



**IMPROVING SPEAKING MASTERY THROUGH TASK BASED
LANGUAGE TEACHING METHOD AT GRADE VIII
STUDENTS OF SMP NEGERI 1 BARUMUN TENGAH
KABUPATEN PADANG LAWAS**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfilment of the requirement for the Degree of Education
Graduate (S.Pd) in English*

Written By:

**ESRIATI POHAN
Reg. Number. 14 203 00035**

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2018**



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Improving Speaking Mastery Through Task

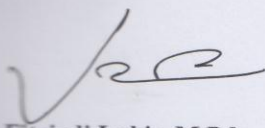
Based Language Teaching Method at Grade VIII

After reading, studying, and giving advice for necessary revision the thesis belongs to ESRIATI POHAN, entitled "Improving Speaking Mastery Through Task Based Language Teaching Method at Grade VIII Students Of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

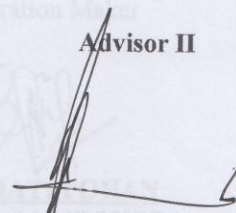
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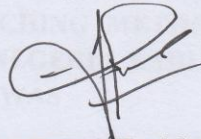
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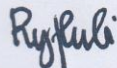
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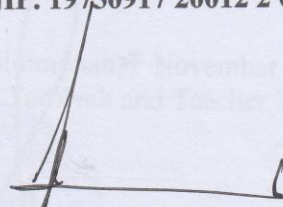
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VIII STUDENTS OF SMP NEGERI 1 BARUMUN TENGAH
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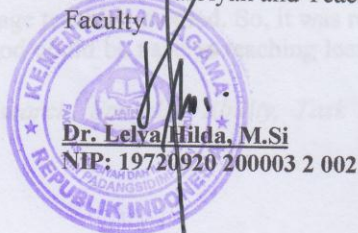
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ABSTRACT

The research focused about improving speaking ability through task based language teaching method at grade VIII Students of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas. The objective of research was to find whether teaching speaking through task based language teaching method can improve speaking ability at grade VIII students of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas. Some of students' self-confidence was lack, and also students' vocabulary is low.

This research was conducted by classroom action research. Those were planning, action, observing, and reflecting. In addition, to solve the speaking problems, the researcher applied task based language teaching method. The participant of this research was students at grade VIII-2 of SMP Negeri 1 Barumun Tengah consisted of 18 students and researcher collaborator with an English teacher. This research used test, interview and observation as instrument of collecting data. Test was used to find out the score of students' speaking mastery, then find out mean score and percentage as formulation. Next, interview and observation were used to know condition and to contribute the test.

Based on the result of this research, the students' speaking ability was improved with mean score test 1 in first cycle 69.56 and students passed the KKM 6 persons (33.34%), and the test 2 in the second cycle the mean score was 77.89 and the students passed the KKM 15 persons (83.34%). It can be concluded that the mean score in cycle 2 was higher than cycle 1. Finally, students' speaking ability could be improved through task based language teaching method. So, it was recommended that task based language teaching method could be used in teaching learning speaking in classroom based on this research.

Key Word: Classroom Action Research, Speaking Ability, Task Based Language Teaching

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ABSTRACT

Penelitian ini focus tentang meningkatkan kemampuan berbicara siswa melalui metode task based language teaching pada kelas VIII SMP N 1 Barumun Tengah Kabupaten Padang Lawas. Tujuan penelitian ini untuk menemukan apakah mengajar berbicara melalui metode task based language teaching dapat meningkatkan kemampuan berbicara siswa pada kelas VIII SMP N 1 Barumun Tengah Kabupaten Padang Lawas. Beberapa dari siswa kurang percaya diri, dan juga kosakata siswa sedikit.

Penelitian ini dilakukan dengan penelitian tindakan kelas. Ada perencanaan, tindakan, mengamati, dan mencerminkan. Di samping itu, untuk memecahkan masalah – masalah berbicara siswa, peneliti mengaplikasikan metode task based language teaching. Peserta pada penelitian ini adalah siswa kelas VIII-2 SMP N 1 Barumun Tengah Kabupaten Padang Lawas terdiri dari 18 siswa dan peneliti kolaborator dengan guru bahasa inggris. Penelitian ini menggunakan tes, wawancara, dan pengamatan sebagai instrument pengumpulan data. Tes digunakan untuk mengetahui skor kemampuan berbicara siswa, kemudian menemukan nilai rata-rata dan persentase sebagai rumus. Kemudian, wawancara dan pengamatan digunakan untuk mengetahui kondisi dan kontribusi tes.

Berdasarkan hasil penelitian ini, kemampuan berbicara siswa meningkat dengan nilai rata-rata test pertama pada siklus 1 adalah 69.56 dan siswa yang lulus KKM 6 orang (33.34%), dan test 2 pada siklus 2 dengan nilai rata-rata 77.89 dan siswa yang lulus KKM orang (83.34%). Dapat disimpulkan bahwa nilai rata-rata pada siklus 2 lebih tinggi daripada nilai rata-rata siklus 1. Akhirnya, kemampuan berbicara siswa dapat meningkat melalui metode task based language teaching. Jadi, task based language teaching direkomendasikan bahwa metode task based language teaching akan digunakan pada proses belajar mengajar berbicara didalam kelas berdasarkan penelitian ini.

Key Word: Classroom Action Research, Speaking Mastery, Task Based Language Teaching

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

English is used by millions of people all over the world. In Indonesia English is considered as a common of subject, it is taught from at junior high school up to the university, and also English is a language which dominate communication era to connect and transfer knowledge in the society. The important of the English in this era make English as one of important subject that study of students. In studying English, students must learn language skills. In educational aspect, the students hopefully to be able to speak English fluently in order to the technology development.

Based on curriculum for junior high school, speaking is one of the skill must be taught in eight grade of junior high school. The competence of speaking in English refers to capability of students to mastery the material of speaking such as role play, communication in classroom, etc. moreover, based on competency Standard and basic competency, the eight grade students are expected to be able to express the meaning of transactional conversation (to gets things done) and interpersonal (socialization) in simple with use kind of spoken language in accurate, fluency, and acceptance to interact with area that engage of speaking; asking, giving, admitted, disavow of the fact, and ask and give the opinion.

There are a lot of materials of teaching English are listening, speaking, reading, and writing. The researcher choose speaking skill. Speaking is the way of people to express and communicate ideas to others orally. According to Gert and Hans in Efrizal, speaking is speech or utterances produced by the speaker with an intention of being known and then, the listener processes the sayings in order to know the speaker's intention. Irawati defines speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with.¹

Speaking Essential is one of the important skills in language learning, because speaking is the important tool for communication. Without speaking mastery students will be dumb. In classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc). are often follow or precede of various forms of oral production on the part of students.² So, speaking is an interactive process of conducting meaning. It involves producing, receiving, and processing information, and also Speaking is a learning activity that helps the learners to understand the elements that will help them to be more effective speakers. Learners begin to see how effective speaking helps them to know what they need “in order to carry out their roles

¹ Mukminatus zuhriyah, “*Storytelling to Improve students’ Speaking Skill*” Jurnal Tadris Bahasa Inggris, Volume 19, No. 1, Tahun 2017, hlm. 4

²H. Douglas, Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001), p. 267

and responsibilities as workers, parents, family members, and community members.”

There are some efforts of teacher can be use to improve speaking mastery. The government also supported the teacher made the material of English such as genre based language teaching, it was about text use communication such narrative text, oral communication, conversation using expressing – expressing idea, may be giving task recitative. It was material of speaking skill used to improve students’ speaking mastery. Besides that, the teacher also used the media had been prepared by the headmaster, such as infocus, laboratorium for students’ practice, computer room, etc. so, from the teachers efforts, teachers hoped to master speaking well and have enough speaking knowledge.

The condition of speaking mastery of SMPN 1 Barumun Tengah Kabupaten Padang Lawas is low but there was also that have master of speaking. Students’ Difficulties in speaking mastery are lack of vocabulary, the students’ self-confidence is lack. Self confidence is core in making speaking or conversation, without self confidence someone cannot do anything.³ So, the researcher concluded that Students have many problems in speaking because students’ vocabulary still low, They feel difficult to speak English to other people because students were not have some vocabulary and

³ *Private Interview*, Teacher of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas, (Binanga, June 26th 2018, at 08.07 Wib)

also students' self confidence was low, if students was not self confidence can not speak to others people. In this case the researcher wants to know about the ability that are often encountered when speaking English to others students. Students must get a good result, students should be able to master.

There are many factors to improve speaking mastery. The factors are media, material, strategy of the teacher, methods, etc. so the researcher used method to improve students' speaking mastery. the method is used to help learning process easier. Beside that, method is also used to give the interesting impression in teaching. It means that a teacher must used various method in teaching speaking in order to take students' attention made the learning process fun. So, the students are not bored in learning process.

There are many methods can be used by teachers in teaching speaking, such as grammar translation method, Audiolingual method, the post method approach, task based language teaching method.⁴ Those various method are suitable and good for enjoyable teaching and learning process in speaking class.

The researchers focus on task based language teaching method. Task based language teaching is closely related to experiential learning, that is learning through experience. In this point of view, learning is posited activity conducted by students for acquiring certain knowledge or skills instead of

⁴ H. Douglas, Brown, *Teaching By Principle An Interactive Approach To Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2007), P. 13-22

teachers activity to transfer them to students' mind. It commonly distinguishes students' from being activity or passive in the classroom. When students are looking at teachers' explanation and listen to teachers' explanation or only responding mechanically to teachers' stimulus, they are considered passive. On the other hand, when students are doing activities physically and or mentally which can be considered as their own effort to process knowledge and skills, they are activity.

Based on the related finding in this research, where is the thesis of Aisyah Ritonga, she found that there was a significant effect of task based language teaching to students' speaking ability at grade of MTsN 2 padangsidempuan. So, the researcher did chosen TBLT to done this research to improved students' speaking ability at grade VIII SMP N 1 Barumun Tengah Kabupaten Padang Lawas.

Based on the explanation above, the researcher conducted a classroom action research with the titled "Improving Speaking Ability Trough Task Based Language Teaching Method At Grade Students of VIII SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas".

B. The Identification of the Problem

Based on the problem above, there are some problem of the students' speaking such as students' speaking ability was low, students' self confidence still low, and also students' vocabulary was low. Therefore, There are some factors to improve students' speaking mastery, such as media, material, and

method. There are many methods can be used by teachers in teaching speaking, such as grammar translation method, audiolingual method, the post method approach, task based language teaching method.

C. The Limitation of the Problem

Focused of the research, this research focused on solving students problem in speaking. Thereafter The researcher chooses TBLT method because this method is easier to improve students' speaking mastery, because target language of task based language teaching method is students' tasks in classroom use communication, so that the students' habitually to communicate with another students.

D. The Formulation of the Problem

The formulations of the problem in this research are:

1. To what extend task based language teaching could improve the students' speaking ability at grade VIII SMP N 1 Barumon Tengah?
2. Does task based language teaching improve students' speaking ability at grade VIII SMPN 1 Barumon Tengah Kabupaten Padang Lawas?

E. The Purpose of the Problem

The purpose of this research is based on the formulation above. I had been specified that the research was done to object these:

1. To describe the improving students' speaking ability through task based language teaching method at grade VIII SMPN 1 Barumon Tengah.

2. To know the significant task based language teaching to student' speaking ability at grade VIII SMPN 1 Barumun Tengah.

F. The Significances of the Research

Research significances are large in contribution depending on whatever and whoever result of the research being useful in term of education there are some significances of research, they are:

1. Headmaster, to support the teachers of English to apply task based language teaching method in teaching English
2. Teacher of English in SMPN 1 Barumun Tengah, to enrich their method or technique of teaching in English.
3. Researcher, to do further same discussion of the research.

G. The Indicator of Action

Action research was any systematic inquiry conducted by teachers' researcher, principles, school counselor, or other stake holders in the teaching learning environment to gather information about the ways that their particular school operate how they taught, and how well their students' learned. This information is gathered with the goals of gaining inside developing reflective practice, effecting positives changes in the school environment outcomes and the lives of those involved.⁵

⁵ Geoffery E. Mills, *Action Research A Quide for the Teacher Researcher* (New Jersey: Prentice Hall, 2000), p.6.

Action means that the activities that had been done. The researcher would make the teaching program, lesson plan that use to teach speaking to the students, in the end of the action that have been done. In this research the researcher collaborated with the teacher to become a teamwork who work together to solve the students' problem increasing speaking mastery trough task based language teaching method.

The researcher prepared some question had been given to the students. In the first cycle, the teacher ask to students to give their idea based on the question, the question about the news. The second cycle teacher showed the question about the news. Then, through task based language teaching method the students can be done daily conversation with well vocabulary and the structure.

H. The Hypothesis

The hypothesis is needed to show the researchers thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is that "Task Based Language Teaching could improve students' speaking mastery at SMPN 1 Barumun Tengah Kabupaten Padang Lawas."

CHAPTER II

LITERATURE REVIEW OF RELATED

A. Theoretical Description

Every research has theories to explain meaning, concept or information about the research. Below is the theoretical description of this research.

1. Speaking

a. The Definition of speaking

Especially definition of teaching speaking in junior high school is students can express the meaning of transactional (to get things done) and interpersonal conversation (socialization) to express admiration and congratulation, ask for and give ideas, and ask for information. Also, students can express the meaning of oral short text functional, make it simple to interact to other people.¹ So, the researcher concluded definition of speaking in junior high school is students can express feeling, idea, say of congratulation in real life to other people, and also we can interact to other people.

Speaking should be taught as it is used in real life. Where people use it for communication to express feeling, idea, and emotion. In speaking the researcher can take and give the information from speaker. Hornby's

¹ Mukarto, et.all, *English on Sky 2 for Junior High School Students Year VIII*, (Jakarta: Erlangga, 2006)

dictionary explained that, “teaching is work of a teacher.”² Further, “Speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot.’”³ Also, “speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning”.⁴ So, the researcher concludes, teaching speaking is expressing meaning in transactional and interpersonal conversation to express admiration and congratulation, it simple to interact to other people and than students can express the meaning of short text functional to interact to other people.

b. The Purpose of Speaking

The purpose of speaking especially for junior high school is students can express the meaning of transactional (to get things done) and interpersonal conversation (socialization) to express admiration and congratulation, ask for and give ideas, and ask for information. Also, students can express the meaning of oral short text functional, make it simple to interact to other people.⁵ So, the researcher conclude that purpose of speaking for junior high school is students can express the

271. ² A.S Hornby, *Oxford Learner's Dictionary* (New York: Oxford University Press, 2008), p.

269 ³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p.

48. ⁴ David Nunan, *Practical English Language Teaching* (Singapore: Mc. Graw Hill, 2003), p.

⁵ Mukarto DKK, *op.cit.*

meaning of transactional and interpersonal conversation and express the meaning of oral text function to make it simple.

Dan O'hair states that there are three purposes of speaking, they are: to inform;, to persuade; and to entertain.⁶ The further explanation as follows:

1. To inform: to share information with listeners by defining, describing, or explaining a thing, place, concept, process, or function, this is about helping audience members acquire information that they do not already process. In this way, the speaker is sharing meaning and ways of understanding.
2. To persuade: to change or reinforce a listener's attitude, belief, value, or behavior. When speak to persuade, we attempt to get listeners to embrace a point of view or to adopt a behavior that they would not have do otherwise.
3. To entertain: to help listeners have a good time by getting them to relax, smile and laugh. Whereas informative and persuasive speech making is focused on the and result of the speech process entertainment speaking is focused on the theme and occasion of the speech.

c. The Process of Speaking

⁶ Dan O'Hair, *A Pocket to Public Speaking* (New York: Bedford St, Martin's, 2012), p. 185

The process of speaking there are three phases, they are: pre-speaking phase, during speaking phase, and post speaking phase.

1. The first is pre-speaking phase. Pre-speaking begins before real speaking takes place. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize their ideas for speaking.
2. The second phase is during speaking phase. In this phase, students who have been supported collaboratively are more likely to have confidence to go public with their ideas and information. In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking.
3. The third is post speaking phase. It is important to have students reflect upon their performance. Students who have opportunities to reflect upon their speaking experiences, with the availability of well-designed criteria, grow in their abilities to speak effectively and the opportunity of improvement is very strong. When students reflect upon their performance, they begin to recognize what they have done well and what they have not. Being able to assess their performance, students can design new strategies for improvement.⁷

Based on explanation above, the researcher can conclude that the process of speaking there are three phases, they are pre-speaking phase, during speaking phase, and post speaking phase.

d. The Types of Speaking

⁷ Jihad Mahmoud Ashour, "The Effect of Using a Videoconferencing-based Strategy on UNRWA 9th Graders' English Speaking skill and their attitudes towards Speaking"(thesis: The Islamic University of Gaza, may, 2014), p. 77-86

According to Browns' book, there are two types of oral language, as follow:

1) Monologue

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have two process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.⁸ So the researcher can concluded that monologue is the speaking where one speaker uses spoken language, then the listener have two process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker mean.

2) Dialogue

It is different with monologue. Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say.

