THE EFFECT OF TASK BASED LANGUAGE TEACHING (TBLT) TOWARDS STUDENTS' SPEAKING ABILITY OF SECOND GRADE STUDENTS AT MTsN 3 KOTA PEKANBARU

A THESIS

Intended for Fulfill One of The Requairements for The Award of Sarjana Degree in English Language Teaching and Education

By

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ABSTRAK

Putri Oktavia Zulianti, 2019. Pengaruh Pengajaran Bahasa Berbasis Tugas (TBLT) Terhadap Kemampuan Berbicara Siswa Siswa Kelas Dua Di MTsN 3 Kota Pekanbaru.

Kata kunci: Efek, Pengajaran Bahasa Berbasis Tugas (TBLT), Teks Recount, Penelitian Kuantitatif

Tujuan dari penelitian ini adalah untuk mengetahui ada pengaruh yang signifikan dari pengajaran bahasa berbasis tugas (TBLT) terhadap kemampuan berbicara siswa siswa kelas dua di MTsN 3 kota pekanbaru atau tidak.

Desain penelitian ini adalah eksperimental, penelitian yang diteliti menggunakan pendekatan kuantitatif. Total populasi dalam penelitian ini adalah 344 siswa yang terdiri dari sepuluh kelas. Sampel penelitian ini adalah siswa kelas dua di MTsN 3 Kota pekanbaru di kelas VIII / 5 dan VIII / 7. Peneliti melakukan pre-test pada pertemuan pertama dan perlakuan dilakukan untuk empat pertemuan dengan menggunakan pengajaran bahasa berbasis tugas seperti (1) pra-mengajar, (2) sambil mengajar, (3) pasca-mengajar, (4) post-test. Pertemuan terakhir peneliti adalah melakukan post-test. Data penelitian ini melalui pre-test dan post-test, peneliti mengambil skor siswa dari performansi.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa di pre-test adalah 59.979 dan post-test adalah 107.181. Ada perbedaan signifikan dari skor rata-rata. Itu meningkat 47.101 setelah perawatan dengan tingkat signifikan 0,05. Dijawab bahwa H0 dan Ha karena t mengamati adalah -14,124> ttabel adalah 2,048. Ada pengaruh yang signifikan dari pengajaran bahasa berbasis tugas (TBLT) terhadap kemampuan berbicara siswa pada siswa kelas dua di MTsN 3 kota pekanbaru.

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ABSTRACT

Putri Oktavia Zulianti, 2019. The Effect of Task Based Language Teaching (TBLT) Toward Students' Speaking Ability of Second Grade Students At MTsN 3 Kota Pekanbaru.

Keyword: The Effect, Task Based Language Teaching (TBLT), Recount Text, Quantitative Research

The aim of this research was to found out there was any significant effect of task based language teaching (TBLT) toward students' speaking ability of second grade students at MTsN 3 kota pekanbaru or not.

The design of this research was experimental, the research studied use quantitative approach. The total population in this research was 344 students which consist of ten classes. The sample of this research was second grade students at MTsN 3 Kota pekanbaru in class VIII/5 and VIII/7. The researcher was doing pre-test in the first meeting and was treatment conducted for four meeting by using task based language teaching such as (1) pre-teaching, (2) while-teaching, (3) post-teaching, (4) post-test. The last meeting the researcher was doing post-test. The data this research through pre-test and post-test, the researcher was took the students score from performanced.

The result showed that the students' means score in pre-test was 59.979 *and post-test was 107.181. There was significant difference of the mean score. It had increase 47,101 after treatment with the significant level of 0.05. It was answered that* H_0 *and Ha because t observe was -14.124 > t table was 2.048. There was significant effect of task based language teaching (TBLT) toward students speaking ability at second grade students at MTsN 3 kota pekanbaru.*

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Pekanbaru 10th April 2019

The researcher

Putri Oktavia Zulianti

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CHAPTER 1

INTRODUCTION

1.1 Background of the problem

English is a foreign language in Indonesia. There are four skill which learners need to be mastering in English. There are Speaking, Listening, Reading and Writing. According to Graham-Mar (2004) claimed that the importance of teaching speaking skills stems from the fact that human beings have been acquiring language through speaking and listening long before they began reading and writing. Our brains are well programmed to learn language through sound and speech. It means that speaking is one of skill that very important in order to to get knowladge and information with the other peoples.

Speaking skill is required as the final product of teaching and learning English (Kemendikbud, 2013). In 2013 curriculum the students get opportunity to explore their speaking ability in English with materials that can be increased competence of their language. They will search English text and change by using their own language. They will feel free to express their creative ideas. They should practice English in order to master language skill. They have chance to show their talents through speech, host, poetry, debate, presentation and role playing by using English.

Based on the researcher experience during teaching training (PPL) in the second grade students at MTsN 3 Kota Pekanbaru, the researcher found some problems like, the students afraid to asked and answered the question from the

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teacher, the students still lack in grammar,the students have obstacles in pronunciation and the students get low motivation in the classroom situation.

There are many technique to improve students' speaking ability such as; role play, games, interview, pair work, information gap, and task based language teaching. The teacher can teach students in speaking by using Task Based Language Teaching (TBLT) to increase students' speaking ability in the classroom situation the teacher must be creative to make calss fun in teaching and learning process.

There are many expert said that Task Based Language Teaching (TBLT) as one of method to help students increase their Speaking skill. According to Sarıçoban and Karakurt (2016) who found that using task-based activities improves listening and speaking skills in EFL context. Also, these findings are in line with the results of Farahani and Nejad (2009) who found the positive effects of task-based techniques, gender, and different levels of language proficiency on speaking development. Erten and Altay (2009) also reached to similar findings in their study carried out to explore the effects of task-based group activities on students collaborative behaviors in EFL speaking classes.

Based on the theory above, it can be conclude that Task Based Language Teaching (TBLT) in teaching and learning process can improve students' Speaking skill. So, the researcher interest to do research activities the title ''**The Effect of Task Based Language Teaching towards students' Speaking Ability at the second Grade of MTsN 3 Kota Pekanbaru.**

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1.2 Setting of the problem

The students have problem in learning English, particulary in speaking English. So, the problem could be identification as followed;

The first problem is when the teacher asked in the classroom about the material using English like, the teacher say ‘’ any question so far ? if you do not understand ask me!’’ The students afraid to asked and answered the question from the teacher because the students have the problem in grammar.

The second problem is the students lack of grammar, the students difficult to arrange sentence correctly. For example of grammar like tense such as in simple past tense, simple prasent, and present continuous. It is the material in junior high school that appropriate with syllabus. When the students understand about tense and pronunciation their will get good in Speaking skill.

The third problem is the students have obstacles to pronounce the word because they think that the pronunciation is contrast between English and Indonesia language. In Indonesia language pronunciation of words is exactly the same as writing. While, in English pronunciation different with writing. To make students more easy learn grammar and pronunciation, the students must focus when learn in classroom.

The last problem is in the classroom situation, the students can not focus to learn because their very noisy and bored when in the classroom. Sometimes, there are students sleep and go out from the classroom. So, the students get low motivation when learn in the classroom.

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1.3 Limitation of the problem

Based on the problem in background, this research focuses on "Students Speaking Ability of Second Grade Students at MTsN 3 Kota Pekanbaru."

1.4 Formulation of the problem

Based on the research of problem, the researcher formulated the problem of this research as follows;

Is there any significant effect of Task Based Language Teaching (TBLT) toward students' speaking ability of second grade at MTsN 3 Kota Pekanbaru?

1.5 Objective of the Research

In general this objective of research is to describe the effect of Task Based Language Teaching towards students' speaking ability of second grade at MTsN 3 Kota Pekanbaru.

