

CHAPTER I

INTRODUCTION

This chapter presents the background of the objective research and operational definition of the term, the significance of the research and scope of the research.

1.1. Background of the Research

Being successful in teaching English is dominant factor that the English teacher should pay attention to especially in teaching speaking. In teaching English at senior high schools, speaking is one of the English skills that must be learned by the students' besides listening, reading, and writing. So that, English teachers, in teaching speaking have to pay attention on how to make their students possess communicative competence which will help them able to communicate in spoken language communicatively. Speaking plays an important role in learning English because speaking is action of conveying information or expressing one's feelings in speech. Speaking as one of the four language skills is an essential skill for the students at every level started from elementary school until university. By speaking students can reinforce the learning of new vocabulary, grammar or functional language and give student chance to use the new language they are learning. (Westrup, 2003, p. 5)

Related to the communicative competence mentioned above, teaching speaking is not an easy task, especially for English teachers who teach English as a foreign language. It is assumed that they find difficulties in making students get

involved in speaking. Some students in XI grade at MAN Bondowoso have low motivation to speak English. Some others have good ability in the grammar of English but are not able to speak communicatively. They are able to speak with correct grammar but are not able to say thing appropriately based on the social context. Moreover, some other students are still confused in understanding an individual message which is expressed through spoken language. Therefore, the teachers are supposed to employ an approach which can best help students achieve the communicative competence in speaking. From the result of the study which is conducted by the researcher showed that after the students get a treatment using TBLT, they show an improvement in their speaking skill and in their attitude especially in descriptive text. The improvement of students' speaking skill can be seen in the score of students' speaking test that is increasing from the pretest, cycle 1 test, cycle 2 test, from 29, 54 and 79. It means that the use two TBLT can improve students' speaking skill. After the researcher implementing TBLT to improve the students' speaking skill for the students, the researcher found that there is significant improvement in speaking skill. It proves that TBLT give the contribution achievement to the students speaking indescriptive text. In this study, the researcher used TBLT to find out whether the use of TBLT in teaching speaking can improve the students' speaking skill through descriptive text.

To make students achieve communicative competence in speaking, English teachers can employ TBLT (Task Based Language Teaching) in their classes. It is an approach which focuses on tasks of how to use English communicatively by referring to real life situations. In this paper, the writer would

like to give a description of how to implement TBLT as a solution for English teachers to improve students speaking ability.

Previous research done by Yegani and Jodaei, (2017, p. 86) studied about “The effect of task based and topic based speaking activities on speaking ability of Iranian EFL learners”. She used Experimental research. From the result of the study which is conducted by the writer showed Task-Based language Teaching is one of the most effective and meaningful language teaching approaches in recent years, which emphasizes on „learning by doing“ and „doing things with language“. Communicative language teaching advocates task-based language teaching. Teachers can provide their students with task-based activities, which will make any syllabus more effective by making it student-centered, relevant and motivational. TBLT (Task-Based Language Teaching) offers an effective means of motivation students to learn and giving them confidence to succeed.

Furthermore, as mentioned before, TBLT (Task Based Language Teaching) focuses its activities on task. Related to Amer (2017, p. 173) studied about “The effects of TBLT (task-based language teaching) on the reading comprehension in EFL classes”. Task-based approach focuses on communicative and cognitive processes. The students are able to develop their language skills naturally by communicate with others about the task that they carry out. On the other side, content-based approach concerns with information that focus on the fact of content and understanding of information. Students achieve their target based on the academic subject in order to develop their language skills. It is clear that both of these two approaches have the same goal in language teaching. TBLT (Task Based Language Teaching) focuses on classroom processes that grammar

and communicative competence can be developed by- engaging learners in interactive tasks. This method also focuses on cooperative learning which students are divided into groups to participate together. This technique is based on student achievement groups.

This study intends to describe the implementation of TBLT (Task Based Language Teaching) to teach speaking to the students of XI grade at MAN Bondowoso, and to describe students speaking abilities after the implementation. Teachers expressed their need for better teaching strategies and methods that would increase their students' motivation and willingness to actively engage in speaking tasks and consequently improve their speaking skills. TBLT (Task Based Language Teaching) focuses on direct approach and indirect approach. It emphasizes on the aspect of speaking skill especially grammar, vocabulary and content. Students achieve their target based on understanding, producing or interacting in the target language. Beside, students are able to develop their understandable and appropriate for the audience, and the topic being discussed. To Assess the characteristics of the target audience, it includes such sharing knowledge, or having different perspectives.

1.2.Problem of the Research

Based on the background of the research above, the problem of the research is:

1. How can the implementation of TBLT (Task Based Language Teaching) improve students speaking ability of the XI grade at MAN Bondowoso in the 2019/2020 academic year?

2. How can TBLT (Task Based Language Teaching) method improve XI grade students active participation during teaching and learning process of speaking ability at MAN Bondowoso in the 2019/2020 academic year?

1.3.The Objective of the Research

1. To know how TBLT (Task Based Language Teaching) improve students speaking ability of the XI grade at MAN Bondowoso in the 2019/2020 academic year.
2. To know how TBLT (Task Based Language Teaching) improve students active participation during teaching and learning process of speaking ability of the XI grade at MAN Bondowoso in the 2019/2020 academic year.

1.4.Operational Definition

It is necessary to give operational definition to make easier in determining the purpose of the thesis as well as to avoid misinterpretation of the term in the title. The terms that will be explained are TBLT (Task Based Language Teaching) and speaking ability.

1.4.1 TBLT (Task Based Language Teaching)

TBLT (Task Based Language Teaching) is a teaching approach which is based on the use of communicative and interactive tasks in order to plan and deliver instruction. TBLT (Task Based Language Teaching) is especially popular for developing target language fluency and student confidence. There are many kind of TBLT those are, Information-gap activity, Reasoning-gap activity and Opinion-gap activity,

1.4.2 Speaking Ability

Speaking ability refers to the students' capability in speaking descriptive. It is including pronunciation, grammar, vocabulary, fluency and content. It is indicated by the score of speaking ability test.

1.5. Significant of the Research

The result of the research was expected to be useful in practical. In practical, the actions given to the students are useful to provide them new experience in speaking practice by using TBLT (Task Based Language Teaching).

1.5.1 The English Teacher

Hopefully, the result of this research are expected to provide information to the English teacher that TBLT (Task Based Language Teaching) can improve students speaking ability of the XI grade at MAN Bondowoso in the 2019/2020 academic year.

1.5.2 The Institution

Hopefully, the result of this research are expected to increase the quality of teacher and student, that TBLT (Task Based Language Teaching) can improve students speaking ability of the XI grade at MAN Bondowoso in the 2019/2020 academic year.

1.5.3 The Student

Hopefully, the result of this research are expected to be able motivate the students in order they can enjoy and having new experience in getting new method.

1.6.Scope of the Research

Based on the title of this research, it is divided into two variables there are TBLT (Task Based Language Teaching) and Speaking Ability. The population of the research is the XI grade students at MAN Bondowoso in the 2019/2020 academic year.