In each case, participants may have a good background knowledge, therefore, the familiarity of the interlocutors will

⁸ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (New Jersey: Englewood Cliffs, 2001), p. 236-237

produce conversation with more assumption, implication, and other meanings hidden. The dialogue consist of two types, they are: social relationship (interpersonal), and factual information (transactional).⁹ So, the researcher can concluded that the dialogue is where speakers involves two or more speaker, the interruption may happen in the speech when the intrculator does not comprehend what the speaker say.

So, it can be concluded that two kinds of speaking they are monologue and dialogue. Here are the researcher takes one of kinds of speaking is monologue.

e. The Material of Teaching Speaking

There are many materials in speaking teaching. As has been explained above, there are some kinds of speaking, such as monologue, and dialogue. So the English learner can learn or understand vocabulary while listening to a spoken English or reading a passage and produce it when do speaking or writing activities. So, it is relevant with English syllabus of Indonesian curriculum that places these four activities within it.

There are many common topics in English on sky that used by the VIII grade students of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas. It divided into eight units, such as: The Amazing Muse

⁹ *Ibid*, 238

(unit I), Busy People (unit II), my experience (unit III), science and experience (unit IV), once upon a time (unit V), the magic of stories (unit VI), fame and fortune (unit VII), a funny thing happened (unit VIII).¹⁰ So, the researcher conclude that there are some topics of English in SMP N 1 Barumun Tengah, such as the amazing muse, busy people, my experience, science and experience, etc.

Based on the syllabus curriculum for grade VIII, there are some materials that used by the teacher to knows the students speaking mastery, such as: expressing admiration and congratulation, asking for and giving ideas, agreeing and disagreeing, asking for information. So, in this research to know the students speaking mastery.¹¹ Based on the syllabus curriculum for grade VIII, there are some material that used by the teacher to knows the students speaking ability, such as expressing opinion, admiration and congratulation, and etc.

So, in this research, the researcher focus the material of speaking is asking for and giving ideas.

Example of material asking for and giving ideas:

A. Listen and say. Listen and complete the conversation. Then practice it with your friend.

¹⁰ Mukarto DKK, *Op.Cit.*

¹¹ *Ibid*, 69-72



Dona: look! A missing cat.

Nurul: Yeah. It's cute.

Dona: what? The cat? I don't (1) _____ so.

Nurul: come on. (2) _____ at the picture. Her eyes are big and
the fur is so thick.

Dona: you (3) _____ cats, don't you?

Nurul: I do. Do you?

Dona; No. I think cats are naughty. They often (4) _____ food.

Nurul: Umm... I'm not sure. If we (5) _____ them well, they
won't steal food.

Dona: really?

Nurul: yes. If we (6) _____ them well, they will be just fine.

Dona: well, I still don't like them anyway. Do you (7) _____
any cats?

Nurul: there (8) _____ seven cats in my house.

Dona: wow, seven cats?

Nurul: yep. Look, why don't you come to my house and (9) _____
with them?

Dona: Ummm..... let me (10) _____ about it.¹²

B. The key word of the questions.

- | | |
|-----------------|-----------|
| 1. Think | 6. keep |
| 2. Look | 7. have |
| 3. Like | 8. are |
| 4. Steal | 9. play |
| 5. Take care of | 10. think |

C. Expressions of asking for and giving ideas

1. When you ask your friends opinion you say:

- How do you feel about this?
- Any comments?
- So, what do you think about this?
- Do you have any ideas on this?¹³

2. When you want to express idea you say:

- I think.....
- I don't think that....
- I believe.....
- I feel sure that.....

¹² *Ibid*, p. 70

¹³ *Ibid*, p. 71

- In my opinion.....
- My view is that.....¹⁴

f. The Testing of speaking

Testing of speaking ability offers plenty of scope for meeting the criteria for communicative testing, tasks developed within this paradigm should be purposive, interesting and motivating, than positive wash back effect on teaching that precedes the test.¹⁵ testing of speaking ability should be purposive, interesting and motivating, than positive wash back effect on teaching.

1. Verbal essay

The candidate is asked to speak (sometimes directly into a tape recorder) for three minutes on either one or more specified general topics.

Advantages are the candidate has to speak at length which enables a wide range of criteria including fluency to be applied to the output.¹⁶ So, the criteria of verbal essay was including fluency to be applied to the output.

Disadvantages of verbal essay, the first is the problem associated with the free uncontrolled speaking task above apply

¹⁴ *Ibid*, p. 71.

¹⁵ Cyril J. Weir, *Communicative Language Testing* (New York: Prentice Hall International (UK), 1990), p. 73.

¹⁶ *Ibid*, p. 74.

equally to this type of oral task. The second is the more open-ended the topic, the more successful performance in it might be dependent on background on cultural knowledge and draw open factors such as imagination or creativity.¹⁷ So, verbal essay was the free uncontrolled speaking task above apply equally to this type of oral task and more open-ended the topic, the more successful performance.

2. Oral presentation

The candidate is expected to give a short talk on a topic which he has either been asked to prepare before hand or has been inform of shortly before the test. For oral presentation, a checklist or grid is the common means of scoring or evaluation.¹⁸ So, the researcher conclude that the students can prepare before hand or has been inform of shortly before the test.

3. The free Interview

In this type of interview of conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance. Because of its face and content validity in particular, the interview is a problem means of testing the oral skills of candidate.¹⁹ Researcher

¹⁷ *Ibid*, p. 74

¹⁸ H. Douglas Brown, *Op.Cit*, p. 179

¹⁹ *Ibid*, p. 167

conclude that to know the problem of the students, that have been by the teachers and students face to face.

4. Interaction tasks

Information gaps student to students, in these tasks students normally work in pairs and each is given only part of the information necessary for completion of the task. They have to complete the task by getting missing information from each other. Candidates have to communicate to fill in an information gap in a meaningful situation.²⁰ Using Interaction task to students' speaking, students work in pairs and each is given only part of the information for completion of the task.

5. Role Play

Role play situations where the candidates is expected to play one of the roles in an interaction which might be reasonably expected of him in the real world. The interaction can take place between two students or, as in the GCE mould, the examiner normally plays one of the parts.²¹ With role play the students can interaction with the other people in the real world.

²⁰ *Ibid*, p. 75

²¹ *Ibid*, p. 79

6. Picture-Cude Story-Telling

One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. We have already looked at this elicitation device for intensive tasks, but at this level we consider a picture or a series of pictures as a stimulus for a longer story or description.²² In this case, use common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts.

In the meanwhile of the testing of speaking such as verbal essay, oral presentation, the free interview, role play, picture-cude story telling, and interaction task. So, the researcher choose one of the test to speaking, it is about role play. Because I think role play to test speaking can improve students speaking mastery.

2. Task Based Language Teaching method

a. The Definition of Task Based Language Teaching

According to the researcher, definition of task based language teaching is an activity of students with use task communication. If it is not communication, it is about task in general. So, the meaning of task in task based language teaching is task use communication, that can be improve speaking of students.

²² H. Douglas Brown, *Ibid*, p. 180

The task based learning strategy is an effective teaching method, which helps the students develop the ability to use a new language practically and also to develop English speaking ability, investigate the effectiveness of group work incorporating task based learning and explore learners' perception of improvement in their English speaking abilities learning through task based learning strategy.²³

Based on explanation above. So the researcher concludes definition of task based language teaching is an effective teaching method, which helps the students develop the ability to use a new language practically. Task which use communication in real life. It helps the students develop the skill of speaking and listening. It gives the students the chances to participate in the teaching activities.

b. The Purpose of Task Based Language Teaching

Potential task goals fall into three main groups: focus on meaning, focus on form, and focus on forms, they are:

The first potential goal is to focus on meaning. In this type of syllabus, learners receive chunks of ongoing, communicative L2 use, presented in lively lessons with no presentation of structures or rules and no encouragement for learners to discover rules for themselves.²⁴

The second potential goal is to focus on form within a communicative, meaningful context by confronting learners with

²³ Leni Widia, I Nengah Astawa, "Improving Speaking Skill Through Task Based Learning Strategy at Seventh Grade Students of SMP Negeri 3 Baturiti In Academic Year 2012/2013", *Jurnal Santiaji Pendidikan*, Volume. 4, No. 1, Januari 2014, p. 6

²⁴ Paul Rebertson and Joseph Jung, "Task Based Learning in the Asian Context" , *The Asian Journal Quarterly*, volume 8, no. 3, September 2006, p. 7-9

communicative language problems (breakdowns) and causing them to take action to solve the problems.²⁵

The third potential goal is to focus on forms by means of presenting specific, preplanned forms one at a time in the hope that learners will master them before they need to use them to negotiate meaning.²⁶

Based on the explanation above, the purpose of task based language teaching is there are three mains. They are: focus on meaning, focus on form, and focus on forms that another support to get the target language of task based language teaching method to improve students speaking mastery.

c. The Principle of Task Based Language Teaching

According to researcher principle of task based language teaching is emphasis on learning to communicate through interaction in the target language and the linking of classroom language learning with language use outside the classroom.

While proponents of Task-Based Instruction naturally vary in their emphases and beliefs, according to Swan there is a broad agreement on the following principles:

²⁵ *Ibid*, p. 7

²⁶ *Ibid*, p. 9

- a. Instructed language learning should primarily involve natural or naturalistic language use, and the activities are concerned with meaning rather than language.
- b. Instruction should favor learner-centeredness rather than teacher control.
- c. Since purely naturalistic learning does not normally lead to target-like accuracy, involvement is necessary in order to foster the acquisition of formal linguistic elements while keeping the perceived advantages of a natural approach.
- d. This can be done best by providing opportunities for focus on the form, which will draw students' attention to linguistic elements as they arise incidentally in lessons whose prime focus is on meaning or communication.
- e. Communicative tasks are a particularly appropriate tool for such an approach.
- f. More formal pre- or post-task language study may be useful. This may contribute to acquisition by leading or increasing noticing of formal features during communication.
- g. Traditional approaches are ineffective and undesirable, especially where they involve passive formal instruction and practice separated from communicative work.²⁷

d. The Process of Task Based Language Teaching

There are three stages in the process of Task-based language teaching. The first stage is pre-task. The second stage is Task-cycle.

The third stage is language focus. They are:

- a. Pre-task Phase: Pre-task has three options and they are: (a) Motivational (b) Focus on cognitive demands (c) Focus on linguistic demands. The topic and task are introduced in this phase. At this step the teacher is the guide.
- b. Task Cycle: The second stage in the process of task-based language teaching is „task-cycle. The main

²⁷ Kagan Buyukkarci, "A Critical of Task Based Learning", *Kastamonu Education Journal*, Volume. 17, No. 1, January 2009, p. 3
<https://ejournal.radenintan.ac.id/index.php/ENGEDU> retrieved on april 4th 2018 at 15:00 am.

objective of task-cycle is to provide students an opportunity to perform the task by using the target language and produce language spontaneously with their previous knowledge and achieve the set goal. Students work in groups. They first plan and thereafter report to the class either in spoken or written form.

- c. Post- task Phase: In this phase tasks are repeated. Much attention is paid to the form. Studies show that repetition of activities is beneficial to the learners. According to the findings of the researchers, if activities are repeated, students improve in a number of ways. They produce more. Their fluency increases. They also use prepositions correctly and confidently. Their complexity increases.
- d. Language focus/Attention to Form: In the framework of task-based language teaching methodology, analysis activities are given more importance. For language focus, Rod Ellis outlines five teaching activities to develop grammatical knowledge of a problematic feature. These five activities are: (a) Listening to Comprehend (b) Listening to notice (c) Understanding the grammar point (d) Checking and (e) Trying it. Ellis' five steps approach was adopted to carry out the present study.²⁸

Based on the explanation above, the researcher concludes that the process of task based language teaching make it three stages, they are pre-task, task cycle, post-task phase, and language focus/attention to form.

e. The Advantage and Disadvantage of Task Based Language Teaching

1. The Advantage of Task Based Language Teaching

²⁸ Kalavathi Tiwari & K.Ratna Shiela Mani, "Task-Based Language Teaching: Its Implementation To Improve Speaking Skills Of Rural School Students- a Case Study", *IOSR Journal Of Humanities And Social Science*, Volume 22, No. 8, August 2017, P. 2 <http://www.iosrjournals.org> retrieved april 4th 2018 at 15:00 am

There are many advantages of task based language teaching, they are task based learning helps learners to interact spontaneously, task based learning helps learners to interact spontaneously, Automaticity, task based learning gives language learners opportunity to learn vocabulary, Provides essential conditions for language learning, Maximizes scope for communication. They are:

- a) Task based learning helps learners to interact spontaneously
It gives learners chance to try out what ever language they already know and it also gives learners a chance to notice and benefit from others expressions and thereby builds their level of confidence gradually.
- b) Automaticity
Automaticity for language learning is defined as a more efficient, more accurate and more stable performance. It is also argued that automaticity leads to near native performance.
- c) Task based learning gives language learners opportunity to learn vocabulary.
Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.
- d) Provides essential conditions for language learning
Learners get a chance to negotiate turns to speak and also try out various communication strategies. Task based learning creates conditions which enhance language learning spontaneously. It prepares learners to use language in the real world.
- e) Maximizes scope for communication
Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task. By participating in the task learners not only acquire new language items, but also make use of language they have acquired recently.
- f) Experiential learning
Experiential learning is said to form an important conceptual basis for task-based language teaching. The

learners' immediate personal experience is taken as the starting point in this approach. It is argued that intellectual growth occurs as learners take part and reflect on the sequences of the tasks.²⁹

2. The Disadvantage of Task Based Language Teaching

There are many disadvantage of task based language teaching, they are task difficulty, mismatch between the learners' and teachers' perception, authenticity of task, outcome, learner's needs neglected, diverse classes.

a) Task Difficulty

The factors of task difficulty estimated from the performance of learners' and studied so that it is useful to integrate and sequence the task in language teaching syllabus.

b) Mismatch between the learners' and teachers' perception

Studies show that teachers and learners interpret the same classroom event differently. There is a mismatch between what the teacher instructs and what the learners perceive. It indicates that there is problem in the language teaching and learning process. This can increase the gap between 'input and the learner intake'.

c) Authenticity of tasks

Though the authenticity of such tasks is questioned by some, it is argued that the interaction that takes place while performing these tasks is useful while performing real world tasks.

d) Outcome

The learning outcome of any given task depends on three main factors, namely the contribution of individual learner, the task itself and the situation in which the task is performed. The outcome of the task may not be consistent with the aims and objectives with which the task is designed.

e) Learners' needs neglected

²⁹ Andra Pradesh, "The Strength and Weaknesses of Task Based Learning (TBL) Approach", *An International Reviewed Scholarly Research Journal for Interdisciplinary Studies*, Vol. III, No. XVI, January – February, 2015, p. 4-6

The learners go through the trouble in order to reach a certain goal. But very often learners' language learning needs are neglected. very often learners' language learning needs are neglected.

f) Diverse Classes

A class consists of learners with different talents, learning styles and motivation levels. Therefore the tasks prescribed may be relevant for a few learners and for others it may be too difficult and for some others it may be too easy and they may feel that it is a waste of time to perform the task.³⁰

B. Review of Related Findings

There are some related findings in this research: the first is Anisyah Ritonga, in her thesis, She found the mean score of experimental class was 71.3 and the mean score of control class was 64.45. the score of experimental was high and the score of control class was low. The researcher found the result of t-test where t_0 was higher than t_t . t_0 was 3.16 and t_t was 1.664 ($3.16 > 1.664$). it means that there was a significant effect of task based language teaching to students' speaking ability at VIII Grade of MTsN 2 padangsidimpuan where H_a was accepted and H_0 was rejected.³¹

Next, Mita Nur Aflah did research about TBLT, She found mean score at the first cycle was 1.50, the second cycle was 2.41 and the third cycle was 3.50. she concluded that TBLT is better method than conventional method to

³⁰ *Ibid*, p. 6-9

³¹ Anisyah Ritonga, The Effect of Task Based Language Teaching (TBLT) to Students' Speaking Ability at Grade VIII MTsN 2 Padangsidimpuan (*Unpublished thesis*), (IAIN Padangsidimpuan, 2016)

improve speaking skill at Hospitality students' in Alpha University, Pontianak.³²

In addition, Kesda Taghun, in her thesis, she found pretest was 7.23 and post test was 11.03. this different score indicate that TBLT result in creasing students' speaking ability significantly.³³ So, TBLT was give significant effect to students' speaking ability in Thailand.

In conclusion, from the description above, the researcher concluded that may technique can increase the students' speaking skill. So, the researcher hoped that task based language teaching method could increase the students' speaking skill, and the researcher interested to make the research about "Improving Speaking Mastery through Task Based Language Teaching at grade students of VIII SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas".