1.6 Needs of the Research

The result of the study hopefully has benefit in teaching and learning, they are:

1. Pratically

   a. For the teacher

   This research give information and motivation about the teaching by using new method in classroom to teachers. It can encourage the teacher more creative in teaching and learning process.

   b. For the students

   The students feel enjoy activity in teaching and learning process. Because the teacher teach use Task Based Language Teaching (TBLT). This method

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will make students get motivation to always learning English because their find the way how to learn English easily.

c. For the researcher

The researcher hope this research can get a positive value to find out The Effect of Task Based Language Teaching (TBLT) Towards Students Speaking Ability of Second Grade at MTsN 3 Kota Pekanbaru. So, the writer get knowledge and experience by using a this research in teaching process.

1.7 Definition of the Key Terms

1. Speaking : According Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. It is mean that speaking is very active always using to expression ideas that are conveyed so that listeners can understand it.
2. Task Based Language Teaching (TBLT) : Richard and Rodgers (2001:223) define Task Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. It is mean that the teacher use task based language teaching and the students doing task.
3. Recount text : Anderson (2003) stated that a recount text is a piece of text retelling past events, usually in the order in which they happened. Recount text is event that happened in the past and talk again in the present.

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CHAPTER II

REVIEW OF RELETED LITERATURE

2.1 The Nature of Speaking Ability

2.1.1 Speaking Ability

There was many experts those defined of Speaking. According to Gert and Hans (2008) said Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. It is means that when the speaker talking to inform their ideas, the listener understand aim from their ideas.

Rebecca (2006) speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It is means that speaking is very important to children. So, English did not just used for adult but the children also used language in their daily activity.

Bachman (2002) said that Speaking is a meaningful interaction, forms a part of the shared social activity of talking. It is means that speaking is a tool to interaction to got information from discussion with the others people and to solved the problem.

Cameron (2001) states that speaking is the active use of language to express meanings so that other people can made sense of them. It is means that speaking is very active always using to expression ideas that are conveyed so that listeners can understand it.

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Fulcher (2003) that speaking is the verbal use of language and medium through which human being communicate with each other. It is means that speaking is a verbal to communication with the others people as written or oral. Communication verbal through oral can do with use media such as, communication with the other people through telephone. While, communication verbal through written is communication convey process use media letters, paintings, pictures and etc.

Maxom (2009) states that speaking is the most important skill in English language teaching to be mastered in school. It is means that speaking also very important in school not only in society. So, the teacher must be able students' success in teaching and learning so that students' to be mastered in English.

Based on the previous explanation, it can be concluded that Speaking is a process to interaction and communication with others people in school, society and daily activity. Many people in daily activities used speaking to express their ideas, so that the speaker and listener can understand the meaning.

2.1.2 The Components of Speaking Ability

There was four aspects below had a great influence in speaking Ability as Hormaililis (2003), they were:

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words. (Ur in Hormailis 2003). Vacabulary is very important from grammar because speaking will be difficult if communication without vocabulary of the grammar.

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b. Grammar

Warriner in Ramli (2003) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate massages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000) says that to use the stress and the intonation inaccurately can cause problem. If the pronunciation wrong it can raises misunderstanding.

Beside that, the five aspect of speaking skill as Pernanda (2009) are as bellow:

a. Grammar

Brown in Pernanda (2009) grammar is the rule by which put togerher meaningful an part of a language to communcate messages that are

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comprehensible. So, grammar is one of media to communication in English if speaking without grammar it is make misunderstanding.

b. Vocabulary

Dash (2013) vocabulary skill involves word meaning recognition and guessing the meaning of unknown word structure and context. It is means that vocabulary is word to make structure in English.

c. Pronunciation

According to Professional Development Service for Teachers (2007) pronunciation refers to the way words are said. Pronunciation is to speaking about the word in English, if the word wrong in prounnunciation it can make difference meaning.

d. Fluency

Longman in Pernanda (2009) fluency is the quality or condition of being fluent. Fluncy to know quality studens' speaking ability success or not. Not all students can fluency in speaking English.

e. Comprehension

Longman in Pernanda (2009) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred. It is means that the students need understand in learning English or speaking English.

Based on the components of speaking ability, the researcher will be used component of speaking by hormaililis. The researcher conclude there are four component of speaking consist of Vocabulary, Grammar, Fluency,

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Pronunciation. The component of speaking is very important to be a good speaker.

2.1.3 Type of Speaking Ability

Brown (2004) categorized the basic types of speaking as follows:

a) Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

b) Intensive

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commencer in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements--intonation, stress, rhythm, and juncture.

c) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and comet and the like.

d) Extensive (monologue)

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is

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either highly limited (perhaps to nonverbal responses) or rolled out altogether. So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

Based on the type of Speaking Ability. It is to know all of the type in speaking. So in this research, the researcher used extensive (monologue) from type of speaking to the second grade students at MtsN 3 Kota Pekanbaru.

2.1.4 Teaching Speaking Ability

Nunan (2003) suggest five principles for teaching speaking Teacher must be aware of differences between second language and foreign language in their learning context,

1. The teacher should give students practice with both fluency and accuracy,
2. The teacher also provided opportunities for the students to talk by using group work or pair work, and limiting teacher talk.
3. The teacher must make he plan of the speaking tasks that involve negotiation for meaning and also design appropriate classroom to facilitate students to speak.

Here also some suggestions for English language teachers while teaching oral language by Kayi (2006).

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

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2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…".
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
10. Provide the vocabulary before hands that students need in speaking activities.
11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

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According to Ur (1996) there are three criteria of successful teaching speaking, are:

1. Learner talks a lot. As much as possible of period of time allotted the activity is in fat occupied by the learner talk.
2. Participation is even. Classroom discussion is not dominated by minority of talkative participants; all get chance to speak; and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve the task objectives.

Based on the previous explanation, it can be conclude that to teaching speaking skill the students must know the definition and differences between second language and foreign language. The teacher must teaching students agree with students' problem.

2.1.5 Learning Strategies in Speaking Ability

According to Kennedy and Keatley (2006), the following strategies can help the language learner to develop their speaking skills.

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

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b. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

c. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

There are many models of learning speaking. According to M. Solahudin in Kiat-Kiat Praktis Belajar Speaking, there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The

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teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

b. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

c. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.

d. Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

Those are models use in speaking class. Based on the title of this research, the researcher teach by using Task Based Language Teaching with choose model discussion group, the researcher assume that model discussion group is suitable

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to improve students' speaking ability in recount text by using Task Based Language Taeching. The researcher will be make this activity more attractive and make students get enjoyable in the class.

2.2 The Nature of Recount Text

2.2.1 Recount Text

According to Knapp (2005), Recount Text, basically it is written out to make a report about an experience of a series of related event. The recount text is written to inform an experience and event in the past.

Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. It is recount text is written as sequence agree with event that happened.

Grace (2005) said that recount text is a text to tell something that happened in the past. Recount text just story about event that happened in the past. So, when someone wanted to talking about experience that happened in the past it is recount text.

Anderson (2003) stated that a recount text is a piece of text retelling past events, usually in the order in which they happened. Recount text is event that happened in the past and talk again in the present.

Based on the theories of recount text, it can conclude recount text is text that tells about events that occurred in the past in original experiences. This text aims to gave some experiences about past that may be known by other peoples in form of information in sequence.

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2.2.2 The Type of Recount Text

Derwianka (1990) states that, to identifying three types of recount text. They are personal recount, factual recount, and imaginative recount. In addition, Emilia (2008:16) also states there are three types of recount text, as follow:

1) Personal Recount

   Personal recount is telling about the activity which the first person pronoun is included in that story, it is included funnies story and diary.

2) Factual Recount

   Factual recount is a note about an event, such as research report, police report, the news in the newspaper, history, etc.

