evaluation. In preparation, the lecturer prepares the lesson plan, material, instructional media, and assessment form that appropriate with the topic of retelling story about Cinderella. Hence, in realization, the lecturer conducts TBL in teaching speaking with an interesting way. There are three activities; pre-activity, whilst-activity and post-activity. In pre-activity, where the lecturer opens the meeting and makes conducive class condition. It is done with greeting, asking students' news and giving a warming up. In whilst-activity, the lecturer divides students into five groups consist of five students. Then, they are asked to watch the video about the Cinderella's story. The video is played two times, the first time students just watch the video and the second time, students watch and write something important from the video. After that, students discuss about the video with the group to get the hold comprehensible of

story. Then, students perform and retell the story in front of the class with the group. Through performing with the group, students more confident to speak English as well as, all of students have chance to speak in front of the class. In assessing the students' speaking ability, the lecturer takes the score from the students' performing or oral speaking. TBL is considered interesting and effective strategy for teaching speaking.

2. The advantages of Task-Based Learning in teaching speaking at TI.A class for the second semester at STAIN Ponorogo are providing opportunities for students to learn language by performing tasks and it really helpful in the development of language proficiency especially speaking skill. TBL builds students to be more active in speaking class. Therefore, TBL is motivated strategy. Beside students are motivated to speak English as well as possible through doing the task, but also students are encouraged to speak English briefly. Moreover, TBL has variety of features therefore the lecturer has authority to select or modify them in accordance with the students need and level. The implementation of Task-Based Learning in teaching speaking also has weaknesses. The weaknesses of TBL in teaching speaking are the lecturer need more time to prepare and also to conduct TBL in the classroom, while all of students had to get chance to practice. Hence, some of students are not participating for doing tasks in a group work and if they get difficult in tasks or discussion, they will use their first language.

B. Recommendations

1. For the lecturer

- a. Lecturer should develop the teaching learning process in order to know and find the suitable strategy in order to make successful teaching learning process.
- b. Lecturer had to understand about the students' problem in teaching and learning process.
- c. Lecturer had to know and understand about the students' ability and their characteristic in learning. It is important in order to give the best service in teaching and learning process.
- d. Task-Based Learning (TBL) can be used in teaching and learning process especially in teaching speaking because it has many features.

2. For the students

- a. Students are expected to be able to speak English language fluently and accurately.
- b. Students should be active and creative in using English language whether in teaching and learning process or in daily activity.

3. For the institution

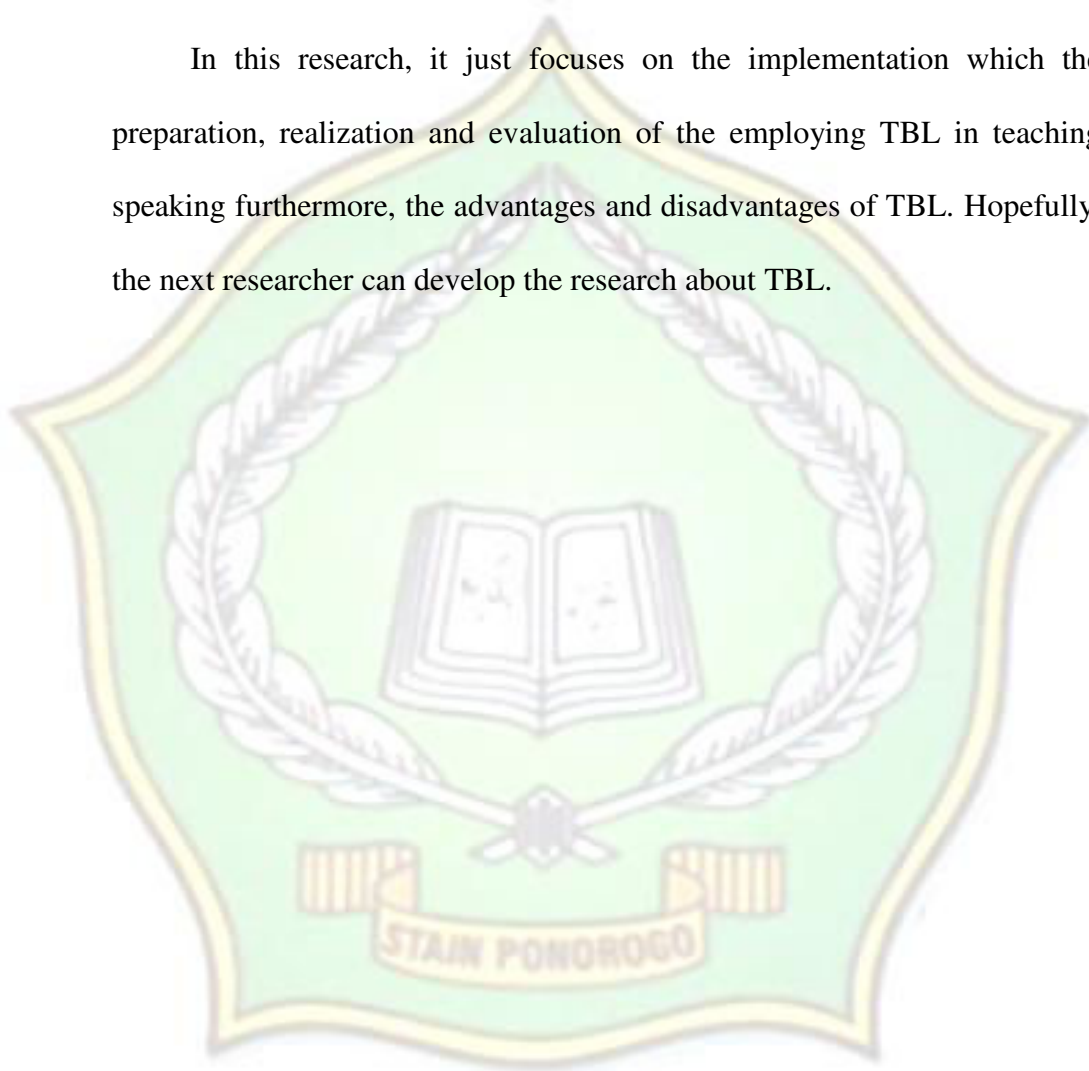
The institution should care and prepare the instructional media that are needed for the teaching and learning process.

4. For the reader

Readers are suggested to do the further research of other teaching method to improve the students' speaking ability in English language.

5. For the researcher

In this research, it just focuses on the implementation which the preparation, realization and evaluation of the employing TBL in teaching speaking furthermore, the advantages and disadvantages of TBL. Hopefully, the next researcher can develop the research about TBL.



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