C. Conceptual Framework

Speaking is one of tool to explore our feeling and thought in spoken form. Also, speaking is process of communication between the speaker and the listener. Speaking is very important in our life, through speaking we can share about stories, opinion, information, thought and we can tell what we are feeling now. Therefore with speaking we can motivate, and build up person to

³² Mita Nur Aflah, *jurnal.untan.ac.id./index.php/jdpdp/article/viewfile/12800/1161*, (*Unpublished thesis*), (Pontianak: Alpha University, 2015)

³³ Kesda Taghun, Using Task Bsed language Teaching to develop English speaking ability of prathom 6 students pribonprachasan, (*Unpublished thesis*), (Bangkok: Srinakharinwirot University, 2012), p.38. http://ir.swu.ac.th/xmlui/bitstream/handle/123456789/4172/kesda_T.pdf?sequence=1 retrieved on October 17th 2018 at 09:48 am.

be a good character or on the contrary. With speaking we can take and give information with another people.

Task based language teaching is closely related to experiential learning, that is learning through experience, which strongly support famous john dewys' jargon '*Learning by Doing*'. In this point of view, learning is posited as activity conducted by students for acquiring certain knowledge or skill instead of teacher's activity to transfer them to students' mind. When students are seeing and hearing teacher's explanation or only responding mechanically to teachers' stimulus, they are considered passive. On the other hand, when students are doing activities physically and or mentally which can be considered as their own effort to process knowledge and skills, they are active.

The role of task based language teaching in teaching speaking, the use of task based language teaching in the learning experience and to show how task based language teaching can be used to improve students' speaking skill.

Many factors of the task based language teaching can be used for the benefit of learning the foreign language. Participants are engaged in meaningful conversations or activities, they are not static, but they are actively in classroom.

As far as the speaking skill is concerned, it can be relatively easily stimulated through the use of various activities based on task based language

teaching method. The focal point can be diverse, it can either be targeted on fluency, pronunciation, stress or intonation.

Based on above, conceptual framework can be seen from the figure below:

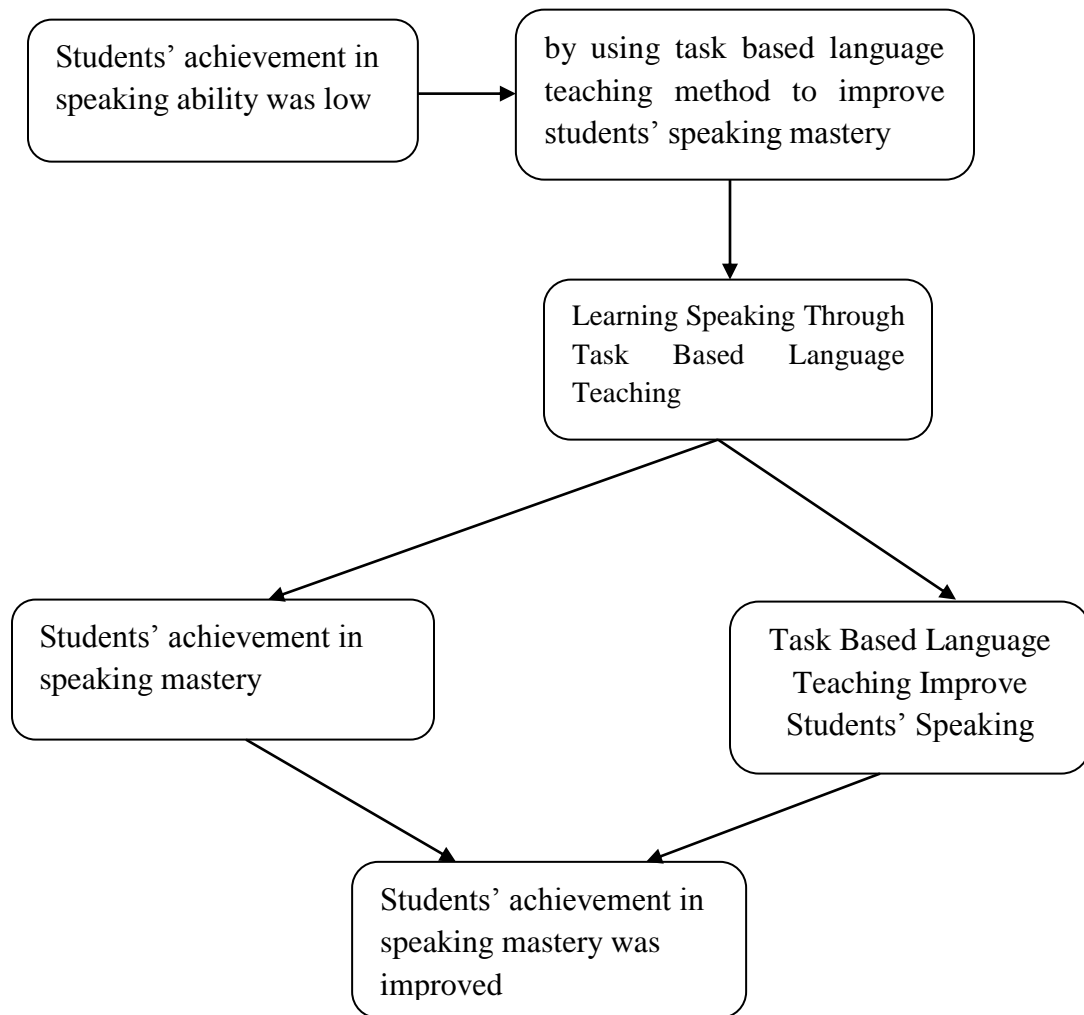


Figure: 1 conceptual framework

Based on the figure above, the students' problems in this research are students was low and they were difficult to speak English and they did not use

the technique of speaking, the ability of students' in speaking is low and they need another method. It can be seen from preliminary study show some of the students cannot communicate even in simple utterance. It can be improved by using task based language teaching method.

In addition, teacher must use task based language teaching method in speaking to get speak fluency and task based language teaching method gave the important function in teaching speaking.

Based on description above, using task based language teaching should be seen as suitable technique in teaching speaking and to develop understanding of students in speaking. Task based language teaching method gave maximum control for teacher to teach speaking with large and small classes, to convey the students' interest in speaking subject through task and this method can motivate the interest of students to speak English well.

D. The Hypothesis Action

in this research, researcher had formulated hypotheses that by using task based language teaching method (TBLT) to improve speaking mastery at grade students of VIII SMA Negeri 1 Barumun Tengah Kabupaten Padang Lawas.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was at SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas. It located on Sisingamangaraja Street, Number 15, Barumun Tengah.

The subject of research is at grade VIII students of SMP Negeri 1 Barumun Tengah 2018/2019 academic years. This research was started from 16th November 2017 up to 2nd October 2018.

B. Research Design

This research has been conducted by using classroom action research (CRA). Classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. Action research is a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effect in order to understand and improve them.¹

¹ L.R. Gay, *Educational Research: Competence for Analysis an Application* (American: Pentice Hall, 2000), p. 593

According to Suharsimi Arikunto that classroom action research is a certain accurate about/toward learning activity as an action, in appearing and that happening in a class as together. That action will give by teacher or with purpose/direction from the teacher and apply by students.²

Classroom action research is a research that doing reflective systematic toward a variety action that doing by the teacher all at once as research, once arrangement a plan until evaluation about real action in classroom such as activities in teaching and learning, for improve a condition learning that doing. Classroom action research also can improve quality of education or teaching that doing by the teacher, that it's impact is not problem in classroom.³

Ways of doing according to cyclic become a cycle. Main steps that should be done in first cycle and next cycle. After that to establish main problem that good, next step is action planning, and then auctioning, data collecting and observation, and the last is reflecting.

² Suharsimi Arikunto, *Penelitian Tindakan Kelas* (Jakarta: Bumi Akasara, 2014), p. 3.

³ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan* (Bandung: Citapustaka Media, 2016), p. 188-189.

This action research follows the model that is developed by Kurt Lewin model. The model is described in the following figure:

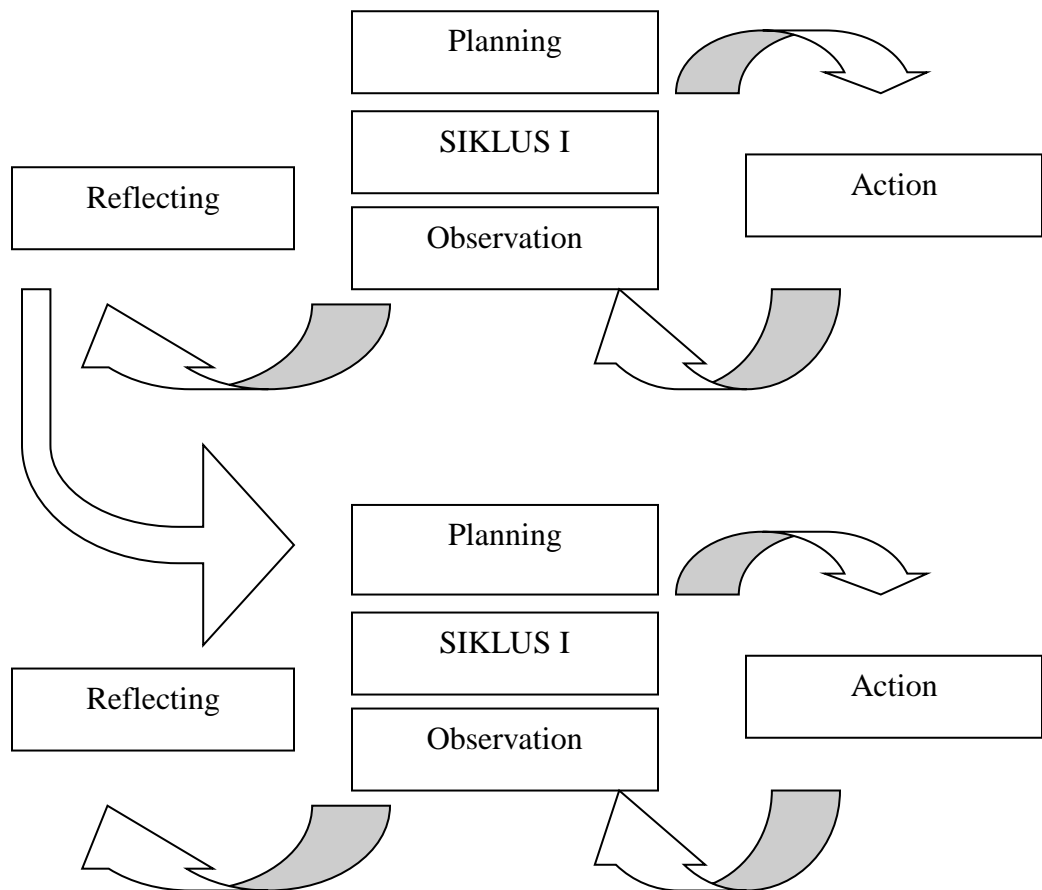


Figure 2: Action Research Spiral⁴

⁴*Ibid*, p. 221.

1. Planning

Planning is process to prepare an idea for a conduct in the class to develop intelligence or knowledge. In this process the researcher explains about what, why, when, where, who and how do the action. The ideal action research is done is double between side do action and side process observe do action.⁵

In arrange step this plans researcher determine point or focus the even to need found out special attention or interest to observe, then make one instrument for help the researcher to record fact that happen during going on action.

2. Action

Action is the activities to conduct in the classroom. Action is applying what will be planned. In this step, strategy planned and planned application learn will be done. The researcher will teach speaking specially about task in communication in classroom according to lesson plan. Action must be according to situation and condition of the class and students. This action will continue until the teacher get satisfying result.

3. Observation

Observation is a purpose to find out information of action. Observation is the result of action that will be done. In this step, researcher is

⁵ Suhardjono, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2014), p.77

doing observation and not all matter the need and that happen during implementation take place action. Data collection do with using observation form, included too observation as accurate implementation planned action from time to time with impact to process and result of students learned.⁶

4. Reflecting

Reflecting is an activity for suggest again that have been done. Activity of reflecting is evaluation activity, analyzes, meaning, explaining, concluding, and identification of next action in next cycle planning.⁷

C. The Participants

The participants of this research is grade VIII-2 SMP N. 1 Barumun Tengah Kabupaten Padang Lawas academic year 2017/2018. The class consist of 31 students. The researcher would teach about task using communication in classroom at grade VIII 2 SMP N1 Barumun Tengah Sisingamangaraja street number 15 in academic year 2017/2018. In this class chosen because the researcher finds the problem of students' speaking mastery. And then most of students' also less in vocabulary, and also less motivation and not interesting to speak because they think it's so difficult. They are not able to give opinion because they are afraid to make some mistake in express their idea.

⁶ *Ibid*, p. 80.

⁷ Ahmad Nizar Rangkuti, *Op.Cit*, p. 213.

Another participant is a teacher English of grade VIII 2 SMP N1 Barumun Tengah Kabupaten Padang Lawas. The researcher would observe activities in class when teacher conduct an action, then the teacher also help the researcher analyzes the data form the observation and make plan for each cycle.

D. The Instrument of Data collection

In this research, the researcher use instrument test that getting data about resolution of the problem, included Students' speaking mastery in task use communication in classroom. Test is method of measuring a person ability, knowledge, or performance in a giving domain.

The are three instrument in this research, they are:

1) Test

The researcher is going to use speaking test, which is giving the question with using task based language teaching method. Brown defined test "a method of measuring a person ability. Knowledge performance in a giving domain".⁸

⁸ H. Douglas brown, *Language Assesment, Op.Cit*, p. 3.

Table 1. Indicators of Speaking Test

NO.	The Indicators of Speaking Mastery	score
1.	Accent: <ol style="list-style-type: none"> 1. Pronunciation frequently unintelligible. 2. Frequent gross errors and a very heavy accent make understanding difficult. 3. “foreign accent” requires concentrated listening and mispronunciations, which do not interfere with understanding. 4. “marked foreign” accent and occasional mispronunciations which do not interfere with understanding. 5. No conspicuous mispronunciations, but would not be taken for a native speaker 	1-5 1 2 3 4 5
2.	Grammar: <ol style="list-style-type: none"> 1. Grammar almost entirely inaccurate phrases. 2. Constant errors showing control of very few major patterns and frequently preventing communication 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding. 5. Few errors, with no patterns or failure 	1-5 1 2 3 4 5
3.	Vocabulary: <ol style="list-style-type: none"> 1. Vocabulary inadequate for even the simplest conversation. 2. Vocabulary limited to basic personal and survival areas. 3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions. 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations. 	1-5 1 2 3 4 5
4.	Fluency: <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible. 2. Speech is very low and uneven except for short or routine sentence. 3. Speech is frequently hesitant and jerky, sentence may be left uncompleted. 	1-5 1 2 3 4

	<p>4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.</p> <p>5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.</p>	5
5.	<p>Comprehension:</p> <p>1. Understanding too little for the simplest type of conversation.</p> <p>2. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.</p> <p>3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.</p> <p>4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.</p> <p>5. Understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech.⁹</p>	1-5 1 2 3 4 5
	MAXIMAL SCORE: 25 x 4	100

Achievement test are designed to provide information about how well test takers have learned what they have been taught in school. An individual's level of achievement on a standardized achievement test is usually determined by comparing it to be the norm, the performance of a national group of students in the individual's grade or age level who took the same test. thus these test can provide comparisons of a given student to similar students nationally.¹⁰

2) Observation

⁹ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113

¹⁰ L. R. Gay and Peter Arsian, *Educational Research, Op.Cit.* p. 154

The second instrument of this research is Observation. Observation is a technique collecting data that should be the research enter a field to observe that relationship with space, place, actor, activity, time, event, objective, and feeling.¹¹

observation can take many forms in qualitative research, depending on the involvement of the observer. The observer can be a participant observer who engages fully in the activities being studied but is known to the participants as a researcher.¹²

In which the researcher takes field notes on the behavior and activities of individuals at the research site. in these field notes, the researcher records. In an unstructured or semi structured (using some prior questions that the inquirer wants to know) way, activities at the research site. The qualitative observer may also engage in roles varying from a participant to a complete participant.¹³

In participant observation, the researcher observes what people do, listen to what they say, and participates in their activities.¹⁴ Object observation in qualitative research that observes based Spradley is social condition, that consist three component. They are: place, actor and activity.¹⁵

¹¹ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan pendekatan kuantitative.....*, p. 143

¹² *Ibid*, p. 211-212

¹³ John W. Creswell, *Research Design Qualitative, Quantitative, and mixed methods approaches* (Sage Publications: University of Nebraska, 2002), p. 185-188

¹⁴ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitative, Qualitative, and R&D* (Bandung: ALFABETA, 2208), p. 311

¹⁵ *Ibid*, p. 314.

When making a field notes, a simple protocol for observation might include these topics:

- a. Who is being observed? How many people are involved, who are they, and what individual roles and mannerism are evident?
- b. What is going on? What is the nature of conversation? What are people saying or doing? What is the physical setting like? How are people seated, and where? How do the participants interact with each other? What are the status or rules of people, who leads, who follows, who is decisive, who is not? What is the tone of the session? What beliefs, attitudes, values, etc. seem to emerge?
- c. How did the meeting end? Was the group divided, united, upset, bored, or relieved?
- d. What activities or interactions seemed unusual or significant?
- e. What was the researcher doing during the session?¹⁶

3) Interviews

The third instrument of this researcher is interviews, interview is a tool of verification about information that get before now.¹⁷ a second important qualitative data collection approach is the interviews. An interview is a purposeful interaction, usually between two people, focused on one person

¹⁶ L.G.Ray and Peter Airasian, *Op.Cit*, p. 213-214

¹⁷ Ahmad Nizar Rangkuti, *Op.Cit*, p. 149S

trying to get information from the other person. It is important to consider two conditional aspects of interviews. First, not all qualitative researcher who gather data through interviews would accept the definition of interview stated above.¹⁸

A meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.¹⁹

Interviews have three basic choices for collecting their data. They are taking notes during the interview, writing notes after the interview, and tape recording the interview. Thus, the data collection method of choice is tape recording the interview, which provides a verbatim account of the session.