3) Imaginative Recount

   Imaginative recount is a fiction story such as fiction books.

Based on the type of recount text, it can be concluded that Recount text is type of text that should be mastered by students, there are three type of recount text. From the type of recount text, the researcher use personal recount because the students will tell about their experienced in front of class.

2.2.3 The Generic Structure of Recount Text

In generic structure of recount text, there are some ways to write about recount text. Maharani (2007) states that, there are three part in generic structure, they were consist of:

1. Orientation is contains of figures, time and place in the story. It is means that, the orientation to tells the readers that involved in the story, what happened, Where the place and when it happened.

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2. Events is composed of the events are arranged in a sequence. It is means that, the event to tell the sequence of events.
3. Closing (Re Orientation) is contains a personal comment or expression of assessment, is optional (not mandatory). It is means that, Re-orientation which summarizes the event.

Based on the generic structure of recount text, it can conclude that generic structure is very important because can showed the way to write correctly step by step in recount text, it is made students more easy to make recount text. For Example:

Stomachache

Orientation

I loved spicy foods so much. I ate them for my breakfast, lunch, dinner, and snacks in between them. When I didn't taste a hint of chili in my food, I wouldn't even bother finishing it. Until one week ago, I was almost hospitalized for putting too much chili in my meatballs.

Events

I was eating a bowl of my favorite meatball and put way too many spoons of chili sauce into it. My stomach felt like it was on fire on the next day and I got diarrhea. I thought my stomachache would slowly leave me after I let my food out but it turned out that I had more painful stomachache after. I felt like stomach gave up on me and I almost did the same thing. My dad asked me to check my condition in the hospital but my mom told me to let my food out one more time. I chose to did what my mom suggested, hoping it would work because if it

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wouldn't, I would have to follow my dad's suggestion. It took time, but my stomachache felt more bearable than before. Finally, after almost an hour, I was completely stomachache-free.

Re-Orientation

My parents went strict on what I am eating after that day. They made me promise myself not to eat anymore crazy amount of spicy food. Not that I completely quit on eating them, but I have been recuding my consumption of them. I am still learning not to eat spicy food anytime I want. It's hard, but for the sake of my health, I am doing it anyway.

2.2.4 Language Feature of Recount Text

Language Feature of explanation text:

1. Introducing personal participant; I, my group, etc
2. Using chronological connection; then, first, etc
3. Using linking verb; was, were, saw, heard, etc
4. Using action verb; look, go, change, etc
5. Using simple past tense

2.2.5 Social Function of Recount Text

Social function of recount text is to retell events for the purpose of informing or entertaining when writing recounts you should:

1. Focus on individual people i.e. use the words, I or we
2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
3. Write in the past tense e.g. had, visited

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4. Use action words e.g. helped, crutched.

2.3 The Nature of Task Based Language Teaching

2.3.1 Task Based Language Teaching (TBLT)

Freeman (2000) said that Task Based Language Teaching (TBLT) is an approach which intends to provide students with natural situation for language utilization. Task Based Language Teaching is doing with nutural situation in learn English. So, the teacher can exploit natural situation to increase students' speaking ability.

Jeon and Hahn (2006), TBLT provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. It is means that Task Based Language Teaching (TBLT) use meaningful material in teaching and learning process and the teacher get opportunities easy to teaching students.

Giyoto (2007) also states that TBLT seems to have a variety of features that are helpful in the development of language proficiency. Task Based Language Teaching (TBLT) have a tool that can make students influent in talking English.

Based on the some theory, the researcher conclude that Task Based Language Teaching (TBLT) is instruction to students based task and focus to giving students to do task use English and make nutural situation in teaching and learning process.

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2.3.2 Characteristics of task-based language teaching

Swan (2005) emphasizes that there is a general agreement among them on the characteristics listed below:

1. Instructed language learning should mainly contain natural or naturalistic language use, and the activities are related to meaning rather than language.
2. Instruction should support learner-centeredness rather than teacher-centeredness.
3. Becausetotally naturalistic learning does not normally give rise to target-like accuracy, engagement is essential to promote the internalization of formal linguistic elements while keeping the perceived benefits of a natural approach.
4. This can be realized best by offering opportunities for focus on the form, which will attract students' attention to linguistic components as they emerge incidentally in lessons whose main focus is on meaning or communication.
5. Communicative tasks are especially suitable devices for such an approach.
6. More formal pre- or post-task languagestudy may be beneficial. This may make contribution to internalization by leading or maximizing familiarity with formal characteristics during communication.
7. Traditional approaches are unproductive and unsuitable, particularly where they require passive formal instruction and practice isolated from communicative work.

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2.3.3 Type of Task Based Language Teaching

The tasks vary in their methods and level of complexity and its nature Prabhu (1987) classifies them into four categories of classroom activities which are given below:

a. Rule-focused activity

Here the learners indulge in doing the tasks recalling the rules of grammar or language. It takes a conscious effort from their part to apply what they have learnt so far. This activity requires understanding and it is evident that the explicit rules do not help the learners to put it to good use.

b. Form- focused Activity

Learners are involved with repetition of given language forms and from them they derive new forms to be applied. This kind of practice is very valuable in their learning as it entails and facilitates subconscious assimilation of the structure and it promotes language use. It will also lead to the learning of language skills and provides them with a sense of independence and experience in all the four skills of listening, speaking, reading and writing.

c. Meaningful activity

Here the focus is mainly on meaning. The learners repeat, manipulate or build or structure new language forms paying attention not only to the forms but also to the meanings of the context with which they are related to. It is much valuable not only in learning the structure but also to have better understanding of their contexts or knowing the meanings of contexts.

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d. Meaning- focused activity

The learners are involved and fully occupied to have more comprehension and understanding. They would focus on conveying or relating the meaning and they try to cope with the language forms, Main focus is not given to language forms or it is not intentional but rather the forms are helpful to express and organize meaning.

Meaning focused activity is divided into three types according to Prabhu(1987). They are 'Information – gap activity, Reasoning-gap activity and Opinion-gap activity'.

n Information gap activity the learners try to transfer information from one form to another and from one person to another. On the whole it is passing on information or communication of information through encoding or decoding. It also involves transfer of oral information to the written form or from written form to oral form.

In Reasoning -gap activity the learners arrive at some new information through the process of inference, deduction, reasoning or patterns. But instead of passing the same information, this activity requires comprehending the given information and from that initial one has to deduct the new information and a certain kind of reasoning is required to connect both the information.

In opinion gap activity the learners respond to a given situation and they are required to do identification and expression of their own opinions to the given context and situations.it may have understanding of facts but after it the learners should come out with their emotions and point of views. The learners' success is

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not assessed through a particular answer but it varies from individual to individual.

2.3.4 The Procedure of Task Based Language Teaching

Willis (1996) recommends the following sequences of activities:

a. Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instruction and prepare.
b. Students' do the task, in pair or small group.
c. Teacher monitors from a distance.
d. Students prepare to report to the whole class (orally or writing) how they did the task, what they decided or discovered.
e. Some groups present their reports to the class, or exchange written reports and compare result.
f. Students examine and discuss specific features of the text or transcript of the recording.
g. Teacher conducts practice or new words, phrases and patterns occurring in the data, either during or after the analysis.

2.3.5 Benefit of Task Based Language Teaching (TBLT)

Task-based language teaching provides many benefits to aid foreign language learning. Ellis (2009) lists these benefits as follows:

1. TBLT provides the opportunity for 'natural' learning within the classroom context.
2. It stresses meaning over form; however, it can also emphasize learning form.
3. It offers learners a fertile input of target language.

