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# **THE COMPARATIVE STUDY BETWEEN THE STUDENT'S ABILITY IN ENGLISH SPEAKING BY GIVING TASK BASED INSTRUCTION AND WITHOUT TASK BASED INSTRUCTION AT EIGHT YEAR STUDENT OF *SMPN 1 CIGUGUR***

## **A THESIS**

Submitted to English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education (S.Pd.I)



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## ABSTRACT

Agus Luthfi Mubarak. Reg. Number 58430483. “ *The Comparative Study between the Student’s Ability In English Speaking By Giving Task Based Instruction And Without Task Based Instruction At Eight Year Student Of SMPN 1 Cigugur*”. Thesis. Cirebon: Faculty of Tarbiyah, English Education Departement of IAIN Syekh Nurjati Cirebon, July 2012.

Task based language instruction has proven to be highly effective, but surprisingly underutilized. Can only go so far and hands-on experience can greatly speed and enhance the learning of a second language. Nineteen talented instructors who have successfully implemented task based instruction programs explain the principles behind the programs, discuss how problems were resolved, and share details on class activities and program design. Each chapter takes the reader through the different stages in designing and setting up such programs, adjusting them, and appraising and testing them in normal classroom conditions.

The aims in this research are to know the application of task based instruction technique become more active to the students, to know the students’ competence in speaking and to know the positive and significant the effect of task based instruction technique on students’ ability in speaking at eight year student of SMPN 1 Cigugur.

In this research, the method used is a quantitative one. The place of the research in SMPN 1 Cigugur and began to do research on Mei-July 2012. Because the population at the eight year students of SMPN 1 Cigugur more than 100, so the researcher take 25% from 164 (total population) are 60 students. To know the students’ competence in the application of task based instruction technique, the writer presented the test to students and to find out the quantitative data of result of test on speaking by the students who are taught with the application of task based instruction technique, the writer used the formula of T-test by Arikunto analysis the data and formula to know the hypothesis of this researcher is weather refused or accepted.

This investigation in intended to get data the process of teaching in classroom of SMPN 1 Cigugur and in doing this investigation the writer has used descriptive method, while the technique used are: 1) The techniques of collecting data are divided into : a) Test, and The Technique of Analyzing Data divided into : a) Scoring technique, b) Independent T-test. In collecting the data about the class A and B, The writer gave the test as pre Test and Post Test.

The result of in this investigation is performed and calculated statistically, it is gained that the experiment class by giving Task Based Instruction have a 84.3 in speaking which are categorized “Very Good”, whereas the result of the control class without giving task based instruction have a 74.1 which are categorized “Good”. From the statistic calculation, it is obtained that the application of task based instruction on teaching speaking at the eight year students of SMPN 1 Cigugur is success, it is proved by the progress of the students marks after they get task based instruction. The pretest and post test score is different, and it shows the improvement.



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

The location of SMPN 1 Cigugur is very strategic because it is beside the main road, so it can be reached by public transportation. And this road is always crowded by vehicles passing by every day. Although SMPN 1 Cigugur is beside the main road; however, such a condition does not become an obstacle for the students to concentrate and feel comfortable in learning.

The writer is of the opinion that a student is any person who accepts knowledge and science officially from the other person especially, from the teacher at an institution or school. Without the existence of the students the process of teaching and learning will not exist. That is why, the students are supposed to be the main component in the process of teaching and learning besides the teacher and the material of teaching. In the school year 2012-2013, The number of the students is divided into 3 grades there are class VII, VIII, and class IX.

English is supposed to be one of the school subjects and is given in four periods for two meetings in a week during the school year. Each period is 45 minutes. So, in a week they learn English for 180 minutes or exactly three hours. The curriculum which is used at SMPN 1 Cigugur is curriculum level of educational unit/ Kurikulum Tingkat Satuan Pendidikan (KTSP). (Sources: School Profile of SMPN 1 Cigugur 2012-2013).