There are a number of actions that can improve the collection of interviews data.

- a. Listen more, talk less. Listening is the most important part of interviewing.
- b. Follow up on what participants say and ask questions when you don't understand.
- c. Avoid leading questions, ask open-ended questions.
- d. Don't interrupt. Learn how to wait.

¹⁸L. R. Gana and Peter Airasian, *Op. Cit.*, p. 219

¹⁹ Sugiono, *Metode Penelitian Pendidikan pendekatan kuantitative.....*, p. 317

- e. Keep participants focused and ask for concrete details
- f. Tolerate silence. It means the participant is thinking.
- g. Don't be judgmental about participants' views or beliefs. You're there to learn about their perspectives, whether you agree with them or not.
- h. Don't debate with participants over their responses. You are a recorder, not a debater.²⁰

The researcher conducts face to face interviews with participants. Interviews participants by telephone. Or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.²¹

E. Procedure of the Research

In this research the researcher applied two cycle. Each cycle consist of two meetings, each meeting consist of 2x40 minutes. So, there were four meeting during research process. Each cycle consist of four steps, there are: planning, acting, observing, reflecting. The classroom action research based on the following assumption. for the first cycle, the students' speaking is measure and their problems speaking mastery. The second cycle, students' become

²⁰ *Ibid*, p. 222-223.

²¹ John W. Creswell, *Op.Cit*, p. 188

active and interest in learning process. It would see from the students' activities in the class.

The procedure of data collection of the study is within two cycle. First cycle is two meetings. Second cycle is two meetings. So there are four meetings in the action research.

1. The research procedure in cycle 1

a. First Meeting

In the first cycle, the researcher implied four steps, they were:

1) Planning

- a) Arranging the lesson plan
- b) Determining the lesson plan about speaking mastery that using task based language teaching method “the topic is task”.
- c) Designing a procedure of teaching speaking by using task based language teaching method.
- d) Preparing instrument to be used by students.
- e) Preparing instrument for teacher and observers' observation.

2) Acting

In this act, the steps that are going to be practiced by teacher in teaching speaking through Task Based Language Teaching method as follow:

- a) Giving greeting to students
 - b) Arranging sit formation
 - c) Divide students into two groups
 - d) Giving the topic and telling the purpose of learning for students.
 - e) Introducing the procedures of task based communication in activities.
 - f) Implementing the lesson plan
 - g) Explaining the material
 - h) Concluding learning
- 3) Observing

In this research, observations focus on:

- a) Observing the execution of the task based language teaching method
 - b) Observing the students' speaking mastery
 - c) Observing the teaching learning process.
- 4) Reflecting

The reflecting relate to the process and the effects of action. It is also the evaluation of the action. The evaluation covered evaluating students' speaking mastery scores and the result of observation which purpose to analyzes the situation and make conclusion.

b. Second Meeting

1) Planning

- a) Preparing the teaching about speaking ability through Task based Language Teaching
- b) Preparing the Instrument for collecting data: observation and test

2) Acting

- a) Giving the material to the students
- b) Placing students to be groups
- c) Giving the task
- d) Asking the students to discuss the task
- e) Calling a random number to answer the task

3) Observing

In this research, observations focus on:

- a) Situation of teaching and learning process
- b) Students' activity
- c) Students' mastery in speaking through Task Based Language Teaching

4) Reflecting

The students' speaking ability must increase. So, the second cycle must be done to get improvement of students' speaking ability.

2. The Research Procedure in Cycle 2

In the second cycle, the researcher will evaluate all the activities in the first cycle and repairing the problem.

a. Third Meeting

1) Planning

- a) Making the second lesson plan
- b) Preparing the teaching materials of Task Based Language teaching

2) Acting

- a) Giving greeting to student
- b) Giving motivation, and controlling and managing to the students in the class
- c) Giving the explanation and hint about the matter and the key word or difficult word that will be applied
- d) Giving the information about the matter. Therefore, the students can be better than before.
- e) Giving the material to the students
- f) Explaining the material

3) Observing

a) Monitoring the procedures

b) Observing the students' speaking mastery is improved or not

4) Reflecting

The students' speaking mastery more accurately than they speaking in the first cycle but it must be increased for the last meeting

b. Fourth Meeting

1) Planning

a) Preparing teaching material of speaking

b) Preparing the instruments of collecting data

2) Acting

a) Giving the material to the students

b) Placing students to be groups

c) Asking about the material

d) Giving the task

e) Asking the students to discuss the task

f) Calling a random number to answer the task

3) Observing

In this research, observation focus on:

a) Situation of teaching and learning process

- b) Students' activities
 - c) Students ability in speaking through task based language teaching
 - d) The interaction between teacher and students
- 4) Reflecting

The researcher notes the result of observation and evaluates it to know wheatear the implementing of the action process is held appropriately with the preparation or not. The researcher reflected the all cycle and analyses to have conclusion of using Task Based Language Teaching method in improving students' speaking mastery.

F. Technique Analysis Data

Technique of data analysis in this research is the researcher used quantitative and qualitative data. Qualitative data was used to describe situation during the teaching process. Quantitative data was used to collect and analyze by computing the score of speaking test.

To know the means of students' score for each cycle, the researcher applied the following formula:²²

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

²² Anas Sujono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2010), p. 80

Where:

\bar{x} : the means of the students

$\sum \bar{x}$: the total scores

N: the number of the students

The percentage of students improvement in speaking mastery was analyzed by the formula as follow:²³

$$P = \frac{R}{T} \times 100\%$$

Where:

P: the percentage of students who get the score 75

R: the number of students who get the score up 75

T: the total of number students do the test.

After calculating and scoring students' performance then, their score were consulted the clarification quality on the table below:

²³ Hartono, *Statistik untuk Pendidikan* (Yogyakarta: Pusat Pelajar , 2012), p. 22

Table 2. The classification Quality of Students Score

No.	Percentage	Criteria
1.	0%-20%	Very Low
2.	21%-40%	Low
3.	41%- 60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very Good ²⁴

After the researcher found the mean scores of all students, it was consulted to the criteria as follows:

1. If the value of mean score 81-100%. It can be categorized into very high.
2. If the value of mean score 61-80%. It can be categorized into high.
3. If the value of mean score 41-60%. It can be categorized into enough.
4. If the value of mean score 21-40%. It can be categorized into low.
5. If the value of mean score 0-20%. It can be categorized into very low.

To test the significances, the researcher used t-test for small samples less than 18 students. The formulation of t-test as follo

²⁴ Zainal Aqip, *PTK untuk Guru SMP, SMA, SMK* (Bandung: CV. Yrama Widya, 2008), p. 205.

$$T_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

$$M_D = \frac{\sum D}{N}$$

$\sum D$ = Number of difference score between second cycle and first cycle.

$$D = X - Y$$

N = Number of Students

SD_D = Standard Deviation from the differences score between first test and second test

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

SE_{MD} = Standard Error from mean of difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

Qualitative has six steps as suggested by Creswell as in the follow:

Step 1: organize the prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: begin the detail analysis with a coding process it organize material into chunks before bring meaning to those chunks. It involves take the data into categorize and labeling those with a term (a term based in the actual language of the participant)

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about notes. Then, researcher uses this to generate themes or categories.

Step 5: advanced how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the detail discussion of several themes or interconnecting themes. Researcher uses visual or figure to convey descriptive information about participants in table.

Step 6: make interpretation or meaning of the data. It is researcher personal interpretation; meaning will be derived from a comparison of the finding with information gleaned from the literature.²⁵

²⁵ Norman K. Denzin and Yvonna S. Lincoln, *a Handbook of Qulitative Research, Translated by Dariyanto DKK*, (Yogyakarta: Pustaka Pelajar, 2009), p. 499

G. Outlines of the Thesis

The systematic of this research consist of five chapters. Each chapter will be divided into many sub chapters in detail as follow:

The first chapter, contains of background of the problem, identification of the problem, limitation of the problem, formulation of the research, the aim and significances of the research, and the last is about definition of operational variables. In this chapter, the researcher make one question in order to focus to the problem.

The second chapter, contains of theoretical description which bring explanation about task based language teaching and also review related finding is an addition information for this research.

The third chapter, contains of research methodology to find out improving students' speaking mastery through task based language teaching at grade VIII SMPN 1 Barumun tengah. Research methodology consist of time and place of the research, the technique of the data collection, and the technique of data analysis and the thesis outline.

The fourth chapter, contains of research result. This research consist of data description that contain of analysis data. This capater arranged by description of the data, hypothesis testing, discussion and the threats of research.

The fifth chapter, contains of suggestion and conclusion of research.

CHAPTER IV

RESULT OF THE RESEARCH

After researcher has done the research in SMPN 1 Barumun Tengah, now researcher will describe how the research was done. It discussed about the way to improve students' speaking mastery by using task based language teaching method at grade VIII of SMPN 1 Barumun Tengah in academic year 2018/2019. The description are as follow:

A. The Data Description

Researcher divided this action research into two cycle. Each cycle consisted of four stages, it is plan, action, observation, and reflection. Researcher described learning process and students' score of cycle 1 and cycle 2.

1. The First Cycle 1

The first cycle was done at 24th until 31th of July 2018. In this case, the cycle was conducted for two meetings. In SMP Negeri 1 Barumun Tengah, every meeting was done 80 minutes. It means that the time allocation was 160 minutes. It caused 2 x 80 minutes is 160 minutes. Along the time, teacher explained about describing picture technique. Here, the teacher made the activities and gave the process of improvement students' speaking mastery in the first cycle as follow:

a. First Meeting

In the first meeting, the teacher found some problems of students learning process. Some students do not ready to study. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explained as follow:

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving opinion, prepared the instrument, such as observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

In this step, the researcher applied Task Based Language Teaching to improve students' speaking mastery. Then, the researcher greeted the students and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and give some examples about the material to students, after that the researcher order to students to make a group. In every group consist 2 person, after that the researcher order the students to make conversation about the topic that have given by the teacher and the last step the researcher order the students to make report about the task and re-

report to the teacher and the last the students performance in front of class.

3) Observing

In this step, When the students were learning by using TBLT, the researcher monitored the steps of students' activities. It started from the learning materials, time allocation of introduction, explanation, and evaluation. Even though it had been arranged, but there were some students were not ready to study.

Based on the observation note sheet, the students' activities in teaching learning process will be described as follow:

- (1) There were seven students who were not ready to study, they were AAH, AAS, MRW, MAW, MH, RT, and RH.
- (2) There were two students Students who made noisy in the classroom, they were MRS, and MAW.
- (3) There were two students who sat on the move, they were AP, and WC.
- (4) There were two students who felt boring of this lesson, they were DS and RT.
- (5) There were four students do not have motivation to Speak, they were DS, MH, NH, and RT.

(6) There were seven students are not able to practice the conversation, they were AAH, DS, MRS, MAW, MH, MS, and RT.

4) Reflecting

In this step, the researcher and the collaborator discussed about the implementation of action, analyzed the finding of observation, reflecting the students' learning activity to determine the follow up.

b. Second Meeting

After the researcher gave the explaining the material in the first meeting, the researcher came to the class to continue the second meeting to know the students' achievement in speaking mastery.

The procedures in the second meeting was same as the first meeting. But, in the second meeting the researcher just reviewed the previous material to engage students' knowledge. Then, the researcher gave a test to students to know their achievement in the first cycle.

c. Students' Speaking Mastery Score in the First Cycle

The Researcher had found the students' speaking mastery score the first cycle as the following table below:

Table 3. Students' speaking score in the First Cycle

No	Name Of Students	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1	AAH	4	3	4	3	2	16	64	
2	AAS	4	4	4	4	3	19	76*	
3	APS	3	3	4	4	4	18	72	
4	AP	4	4	3	4	3	18	72	
5	DS	3	3	2	4	3	15	60	
6	ES	3	3	4	4	4	18	72	
7	FH	4	4	3	4	4	19	76*	
8	FAT	4	3	4	5	4	19	76*	
9	MRS	3	4	3	4	2	15	60	
10	MAW	4	3	3	3	4	16	64	
11	MH	3	2	3	3	3	14	56	
12	MS	5	4	3	4	4	20	80*	
13	NH	3	4	3	3	3	16	64	
14	RT	3	3	3	3	4	16	64	
15	RH	4	3	3	4	3	17	68	
16	TJ	3	4	3	4	4	17	68	
17	WC	5	4	4	4	4	21	84*	
18	YD	4	4	3	4	4	19	76*	
Total Scores		66	62	59	68	62	313	1252	
Mean		3.67	3.45	3.39	3.78	3.45	17.39	69.56	
Percentage		33.34%							

From the table above, the students' mean score of accent was 3.67, 8 students had 'foreign accent' required concentrated listening and mispronunciation, which do not interfere with understanding, 8 students had 'marked foreign' accent and occasional mispronunciation which do not interfere with understanding, and 2 students had no conspicuous mispronunciation, but would not be taken for a native speaker. For the problem solving the researcher gave ways in training their

pronunciation is not only in school but also in house such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little.

Grammar was 3.45, from 18 students in the classroom, 8 students had frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding, 9 students had occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding, and 1 student had few errors, with no patterns or failure. Problem faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. The problem was related to the mastery of tenses or patterns in tenses. Which caused their sentences was uncompleted and their grammar in the sentence was wrong. Students' mistakes in grammar were in using 'to be' in nominal sentence, in using past sentences, in using to be 'are', in using arranging sentence. Researcher gave more explanation about the language context that targeted in the next meeting clearly so that they made study more

Vocabulary was 3.39, from 18 students in the classroom, 11 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics, 6 students had professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocution, 1 student had professional vocabulary broad and precise, general vocabulary adequate to cope with complex

practical problems and varied social situation. Researcher gave tips or methods to memorize vocabularies such as semantic mapping, using pictures, and using key words that could be practiced by them in the school or in the house for solving their vocabulary.

Fluency was 3.78, from 18 students, 5 students had speech is frequently hesitant and jerky, sentence may be left uncompleted, 12 students had speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. 1 student had speech is effortless and smooth, but perceptibly non native speech and evenness. To solve the problem researcher motivated them to train their speaking and to record their speech so that they could know about their ability.

Comprehension was 3.45. from 18 students in the classroom, 6 students had understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing, 10 students had understanding quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing, 2 students had understanding everything in normal educated conversation expect for very colloquial or low frequency items, or exceptionally rapid or slurred speech. Researcher motivated students to memorize more vocabularies. They did not understand word event it was familiar words because of less in mastering vocabulary and they did not know the meaning of the word.

The students' achievement in every indicator of speaking in the first cycle could be seen in the following chart.

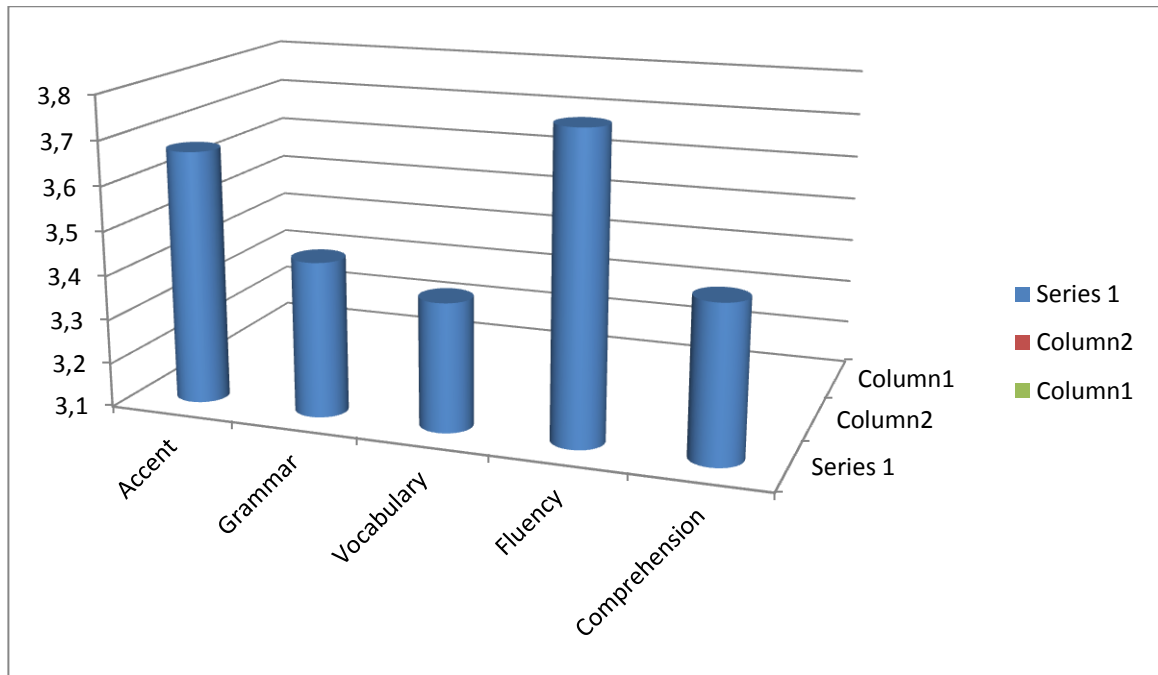


Chart 1. The Students' achievement every indicator of speaking in first cycle

Based on the table and chart above, it concluded that the students' achievement in speaking was low. In the first cycle, there were only six students passed the passing grade (75). The students' mean score in the first cycle was 69.56 and the percentage was 33,34%. It means that this test result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to second cycle. In the next learning, it was needed to overcome students' motivation to have high speaking mastery. Re-planning of the Task Based Language Teaching in the first cycle, this resolved in the second cycle.