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4. It is intrinsically motivating.
5. It is consistent with a learner-focused educational philosophy but also.
6. Gives permission for teacher input and guidance.
7. It contributes to the improvement of communicative fluency while not disregarding accuracy.
8. It can be deployed together with a more traditional approach.

2.3.6 The Teaching Design of Task-Based Language Learning

According to Jinxia (2010) which implements the summarized and modified TBLT models of the previous explanations and descriptions. The design of the task–based lesson includes steps and learning components, which have a set of tasks to be mainly achieved. In general, task based language teaching and learning covers three main principles, which reflect the implementation of the method chronologically:

1. Pre-task. This relates to teacher and student's activity done before starting classroom teaching and learning.
2. Whilst-task. This is a centered process of teaching and learning in the main classroom activities, which are supported by variety of instructional strategies.
3. Post-task. This involves procedures to follow up learning performances, which optimize learning tasks.

2.4 Relevance Studies

Firstly, Gunawan (2016) was conducted the research, where the title is *The Effect of Task Based Language Teaching (TBLT) Approach in Developing Speaking Skill of Eight Grade Students of SMP NEGERI 6 Watampone and Their*

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Attitude Toward English. The researcher doing this research to approach in developing students' speaking skill. The result of the research showed that the use of task-based language teaching (TBLT) approach in teaching speaking significantly improved the students' speaking skill.

Secondly, Yuniarisda (2014) was conducted the research, where the title is *The Implementation of Task-Based Language Teaching to Teach Speaking Descriptive to the First Graders of Junior High School.* To described the students' speaking ability after the implementation. The result of this research is that the implementation of task-based language teaching to teach speaking descriptive was conducted properly and successfully

Thirdly, Malihah Noor (2010) was conducted the research, where the title is *The Effectiveness of Speaking Instruction through Task-Based Language Teaching.* The students should be able to use the utterance to communicate in the real situations. The result is task based language teaching as alternate to solve the problem where learning is developed through performing a series of activities as steps towards successful task realization.

The differences of in this research with the past study above is in the method. In past study by using Task Based Language Teaching trough Descriptive, Speaking Instruction and attitude. But in this research, the researcher use trough Recount text. So, the researcher conclude that Task Based Language Teaching can solve students' problem. Where the title is *" The Effect of Task Based Language Teaching towards students' Speaking Ability at the second*

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Grade of MTsN 3 Kota Pekanbaru". The researcher want to know there is significant effect of Task Based Language Teaching or not.

2.5 Conceptual Framework

In this research, the research makes speaking ability in role play by using Task Based Language Teaching. This research used two class first is experimental class and second is control class. The researcher gives pre-test for two classes. After that is treatment, the researcher will use method Task Based Language Teaching (TBLT). The last meeting, the researcher will do post-test to know the result of students speaking ability in the classroom. The researcher makes the framework below:

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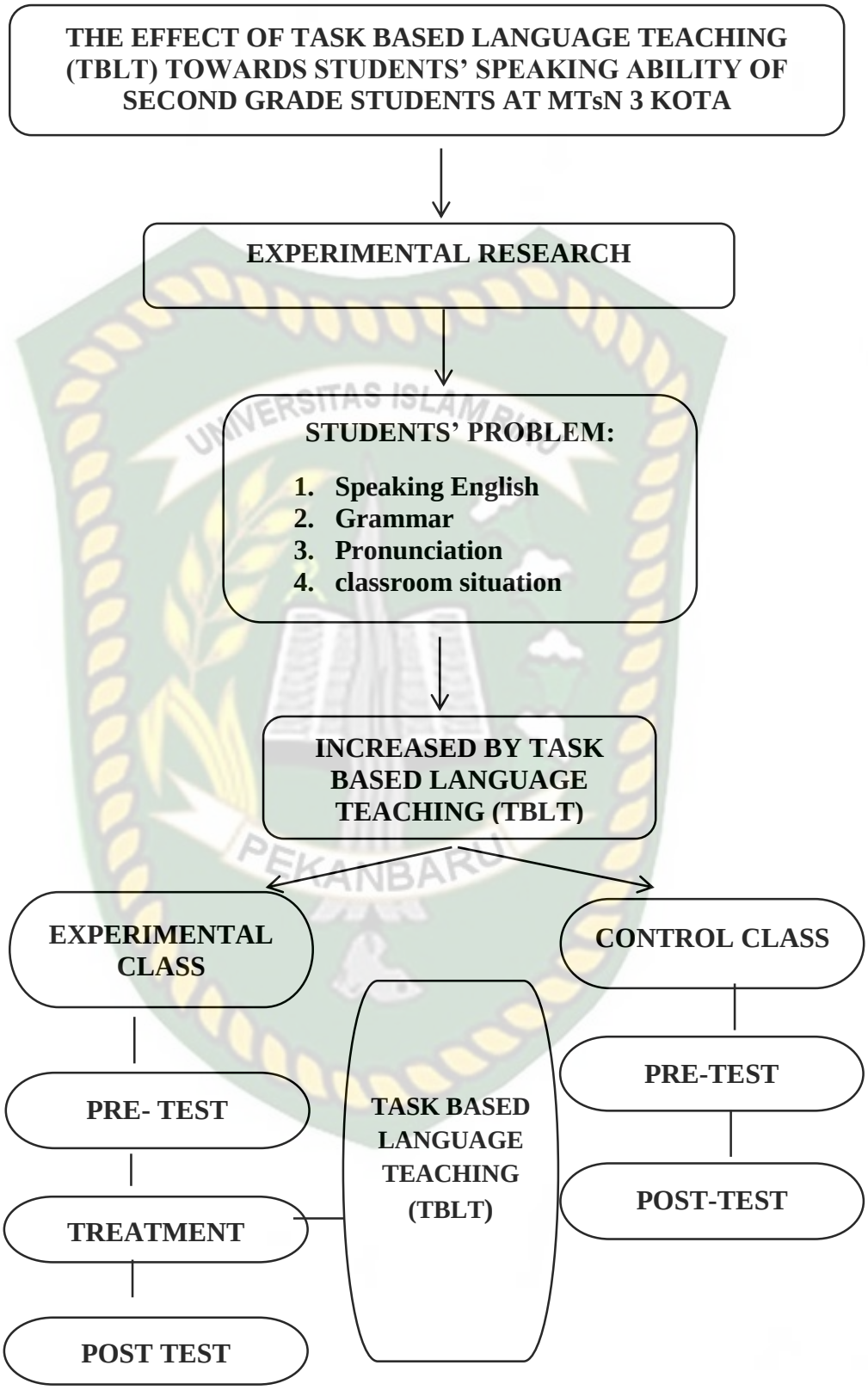

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2.6 Hypothesis

Based on the consideration of the theory and real condition in the field as well in this study, the researcher would like to state the hypothesis of this research as follow:

a. Null Hypothesis (Ho)

There was no significant Effect of Task Based Language Teaching (TBLT) Toward Students' Speaking Ability of Second Grade at MTsN 3 Kota Pekanbaru.

b. Alternative Hypothesis (Ha)

There was significant Effect of Task Based Language Teaching (TBLT) Toward Students' Speaking Ability of Second Grade at MTsN 3 Kota Pekanbaru.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is experimental because this research wants to measure the effect of task based language teaching (TBLT) toward students speaking ability. According to Cresswell (2014) experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. It is means that, the design in this research is to describe there was effect or not in this research.

The experimental research taught to the students speaking ability of recount text by using task based language teaching. The researcher used two variables in this research. They were: Task based language teaching as independent Variable (X), and students' speaking ability of simple past tense as dependent variable (Y).

The research study used quantitative approach. Cresswell (2003) state that a quantitative approach is one in which the investigatory primarily uses postpositive claim for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories) employs strategies of inquiry such as experiment and survey and collect data on predetermined instrument that yield statistics data. The researcher used quantitative approach to measure motivation students in learning English and this approach used statistic data.