English is one of international languages, which is used throughout the world and also English is used in many fields of life such as: in Politics, Economics, Social and Education. Therefore, English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation.

English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. English is one of the foreign languages for Indonesian students that must be teaching in school since kindergarten level until University level.

English as a window to look out of the world because English is the important language to enter era-globalization and face year to year. Therefore, learning a foreign language, especially for Indonesian, would be difficult because the language English is not practice for every interaction outside the classroom.

The most important component to communicate is speaking. The words spoken must be clear if listeners are to understand what is said. Speaking is variety of behaviors, process and technologies by which meaning is transmitted or derived from information.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. English teaching involves of four language skills, they are Listening, Speaking, Speaking and Writing. In Learning and Teaching a language, there are four



aspects that support four language skills above such as: grammar, vocabulary, and spelling to study. Speaking is very important for the student of English department, because there are many advantages from study Speaking.

Task based language instruction has proven to be highly effective, but surprisingly underutilized. Theory can only go so far and hands-on experience can greatly speed and enhance the learning of a second language. Nineteen talented instructors who have successfully implemented task-based programs explain the principles behind the programs, discuss how problems were resolved, and share details on class activities and program design. Each chapter takes the reader through the different stages in designing and setting up such programs, adjusting them, and appraising and testing them in normal classroom conditions.

Full of concrete, adaptable models of task based instruction teaching drawn from a number of countries and eleven different languages including Arabic, Chinese, Czech, English, French, German, Korean, Spanish, and Ukrainian. *Task Based Instruction in Foreign Language Education* presents proven, real world, practical courses and programs; and includes web based activities. It demonstrates useful and practical ways to engage students far beyond what can be learned from reading textbook dialogue. Task Based Instruction involves the student directly with the language being taught via cognitively engaging activities that reflect authentic and purposeful use of language, resulting in language learning experiences that are pleasurable and effective.



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In this thesis there are several reasons that made the writer to do this research different with the other, after the write check four thesis of speaking. One of them argues studied The Influence of the Joyful English Learning on the Student's Motivation in Speaking at the Eight Grade of MTs Mafatihul Huda in Cirebon, she say that learning speaking will success if factors which influence can be applied in learning process, globally, factors which influence the learning can be divided into three kinds namely:

1. Internal factors
2. External factors
3. Approaches to learning factor are kinds of strategy and method which are for use students to do activities.

For study speaking not only focus in book don't care students understand or no. in addition teacher is rarely taught strategy of speaking in particular short and long (Misa: 2012).

According to Fikriyah (2011) studies The Influence of Learning English Pronunciation on Students' Speaking Skill at the Eight Year Students of MTs NU Putri 3 Buntet Pesantren Cirebon, she state there are many difficulties when students star to speak English. Phonetic error, stress and intonation often occurred that caused the message was conveyed. In other cases there are many errors who do not like a native speakers so that disturbing listener comprehension.

After knowing some student's difficulties in learning English speaking, in the researcher tried to give some treatments so that they will facing English



speaking study. In addition the students freely to express their ability to speak English. Likewise with the students of MTs NU Putri 3 Buntet Pesantren Kabupaten Cirebon, they learn about four skills. One of them is speaking. According to the teacher, speaking skill there still low because students assumed that it is difficult. They feel easier in reading or listening.

While according to Lia Dewi (2009) studied Comparative Study Between The Application of Boarding English Course and Non-Boarding English Course (English Course) In English Speaking Ability, she state learning not only about science, but many knowledge should be know by human life, like language, Language is a symbol of human thinking, though language the human can do anything based on their thinking, like give an information, to communicate with tourist and many else.

In the fact, the English learning cannot effective if is not in daily activity, because the language can be fluent if used in daily activity and ever time. So, special place, friends to communicate or English communicate or English community for learning are necessary. In here the student learning English every time for learning English, to get English speaking fluently. She did her research in English course at Gemilang, Ciputat, Tangerang.