From the score of students, it could be concluded that there were twelve students who did not pass the KKM. There were six students passed the KKM. and they were categorized into very high category. The classification of students' scores would describe as the following table:

Table 4. The Classification of Students' Speaking Skill Scores in First Cycle

No	Classification	Predicate	Total of Students	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	-	-
3	41% - 60%	Enough	3 students	16.6
4	61% - 80%	High	14 students	77.7
5	81% - 100%	Very High	1 students	5.56
Total				100%

After getting students' speaking scores in the first cycle, the researcher found the students' achievement were categorized in to good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problem in the second cycle.

2. The Second cycle

The second cycle was done at 7th until 14th of August 2018, in second cycle, researcher would described the learning process and the activity of teacher of second cycle.

a. Third Meeting

The procedure of the second cycle was in the following:

1) Planning

In this step, the researcher prepared the material, determined the topic about expression for asking and giving opinion, prepared the instrument, such as observation note sheet to the collaborator, indicator of speaking score, and students' achievement.

2) Acting

In this step, the researcher applied Task Based Language Teaching to improve students' speaking mastery. It focused on students' problem in vocabulary. Then, the researcher greeted the students and ordered them to pray and gave students' observation note sheet for students.

The researcher gave the material and gave some examples about the material to students, after that the researcher ordered the students to make a group. In every group consist 2 person, after that the researcher ordered the students to make conversation about the topic that have given by the teacher and the last step the researcher ordered the students to make report about the task and re-report to the teacher and the last the students performance in front of class. The differences method in cycle I and cycle II (third meeting), in cycle I the researcher gave the topic to students to made the conversation about the material but in cycle II the

researcher order to students made the dialogue or task based on their idea.

3) Observing

In this step, there was an improvement of students in learning process. Some students who are not ready to study in the first cycle, they had been ready to start the study

Based on the observation note sheet , the students' activities in teaching learning process will be described as follow:

(1) There were three students are not ready study, they wer ES, MAW, NH.

(2) There were three students who made noisy in the classroom, they were AP, MRS, WC.

(3) There were two students who sat on the move, they were AAH, AAS.

(4) There were three students who felt boring oh this lesson, they were FH, TJ, and YD.

(5) There were only one student are walking around the class, he was RT.

(6) There were only one student who have not full attention when learning speaking, he was MAW

(7) There were three students are not able to practice the conversation, they were AP, DS, and MAW.

4) Reflecting

Based on the observation sheet, the researcher could explain the material better than the previous cycle even though there were some indicators that had not been applied well. Thus, to make the students more active in practicing the expressions, the researcher gave the other examples of the material. Then, the researcher evaluated the students and monitored all learning activities.

5) **Fourth Meeting**

In the fourth meeting, the researcher reviewed the material for a while. It had a purpose to remind the students about the material. Then, to measure students' achievement the researcher had done the second test.

6) **Students' Speaking Mastery Score in the Second Cycle**

Learning in the second cycle was based on re-planning, thus it was found the improvement of students' speaking mastery and the influencing factors of the students' speaking mastery. The result of students' speaking mastery improvement is presented in the following table.

Table 5. Students' Speaking Score in the Second Cycle

No	Name Of Students	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1	AAH	4	4	4	3	4	20	80	
2	AAS	4	5	4	4	3	19	76	
3	APS	4	4	5	4	3	20	80	
4	AP	5	4	5	4	4	21	84	
5	DS	4	4	4	4	3	19	76	
6	ES	3	4	4	4	4	19	76	
7	FH	4	5	5	4	4	21	84	
8	FAT	4	5	5	4	4	21	84	
9	MRS	4	4	5	4	3	19	76	
10	MAW	4	4	4	3	4	19	76	
11	MH	4	4	4	3	3	18	72	
12	MS	5	4	5	4	4	21	84	
13	NH	4	4	5	4	3	20	80	
14	RT	3	4	3	4	4	18	72	
15	RH	4	3	4	4	3	17	68	
16	TJ	4	3	5	4	4	19	76	
17	WC	4	4	5	4	4	21	84	
18	YD	4	4	4	4	4	20	80	
Total Scores		72	73	80	70	65	352	1402	
Mean		4.00	4.06	4.45	3.89	3.61	19.56	77.89	
Percentage		83.34%							

From the above table, the students' mean score in accent was 4.00, as result of test in cycle 2, students' achievement in this indicator was improved. Like what was made in cycle 1, there were three categorized in indicator of accent in cycle 2. There were 2 students categorize low in accent, 14 students categorize enough, and 2 students categorize good.

Grammar was 4.06, as result test in cycle 2 of students' achievement in this indicator was improved. Like what teacher made test in cycle 1, there were 2 students categorize low, 13 students categorize enough, and 3 students categorize good.

Vocabulary was 4.45, as result test in cycle 2 of students' achievement in this indicator was improved. Like what teacher made in test in cycle 1, there were three criteria in indicator of vocabulary in cycle 2. There were 1 student categorize low, 8 students categorize enough, and 9 students categorize good.

Fluency was 3.89, as result test in cycle 2 of students' achievement in this indicator was improved. Like what made test in cycle 1, there were two criteria in indicator of fluency in cycle 2. From 18 students in the classroom, there were 3 students categorize enough and 15 students categorize good.

Comprehension was 3.61, as result test in cycle 2 of students' achievement in this indicator was improved. Like what made test in cycle 1, there were two criteria in indicator of comprehension in cycle 2. From 18 students in the classroom, there were 7 students categorize enough, and 11 students categorize good.

The students' achievement in every indicator of speaking in the second cycle could be seen in the following chart:

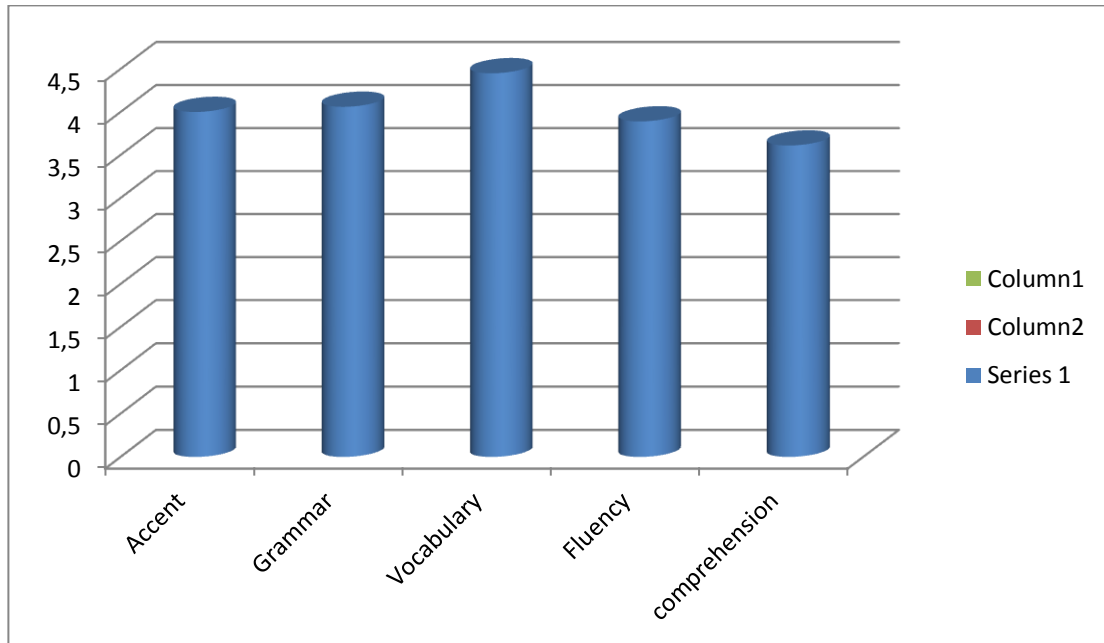


Chart 2. The Students' Achievement in Every Indicator speaking in Second Cycle

From the above table and chart, it could be concluded that the students' achievement in the second cycle was increase. In second cycle, there were only three students did not pass passing grade (75) the mean score in second cycle was 77.89 and the percentage of students' score in second cycle was 83.34%. students achievement in speaking was categorized well. The students score in the second cycle got improvement from the first cycle. It shown that the first cycle was 69.56 (33.34%) and second cycle was 77.89 (83.34%).

Table 6. The Classification of Students' Speaking Skill Scores in Second Cycle

No	Classification	Predicate	Total Of Students	Precentage
1	0% - 20%	Very Low	-	-

2	21% - 40%	Low	-	-
3	41% - 60%	Enough	-	-
4	61% - 80%	High	13 students	72.22
5	81% - 100%	Very High	5 students	27.7
Total				100%

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized in to good category. It means that, the students who had some problems in speaking in the first cycle were improved and could solve the problem in the second cycle.

B. Comparison of Students' Achievement in First Cycle and Second Cycle

Based on the observation of students speaking mastery, it can be concluded that students' speaking mastery had improve by using Task Based Language Teaching method.

After implementing and teaching in the classroom, there is method researcher used to improve students achievement in speaking mastery. researcher divided that into classroom applying and shows that in table below:

Table 7. Action of Teaching in the Classroom

CYCLE I	CYCLE II
1. Planning <ul style="list-style-type: none"> • In cycle I, the teacher made the lesson plan that consist of the steps action. • The teacher prepared rubric scale for testing in speaking. • The teacher designed procedure of the 	1. Planning <ul style="list-style-type: none"> • In cycle II, the teacher made the lesson plan that consist of the steps action. • The teacher prepared rubric scale for testing in speaking.

<p>teaching speaking by task based language teaching.</p> <ul style="list-style-type: none"> • The teacher gave the learning material about asking and giving opinion. • The teacher prepared students' evaluation in accent, grammar, vocabulary, fluency, and comprehension. • The teacher prepared the test for the first cycle and time for planning was about 10 minutes. 	<ul style="list-style-type: none"> • The teacher designed procedure of the teaching speaking by task based language teaching. • The teacher gave the learning material about asking and giving opinion. • The teacher prepared students' evaluation in accent, grammar, vocabulary, fluency, and comprehension. • The teacher prepared the test for the first cycle and time for planning was about 10 minutes.
<p>2. Action</p> <ul style="list-style-type: none"> • In cycle I, the teacher introduced the procedures of task based language method that would be done by the students in English speaking. • The teacher prepared the task according to the topic or material of subject. • The teacher divided students to made the group and the group consist two persons, and then the teacher gave the task about asking and giving opinion to made a conversation about the topic that have given by the teacher. Then students will discussed about it. • After that the students make a report about the task, and report to the teacher. • After get it, students performance in front of class. 	<p>2. Action</p> <ul style="list-style-type: none"> • In cycle I, the teacher introduced the procedures of task based language method that would be done by the students in English speaking. • The teacher prepared the task according to the topic or material of subject. the teacher ask students about their opinion such as their popular idol, favorite food, about artist, etc. then, the students develop their idea about it, then report to every students' pair. • The teacher divided students to made the group and the group consist two persons, but in group cycle II made random than cycle I. • Then the teacher gave the task about asking and giving opinion to made a conversation about the topic that have given by the teacher. Then students will discussed about it. • After that the students make a report about the task, and report to the teacher.

	<ul style="list-style-type: none"> • After get it, students performance in front of class.
<p>3. Observation</p> <ul style="list-style-type: none"> • In cycle I, the researcher monitored the steps of students' activities. The students' activities in teaching learning process will be described: • There were 7 students were not ready to study. They were AAH, AAS, MRW, MAW, MH, RT, and RH. • There were 2 students Students who made noisy in the classroom, they were MRS, and MAW. • There were 2 students who sat on the move, they were AP, and WC. • There were 2 students who felt boring of this lesson, they were DS and RT. • There were 4 students do not have motivation to Speak, they were DS, MH, NH, and RT. • There were 7 students are not able to practice the conversation, they were AAH, DS, MRS, MAW, MH, MS, and RT. 	<p>3. Observation</p> <ul style="list-style-type: none"> • In cycle I, the researcher monitored the steps of students' activities. The students' activities in teaching learning process will be described: • There were 3 students were not ready to study. They were, ES, , MAW, and NH. • There were 3 students Students who made noisy in the classroom, they were AP, MRS, and WC. • There were 3 students who felt boring on this lesson, they were FH, TJ, and YD. • There were one student are walking around the class, they was RT. • There were 1 students who have not full attention when learning speaking, he was MAW. • There were 3 students are not able to practice the conversation, they were AP, DS, and MAW.
<p>4. Reflecting</p> <ul style="list-style-type: none"> • In cycle I, the teacher discussed with co-teacher about the progress that using task based language teaching to determined the followed up to activity. • The teacher told the students that she would note everything that was done by the students. The teacher told the students to be natural when they were speaking, and that would be a reward for the students who active and sportive in the class • For starting the test, the teacher gave group performance time to test students speaking mastery. to measure students' speaking skill the teacher gave group 	<p>4. Reflecting</p> <ul style="list-style-type: none"> • In cycle I, the teacher discussed with co-teacher about the progress that using task based language teaching to determined the followed up to activity. • The teacher told the students that she would note everything that was done by the students. The teacher told the students to be natural when they were speaking, and that would be a reward for the students who active and sportive in the class • For starting the test, the teacher gave group performance time to

<p>performance test about asking and giving opinion about her friends topic. Then, the teacher evaluated the result of their speaking test in the second meeting.</p>	<p>test students speaking mastery. to measure students' speaking skill the teacher gave group performance test about asking and giving opinion about her friends topic. Then, the teacher evaluated the result of their speaking test in the four meeting.</p>
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The result of the test of the first cycle, there was one student got 56 score, two students got 60 score, three students got 64 score, three students got 68 score, three students got 72 score, four students got 76 score, one student got 80 score, and one student got 84 score. It can be concluded that from 18 students at the grade VIII of the first semester of SMA N 1 Barumon Tengah. There were there were six students passed the passing grade 75 score. Meanwhile, there were 12 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was get the mean score of the class. It was concluded as following:

$$\bar{x} = \frac{\sum \bar{X}}{N}$$

$$\bar{x} = \frac{1252}{18}$$

$$\bar{x} = 69.56$$

Based on the calculation, the mean score of the class in first test was 69.56. It showed that the students' speaking mastery was categorized into low

categories. The first step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{18} \times 100\%$$

$$P = 33.34\%$$

Then, in the second cycle the researcher calculated the result of second test to know the students' score improvement from the first test result. There was two students got 68 score, one student got 72 score, seven students got 76 score, three students got 80 score, five students got 84 score.