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Table 3.1
Research Design

No	Group	Pre-test	Treatment	Post-test
1	E	**S1**	**X**	**S2**
2	C	**S1**	**-**	**S2**

The table 3.1 was the research design in which;

E : Experimental Class

C : Control Class

X : Treatment, by using task based language teaching in the experimental group only

S1 : The individual score in the pre-test

S2 : The individual score in the post-test

3.2 Location and Time of the Research

This research was took at MTsN 3 Kota Pekanbaru. The location is Jl. Unggas No 453. This research was done in second grade from January and April in the academic year of 2018/2019.

3.3 The Population and sample of the Research

3.3.1 The Population of the Research

Sanjaya (2013: 231) states that population is all the elements that will be targeted research. The population in this research was second grade students at MTsN 3 Kota Pekanbaru in the academic year of 2018/2019. Which consisted of 344 students.

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Table 3.2
The population of students' at MTsN 3 Kota Pekanbaru in the academic year of 2018/2019

No	Class	Number of Students
1	VIII/1	37
2	VIII/2	37
3	VIII/3	36
4	VIII/4	37
5	VIII/5	29
6	VIII/6	38
7	VIII/7	29
8	VIII/8	32
9	VIII/9	34
10	VIII/10	35
Total Population		344

3.3.2 The Sample of the Research

According to Creswell (2012:142) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher used cluster random sampling. Furthermore, Fraenkle and Wallen (2009:94-95) the cluster random sampling can be seen as the selection of classes, or the clusters, of subject rather than individuals, so that cluster sampling randomly select class, not individuals.

The researcher chooses two classes as samples. They were VIII/7 consist of 29 students as an experimental class and VIII/5 consist of 29 student as a control class. The total number of sample was 58 students in MtsN 3 Kota Pekanbaru in academic 2018/2019.

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Table 3.3
The Total sample of the Second Grade Students at MTsN 3 Kota Pekanbaru in the academic year 2018/2019

No	Class	Types	Number of Students
1	VIII/5	Control	29
2	VIII/6	Experiment	29
Total Sample			58

3.4 The Research Material

The researcher was use recount text materials taken from text book of SMP/MTs grade VIII. The material was taught as follows;

Table 3.4
The Blue Print of Research Materials

Day/Date	Meeting	The Topic Material	Procedure
March, 18th 2019	Pre-Test	experienced at home	Doing Test (Experiment Class) Doing Test (Control Class)
March, 19th 2019	Treatment	Happy Experienced	
March, 25th 2019	Treatment	Sad Experienced	Teacher explain simple past tense. teacher divides students' into groups, teacher will give the topic, Students' will discuss the topic by using task based language teaching (TBLT). Students will role play in front of class.
March, 26th 2019	Treatment	embarrassing Experienced	
April, 1st 2019	Treatment	Bad Experienced	

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3.5 The Research Instrument

According to Arikunto (2006:39) research instrument is a device used by researcher in collecting the data in order to get better the result, systematic and to make the data easy to be processed. In this research, the research instrument used to make the researcher easy to collecting the data of pre-test and post-test to get the students' score.

The researcher was use speaking test to collect the data about students' speaking ability before and after treatment. There was two test, consist of pre-test and post-test. The test was in class VIII/5 and VIII/6 at MTsN 3 Kota Pekanbaru in the academic 2018/2019.

a. Pre-test

The researcher was pre-test to know knowledge of students' speaking ability in experimental class and control class. In this part, the researcher gave topic to students' speaking about experienced at home.

b. Post-test

The researcher was post-test in experimental class and control class. The post-test to know the result of students' speaking ability after used Task Based Language Teaching. In this part, the researcher gave topic to students' speaking about experienced at school.

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3.6 The Procedure of the Research

The procedure of this research as following steps;

1. Pre-test

   The pre-test was in the first meeting before the researcher gave treatment in experimental class and control class. In this part, the researcher was explain what the students do in speaking test for one class to know students' speaking ability of recount text before gave treatment.

2. Treatment

   After gave pre-test the researcher was treatment for six meeting. Each meeting consist of 90 minutes. In this part, the researcher used Task Based Language Teaching as follow;

Pre-teaching

a. The teacher gave greeting to students
b. The teacher checked the students' attendance list.
c. The teacher asked to students about the last material
d. The teacher was warn up activity guiding the topic will be discussed.

While Teaching

a. Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instruction and prepare.
b. Students' was the task, in pair or small group.
c. Teacher monitors from a distance.
d. Students prepared to report to the whole class (orally or writing) how they did the task, what they decided or discovered.

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e. Some groups presented their reports to the class, or exchange written reports and compare result.
f. Students examined and discuss specific features of the text or transcript of the recording.
g. Teacher conducted practice or new words, phrases and patterns occurring in the data, either during or after the analysis.

Post teaching

a. The teacher gave information to students about the purpose of material.
b. The teacher gave the conclusion of the meeting how to speak well in recount.
c. The teacher leaved the classroom.

3. Post-test

After doing treatment finished, the researcher gave post-test to students. The result of post-test was compared with pre-test to know to know the significant different between them. It aims to know there was significant effect of Task Based Language Teaching (TBLT) towards students' speaking ability of second grade students at MTsN 3 Kota Pekanbaru.

3.7 The Data Collection Technique

To collect the data, there was some ways doing the researcher as follow;

1. Pre-test

The first meeting, the researcher come to the classroom, greets, checked attendant list and gave pre-test to students' speaking ability. In pre-test students speak about recount by using Task Based Language Teaching in 30 minutes.

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2. Treatment

After pre-test finish, the researcher gave treatment. The treatment was in experimental class only. The treatment conducted four meeting by using Task Based Language Teaching as follow;

a. Pre teaching
b. While teaching
c. Post teaching

3. Post test

In this part, the researcher gave post-test to the students after pre-test and treatment finished. The researcher collected the data to know there was improvement or not to students' speaking ability of recount after they were given treatment. The activities started from pre-test until post-test to helped and supported by English teacher of MTsN 3 Kota Pekanbaru.

3.8 Data Analysis Technique

In this research, the researcher need instrument to gave students score the researcher used speaking test to measure students speaking ability toward task based language teaching. Test speaking was use to know students speaking ability. The test was conduct after the end treatment. The purpose of test was to know there was improve students speaking ability when used method task based language teaching and traditional method.

The researcher was take the students score from performance. The students made a task about topic experience by using simple past tense. after that, the

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students was performance in from of class. The teacher and researcher was give students' score.

Table 3.5
Speaking Rating Scale (Performance Assessment)(Adapted from Diknas, 2000)

Aspect	Score	Criteria
Pronunciation	5	Easy to be understood and accent like a narative speaker.
	4	Easy to be understood through with certain accent.
	3	Problem with pronunciation, so need concentration and sometimes misunderstanding.
	2	Hard to be understood because of pronunciation and often repetition.
	1	Serious problems with pronunciation, cannot be understood at all.
Grammar	5	No or very tittle mistakes in grammar
	4	Sometime make mistakes but no interference in meaning.
	3	Often make mistakes in grammar that interfere meaning.
	2	Many mistakes in grammar that interfere meaning and sentences repetition.
	1	Sever mistakes in grammar and hard to be understood.
	5	Choosing and using vocabulary or phrases like native speakers.
	4	Sometimes using inaccurate vocabulary and making repetition cause of limited vocabulary.

