

**THE EFFECT OF TASK BASED LANGUAGE TEACHING  
METHOD TOWARD STUDENTS' SPEAKING ABILITY**  
*(A QUASI - EXPERIMENTAL STUDY AT THE XII GRADE OF THE  
VOCATIONAL HIGH SCHOOL OF SMK 1 RL IN 2021 ACADEMIC YEAR)*

**THESIS**

Presented in Partial Fulfillment of the Requirement for the Degree of Strata I in  
English Study Program of (IAIN) Curup



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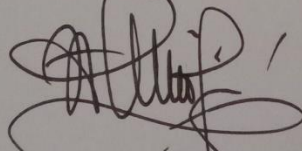
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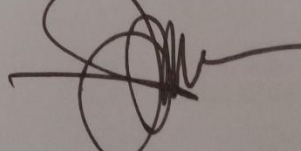
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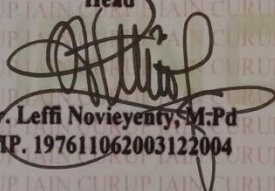
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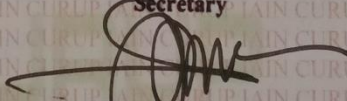
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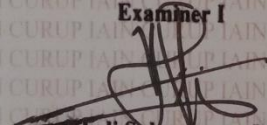
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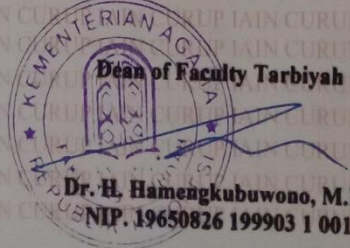
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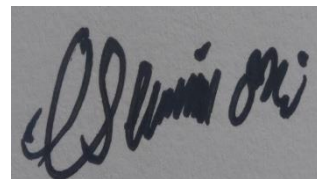
## PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled “**The Effect of Task Based Language Teaching toward Students’ Speaking Ability**”. This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realize that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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## **MOTTO AND DEDICATION**

### *MOTTO*

- My success is only by Allah
- Whoever goes to gain knowledge to practice knowledge, surely the slightest knowledge will be useful for him
- Life needs knowledge , death needs knowledge , science for rich , science for charity

### *DEDICATION*

*With gratitude and love this thesis is dedicated to :*

- To Allah, The Merciful, I dedicate this humble work.
- To My beloved Parents “Daddy ( Suparhadi ) and Mommy (Jumai Anna )” Thank you so much for all love, who were very enthusiastic, proud and for unconditional supporting through my studying process and for everything that you have given to me and I love you so much
- My beloved sister “ Ranni.R and Sepri Julianita”
- To my best friends “Who have already accompanied me even in the hard situation, i consider you’re my best friends
- To all my beloved friends in TBI 2017 generation
- My beloved supporter “ ma’am Widya S.Pd “thank you for all the help, supported and guidance that may be infinite and what i do is all useless without mam Widya in it, may it very useful for me and a lot of people.
- To All my students in SMKN 1 RL

## ABSTRACT

**SAPRUDIN.2022** : **THE EFFECT OF TASK BASED LANGUAGE TEACHING METHOD TOWARD STUDENTS' SPEAKING ABILITY** ( A Quasi-Experimental Study at the XII Grade of the Vocational High School of SMKN 1 Rejang Lebong )

**ADVISOR** : **DR. LEFFI NOVIEYENTY. M.PD**  
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The objective of this research is to find out whether there is a significant effect of TBLT method toward student's speaking ability. The research method of the research is quasi experimental method which the experimental group is treated by applying task based language teaching technique in improving students' speaking ability while in control group used conventional technique. The total number of population is 524 students. Two classes selected in this research as sample by using cluster random sampling technique, there are experimental group and control group. The total number of sample is 38 students. The pre-test is given to both groups before giving the treatment. Then after giving the treatment for six (6) materials the post- test administrated for both groups. The mean score of post-test result in experimental group is 94,84 and the mean score in control group is 81,31. From the testing, the difference of mean score both groups can be seen from the result of " t " test that is " t " obtained is 7,516 while " t " table was 2,028 So " t " test obtained was bigger than " t " table . it is proved that " t " test obtained is bigger than "t" table ( 7,516 > 2,028 ) .the result showed that there is an increase for the score significantly. Finally, the researcher conclude that the curriculum designers incorporate TBLT principles and procedures in the students' books and teachers' guides to teach speaking had a considerable impact on students' speaking ability to communicate.