It can be concluded that from 18 students at the grade VIII of the first semester of SMP N 1 Barumon Tengah. There were 3 students did not pass the passing grade 75 score. Meanwhile, there were 15 students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

$$\bar{x} = \frac{1402}{18}$$

$$\bar{x} = 77.89$$

Based on the calculation, the mean score of the class in second test was 79.12. It showed that the students' speaking mastery was categorized into high categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{15}{18} \times 100\%$$

$$P = 83.34\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test. in the first test the mean score was 69.56 (33.34%). It was included very low category. The improvement of mean score in second test was 77.89 (83.34%), it was included into high category. the comparison of students' speaking mastery in each cycle based on their gotten score is shown in the table below:

Table 8. Comparison of Students' Achievement In Cycle 1 and Cycle 2

No	Name Of Students	Cycle 1 First Test	Cycle 2 Second Test	State
1	AAH	64	80	Improved
2	AAS	76	76	Improved
3	APS	72	80	Improved
4	AP	72	84	Improved

5	DS	60	76	Improved
6	ES	72	76	Improved
7	FH	76	84	Improved
8	FAT	76	84	Improved
9	MRS	60	76	Improved
10	MAW	64	76	Improved
11	MH	56	72	Improved
12	MS	80	84	Improved
13	NH	64	80	Improved
14	RT	64	72	Improved
15	RH	68	68	Improved
16	TJ	68	76	Improved
17	WC	84	84	Improved
18	YD	76	80	Improved
Total Scores		1252	1402	Improved
Mean Score		69.56	77.89	Improved

Based on the table above, students got improvement on their score from the students' mean score, the first cycle students' mean score were 69.56 and the second cycle students' mean score were 77.89. from the students' percentage, the first cycle, there were six students passed the passing grade (33.34%). The second cycle, there were fifteen students passed the passing grade (83.34%). The differences showed that there was an improvement of students' speaking mastery. the differences showed in the following chart:

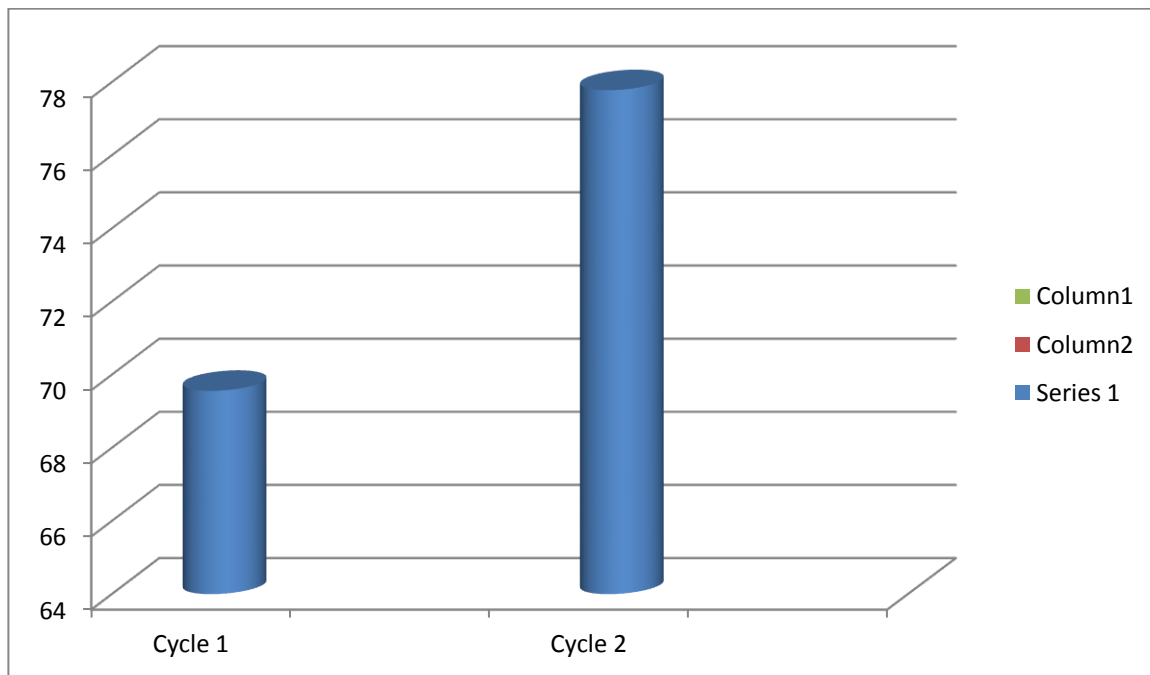


Chart 3. The Comparative Means Score between Cycle 1 and Cycle 2

So, from the table and charts above that could be concluded the students' speaking master by using task based language teaching method could improve their speaking ability at grade VIII in first semester of SMP N 1 Barumun Tengah.

To support the data of this result, the researcher showed the result of interview with the students. Since it was their first time speaking using Task Based Language Teaching, the students were enthusiastic and active in speaking by using task based language teaching. As the result interview:

“pas waktu ibu suruh aku berbicara bahasa inggris di depan kelas, takut bu tapi ada di otak ku bu ingin mencoba, dan juga membuat aku semakin sering

berbicara bu. (when the teacher order student to speaking English in front of class, she is afraid but in her brain wanted to try, and also made me more often to speaking mam)".¹

“setelah ibu ajarkan kami berbicara bahasa inggris, saya jadi lebih suka berbicara bahasa inggris bu, biarpun salah, saya hanya percaya diri aja bu.” (after the teacher teach us speaking English, I become more like to speaking English mam, although it’s wrong, I just self confidence mam)".²

To test the significances, the researcher used t-test for small samples less than 30 students. The table of interpreting the data could be looked from the table below:

Table 9. The Result of Differences Scores Between First Cycle and Second Cycle

No	Name Of Students	Cycle 1 First Test	Cycle 2 Second Test	D = X-Y	$\sum D = D - M_D$	$\sum D^2$
1	AAH	64	80	16	7.11	50.55
2	AAS	76	80	4	-4.89	23.91
3	APS	72	80	8	-0.89	0.79
4	AP	72	84	12	3.11	9.67
5	DS	60	76	16	7.11	50.55
6	ES	72	76	4	-4.89	23.91
7	FH	76	84	8	-0.89	0.79
8	FAT	76	84	8	-0.89	0.79
9	MRS	60	76	16	7.11	50.55
10	MAW	64	76	12	3.11	9.67
11	MH	56	72*	16	7.11	50.55
12	MS	80	84	4	-4.89	23.91

¹ FAT, students in VIII-2 SMP N 1 Barumun Tengah, *Private Interview*, August 14th 2018 at 09.30 PM.

² WC, students VIII-2 SMP N 1 Barumun Tengah, *Private Interview*, August 14th 2018 at 09.30 PM.

13	NH	64	76	12	3.11	9.67
14	RT	64	68*	4	-4.89	23.91
15	RH	64	68*	4	-4.89	23.91
16	TJ	68	76	8	-0.89	0.79
17	WC	80	84	4	-4.89	23.91
18	YD	76	80	4	-4.89	23.91
Total Scores		1252	1402	160	-0.02	219,76
Mean Score		69.56	77.89	M_D=8.89	∑D=-0.001	∑D²=12.20
Percentage		33.34%	83.34%			

To prove the significances, the researcher used t-test for sample less than 18 students. The procedures of interpreting the data were:

1. Formulating Hypothesis

H= there is significant improvement among students' speaking test is the cycle 1 and cycle 2

2. Calculating the signification of t_0 and t_1 and calculating of the degree of freedom (df) with $df = N - 1$

3. Looking for level of signification 5% or 1% in t table it can be seen from (df).

4. Comparing the result of t_0 and t_1 with the criterion

- a. If t_0 bigger than t_t . So, H is received. It means that there is significant improvement of students' learning process result.

- b. If t_0 smaller than t_t . So, H is rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result

To prove the significances, the researcher use t-test for samples less than 18 students. The procedure of interpreting the data were:

$$M_D = \frac{\sum D}{N}$$

$$= \frac{0.001}{18} = 8.89$$

$\sum D$ = Number of differences score between Second Cycle and First Cycle,

$$D = X - Y$$

$$N = 18 \text{ Students}$$

SD_D = Standard Deviation from the differences score between First test and Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{12.20}{18} - \left(\frac{-0.001}{18}\right)^2}$$

$$SD_D = \sqrt{0.67 - 0.000000003}$$

$$SD_D = \sqrt{0.667}$$

$$SD_D = 0.81$$

SE_{M_D} = Standard error from mean of differences

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{0.81}{\sqrt{18-1}}$$

$$SE_{MD} = \frac{0.81}{\sqrt{17}}$$

$$SE_{MD} = \frac{0.81}{4.12}$$

$$SE_{MD} = 0.19$$

$$T_o = \frac{M_D}{SE_{MD}}$$

$$T_o = \frac{8.89}{0.19}$$

$$T_o = 46.78$$

$$\text{Degrees of freedom (df)} = N-1 = 18-1 = 17$$

The calculation result of $t_o = 46.78$, t_{table} with $df = 17$, level of significances in t table 5% is 2.110. it can be know that the result of t_o is bigger than t_t , it is $46.78 > 2.110$. based on the result, it means that there is a significances improvement between students' speaking learning process result in the first cycle and second cycle.

From analyzes above, the researcher concludes that the mean of first cycle and second cycle is a significantly differences, where mean of second cycle (77.89) is greater than first cycle (69.56). it shows that "Task Based

Language Teaching” influenced to improve the students’ speaking skill at grade VIII SMP N 1 Barumun Tengah.

C. Discussion

There are three thesis that researcher used as related findings. Then researcher will explain it. The one purpose of this research is To describe the result improving students’ speaking mastery through task based language teaching method at grade VIII SMPN 1 Barumun Tengah and To know the significant task based language teaching to student’ speaking mastery at grade VIII SMPN 1 Barumun Tengah.

First, Anisyah Ritonga, in her thesis, She found the mean score of experimental class was 71.3 and the mean score of control class was 64.45. the score of experimental was high and the score of control class was low. The researcher found the result of t-test where t_0 was higher than t_t . t_0 was 3.16 and t_t was 1.664 ($3.16 > 1.664$). it means that there was a significant effect of task based language teaching to students’ speaking ability at VIII Grade of MTsN 2 padangsidempuan where H_a was accepted and H_0 was rejected.

Second, Mita Nur Aflah did research about TBLT, She found mean score at the first cycle was 1.50, the second cycle was 2.41 and the third cycle was 3.50. she concluded that TBLT is better method than conventional method to improve speaking skill at Hospitality students’ in Alpha University, Pontianak.

Third, Kesda Taghun, in her thesis, she found pretest was 7.23 and post test was 11.03. this different score indicate that TBLT result in creasing students' speaking ability significantly.³ So, TBLT was give significant effect to students' speaking ability in Thailand.

After analyzing data, the researcher found the improvement students' speaking ability by using Task Based Language Teaching Method in first cycle and second cycle. It was mean score 69.56 and students passed the KKM 6 person (33.34%) in first cycle, and the mean score of second cycle it was 77.89 and students passed the KKM 15 person (83.34%). The improvement of mean score between the first cycle and second cycle was (50.09%). The minimum mastery criterion (KKM) 75. Furthermore, it can be concluded that by using Task Based Language Teaching Method could improve students' achievement in speaking mastery at grade VIII-2 SMP Negeri 1 Barumun Tengah.

Based on explanation, it can be concluded that the problem of students' speaking mastery could be solved immediately by some method, especially by using Task based language teaching method. It could be proven based on this research above that Task Based Language Teaching method could improve students' score in speaking ability. Furthermore, using

³ Kesda Taghun, Using Task Bsed language Teaching to develop English speaking ability of prathom 6 students pribonprachasan, (*Unpublished thesis*), (Bangkok: Srinakharinwirot University, 2012), p.38. http://ir.swu.ac.th/xmlui/bitstream/handle/123456789/4172/kesda_T.pdf?sequence=1 retrieved on October 17th 2018 at 09:48 am.

interview technique was also proven that there was an improvement in students' speaking ability achievement. It means that, students' speaking mastery by using task based language teaching method at grade VIII SMP Negeri 1 Barumun Tengah is satisfaction. It can be seen from the result of data analyze was increase of each cycle that has been gotten mean score 69.56 (33.34%) in first cycle and mean score 77.89 (83.34%) in second cycle.

D. Threats of the Research

There were some aspects that could threats for this research when researcher doing the research. They were:

1. The data in this research were not objective because it needed the description of the mark based on the researcher listening in the students.
2. The tool that used in collecting the result of students' speaking was uncompleted because the researcher just used recorded. Video or other told were needed to make the mark more subjective and learning process more effective and efficient.
3. In teaching learning process was not running well because the students were less serious and enthusiasm in doing task based language teaching method, some students still used mix language when they don't know about the vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

From the result of the research, researcher can be concluded that:

Task Based Language Teaching Method could improved students' speaking mastery at grade VIII SMPN 1 Barumun Tengah. Based on the analyzing of research data, the mean score of students' speaking mastery in first cycle is 69.56 (33.34%), and second cycle is 79.12 (83.34%). The students' improvement can be categorized into very high improvement (very good).

The calculation result of $t_o = 46.78$, t_{table} with $df = 17$, level of significances in t_{table} 5% is 2.110. it can be known that the result of t_o is bigger than t_{table} , it is $46.78 > 2.110$. Therefore, the hypothesis in this research could be accepted "students' speaking mastery can improve through Task Based Language teaching method at Grade VIII SMP Negeri 1 Barumun Tengah."

Therefore, the hypothesis in this research could be accepted because the score of students and the students' activity in learning process through Task Based Language Teaching showed the good improvement at grade VIII-2 SMP N 1 Barumun Tengah Kabupaten Padang Lawas.

B. SUGGESTIONS

Based on the above conclusion, researcher has some suggestion as below:

First, students' speaking can improve by task based language teaching method at Grade VIII SMPN 1 Barumun Tengah, researcher suggests to the teacher to apply this

method in teaching speaking skill, give solution to the students' problem, and looking at the teacher's ways in teaching

Second, in improving students' speaking skill there are some factors that influence students' speaking skill through Task Based Language Teaching method, the researcher suggests to the teacher and to another researchers who wants to do the same research can controls and look at the factors that influence students' speaking skill through task based language teaching. The teacher and the other researcher must give good motivation and increase students' interest in learning process.

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CURRICULUM VITAE

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4. Institute : IAIN Padangsidimpuan (2014-2018)

Rubric of Speaking Score in Indonesian¹

NO.	Aspek	Indicator	Skor
1.	Logat	1. Pengucapan sering tidak jelas	1
		2. Kesalahan yang buruk sering terjadi dan logat yang kasar membuat sulit dipahami	2
		3. Logatnya asing sehingga memerlukan konsentrasi untuk mendengarnya dan terjadi kesalahan pengucapan	3
		4. Terjadi beberapa aksen yang aneh dan kadang-kadang terjadi kesalahan pengucapan tetapi tidak menyebabkan kesalah pahaman pada makna	4
		5. Salah pengucapan tidak ketara, namun tidak seperti penutur asli	5
2.	Tata Bahasa	1. Tata bahasa hampir seluruhnya tidak tepat	1
		2. Melakukan kesalahan yang terus menerus pada pola-pola kunci tata bahasa dan sering menghambat komunikasi	2
		3. Sering melakukan kesalahan pada pola-pola kunci tata bahasa yang menyebabkan sejumlah gangguan dan kesalah pahaman.	3
		4. Terkadang melakukan kesalahan pada pola-pola kunci tata bahasa namun tidak menyebabkan kesalahpahaman	4
		5. Sedikit melakukan kesalahan dan tidak ada pola yang salah	5
3.	Kosa Kata	1. Kosa kata tidak memadai meskipun untuk percakapan yang sangat mudah	1
		2. Kkosa kata terbatas hanya untuk kebutuhan-kebutuhan percakapan dasar (waktu, makna, transportasi, dan keluarga)	2
		3. Pemilihan kata kadang-kadang tidak tepat, terbatasnya kosa kata menyebabkan sulit untuk berdiskusi pada berbagai bidang profesi dan social	3
		4. Kosa kata pada umumnya bisa digunakan untuk membahas topic-topik non-teknis dalam sejumlah bidang	4
		5. Kosa kata professional, luas dan tepat, secara umum bisa digunakan untuk membahas topic-topik dalam situasi yang bermacam-macam	5
4.	kelancaran	1. Berbicara terbata-bata dan terputus-putus sehingga percakapan tidak mungkin terjadi	1

¹ Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 110-113

		<p>2. Berbicara sangat lambat dan tidak sesuai kecuali untuk kalimat sehari-hari atau kalimat yang pendek</p> <p>3. Berbicara sering ragu – ragu dan tersendat-sendat kalimatnya tidak lengkap</p> <p>4. Terkadang berbicara ragu-ragu, dengan sedikit ketidak sesuaian yang disebabkan oleh pengungkapan yang berbeda dan pengelompokan kata-kata</p> <p>5. Berbicara mudah dan lancar, namun kecepatan dan keselarasan kemampuannya tidak seperti penutur asli.</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>
5.	Pemahaman	<p>1. Sulit memahami sekalipun untuk jenis percakapan yang paling sederhana</p> <p>2. Hanya memahami percakapan yang pelan dan sederhana atau hanya memahami percakapan yang biasa dan topic-topic turis; membutuhkan pengulangan yang terus menerus</p> <p>3. Memahami ucapan yang di ucapkan dengan hati-hati agak disederhanakan dengan pengulangan dan pengucapan kembali yang cukup banyak</p> <p>4. Cukup memahami percakapan normal namun terkadang memerlukan pengulangan kembali</p> <p>5. Memahami semua percakapan kecuali untuk sejumlah kosa –kata yang jarang dipakai dan pengucapan yang cepat atau kurang jelas.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
	MAXIMAL SCORE: 25 x 4		100

Appendix I

Name of Students

Grade VIII-2 SMP Negeri 1 Barumun Tengah

No.	Name of Students	Initial Name	Gender
1	Ali Aman Harahap	AAH	male
2	Andri Adi Syaputra	AAS	Male
3	Aulia Pratiwi Siregar	APS	Female
4	Aril Parmonangan	AP	Male
5	Dewarni Siregar	DS	Female
6	Emi Selvia Harahap	ES	Female

7	Fadlan Helshinki	FH	Male
8	Farida Anas Tasya	FAT	Female
9	Mulia Romadon Siregar	MRS	Male
10	MHD. Aldi Waruwu	MAW	Male
11	Mahmudin Harahap	MH	Male
12	Mila Sarmila Srg	MS	Female
13	Nurmalina Harahap	NH	Female
14	Riski Tinjoman Srg	RT	Male
15	Rizky Halim Harahap	RH	Male
16	Tantri Juliani	TJ	Female
17	Wahyu Crisdia	WC	Male
18	Yuli Damayanti	YD	female

Appendix II

LESSON PLAN in Cycle 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institute : SMP Negeri 1 Barumun Tengah
Subject : Bahasa Inggris
Class/Matter : VIII
Material : Asking for and Giving Ideas
Meeting : 1 & 2
Duration : 4 x 40 Menit (2 Pertemuan)

A. Standar Kompetensi

Berbicara

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: asking and giving ideas

C. Indikator :

1. Menggunakan dan mempraktikkan expressi menyampaikan pendapat
2. Merespon tentang expressi meminta pendapat

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat Menggunakan dan mempraktikkan expressi menyapaikan pendapat
2. Siswa dapat Merespon expressi tentang meminta pendapat

E. Materi Pokok

Expressions of asking for and giving opinion

1. When you ask your friends opinion you say:
 - How do you feel about this?

- Any comments?
- So, what do you think about this?
- Do you have any ideas on this?²

2. When you want to express idea you say:

- I think.....
- I don't think that....
- I believe.....
- I feel sure that.....
- In my opinion.....
- My view is that...