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Vocabulary	3	Often uing inaccurate vocabulary, conversation stop cause of limited vocabulary.
	2	Severe mistakes in using vocabulary so hard to be understood.
	1	Vary limited vocabulary, conversation impossibe to run.
Fluency	5	Smooth and no disturbance, like native speakers.
	4	A little bit disturbance cause of language problem
	3	Many disturbances cause of language problem
	2	Sometimes unsure and pause cause of limited language
	1	Pause and stop, conversation impossible to run

Based on score and requirement above, the score levels gave to the students were about from level 1 to level 5. Those levels was use based on teacher's assessment:

Table 3.6
The Scoring Rubric of Speaking Test

No	Aspect Assessed	Scores				
		1	**2**	**3**	**4**	**5**
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
	Maximum Score	20				
	Total	100				

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The Explanation of score:

1. : Fail
2. : Incompetent
3. : Enough
4. : Competent
5. : Very Competent

$$\text{Final} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Furthermore, according to Arikunto (2009) the classification of thestudents score can be shown below;

Table 3.7
The classification of Students' Score

Score	Categories
80-100	Excellent
66-79	Good
55-65	Fair
20-54	Poor

The researcher was analyze the significant effect of Task Based Language eaching in students' speaking ability of second grade students at MTsN 3 Kota Pekanbaru in academic year 2018/2019 use these following procedure;

1. Scoring from pre-test and post-test.
2. Calculating the mean of pre-test and post-test.
3. Finding the distribution of frequency students' of pre-test and post-test score.
4. Descriptive of pre-test and post-test.
5. The result of pre-test and post-test.
6. Drawing a conclusion from the result of pre-test and post-test.

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7. Analyzing by using SPSS 24 preparation (Statistical Program for Social Sciences) to know the significant effect of Task Based Language Teaching towards students' speaking ability of second grade students at MTsN 3 Kota Pekanbaru.

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CHAPTER IV

RESEARCH FINDINGS

4.1 The Data Presentation

In this part, the researcher present the information related from data presentation as follow; score of pre-test and post-test, improvement from pre-test and post-test, and percentage improvement of experimental class and control class.

4.1.1 Experimental Class

In this research, the researcher applied the treatment in experimental class. There are four meeting to do treatment. After that, the researcher gave the test in experimental class. The students' score in pre-test and post-test experimental class could be seen in the table 4.1.

4.1.1.1 Students' Score in Pre-test for Experimental Class

The data of students in class VIII/7, the post-test score in experiment class were obtained from the result of their speaking ability taught by using Task Based Language Teaching (TBLT). It can be seen from the following table:

Table 4.1
The Students' Pre-test Score for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	**Students 1**	60	65	63	Fair
2	**Students 2**	60	65	63	Fair
3	**Students 3**	80	75	78	Good
4	**Students 4**	70	70	70	Good
5	**Students 5**	65	70	68	Good
6	**Students 6**	65	65	65	Fair
7	**Students 7**	65	60	63	Fair
8	**Students 8**	70	70	70	Good
9	**Students 9**	60	65	63	Fair
10	**Students 10**	60	60	60	Fair
11	**Students 11**	70	75	73	Good
12	**Students 12**	65	60	63	Fair
13	**Students 13**	65	70	68	Good

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14	**Students 14**	65	60	63	Fair
15	**Students 15**	65	65	65	Fair
16	**Students 16**	65	60	63	Fair
17	**Students 17**	60	60	60	Fair
18	**Students 18**	65	70	68	Good
19	**Students 19**	65	70	68	Good
20	**Students 20**	70	65	68	Good
21	**Students 21**	75	70	73	Good
22	**Students 22**	60	55	58	Fair
23	**Students 23**	80	80	80	Excellent
24	**Students 24**	75	80	78	Good
25	**Students 25**	80	75	78	Good
26	**Students 26**	65	70	68	Good
27	**Students 27**	70	65	68	Good
28	**Students 28**	75	75	75	Good
29	**Students 29**	60	60	60	Fair
Total		**1.950**	**1950**	**1.960**	
Means				**67.58**	

Based on the table 4.1, the researcher found the total of score pre-test in Experimental class was 1.960 and the mean was 67.58. While the highest was 80 and the lowest was 58. The frequency distribution of the score pre-test in Experimental class can be seen as follow:

Table 4.2
The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	58	1	3.4	3.4	3.4
	60	3	10.3	10.3	13.8
	63	7	24.1	24.1	37.9
	65	2	6.9	6.9	44.8
	68	7	24.1	24.1	69.0
	70	2	6.9	6.9	75.9
	73	2	6.9	6.9	82.8
	75	1	3.4	3.4	86.2
	78	3	10.3	10.3	96.6
	80	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

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Based on the table 4.2, it showed that there were 1 students got 58 (3.4%), 3 students got 60 (10.3%), 7 students got 63 (24.1%), 2 students got 65 (6.9%), 7 students got 68 (24.1%), 2 students got 70 (6.9%), 2 students got 73 (6.9%), 1 students got 75 (3.4%), 3 students got 78 (10.3%), 1 students got 80 (3.4).

Table 4.3
Score Classification of Experimental Class Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent 80-100	1	3.4	3.4	3.4
	Good 66-79	15	51.7	51.7	55.2
	Fair 55-65	13	44.8	44.8	100.0
	Total	29	100.0	100.0	

Based on the table 4.3, it can be seen that there was 1 students got score (80-100) the category is Excellent, there was 15 students got score (66-79) the category is Good, there was 13 students got score (55-65) the category is Fair. So, the classification of experimental class students in pre-test into Good categories.

4.1.1.2 Students Score in Post Test of Experimental Class

The data of Post-test in Experimental class were got the result from Speaking Ability by using Task Based Language Teaching (TBLT). It can be seen from the following table:

Table 4.4
The Students' score Post-test for Experimental Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	**Students 1**	85	85	85	Excellent
2	**Students 2**	90	90	90	Excellent
3	**Students 3**	90	85	88	Excellent
4	**Students 4**	75	85	80	Excellent

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5	**Students 5**	80	80	80	Excellent
6	**Students 6**	90	85	88	Excellent
7	**Students 7**	80	80	80	Excellent
8	**Students 8**	80	85	83	Excellent
9	**Students 9**	90	85	88	Excellent
10	**Students 10**	85	80	83	Excellent
11	**Students 11**	90	90	90	Excellent
12	**Students 12**	90	75	83	Excellent
13	**Students 13**	80	80	80	Excellent
14	**Students 14**	85	85	85	Excellent
15	**Students 15**	90	85	88	Excellent
16	**Students 16**	85	75	80	Excellent
17	**Students 17**	75	85	80	Excellent
18	**Students 18**	85	95	90	Excellent
19	**Students 19**	90	90	90	Excellent
20	**Students 20**	90	80	85	Excellent
21	**Students 21**	90	85	85	Excellent
22	**Students 22**	85	80	83	Excellent
23	**Students 23**	80	75	78	Good
24	**Students 24**	85	85	85	Excellent
25	**Students 25**	90	85	88	Excellent
26	**Students 26**	90	90	90	Excellent
27	**Students 27**	85	85	85	Excellent
28	**Students 28**	90	90	90	Excellent
29	**Students 29**	75	75	75	Good
	Total	**2.475**	**2.430**	**2.455**	
	Mean			**84.65**	

Based on the table 4.4, it can be seen the total score of post-test in Experimental class was 2.455 and the mean was 84.65.The highest score was 95 and the lowest was 75. The frequency distribution score of post-test in can be seen as follows:

Table 4.5
The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	3.4	3.4	3.4
	78	1	3.4	3.4	6.9
	80	6	20.7	20.7	27.6

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	83	4	13.8	13.8	41.4
	85	6	20.7	20.7	62.1
	88	5	17.2	17.2	79.3
	90	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

Based on the table 4.5, it showed that there were 1 students got 75 (34%), 1 students got 78 (3.4%), 6 students got 88 (20.7%), 4 students got 83 (213.8%), 6 students got 85 (20.7%), 5 students got 88 (17.2%), 6 students got 90 (20.7%).