**Keywords** : *Task Based Language Teaching, Speaking Ability.*

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Bismillahirrahmanirrohim

Assalamu'alaikum wr,wb

Alhamdulillahirobbilalamin, God be praised this thesis entitled The Effect of Task Based Language Teaching Method toward Students' Speaking Ability of SMKN 1 Rejang Lebong has been written completely. And also best regard to our prophet Muhammad SAW and his family who has guided us to the right way.

This thesis is presented as partial requirement for “ Sarjana “ degree in english tadris study program of IAIN Curup. In this chance, the researcher would like to express his deepest appreciations to :

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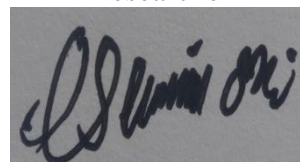
6. Mrs. Widya Z S.Pd as the teacher in TKJ and DPIB and all the students of the XII Grade of SMKN 1 rejang lebong , researcher would like to thanks so much to support in finishing this thesis and all you are the best.
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The researcher realized this thesis needs suggestion in order to make this thesis more valuable .May Allah SWT give the best reward and his bless for us. AAMIIN ya robbal-alamín.

Wassalamualaikum wr,wb

Curup, 21 July 2021

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# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction of this research. It elaborates some information related to the background of the research, problem of the research, scope of the research, objective of the research, hypothesis of the research, operational of the key terms and significant of the research.

### **A. Background of the Research**

Nowadays, the teaching world system has been developed more vastly, this fact can be seen where English is a learning subject in school. The researcher thinks that studying a subject that is familiar to the students increases their interest in learning and the focus will be only on the linguistic area. English is a foreign language that is not used every day. People only learn English from school or course. The short and limited frequency of the meeting, lack of teaching-learning English implement is a compulsory subject that should be mastered by students. In learning English, there are four skills such as speaking, listening reading and writing skill. Most of people, mastering speaking skill are the most important aspect in learning a foreign language and success of mastering one of the languages is measured of the ability to carry out the conversation.

Students should be able to listen, speak, read, and write in English about topics that have been chosen based on their abilities and interests. Students should also be able to understand oral and written expression. To

do this, the teacher should focus on developing the four language skills of listening, speaking, reading, and writing. Students can develop their skills for expressing their thoughts, feelings, and experiences using spoken or written English first in order to explore their relationship between the individual in the international contact faced knowledge, ideas, and value in the English language by using English for a variety of purposes and postural contexts.

In addition, Burn and Joyce, state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language<sup>1</sup>. So, speaking is one of the most important aspects in a learning language, because speaking is an important tool in communication, without speaking skills we will not be able to understand between each other.

Speaking is a kind of productive and active skill. Even though all four are equally important but speaking is the most important tool in communication that needs to be accomplished. In the other hand, the purpose of language is communication and the purpose of speaking in the context of language is to promote communicative efficiency. As learners who have studied English intensively, students must be able to interact verbally with each other through the conversation.

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<sup>1</sup> Burn and Joyce. (1997). *Focus on Speaking*. Sydney. Macquarie University Press



This K-2013 curriculum is competency-based, with elements of attitudes, knowledge, and abilities. The ability to communicate in three different categories of discourse (interpersonal, transactional, and functional) is defined as English competency for SMA/SMK/MA. Because the goal of learning English is to grasp and apply concepts in order to perform social functions, learning should not be done in the traditional way, that is, with three teacher-centered steps: instructor explanations, class practice questions, and home practice questions. As with any learning process in everyday life, the learning process must flow naturally. As a result, K-13 takes a scientific approach that is more or less natural. This remark was gathered from a variety of sources, including a guidebook for instructing vocational school teachers and the Ministry of Education.