F. Metode Pembelajaran / teknik:

- Task Based Language Teaching (TBLT method)

G. Langkah - Langkah Kegiatan Pembelajaran

KEGIATAN AWAL		
Guru	Siswa	Waktu
<ul style="list-style-type: none"> • Mengucapkan salam dengan ramah kepada siswa • Mengecek kehadiran siswa • Menanyakan kepada siswa pendapat mereka tentang teman sebangku mereka • Mengaitkan jawaban dengan materi yang akan dibahas. 	<ul style="list-style-type: none"> • Siswa menjawab salam dengan ramah • Merespon kehadiran siswa • Menjawab pertanyaan guru tentang pendapat terhadap teman sebangku 	10 menit

² *Ibid*, p. 71

	<ul style="list-style-type: none"> • Mendengarkan apa yang dijelaskan oleh guru tentang materi yang akan dibahas. 	
KEGIATAN INTI		
Guru	Siswa	Waktu
<ul style="list-style-type: none"> • Merangsang siswa untuk berpikir agar tertarik untuk memperhatikan instruksi dari guru. • Menciptakan suasana yang menyejukkan dengan menghindari suasana yang menegangkan • Kemudian guru menjelaskan teori yang akan di pelajari dan menanyakan kepada siswa sekilas tentang teori yang disampaikan • Setelah itu guru memerintahkan siswa untuk membentuk kelompok, masing-masing kelompok 2 orang. • Guru memerintahkan perkelompok membuat sebuah percakapan singkat yang menggunakan ungkapan ungkapan asking and giving 	<ul style="list-style-type: none"> • Siswa mendengarkan apa yang di instruksikan guru • Siswa mendengarkan dengan tenang • Siswa mendengarkan teori apa yang akan dijelaskan oleh guru • Siswa membentuk kelompoknya masing-masing 2 orang • Siswa melaksanakan tugas dari guru. 	60 menit

<p>opinion.</p> <ul style="list-style-type: none"> • Setelah semua tugas siswa selesai, guru memerintahkan siswa untuk mempraktikkannya di depan kelas • Guru mengobservasi kemampuan berbicara siswa melalui task based language teaching dan memberikan penilaian 	<ul style="list-style-type: none"> • Siswa melakukan performance di depan kelas. 	
KEGIATAN AKHIR		
Guru	Siswa	Waktu
<ul style="list-style-type: none"> • Menanyakan tentang pemahaman siswa terhadap materi yang menyatakan pemahaman • Memberikan salam penutup 	<ul style="list-style-type: none"> • Siswa Menjawab pertanyaan guru • Siswa menjawab salam dari guru 	10 menit

H. Learning Sources:

- Buku pegangan siswa English on sky for grade VIII
- English dictionary

I. Learning Evaluation:

- a. Indikator, teknik, bentuk dan contoh penilaian

Indikator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument Sosial
--	-------------------------	-------------------------	--------------------------

- Menggunakan Dan mempraktikkan expressi menyampaikan pendapat	Tulisan	Membuat percakapan	Create a dialogue about asking and giving opinion! Than practice the dialogue with your frind.
- Merespon expressi meminta pendapat	Tes lisan	Membaca dialog	

b. Rubric penilaian

Bentuk instrument	Sempurna	Sebagian besar	Beberapa besar	Semuanya salah
fluency	25	15	10	5
Error in pronunciation	25	15	10	5
intonation	25	15	10	5
Accuracy in grammar and vocabulary	25	15	10	5
Total Skor	100			

Padangsidempuan, 2018

Validator

Researcher

Zainuddin S.S., M.Hum

Esriati Pohan

NIP. 19760610 200801 1 016

NIM. 14 203 0035

Appendix III

LEARNING MATERIAL in CYCLE I

Direction (Petunjuk):

1. Teachers orders the students to speak directly and freely
2. Teacher gives the point or cue of dialogue. The cues are:
Suppose you are a journalist and your friend as a guest star. Ask her/his friends about!
 - a. Classroom
 - b. School
 - c. Padangsidempuan
 - d. Bali
 - e. Indonesian
 - f. Etc.
3. Students can raise their hand after the teacher gives the point or cue
4. Students create their own expression to response their friend
5. Teacher achieves the students understanding about the topic
6. Teacher reviews the topic and makes conclusion
7. Teacher closes the studying

Appendix IV

TEST I in CYCLE 1

Direction (Petunjuk):

1. Teacher gives individual performance test to measure the improvement of students' speaking skill
2. To measure students' speaking skill, the teacher test the students with dialogue about asking and giving opinion
3. The teacher gives a time for the students to make a dialogue about asking and giving opinion about her friends.
4. After that, the researcher will order the students to tell their opinion in front of class

Appendix V

STUDENTS ANSWER IN CYCLE I

1. PAIRS 1:

FAT: what do you think about Aulia Pratiwi?

ES: I think, She is good friends, short, cute, black sweet girl, and smart girl. and you?

FAT: I think also like that. Thank you, see you next time.

ES: ok. Farida, you are welcome. See you too.

2. PAIRS 2:

FH: what do you think about me?

RT: I think, you are a good friends, friendly, and you what do you think about me?

FH: I think you a good friend, but sometimes you arrogant

RT: oh, arrogant! I think only deliverance me. I will change habitual me. Thank you fadhlan you comment.

FH: ok. You are welcome. See you tomorrow Riski

RT: see you too fadhlan.

3. PAIRS 3:

AP: what do you think about Mulia, Wahyu?

WC: I think, he is bad boy.

AP: ok, Aril. Thank you

WC: you are welcome.

4. PAIRS 4:

AAH: what is your opinion about Mahmudin?

AAS: I Think Mahmudin is student undicipline, and also always make disturbance.

AAH: yes, I agree.

AAS: thanks Ali,.

AAH: see you again Andri

AAS: see you too Ali.

Appendix VI

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English

Class/Semester : VIII- /I

Day/Date Of :

Cycle/ meeting : I / First Meeting

Observant : Tetty Khairani Harahap, S.Pd

No.	Activities
1. introduction	1. Teacher greets students
	2. Teacher checks students' present list
	3. Teacher gives students motivation
	4. Teacher explains how to learn by using Task Based Language Teaching method subject matter.
2. Content	1. Teacher divides students into two groups
	2. Teacher gives the material about expression asking and giving idea
	3. Teacher gives the example about expression asking and giving idea
3. Closing	1. Teacher gives the conclusion
	2. Teacher ask students about learning material will be learned
	3. Teacher gives test
	4. Teacher collect the students' test and analyzes the students' test

**English Teacher
Researcher**

TETTI KHAIRANI HARAHAP, S.Pd
ESRIATI POHAN

NIM. 14 203 0003

Appendix VII

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English

Class/Semester : VIII- /I

Day/Date Of :

Cycle/ meeting : I / Second Meeting

Observant : Tetty Khairani Harahap, S.Pd

No.	Activities
4. introduction	5. Teacher greets students
	6. Teacher checks students' present list
	7. Teacher gives students motivation
	8. Teacher explains how to learn by using Task Based Language Teaching method subject matter.
5. Content	4. Teacher divides students into two groups
	5. Teacher gives the material about expression asking and giving opinion
	6. Teacher gives the example about expression asking and giving opinion
6. Closing	5. Teacher gives the conclusion
	6. Teacher ask students about learning material will be learned
	7. Teacher gives test
	8. Teacher collect the students' test and analyzes the students' test

English Teacher

Reseracher

Appendix VIII

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English

Class/Semester : VIII- /I

Date Of :

Cycle : I (Satu) / First Meeting

Observant : Tetty Khairani Harahap, S.Pd

No .	Activities	Students																		Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	Students are not ready to study	√	√	-	-	-	-	-	-	√	√	√	-	-	√	√	-	-	-	7 Students
2	Students who made noisy in the classroom	-	-	-	-	-	-	-	-	√	√	-	-	-	-	-	-	-	-	2 Students
3	Students who asked permission	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No Students
4	Students who slept in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No Students
5	Students who sat on the move	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	√	2 Students
6	Students who felt	-	-	-	-	√	-	-	-	-	-	-	-	-	√	-	-	-	-	2 Students

	boring of this lesson																			ts
7	Students do not have motivation to speak	-	-	-	-	√	-	-	-	-	-	√	-	√	√	-	-	-	-	4 Students
8	Students are walking around the class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No Students
9	Students who have not full attention when learning speaking	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No Students
10	Students are not able to practice the conversation	√	-	-	-	√	-	-	-	√	√	√	√	-	√	-	-	-	-	7 Students
	The condition of class	<ul style="list-style-type: none"> • 7 (AAH, AAS, MRW, MAW, MH, RT, RH) Students are not ready to study • 2 (MRS, MAW) Students who made noisy in the classroom • 2 (AP, WC) Students who sat on the move • 2 (DS, RT) Students who felt boring of this lesson • 4 (DS, MH, NH, RT) Students do not have motivation to Speak • 7 (AAH, DS, MRS, MAW, MH, MS, RT) Students are not able to practice the conversation) 																		

Co - Teacher

TETTI KHAIRANI HARAHAP, S.Pd

Appendix X

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English

Class/Semester : VIII- /I

Date Of :

Cycle : I (Sabtu) / Second Meeting

Observant : Tetty Khairani Harahap, S.Pd

No	Activities	Students																		Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	Students are not ready to study	-	-	-	√	-	-	-	-	√	-	-	-	-	√	√	-	-	-	4 Students
2	Students who made noisy in the classroom	-	√	-	-	-	-	-	-	-	√	√	-	-	-	-	-	-	-	3 students
3	Students who asked permission	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	1 student
4	Students who slept in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
5	Students who sat on the move	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
6	Students who felt	√	√	-	-	-	-	-	-	√	-	-	-	-	√	-	-	-	-	4 student

	boring of this lesson																				s
7	Students do not have motivation to speak	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
8	Students are walking around the class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
9	Students who have not full attention when learning speaking	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
10	Students are not able to practice the conversation	-	-	-	-	√	√	-	-	-	-	√	-	-	√	√	-	-	-	-	5 students
The condition of class		<ul style="list-style-type: none"> • 4 (AP, MRS, RT,RH) Students are not ready to study • 3 (AAS, MAW, MH) Students who made noisy in the classroom • 1 (FH) STUDENTS who ask permission • 4 (AAH, AAS MRS, RT) Students felt boring of this lesson • 5 (DS, ES, MH, RT, RH) students are not able to practice the conversation 																			

**Co -
Teacher**

Appendix X

**LESSON PLAN in Cycle II
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Institute : SMP Negeri 1 Barumun Tengah
Subject : Bahasa Inggris
Class/Matter : VIII
Material : Asking for and Giving Ideas
Meeting : 1 & 2
Duration : 4 x 40 Menit (2 Pertemuan)

J. Standar Kompetensi

Berbicara

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

K. Kompetensi Dasar

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: asking and giving ideas

L. Indikator :

3. Menggunakan dan mempraktikkan expressi menyampaikan pendapat
4. Merespon tentang expressi meminta pendapat

M. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Siswa dapat Menggunakan dan mempraktikkan expressi menyampaikan pendapat
4. Siswa dapat Merespon expressi tentang meminta pendapat

N. Materi Pokok

Expressions of asking for and giving opinion

1. When you ask your friends opinion you say:
 - How do you feel about this?
 - Any comments?
 - So, what do you think about this?
 - Do you have any ideas on this?
2. When you want to express idea you say:
 - I think.....
 - I don't think that....
 - I believe.....
 - I feel sure that.....
 - In my opinion.....
 - My view is that...

O. Metode Pembelajaran / teknik:

- Task Based Language Teaching (TBLT method)
- Role play

P. Langkah - Langkah Kegiatan Pembelajaran

KEGIATAN AWAL		
Guru	Siswa	Waktu
<ul style="list-style-type: none">• Mengucapkan salam dengan ramah kepada siswa• Mengecek kehadiran siswa• Menanyakan kepada siswa pendapat mereka tentang teman	<ul style="list-style-type: none">• Siswa menjawab salam dengan ramah• Merespon	

<p>sebangku mereka</p> <ul style="list-style-type: none"> • Mengaitkan jawaban dengan materi yang akan dibahas. 	<p>kehadiran siswa</p> <ul style="list-style-type: none"> • Menjawab pertanyaan guru tentang pendapat terhadap teman sebangku • Mendengarkan apa yang dijelaskan oleh guru tentang materi yang akan dibahas. 	<p>10 menit</p>
<p>KEGIATAN INTI</p>		
Guru	Siswa	Waktu
<ul style="list-style-type: none"> • Merangsang siswa untuk berpikir agar tertarik untuk memperhatikan instruksi dari guru. • Menciptakan suasana yang menyejukkan dengan menghindari suasana yang menegangkan • Kemudian guru melaksanakan metode TBLT <p>1. Pre-Task Phase</p> <ul style="list-style-type: none"> • Motivasional terhadap siswa • Guru memfokus siswa terhadap teori yang 	<ul style="list-style-type: none"> • Siswa mendengarkan apa yang di instruksikan guru • Siswa mendengarkan dengan tenang • Siswa mendengarkan teori apa yang akan dijelaskan oleh guru 	<p>60 menit</p>

<p>telah ditentukan</p> <ul style="list-style-type: none"> • Memfokus siswa terhadap tata bahasa yang akan digunakan • kemudian mengenalkan topic yang akan dipelajari dan guru sebagai pemandu <p>2. Task-Cycle</p> <ul style="list-style-type: none"> • Guru memerintahkan kepada siswa membuat group . masing-masing group 2 orang • Kemudian guru membagikan kepada siswa dialog materi yang akan di buat dialog • Setelah selesai Kemudian guru memerintahkan siswa melakukan performance di depan kelas. <p>3. Post- Task Phase : Guru mengulangi kegiatan di dalam kelas untuk mengetahui kembali kemampuan mereka, apakah ada peningkatan.</p> <p>4. Language Focus : guru menganalisis kegiatan siswa dan kemudian memerintahkan</p>	<ul style="list-style-type: none"> • Siswa mencari kelompok nya masing-masing 2 orang • Siswa mempelajari dialog yang diberikan guru • Siswa melakukan performance di depan kelas. • Kemudian siswa mengulangi kembali performancenya 	
--	---	--

Indikator pencapaian kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrument Sosial
siswa untuk mempraktekkan. <ul style="list-style-type: none"> Guru mengobservasi kemampuan berbicara siswa melalui task based language teaching dan memberikan penilaian 			
KEGIATAN AKHIR			
Guru	Siswa	Waktu	
<ul style="list-style-type: none"> Menanyakan tentang pemahaman siswa terhadap materi yang menyatakan pemahaman Memberikan salam penutup 	<ul style="list-style-type: none"> Siswa Menjawab pertanyaan guru Siswa menjawab salam dari guru 	10 menit	

Q. Learning Sources:

- Buku pegangan siswa English on sky for grade VIII
- English dictionary

R. Learning Evaluation:

- Indicator, teknik, bentuk dan contoh penilaian
- Rubric Penilaian

<ul style="list-style-type: none"> - Menggunakan Dan mempraktikkan expressi menyampaikan pendapat - Merespon expresi meminta pendapat 	Tulisan	Melengkapi kalimat	<p>Create a dialogue about asking and giving opinion! Than practice the dialogue with your frind.</p>
	Tes lisan	Membaca dialog	

Padangsidimpuan,

2018

Bentuk instrument	Sempurna	Sebagian besar	Beberapa besar	Semuanya salah
fluency	25	15	10	5
Error in pronunciation	25	15	10	5
intonation	25	15	10	5
Accuracy in grammar and vocabulary	25	15	10	5
Total Skor	100			

Validator

Researcher

Zainuddin S.S., M.Hum

NIP. 19760610 200801 1 016

Esriati Pohan

NIM. 14 203 0035

Appendix XI

LEARNING MATERIAL in CYCLE II

Direction (Petunjuk):

8. Teachers orders the students to speak directly and freely
9. Teacher gives the point or cue of dialogue. The cues are:
Suppose you are a journalist and your friend as a guest star. Ask her/his friends about!
 - g. Joko widodo
 - h. Asmiranda
 - i. Prabowo
 - j. Etc.
10. Students can raise their hand after the teacher gives the point or cue
11. Students create their own expression to response their friend
12. Teacher achieves the students understanding about the topic
13. Teacher reviews the topic and makes conclusion
14. Teacher closes the studying

Appendix XII

TEST in CYCLE 2

Direction (Petunjuk):

1. Teacher gives individual performance test to measure the improvement of students' speaking skill
2. To measure students' speaking skill, the teacher test the students with dialogue about asking and giving opinion
3. The teacher gives a time for the students to make a dialogue about asking and giving opinion about their favorite food
4. After that, the researcher will order the students to tell their opinion in front of class

Appendix XIII

STUDENTS ANSWER IN CYCLE II

1. PAIRS 1:

MS: Hi, Nurmalina.