The Research last of them according to Weni (2012) studied Improving English Speaking Ability through Jigsaw Learning Technique at The 12<sup>th</sup> Grade Students of MA Al-Hidayah Sindangkasih Beber, she state then is important in which in learning English speaking have not been as the expectation. The researcher thinks that technique of learning that is used by



the teacher by using conventional way such as lecture and sample media which are still limited on the text books not created a reformation because it makes students feel bored. The researcher believed that jigsaw can be an appropriated technique to improve students' ability in speaking English because jigsaw is a part of educational activity that provides abundant opportunity to develop their proficiency in four language abilities, especially in speaking. Regarding those basic concepts, the research is interested to examiner carefully the implementation of jigsaw learning in teaching speaking in the twelfth grade of senior high school students.

That is superior to my research of four researches that I have observed in speaking of learning technique using Task Based Instruction. Task Based Instruction has instruction has proven to be highly effective, but surprisingly underutilized. Theory can only go so far and hands on experience can greatly speed and enhance the learning of a language. Task Based Instruction involves the student directly with the language being taught via cognitively engaging activities that reflect authentic and purposeful use of language, resulting in language learning experiences that are pleasurable and effective. For all instruction seeking to help their learners enhance their understanding and grasp of the foreign language they are learning and Task Based Instruction in foreign language education is a rich and rewarding hands on guide to effective and transformative learning.

For all instructors seeking to help their learners enhance their understanding and grasp of the foreign language they are learning, Task



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(<http://www.amazon.com/Task-Based-Instruction-Foreign-Language-Education/dp/1589010280>). in amazone book.

There are many difficulties when students start to speak English. Phonetic error, stress and intonation often occurred that caused the message was conveyed. In other cases there are many errors who do not like a native speakers so that distrubing listener comprehension.

Based on the above statements, the writer held a research to know how is the student's ability of the eight year students of SMPN 1 Cigugur after being taught with a Teaching Speaking by giving Task Based Instruction and without giving Task based instruction.

The writer therefore chooses the little with the method used in the subject above is "The Comparative Study between the Student's Ability In English Speaking By Giving Task Based Instruction And Without Task Based Instruction At Eight Year Student Of *Smpn 1 Cigugur*".

## B. The Identification of The Problem

The problem in this research is classified into the following section:

### 1. The Field of The Research

The field of the research in this thesis is speaking.

### 2. The Kinds of The Problem



The kind of the problem this research is how is The Effect of Task Based Instruction on Student's Ability in Speaking at Eight Year Student of SMPN 1 Cigugur”.

### 3. The Main of Problem

The main problem of this thesis is to describe the students' achievement in teaching speaking.

The main problem in this research is that the students' are not active in speaking. Therefore the writer tries by giving Task Based Instruction as the problem solving to solve the problem.

### C. The Limitation of the Problem

To limit the problem, the writer has divided it into two kinds of problem; they are application of Task Based Instruction and the students' on teaching speaking.

### D. The Questions of the Research

1. How is the student's ability in speaking by giving Task Based Instruction at SMPN 1 Cigugur ?
2. How is the student's ability in speaking without giving Task based Instruction at SMPN 1 Cigugur?
3. Is there any comparison between the student's ability in speaking by giving Task Based Instruction and without giving Task Based instruction?



### E. The Aims of the Research

The aims of the research that will be obtained are as follows:

1. To know the students learning Speaking through the application of Task Based Instruction.
2. To know the students learning Speaking ability without the application of Task Based Instruction.
3. To know the effect of Task Based Instruction on the Student's Ability in Speaking.

### F. The Usefull of the Research

The research product is hoped to be able to:

1. Increase the developing of speaking, especially in giving Task Based Instruction.
2. Motivate students to speak.
3. Increase students` creativity in speaking.





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