There are several English teaching techniques that are applied by English teachers at SMKN 1 CURUP such as project-based learning, problem-based learning, dialogue memorization, and others. However, the technique most often used by English teachers at the school is the use of lecture teaching techniques. The teacher of SMKN 1 CURUP said the lecture technique is the verbal application using teaching aids to clarify the description supplied to students by the teacher to the class. This lecture technique is commonly used in learning processes at all levels of education, from elementary to college. And usually in the use of this technique, students only listen to what is explained by the teacher and if

students do not understand then students may ask questions to the teacher.

One of the principles in English Language Teaching is currently an approach and methodology that should be applied in teaching and learning process. Researchers and English teachers agree that the process of methodologically applied should equip students in improving the language communicative substantially. In connection with this, English teachers should update and improve their teaching practices in order to be able to improve the student's learning process by using methods and approaches teaching related to communicative methods. The interesting thing about Task Based Instruction is the potential of the design and implementation offered in accordance with the needs of communicative participants, especially in education. In didactic modules, tasks are seen as the primary benchmark of "inputs" pedagogic in teaching.<sup>2</sup>

The researcher proposed using a procedure based on the use of tasks as the core unit of planning and instruction in language teaching called Task-Based language Teaching (TBLT) to enhance the speaking ability. Task Based Language Teaching has been evidenced by many researchers as an effective approach to improving skills and English skills of students. TBLT emphasizes on approach to tasks and meanings, but does not eliminate aspects of grammar in teaching and learning

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<sup>2</sup> Lochana, M., Deb, G. *Task Based Teaching: Learning English without Tear*. 2006. Retrieved August 20, 2013 from [http://www.asian-efljournal.com/Sept\\_06\\_ml&gd.php](http://www.asian-efljournal.com/Sept_06_ml&gd.php).

process. Skehan and Carless explain the advantages and disadvantages task-based language teaching. The advantage is that it focuses on making meaning in real life along with authentic and accurate task performance. TBLT has weakness is to accommodate more flexible tasks for communicative teaching and language pedagogy.<sup>3</sup> Many researchers in previous studies have shown approval with the findings of this study. Mulyono, stated that the students taught by using TBLT to get better results in understanding in speaking.<sup>4</sup>

In learning process, there are two important element items, namely: methods of teaching and learning media.<sup>5</sup> Now, sometimes the English teacher do not use of the teaching media, and the effect is the learning method is not affective and students not enthusiasm to learn. According to Daryanto states that the retention (absorption and memory) the students to the learning material can be increased significantly if the acquisition is initially greater information thought the sense of hearing and sense of sight.<sup>6</sup>

As the result the researcher has conducted an observation and interview with Mam. Widia Astuti, S.Pd who teaches in SMKN 1 Curup, said that students problem in SMKN 1 was that most of students experienced difficulties in their speech production. From

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<sup>3</sup> Skehan, P. 1996. *Second Language Acquisition Research and Task-based Instruction*. In: Willis, J. & Willis, D. (Ed.). *Challenge and change in language teaching*. Oxford: Heinemann.

<sup>4</sup> Mulyono, S. 2008. *Pengaruh Motiasi Belajar dan Task Based Language Teaching terhadap Hasil Belajar Membaca Bahasa Inggris pada Siswa Kelas XI SMAN Sumbawa Besar dan SMAN 1 Lunvuk*. (Unpublished Master's thesis). Universitas PGRI Adi Buana, Surabaya.

<sup>5</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta :Rajagrafindo, 2001), Page 15

<sup>6</sup> Daryanto. (2010). *Media Pembelajaran*. Jogyakarta: Gava Media

observations, students often have difficulty in saying English words by making a few mistakes. In addition, they also have inadequate abilities in mastering English vocabulary and functional expressions so they don't have the idea to speak. Furthermore, students have problems with motivation and self-confidence, they lack the desire / awareness to have the ability to speak by using English due to lack of vocabulary, pronunciation, lack of courage to express due to fear of being wrong, lack of practice and they only want to speak using English only limited to the guidance of the teacher in the learning process.

The english teacher usually used lecture technique as a technique for improving students' speaking abilities, and this may cause students' to become bored with learning how to talk.the researcher identified that their problems, such as the students had a low participation,the students have a very small amount of vocabulary, their language structure has not improved, their pronunciation skills are still chaotic, The students were uninterested in the teacher's speaking activities (they were bored), and they had difficulty expressing their thoughts in public.