Figure 4.6
Score Classification of Experimental Class Students' Post Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent 80-100	27	93.1	93.1	93.1
	Good 66-79	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Based on the table 4.6, it can be seen that there was 27 students got score (80-100) the categories is Excellent, there was 2 students got score (66-79) the category is Good. So, the classification of experimental class students in post-test into excellent categories.

4.1.2 Control Class

In this research, the researcher did not apply the treatment but the researcher gave the test in control class. The students' score of pre-test can be seen in table 4.7.

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4.1.2.1 Students' Score in Pre-Test Control Class

The data of students in class VIII/5, the score of post-test in experimental class were got from the result of their speaking ability taught by using Task Based Language Teaching (TBLT). It can be seen from the following table:

Table 4.7
The Students' Pre-Test Score Control Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	Students 1	75	75	75	Good
2	Students 2	50	55	53	Poor
3	Students 3	50	50	50	Poor
4	Students 4	80	75	78	Good
5	Students 5	60	60	60	Fair
6	Students 6	65	65	65	Fair
7	Students 7	55	60	58	Fair
8	Students 8	75	70	73	Good
9	Students 9	50	50	50	Poor
10	Students 10	50	55	53	Poor
11	Students 11	50	55	53	Poor
12	Students 12	55	55	55	Fair
13	Students 13	75	75	75	Good
14	Students 14	80	75	78	Good
15	Students 15	75	75	75	Good
16	Students 16	65	60	63	Fair
17	Students 17	75	70	73	Good
18	Students 18	60	55	58	Fair
19	Students 19	75	70	73	Good
20	Students 20	65	70	68	Good
21	Students 21	70	75	73	Good
22	Students 22	60	65	63	Fair
23	Students 23	65	60	63	Fair
24	Students 24	45	50	48	Poor
25	Students 25	60	65	63	Fair
26	Students 26	80	75	78	Good
27	Students 27	55	60	58	Fair
28	Students 28	65	70	68	Good
29	Students 29	70	65	68	Good
Total		1.855	1.860	**1.868**	
Mean				**64.41**	

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Based on the table 4.6, the researcher found the total score of pre-test in Control class was 1.868 and the mean was 64.41. The highest was 78 and the lowest was 48. The frequency distribution of the score pre-test in Experimental class can be seen as follow:

Table 4.7
The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.4	3.4	3.4
	50	2	6.9	6.9	10.3
	53	3	10.3	10.3	20.7
	55	1	3.4	3.4	24.1
	58	3	10.3	10.3	34.5
	60	1	3.4	3.4	37.9
	63	4	13.8	13.8	51.7
	65	1	3.4	3.4	55.2
	68	3	10.3	10.3	65.5
	73	4	13.8	13.8	79.3
	75	3	10.3	10.3	89.7
	78	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

Based on the table 4.7, it showed that there were 1 students got 48 (3.4%), 2 students got 50 (6.9%), 3 students got 53 (10.3%), 1 students got 55 (3.4%), 3 students got 58 (10.3%), 1 students got 60 (3.4%), 4 students got 63 (13.8%), 1 students got 65 (3.4%), 3 students got 68 (10.3%), 4 students got 73 (13,8%), 3 students got 75 (10.3%), 3 students got 78 (10.3%).

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Table 4.8
Score Classification of Control Class Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good 66-79	13	44.8	44.8	44.8
	Fair 55-65	10	34.5	34.5	79.3
	Poor 20-54	6	20.7	20.7	100.0
	Total	29	100.0	100.0	

Based on the table 4.8, it can be seen that there was 13 students got score (66-79) the category is Good, there was 10 students got (55-65) the category is Fair, there was 6 students got (20-54) the category is Poor. So, the classification of control class students in pre-test into good category.

4.1.2.2 Students Score in Post Test of Control Class

The data of Post-test in Control Class were got the result from Speaking Ability without using Task Based Language Teaching (TBLT). It can be seen from the following table:

Table 4.9
The Students' Post-Test Score for Control Class

No	Name	Rater 1	Rater 2	Total Score	Categories
1	**Students 1**	85	80	83	Excellent
2	**Students 2**	65	70	68	Good
3	**Students 3**	70	70	70	Good
4	**Students 4**	75	80	78	Good
5	**Students 5**	70	75	73	Good
6	**Students 6**	75	75	75	Good
7	**Students 7**	80	85	83	Excellent
8	**Students 8**	95	90	93	Excellent
9	**Students 9**	75	75	75	Good
10	**Students 10**	70	75	73	Good
11	**Students 11**	75	75	75	Good
12	**Students 12**	75	75	75	Good
13	**Students 13**	75	75	75	Good
14	**Students 14**	95	95	95	Excellent
15	**Students 15**	75	75	75	Good

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16	**Students 16**	80	85	83	Excellent
17	**Students 17**	85	80	83	Excellent
18	**Students 18**	70	70	70	Good
19	**Students 19**	75	75	75	Good
20	**Students 20**	70	75	73	Good
21	**Students 21**	80	80	80	Excellent
22	**Students 22**	80	80	80	Excellent
23	**Students 23**	75	75	75	Good
24	**Students 24**	65	70	68	Good
25	**Students 25**	90	90	90	Excellent
26	**Students 26**	95	95	95	Excellent
27	**Students 27**	70	70	70	Good
28	**Students 28**	70	75	73	Good
29	**Students 29**	65	70	68	Good
Total		2.225	2.260	**2.249**	
Mean				**77.55**	

Based on the table 4.9, the researcher found the total score of pre-test in Control Class was 2.249 and the mean was 77.55.The highest was 95 and the lowest was 68. The frequency distribution of the score pre-test in Experimental class can be seen as follow:

Table 4.10
The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	3.4	3.4	3.4
	56	5	17.2	17.2	20.7
	58	3	10.3	10.3	31.0
	60	9	31.0	31.0	62.1
	62	1	3.4	3.4	65.5
	64	2	6.9	6.9	72.4
	66	3	10.3	10.3	82.8
	68	1	3.4	3.4	86.2
	72	1	3.4	3.4	89.7
	84	1	3.4	3.4	93.1
	95	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

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Based on the table 4.10, it showed that there was 1 students got 54 (63.4%), 5 students got 56 (17.2%), 3 students got 58 (10.3%), 9 students got 60 (31.0%), 1 students got 62 (3.4%), 2 students got 64 (6.9%), 3 students got 66 (10.3%), 1 students got 68 (3.4%), 1 students got 72 (3.4%), 1 students got 84 (3.4%), 2 students got 95 (6.9%).

Table 4.11
Score Classification of Control Class Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent 80-100	10	34.5	34.5	34.5
	Good 66-79	19	65.5	65.5	100.0
	Total	29	100.0	100.0	

Based on the table 4.11, it can be seen that there was 10 students got score (80-100) the category is Excellent, there was 19 students got score (66-79) the category is Good. So, the classification of control class students in post-test into good categories.