NH: Hi, Mila.

MS: what do you think about KFC?

NH: I think KFC not good for healthy

MS: oh, alright!

NH: yes, I Think like that. Because KFC fast food.

MS: oh, thanks Nurmalina

NH: you are welcome

2. PAIRS 2:

APS: what's your opinion about noodle?

DS: I think noodle delicious food.

APS: yes, I also like noodle. noodle is my favorite food

DS: I also like that. See you tomorrow Aulia

APS: see you too dewarni

3. PAIRS 3:

MRS: what do you think about meatball?

MAW: I think, it is delicious food. Because there is taste meat. And you?

MRS: oh, I think it not for healthy

MAW: why?

MRS: because we not yet know meat what that used

MAW: oh. Thank you mulia

MRS: you are welcome

4. PAIRS 4:

TJ: what is your opinion about fried rice?

YD: I think it delicious food because the taste is fried rice sweet hot

TJ: oh. I agree with you

YD: yes, try.

TJ: ok, thanks Yuli

YD: you are welcome tantri

Appendix XIV

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English
Class/Semester : VIII- /I
Day/Date Of :
Cycle/ meeting : II / Third Meeting
Observant : Tetty Khairani Harahap, S.Pd

No.	Activities
7. introduction	9. Teacher greets students
	10. Teacher checks students' present list
	11. Teacher gives students motivation
	12. Teacher explains how to learn by using Task Based Language Teaching method subject matter.
8. Content	7. Teacher divides students into two groups
	8. Teacher gives the material about expression asking and giving opinion
	9. Teacher gives the example about expression asking and giving opinion
9. Closing	9. Teacher gives the conclusion
	10. Teacher ask students about learning material will be learned
	11. Teacher gives test
	12. Teacher collect the students' test and analyzes the students' test

English Teacher

Researcher

TETTI KHAIRANI HARAHAP, S.Pd

ESRIATI POHAN
NIM. 14 203 00035

Appendix XV

Observation Sheet

Teacher Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English
Class/Semester : VIII- /I
Day/Date Of :
Cycle/ meeting : II / Fourth Meeting
Observant : Tetty Khairani Harahap, S.Pd

No.	Activities
10. introduction	13. Teacher greets students
	14. Teacher checks students' present list
	15. Teacher gives students motivation
	16. Teacher explains how to learn by using Task Based Language Teaching method subject matter.
11. Content	10. Teacher divides students into two groups
	11. Teacher gives the material about expression asking and giving opinion
	12. Teacher gives the example about expression asking and giving opinion
12. Closing	13. Teacher gives the conclusion
	14. Teacher ask students about learning material will be learned
	15. Teacher gives test
	16. Teacher collect the students' test and analyzes the students' test

English Teacher

Reseracher

TETTI KHAIRANI HARAHAP, S.Pd

ESRIATI POHAN
NIM. 14 203 00035

	do not have motivation to speak																			student s
8	Students are walking around the class	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	1 student s
9	Students who have not full attention when learning speaking	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	No student s
10	Students are not able to practice the conversation	-	-	-	√	√	-	-	-	-	√	-	-	-	-	-	-	-	-	3 student s
The condition of class		<ul style="list-style-type: none"> • 3 (ES, MAW, NH) Students are not ready to study • 3 (AP, MRS, WC) Students who made noisy in the classroom • 2 (AAH, AAS) Students who sat on the move • 3 (FH, TJ, YD) Students who felt boring of this lesson • 1 (RT) Students are walking around the class • 1 (MAW) Students who have not full attention when learning speaking • 3 (AP, DS, MAW) Students are not able to practice the conversation 																		

Co - Teacher

TETTI KHAIRANI HARAHAAP, S.Pd

Appendix XVII

Observation Sheet

Student's Activity in Teaching Learning Process

Classroom Action research

Subject Matter : English

Class/Semester : VIII- /I

Date Of :

Cycle : 2 (Dua) / Fourth Meeting

Observant : Tetty Khairani Harahap, S.Pd

No	Activities	Students																		Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	Students are not ready to study	-	√	-	-	-	-	-	-	-	-	-	-	√	-	-	-	-	√	3 Students
2	Students who made noisy in the classroom	-	-	-	-	-	-	-	-	-	√	√	-	-	-	-	-	-	-	2 students
3	Students who asked permission	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
4	Students who slept in the classroom	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
5	Students who sat on the move	-	-	-	-	-	-	√	-	-	-	-	-	√	-	-	-	-	-	2 students
6	Students who felt boring of this lesson	-	-	-	√	-	-	-	-	-	-	√	-	√	√	-	-	-	-	4 students
7	Students do not have	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students

	motivation to speak																			
8	Students are walking around the class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
9	Students who have not full attention when learning speaking	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	No students
10	Students are not able to practice the conversation	-	-	-	-	√	-	-	-	-	√	-	-	√	-	-	-	-	-	3 students
The condition of class		<ul style="list-style-type: none"> • 3 (AAS, NH, YD) Students are not ready to study • 2 (MAW, MH) Students who made noisy in the classroom • 2 (FH, RT) Students who sat on the move • 4 (AP, MH, RT,RH) Students who felt boring of this lesson • 3 (DS, RT, MH) Students are not able to practice the conversation 																		

Co - Teacher

TETTI KHAIRANI HARAHAP, S.Pd

Appendix XVIII

Nama :

Kelas :

List of Interview

A. Interview to the students before action

1. Apakah adik menyukai pelajaran bahasa inggris?
(do you like English?)
Answer:
Why:
2. Apakah adik merasa bosan untuk belajar bahasa inggris?
(do you get bored to learn English?)
Answer:
3. Apakah adik sering menggunakan bahasa inggris untuk berbicara dengan teman?
(do you often use English to speak with your friend?)
Answer:
Why:
4. Apakah adik merasa kesulitan berbicara bahasa inggris? mengapa?
(do you feel difficult to speak English?) why?)
Answer:
Why:
5. Apakah adik sering menggunakan bahasa inggris untuk berbicara dengan teman?
(do you often use English to speak with your friend?)
Answer:
6. Apakah kesulitan adik dalam mengucapkan kata-kata atau kalimat-kalimat dalam bahasa inggris? (what are your difficulties in pronouncing the word or sentence?)
Answer:

7. Apa yang adik pikirkan ketika adik disuruh untuk berbicara bahasa inggris?
(what do you thing when you are asked to speak English?)

Answer:

8. Apakah yang adik lakukan untuk mampu berbicara bahasa inggris?
(what is your effort bring able to speak English?)

Answer:

Appendix XIX

Students' Speaking Score in the First Cycle

No	Name Of Students	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1	AAH	4	3	4	3	2	16	64	
2	AAS	4	4	4	4	3	19	76*	
3	APS	3	3	4	4	4	18	72	
4	AP	4	4	3	4	3	18	72	
5	DS	3	3	2	4	3	15	60	
6	ES	3	3	4	4	4	18	72	
7	FH	4	4	3	4	4	19	76*	
8	FAT	4	3	4	5	4	19	76*	
9	MRS	3	4	3	4	2	15	60	
10	MAW	4	3	3	3	4	16	64	
11	MH	3	2	3	3	3	14	56	
12	MS	5	4	3	4	4	20	80*	
13	NH	3	4	3	3	3	16	64	
14	RT	3	3	3	3	4	16	64	
15	RH	4	3	3	4	3	17	68	
16	TJ	3	4	3	4	4	17	68	
17	WC	5	4	4	4	4	21	84*	
18	YD	4	4	3	4	4	19	76*	
Total Scores		66	62	59	68	62	313	1252	
Mean		3.67	3.45	3.39	3.78	3.45	17.39	69.56	
Percentage		33.34%							

The result of the test of the first cycle, there was one student got 56 score, two students got 60 score, three students got 64 score, three students got 68 score, three students got 72 score, four students got 76 score, one student got 80 score, and one student got 84 score. It can be concluded that from 18 students at the grade VIII of the first semester of SMA N 1 Barumon Tengah. There were there were six students passed the passing grade 75 score. Meanwhile, there were 12 students did not pass the passing grade 75 score. In analyzing the data of first test, the first step was get the mean score of the class. It was concluded as following:

$$\bar{x} = \frac{\sum \bar{X}}{N}$$

$$\bar{x} = \frac{1252}{18}$$

$$\bar{x} = 69.56$$

Based on the calculation, the mean score of the class in first test was 69.56. It showed that the students' speaking mastery was categorized into low categories. The first step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{18} \times 100\%$$

$$P = 33.34\%$$

Appendix XX

Students' Speaking Score in the Second Cycle

No	Name Of Students	Speaking Score					Total	Score (Total x 4)	
		1	2	3	4	5			
1	AAH	4	4	4	3	4	20	80	
2	AAS	4	5	4	4	3	19	76	
3	APS	4	4	5	4	3	20	80	
4	AP	5	4	5	4	4	21	84	
5	DS	4	4	4	4	3	19	76	
6	ES	3	4	4	4	4	19	76	
7	FH	4	5	5	4	4	21	84	
8	FAT	4	5	5	4	4	21	84	
9	MRS	4	4	5	4	3	19	76	
10	MAW	4	4	4	3	4	19	76	
11	MH	4	4	4	3	3	18	72	
12	MS	5	4	5	4	4	21	84	
13	NH	4	4	5	4	3	20	80	
14	RT	3	4	3	4	4	18	72	
15	RH	4	3	4	4	3	17	68	
16	TJ	4	3	5	4	4	19	76	
17	WC	4	4	5	4	4	21	84	
18	YD	4	4	4	4	4	20	80	
Total Scores		72	73	80	70	65	352	1402	
Mean		4.00	4.06	4.45	3.89	3.61	19.56	77.89	
Precentage		83.34%							

*Students did not pass the passing grade (75) in the second cycle

Then, in the second cycle the researcher calculated the result of second test to know the students' score improvement from the first test result. There was two students got 68 score, one student got 72 score, seven students got 76 score, three students got 80 score, five students got 84 score.

It can be concluded that from 18 students at the grade VIII of the first semester of SMP N 1 Barumon Tengah. There were 3 students did not pass the passing grade 75 score. Meanwhile, there were 15 students passed the passing grade 75 score. In analyzing

the data of second test, the first step was to get the score of the class. It was calculated as following:

$$\bar{x} = \frac{\sum \bar{x}}{N}$$

$$\bar{x} = \frac{1402}{18}$$

$$\bar{x} = 77.89$$

Based on the calculation, the mean score of the class in second test was 77.89. It showed that the students' speaking mastery was categorized into high categories. The second step is to know the percentage of students' score who passed the passing grade 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{15}{18} \times 100\%$$

$$P = 83.34\%$$

Appendix XXI**Comparison of Students' Achievement
In Cycle 1 and Cycle 2**

No	Name Of Students	Cycle 1 First Test	Cycle 2 Second Test	State
1	AAH	64	80	Improved
2	AAS	76	76	Improved
3	APS	72	80	Improved
4	AP	72	84	Improved
5	DS	60	76	Improved
6	ES	72	76	Improved
7	FH	76	84	Improved
8	FAT	76	84	Improved
9	MRS	60	76	Improved
10	MAW	64	76	Improved
11	MH	56	72	Improved
12	MS	80	84	Improved
13	NH	64	76	Improved
14	RT	64	68	Improved
15	RH	68	68	Improved
16	TJ	68	76	Improved
17	WC	84	84	Improved
18	YD	76	80	Improved
Total Scores		1252	1402	Improved
Mean Score		69.56	77.89	Improved

Appendix XXII

The Result of Differences Scores Between First Cycle and Second Cycle

No	Name Of Students	Cycle 1 First Test	Cycle 2 Second Test	D = X-Y	$\sum D = D - M_D$	$\sum D^2$
1	AAH	64	80	16	7.11	50.55
2	AAS	76	80	4	-4.89	23.91
3	APS	72	80	8	-0.89	0.79
4	AP	72	84	12	3.11	9.67
5	DS	60	76	16	7.11	50.55
6	ES	72	76	4	-4.89	23.91
7	FH	76	84	8	-0.89	0.79
8	FAT	76	84	8	-0.89	0.79
9	MRS	60	76	16	7.11	50.55
10	MAW	64	76	12	3.11	9.67
11	MH	56	72*	16	7.11	50.55
12	MS	80	84	4	-4.89	23.91
13	NH	64	76	12	3.11	9.67
14	RT	64	68*	4	-4.89	23.91
15	RH	64	68*	4	-4.89	23.91
16	TJ	68	76	8	-0.89	0.79
17	WC	80	84	4	-4.89	23.91
18	YD	76	80	4	-4.89	23.91
Total Scores		1252	1402	160	-0.02	219,76
Mean Score		69.56	77.89	$M_D = 8.89$	$\sum D = -0.001$	$\sum D^2 = 12.20$
Percentage		33.34%	83.34%			

Bold name that students who passed the passing grade (75) in first cycle

**students that did not pass the KKM (75) in second cycle*

To prove the significances, the researcher use t-test for samples less than

18 students. The procedure of interpreting the data were:

$$M_D = \frac{\sum D}{N}$$

$$= \frac{0.001}{18} = 8.89$$

$\sum D$ = Number of differences score between Second Cycle and First Cycle,

$$D = X - Y$$

$$N = 18 \text{ Students}$$

SD_D = Standard Deviation from the differences score between First test and
Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{12.20}{18} - \left(\frac{-0.001}{18}\right)^2}$$

$$SD_D = \sqrt{0.67 - 0.000000003}$$

$$SD_D = \sqrt{0.667}$$

$$SD_D = 0.81$$

SE_{MD} = Standard error from mean of differences

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{0.81}{\sqrt{18-1}}$$

$$SE_{MD} = \frac{0.81}{\sqrt{17}}$$

$$SE_{MD} = \frac{0.81}{4.12}$$

$$SE_{MD} = 0.19$$

$$T_o = \frac{M_D}{SE_{MD}}$$

$$T_o = \frac{8.89}{0.19}$$

$$T_o = 46.78$$

$$\text{Degrees of freedom (df)} = N-1 = 18-1 = 17$$

The calculation result of $t_o = 46.78$, t_{table} with $df = 17$, level of significances in t table 5% is 2.110. it can be know that the result of t_o is bigger than t_t , it is $46.78 > 2.110$. based on the result, it means that there is a significances improvement between students' speaking learning process result in the first cycle and second cycle.

Appendix XXIII

DOCUMENTATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan H. T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080, Fax. (0634) 24022

Nomor: 56/In.14/E.6a/PP.00.9/09/2017

Padangsidempuan, 20 September 2017

Jenis: Biasa

Tempat: -

Tujuan: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth. 1. **Dr. Fitriadi Lubis, M. Pd** (Pembimbing I)
2. **Zainuddin, S.S., M.Hum** (Pembimbing II)
di
Padangsidempuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

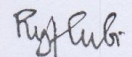
Nama : **ESRIATI POHAN**
NIM : **14 203 00035**
Sem/ T. Akademik : **VII, 2017/2018**
Fak./Jur.-Lokal : **FTIK/Tadris Bahasa Inggris-2**
Judul Skripsi : **Improving Speaking Mastery Through Task Based Language Teaching Method at Grade VIII Students of SMP Negeri 1 Barumun Tengah Kabupaten Padang Lawas**

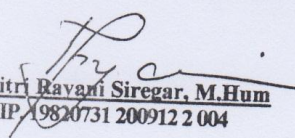
Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan II penulisan skripsi yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasamanya yang baik dari Bapak/Ibu kami ucapkan terimakasih.

DEKAN JURUSAN TBI

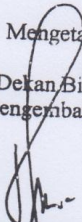
SEKRETARIS JURUSAN TBI


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Mengetahui

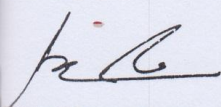
Wakil Dekan/Bidang Akademik
Dan Pengembangan Lembaga

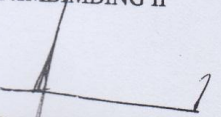

Dr. Lelya Hilda, M.Si
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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
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BERSEDIA/TIDAK BERSEDIA
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