Many of them feel afraid of being criticized and insulted in front of their partners. As a result, they avoid becoming part of this kind of activity that teaching-learning habit also contributed to this condition becoming worse. Besides the reason above, commonly the students feel bored with The students were uninterested in the teacher's

speaking activities (they were bored), and they had difficulty expressing their thoughts in public. The choice of learning model needs to be done to attract students' learning interest, because variations in the models or methods used by the teacher can result in the presentation of learning material to attract more student attention so that Students simply accept it, and the class comes back to life. Therefore, the researcher tries to use teaching method, especially in improving the quality of students in English by using task based language teaching method.

A teacher must use an appropriate method or technique to help students develop their speaking skills. One of the method or techniques is Task based language teaching. This method aids students in achieving their goals. Task-based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve students in the use of authentic, practical and functional language for meaningful purposes. This approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

From the previous section, it can be concluded that Task Based Language Teaching method is one of the cooperative learning strategies that may be implemented to teach English, particularly speaking. Through a three-step process of pre task, task cycle, and language focus, students are able to practice speaking. TBLT is also defined as learning by

doing mostly in group work which allows discussion and help between learners. The role of teacher in task-centered learning is that of a wise and experienced member of the group.

Task based language teaching created by Ellis reports that task- based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. It is clear that if learners are to develop the competence they need in order to use a second language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it. Task-based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve students in the use of authentic, practical and functional language for meaningful purposes. the implementation of task based language teaching method the students can improve their speaking skill during the learning process.<sup>7</sup>

According to Lopez based on task-based instructions instead of presentation-practice-production (PPP) approach for teaching English that students using task-based instructions (TBI) learned English more effectively because they were using the language to do things- to access information, solve problems, and to talk about personal experiences. The

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<sup>7</sup> Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*,4,193-220

students who were exposed to real language were able to deal with real-life situations when they encountered them outside the classroom.<sup>8</sup>

Based on the problems above the researcher is interested in investigating SMKN 1 Rejang Lebong. The researcher is interested in conducting research to find out the effect of task based language teaching in order to help the students in SMKN 1 Rejang Lebong toward students' speaking ability. The researcher decides the title of this research is **“The Effect of Task Based Language Teaching Method Toward Students' Speaking Ability”** (An Experimental research at XII grade students of SMKN 1 Rejang Lebong in academic year 2020/2021). The researcher try to apply Task Based Language Teaching in learning English at XII-Grade students of SMKN 1 REJANG LEBONG academic year 2020/2021).

## **B. Identification of the Problem**

Considering the context of the situation, the researcher discovered that there are issues.:

- 1) There was a low level of participation among the students.
- 2) The students were not interested in teaching media and participating in the teacher's speaking activities (students got bored).

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<sup>8</sup> Lopez, J. (2004). *Introducing TBI for Teaching English in Brazil*. Retrieved, January, 9, 2009, from: <http://etd.auu.et/dspace/.../1/Microsoft%20-%20-%20tagesse.Pdf>.

- 3) The students struggled to express themselves verbally, they have a limited vocabulary, their language structure has not improved, and their pronunciation abilities are still a mischance.

### **C. The Reasearch Question**

Based on explanation above the researcher formulated the research's question as follows:

1. How is the students' score in speaking before being taught by using Task Based Language Teaching in speaking class?
2. How is the students' score in speaking after being taught by using Task Based Language Teaching in speaking class?
3. Is there any significant effect of Task Based Language Teaching toward students' speaking ability?

### **D. Scope of the Research**

In this research, the researcher focused on the process of teaching speaking to TKJ and DPIB grade students through task based language teaching at students of SMK NEGERI 1 REJANG LEBONG BENGKULU in 2021 academic year.

### **E. The objective of Research**

The objective of the research are to investigate :

- a. To find out whether there is the students' speaking ability before given treatment of by using Task Based Language Teaching (TBLT)
- b. To find out whether there is the students' speaking ability after given treatment by using Task Based Language Teaching (TBLT)



- c. To find out whether there is a significant increase in students' speaking ability after the application of using Task Based Language Teaching (TBLT).

## **F. Hypothesis of the Research**

The hypotheses of this research are stated as the following:

Ho: The use of Task Based Language Teaching (TBLT) has not significantly on the students' speaking ability.