4.2 The Improvement of Students' in control and experimental class

The Improvement of pre-test and post-test of experimental and control classes are presented in the following table:

Table 4.12
Students' Pre-Test and Post-Test Score of Experimental and Control Classes

Sample	Class Control			Experimental Class		
	Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	75	83	8	63	85	22
2	53	68	15	63	90	27
3	50	70	20	78	88	10
4	78	78	0	70	80	10
5	60	73	13	68	80	12

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6	65	75	10	65	88	23
7	58	83	25	63	80	17
8	73	93	18	70	83	13
9	50	75	25	63	88	5
10	53	73	20	60	83	23
11	53	75	22	73	90	17
12	55	75	20	63	83	20
13	75	75	0	68	80	12
14	78	95	17	63	85	22
15	75	75	0	65	88	23
16	63	83	20	63	80	17
17	73	83	10	60	80	20
18	58	70	12	68	90	22
19	73	75	2	68	90	22
20	68	73	5	68	85	17
21	73	80	7	73	85	10
22	63	80	17	58	83	27
23	63	75	12	80	78	2
24	48	68	20	78	85	7
25	63	90	27	78	88	10
26	78	95	17	68	90	22
27	58	70	12	68	85	17
28	68	73	5	75	90	15
29	68	68	0	60	75	15
Total	**1.868**	**2.249**	**398**	**1.960**	**2.455**	**479**
Mean	**64.41**	**77.55**	**13.72**	**67.58**	**84.65**	**16.51**

Based on the table of 4.12, it can be seen that the mean scores of pre-test and post-test in Control Class were 1.868 and 2.249 with gain 398. While, the mean scores of pre-test and post-test in Experimental Class were 1.960 and 2.455 with gain 479. So, there are different significant between pre-test and post-test in experimental class and control class.

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Table 4.13 Descriptive Statistics Score of Post-Test in Experimental Class and Control Class.					
	N	Minimum	Maximum	Mean	Std. Deviation
Control_Class	29	68	95	77.55	7.822
Experimental_Class	29	75	90	84.66	4.253
Valid N (listwise)	29				

Based on the table 4.13, it can be seen that mean score of post-test in experimental class and control class are 8466 and 77.55. So, it can be concluded that it was slightly different score mean in experimental class and control class.

4.3 Hypothesis Testing

Table 4.13 T-Testing						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre_Test	59.979	28	.000	67.586	65.28	69.89
Post_Test	107.181	28	.000	84.655	83.04	86.27

Based on the table 4.13, the researcher found that t *observe* > t *table* at significant 5%. The mean score of pre-test was 59.979 and post-test was 107.181. There was significant effect of Task Based Language Teaching at the second grade students of MTsN 3 Kota Pekanbaru.

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Table 4.14
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-17.069	6.508	1.208	-19.544	-14.594	-14.124	28	.000

Based on the table 4.14, it was answered that H_0 and Ha because t *observe* was -14.124 > t *table* was 2.048. There was significant effect of task based language teaching (TBLT) toward students speaking ability at second grade students at MTsN 3 kota pekanbaru.

Based on the formulated from the researcher if t *observe* > t *table* the result is alternative hypothesis (Ha). While, if t *observe* < t *table* the result is null hypothesis (Ho). If Sig. N < 0,05 it is (Ha) but if Sig. N > 0,05 it is (Ho). In this research, the researcher found .000 in Sig. N. So, .000 < 0,05. It can be concluded that there was significant effect of Task Based Language Teaching at the second grade students of MTsN 3 Kota Pekanbaru.

4.4 Description of Teaching and Learning Process

The Research Procedure of Experimental Class

A. Pre-Test (Meeting I)

The pre-test was done in the first meeting on Monday, March 18th 2019 In control and experimental class. The researcher gave some instruction to

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students what they should do. The researcher asked to students about definition of recount text. After that, the students answer the question from the teacher, the researcher concluded the answer from the students and told definition of recount text to students that correct. The researcher gave the students topic about experienced at school and made recount text about it. The students do the task as individual. The researcher gave 15 minute to do task. After time is over, the students talked in front of class just 5 minute. The researcher recorded then the researcher gave the students' score based on the component of speaking ability.

B. Treatment

1. Meeting II

In the second meeting the topic was about recount text, it was done on Tuesday, march 19th 2019. Pre-Teaching: the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching: the researcher explored the topic, taught students about made recount text by using simple past tense and helped the students understand task instruction and prepare. The students made small group and the teacher monitor from the distance. The students do the task about happy experienced, students asked to the other group or friends about their friend happy experienced. After that, the students presented in front of class. The students had 5 minute to talking in front of class. Post Activity: the researcher and the students made concluded about learning material. The researcher conveyed the lesson plan for the next meeting and closed the activity with prayed.

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2. Meeting III

In the fourth meeting, the researcher was taught students' speaking ability by using Task Based Language Teaching. It was done on Monday, march 25th 2019. Pre-Teaching: the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching: the researcher explored the topic, taught students about made recount text by using generic structure, language feature and helped the students understand task instruction and prepare. The students made small group and the teacher monitor from the distance. The students do the task about experienced at school, students asked to the other group or friends about their friend experienced at school. After that, the students presented in front of class. The students had 5 minute to talking in front of class. Post Activity: the researcher and the students made concluded about learning material. The researcher conveyed the lesson plan for the next meeting and closed the activity with prayed.

3. Meeting IV

In the fourth meeting, the researcher taught students about topic sad experienced by using Task Based Language Teaching. It was done on Tuesday, march 26th 2019. Pre-Teaching: the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching: The students do the task about embarrassing experienced, students asked to the other group or friends about their friend embarrassing experienced. After that, the students presented in front of class. The students had 5 minute to talking in front of class. Post Activity: the researcher and the students made concluded about

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learning material. The researcher conveyed the lesson plan for the next meeting and closed the activity with prayed.

4. Meeting V

In the fifth was done on Monday, April 1st 2019. Pre-Teaching: the researcher doing greeting to students, prayed, checked attendance list and asked about material. Whilst-Teaching: The students do the task about bad experienced, students asked to the other group or friends about their friend bad experienced. After that, the students presented in front of class. The students had 5 minute to talking in front of class. Post Activity: the researcher and the students made concluded about learning material. The researcher conveyed the lesson plan for the next meeting and closed the activity with prayed.

C. Post-Test

Meeting VI

The post-test was done in the last meeting after the researcher gave the treatment to students in experimental class it was done on Tuesday, April 2nd 2019 but in class control was done on Wednesday, April 3rd 2019. The researcher gave the students topic about experienced at home and made recount text about it. The students do the task as individual. The researcher gave 15 minute to do task. After time is over, the students talked in front of class just 5 minute. The researcher recorded then the researcher gave the students' score based on the component of speaking ability.

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CHAPTER V

CONCLUTION AND SUGGESTION

5.1 Conclusion

Based on formulate in the previous chapter. The researcher aims to know there is significant effect of Task Based Language Teaching toward students' speaking ability. The result from this research was taken from quantitative data. From the result of this research, the researcher concluded as follows:

1. The mean score of students' taught without Task Based Language Teaching was 59,979 and taught by using Task Based Language Teaching was 107,181. So, there is significant effect by using Task Based Language Teaching.
2. There was significant effect that different of students' speaking ability between pre-test and post-test. Ho was rejected and Ha was accepted because the t *observe* was -14.124 > t *table* was 2.048. So, there is significant different on the students' speaking ability of recount text taught without by using Task Based Language Teaching towards Students' Speaking Ability of Second Grade Students at MTsN 3 Kota Pekanbaru.
3. The second grade students at MTsN 3 Kota Pekanbaru were interested learn speaking by using Task Based Language Teaching. It made the class more active and did not bored. So, it is one of the way to improve students speaking ability.

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5.2 Suggestion

Based on the concluded that there was some suggestion as follows:

1. For the teacher
   a. This strategy is recommended to improve students speaking ability in Task Based Language Teaching (TBLT) teaching and learning process.
   b. The teacher can use Task Based Language Teaching (TBLT) in teaching students speaking ability use the others task.
   c. The teacher should creative and innovative when teaching English in the classroom because it is one of the way to make success of material taught.
2. For the students
   a. The students should practice English every day.
   b. The students should have a high motivation in learning English.
   c. The students should interest to learn English, especially speaking ability.
3. For the next researcher

   The researcher hope in this research can give contribution and significant to the next researcher. Who wished to the same topic can find the other some strategy or method to do teaching and learning process in English.

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