Hi: The use of Task Based Language Teaching (TBLT) has significantly on the students' speaking ability.

## **G. Operational Definition**

The operational definition of the key terms in this title as follow :

### **1. Effect**

A result of an activity or a cause is an effect: a conclusion or a result. The other definition is an impression created in the mind of a spectator, reader, or other person while seeing a play, listening to music, or looking a painting. In this study, researchers applied new teaching strategies to improve students' speaking skills. TBLT technique, which was used in this case, had a significant effect in assisting vocational secondary students, particularly at SMKN 1 Curup, in correcting previous mistakes.

### **2. Task Based Language Teaching**

According to Ellis TBLT is refers to teaching a second/foreign language that seeks to engage learners in interactional authentic language

use by having them perform a series of tasks.<sup>9</sup> It aims to both enable learners to acquire new linguistic knowledge and to procedures' their existing knowledge.

### 3. Speaking Ability

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is considered as a major skill to be mastered by students in terms of communication need. This because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning toward a good speaking competency is not an easy task for students. speaking ability has been considered difficult for them.<sup>10</sup> In this research speaking ability refers to the students' of vocational school at SMKN 1 CURUP.

### 4. The significance of the Research

The result of this research hoped that is hopefully useful for:

#### 1. The English Teacher

The findings of this study are expected to be useful in supporting English teachers in SMKN 1 CURUP in using or developing their teaching approaches for teaching speaking skills. It is also necessary

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<sup>9</sup> Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press

<sup>10</sup> Menggo, S. 2016. THE EFFECT OF DISCUSSION TECHNIQUE AND ENGLISH LEARNING MOTIVATION TOWARD STUDENTS' SPEAKING ABILITY. *Jurnal Pendidikan dan Kebudayaan Missio*, 8(1), 112-119

that the instructor be aware of the many different approaches to training speaking ability.

2. The students

The outcome of the learning can inspire their interest in learning and subsequently they are able to improve their skills in learning English. So the purpose of teaching learning can be exploration as well as possible. It is also expected that students will be able to absorb the material presented by the teacher with enthusiasm.

3. The researcher

This study will be giving some awareness to the researcher and to know the profits or advantages of using Task Based Language Teaching to improve student's speaking ability.

4. Future Researcher

For the other researchers this research can be used as a factual reference if he/she will review the same substance. So, the researchers attempt to contribute the best involvement.

**5. Organization of explanation**

The organization is completed by the researcher of explanation with divided into some parts, namely chapter I is the introduction to the research it told regarding the study's background, the problem's identification, the research's scope, the research of the question, the research's objective, the hypothesis, the operational definition, and the

research's importance .Chapter II, describes about the review of related literature, it include related theories that had a connection with the research. Chapter III consist of the methodology of research of research, it includes the kind of the research, population and sample, techniques of collecting data, validity and reliability data, and technique of data analysis. Chapter IV , the researcher provides findings consist of the pre test calculation of students' speaking ability before the both treatment is done and post test calculation of students' speaking ability both conventional technique and TBLT technique . And the last, Chapter V consist of conclusion and suggestion of the research.

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the introduction of this research. It elaborates some information related to the background of the research, problem of the research, scope of the research, objective of the research, hypothesis of the research, operational of the key terms and significant of the research.

### **H. Background of the Research**

Nowadays, the teaching world system has been developed more vastly, this fact can be seen where English is a learning subject in school. The researcher thinks that studying a subject that is familiar to the students increases their interest in learning and the focus will be only on the linguistic area. English is a foreign language that is not used every day. People only learn English from school or course. The short and limited frequency of the meeting, lack of teaching-learning English implement is a compulsory subject that should be mastered by students. In learning English, there are four skills such as speaking, listening reading and writing skill. Most of people, mastering speaking skill are the most important aspect in learning a foreign language and success of mastering one of the languages is measured of the ability to carry out the conversation.

Students should be able to listen, speak, read, and write in English about topics that have been chosen based on their abilities and interests. Students should also be able to understand oral and written expression. To

do this, the teacher should focus on developing the four language skills of listening, speaking, reading, and writing. Students can develop their skills for expressing their thoughts, feelings, and experiences using spoken or written English in order to explore their relationship between the individual in the international contact faced knowledge, ideas, and value in the English language by using English for a variety of purposes and postural contexts.

In addition, Burn and Joyce, state that one of the aims of most language programs is to develop spoken language skills and most programs aim to integrate both spoken and written language<sup>11</sup>. So, speaking is one of the most important aspects in a learning language, because speaking is an important tool in communication, without speaking skills we will not be able to understand between each other.

Speaking is a kind of productive and active skill. Even though all four are equally important but speaking is the most important tool in communication that needs to be accomplished. In the other hand, the purpose of language is communication and the purpose of speaking in the context of language is to promote communicative efficiency. As learners who have studied English intensively, students must be able to interact verbally with each other through the conversation.

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<sup>11</sup> Burn and Joyce. (1997). *Focus on Speaking*. Sydney. Macquire University Press

This K-2013 curriculum is competency-based, with elements of attitudes, knowledge, and abilities. The ability to communicate in three different categories of discourse (interpersonal, transactional, and functional) is defined as English competency for SMA/SMK/MA. Because the goal of learning English is to grasp and apply concepts in order to perform social functions, learning should not be done in the traditional way, that is, with three teacher-centered steps: instructor explanations, class practice questions, and home practice questions. As with any learning process in everyday life, the learning process must flow naturally. As a result, K-13 takes a scientific approach that is more or less natural. This remark was gathered from a variety of sources, including a guidebook for instructing vocational school teachers and the Ministry of Education.

There are several English teaching techniques that are applied by English teachers at SMKN 1 CURUP such as project-based learning, problem-based learning, dialogue memorization, and others. However, the technique most often used by English teachers at the school is the use of lecture teaching techniques. The teacher of SMKN 1 CURUP said the lecture technique is the verbal application using teaching aids to clarify the description supplied to students by the teacher to the class. This lecture technique is commonly used in learning processes at all levels of education, from elementary to college. And usually in the use of this technique, students only listen to what is explained by the teacher and if

students do not understand then students may ask questions to the teacher.

One of the principles in English Language Teaching is currently an approach and methodology that should be applied in teaching and learning process. Researchers and English teachers agree that the process of methodologically applied should equip students in improving the language communicative substantially. In connection with this, English teachers should update and improve their teaching practices in order to be able to improve the student's learning process by using methods and approaches teaching related to communicative methods. The interesting thing about Task Based Instruction is the potential of the design and implementation offered in accordance with the needs of communicative participants, especially in education. In didactic modules, tasks are seen as the primary benchmark of "inputs" pedagogic in teaching.<sup>12</sup>

The researcher proposed using a procedure based on the use of tasks as the core unit of planning and instruction in language teaching called Task-Based language Teaching (TBLT) to enhance the speaking ability. Task Based Language Teaching has been evidenced by many researchers as an effective approach to improving skills and English skills of students. TBLT emphasizes on approach to tasks and meanings, but does not eliminate aspects of grammar in teaching and learning

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<sup>12</sup> Lochana, M., Deb, G. *Task Based Teaching: Learning English without Tear*. 2006. Retrieved August 20, 2013 from [http://www.asian-efljournal.com/Sept\\_06\\_ml&gd.php](http://www.asian-efljournal.com/Sept_06_ml&gd.php).



process. Skehan and Carless explain the advantages and disadvantages task-based language teaching. The advantage is that it focuses on making meaning in real life along with authentic and accurate task performance. TBLT has weakness is to accommodate more flexible tasks for communicative teaching and language pedagogy.<sup>13</sup> Many researchers in previous studies have shown approval with the findings of this study. Mulyono, stated that the students taught by using TBLT to get better results in understanding in speaking.<sup>14</sup>

In learning process, there are two important element items, namely: methods of teaching and learning media.<sup>15</sup> Now, sometimes the English teacher do not use of the teaching media, and the effect is the learning method is not affective and students not enthusiasm to learn. According to Daryanto states that the retention (absorption and memory) the students to the learning material can be increased significantly if the acquisition is initially greater information thought the sense of hearing and sense of sight.<sup>16</sup>

As the result the researcher has conducted an observation and interview with Mam. Widia Astuti, S.Pd who teaches in SMKN 1 Curup, said that students problem in SMKN 1 was that most of students experienced difficulties in their speech production. From

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<sup>13</sup> Skehan, P. 1996. *Second Language Acquisition Research and Task-based Instruction*. In: Willis, J. & Willis, D. (Ed.). *Challenge and change in language teaching*. Oxford: Heinemann.

<sup>14</sup> Mulyono, S. 2008. *Pengaruh Motiasi Belajar dan Task Based Language Teaching terhadap Hasil Belajar Membaca Bahasa Inggris pada Siswa Kelas XI SMAN Sumbawa Besar dan SMAN 1 Lunvuk*. (Unpublished Master's thesis). Universitas PGRI Adi Buana, Surabaya.

<sup>15</sup> Azhar Arsyad, *Media Pembelajaran*, (Jakarta :Rajagrafindo, 2001), Page 15

<sup>16</sup> Daryanto. (2010). *Media Pembelajaran*. Jogyakarta: Gava Media

observations, students often have difficulty in saying English words by making a few mistakes. In addition, they also have inadequate abilities in mastering English vocabulary and functional expressions so they don't have the idea to speak. Furthermore, students have problems with motivation and self-confidence, they lack the desire / awareness to have the ability to speak by using English due to lack of vocabulary, pronunciation, lack of courage to express due to fear of being wrong, lack of practice and they only want to speak using English only limited to the guidance of the teacher in the learning process.

The english teacher usually used lecture technique as a technique for improving students' speaking abilities, and this may cause students' to become bored with learning how to talk.the researcher identified that their problems, such as the students had a low participation,the students have a very small amount of vocabulary, their language structure has not improved, their pronunciation skills are still chaotic, The students were uninterested in the teacher's speaking activities (they were bored), and they had difficulty expressing their thoughts in public.

Many of them feel afraid of being criticized and insulted in front of their partners. As a result, they avoid becoming part of this kind of activity that teaching-learning habit also contributed to this condition becoming worse. Besides the reason above, commonly the students feel bored with The students were uninterested in the teacher's

speaking activities (they were bored), and they had difficulty expressing their thoughts in public. The choice of learning model needs to be done to attract students' learning interest, because variations in the models or methods used by the teacher can result in the presentation of learning material to attract more student attention so that Students simply accept it, and the class comes back to life. Therefore, the researcher tries to use teaching method, especially in improving the quality of students in English by using task based language teaching method.

A teacher must use an appropriate method or technique to help students develop their speaking skills. One of the method or techniques is Task based language teaching. This method aids students in achieving their goals. Task-based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve students in the use of authentic, practical and functional language for meaningful purposes. This approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

From the previous section, it can be concluded that Task Based Language Teaching method is one of the cooperative learning strategies that may be implemented to teach English, particularly speaking. Through a three-step process of pre task, task cycle, and language focus, students are able to practice speaking. TBLT is also defined as learning by

doing mostly in group work which allows discussion and help between learners. The role of teacher in task-centered learning is that of a wise and experienced member of the group.

Task based language teaching created by Ellis reports that task- based language teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. It is clear that if learners are to develop the competence they need in order to use a second language easily and effectively in the kinds of situations they meet outside the classroom, they need to experience how language is used as a tool for communication within it. Task-based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve students in the use of authentic, practical and functional language for meaningful purposes. the implementation of task based language teaching method the students can improve their speaking skill during the learning process.<sup>17</sup>

According to Lopez based on task-based instructions instead of presentation-practice-production (PPP) approach for teaching English that students using task-based instructions (TBI) learned English more effectively because they were using the language to do things- to access information, solve problems, and to talk about personal experiences. The

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<sup>17</sup> Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*,4,193-220

students who were exposed to real language were able to deal with real-life situations when they encountered them outside the classroom.<sup>18</sup>

Based on the problems above the researcher is interested in investigating SMKN 1 Rejang Lebong. The researcher is interested in conducting research to find out the effect of task based language teaching in order to help the students in SMKN 1 Rejang Lebong toward students' speaking ability. The researcher decides the title of this research is **“The Effect of Task Based Language Teaching Method Toward Students' Speaking Ability”** (An Experimental research at XII grade students of SMKN 1 Rejang Lebong in academic year 2020/2021). The researcher try to apply Task Based Language Teaching in learning English at XII-Grade students of SMKN 1 REJANG LEBONG academic year 2020/2021).

## **I. Identification of the Problem**

Considering the context of the situation, the researcher discovered that there are issues.:

- 4) There was a low level of participation among the students.
- 5) The students were not interested in teaching media and participating in the teacher's speaking activities (students got bored).

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<sup>18</sup> Lopez, J. (2004). *Introducing TBI for Teaching English in Brazil*. Retrieved, January, 9, 2009, from: <http://etd.auu.et/dspace/.../1/Microsoft%20-%20-%20tagesse.Pdf>.

- 6) The students struggled to express themselves verbally, they have a limited vocabulary, their language structure has not improved, and their pronunciation abilities are still a mischance.

#### **J. The Reasearch Question**

Based on explanation above the researcher formulated the research's question as follows:

4. How is the students' score in speaking before being taught by using Task Based Language Teaching in speaking class?
5. How is the students' score in speaking after being taught by using Task Based Language Teaching in speaking class?
6. Is there any significant effect of Task Based Language Teaching toward students' speaking ability?

#### **K. Scope of the Research**

In this research, the researcher focused on the process of teaching speaking to TKJ and DPIB grade students through task based language teaching at students of SMK NEGERI 1 REJANG LEBONG BENGKULU in 2021 academic year.

#### **L. The objective of Research**

The objective of the research are to investigate :

- a. To find out whether there is the students' speaking ability before given treatment of by using Task Based Language Teaching (TBLT)
- b. To find out whether there is the students' speaking ability after given treatment by using Task Based Language Teaching (TBLT)

- c. To find out whether there is a significant increase in students' speaking ability after the application of using Task Based Language Teaching (TBLT).

#### **M. Hypothesis of the Research**

The hypotheses of this research are stated as the following:

Ho: The use of Task Based Language Teaching (TBLT) has not significantly on the students' speaking ability.

Hi: The use of Task Based Language Teaching (TBLT) has significantly on the students' speaking ability.

#### **N. Operational Definition**

The operational definition of the key terms in this title as follow :

##### **6. Effect**

A result of an activity or a cause is an effect: a conclusion or a result. The other definition is an impression created in the mind of a spectator, reader, or other person while seeing a play, listening to music, or looking a painting. In this study, researchers applied new teaching strategies to improve students' speaking skills. TBLT technique, which was used in this case, had a significant effect in assisting vocational secondary students, particularly at SMKN 1 Curup, in correcting previous mistakes.

##### **7. Task Based Language Teaching**

According to Ellis TBLT is refers to teaching a second/foreign language that seeks to engage learners in interactional authentic language

use by having them perform a series of tasks.<sup>19</sup> It aims to both enable learners to acquire new linguistic knowledge and to procedures' their existing knowledge.

#### 8. Speaking Ability

Speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. Speaking is considered as a major skill to be mastered by students in terms of communication need. This because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. However, learning toward a good speaking competency is not an easy task for students. speaking ability has been considered difficult for them.<sup>20</sup> In this research speaking ability refers to the students' of vocational school at SMKN 1 CURUP.

#### 9. The significance of the Research

The result of this research hoped that is hopefully useful for:

##### 5. The English Teacher

The findings of this study are expected to be useful in supporting English teachers in SMKN 1 CURUP in using or developing their teaching approaches for teaching speaking skills. It is also necessary

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<sup>19</sup> Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press

<sup>20</sup> Menggo, S. 2016. THE EFFECT OF DISCUSSION TECHNIQUE AND ENGLISH LEARNING MOTIVATION TOWARD STUDENTS' SPEAKING ABILITY. *Jurnal Pendidikan dan Kebudayaan Missio*, 8(1), 112-119



that the instructor be aware of the many different approaches to training speaking ability.

6. The students

The outcome of the learning can inspire their interest in learning and subsequently they are able to improve their skills in learning English. So the purpose of teaching learning can be exploration as well as possible. It is also expected that students will be able to absorb the material presented by the teacher with enthusiasm.

7. The researcher

This study will be giving some awareness to the researcher and to know the profits or advantages of using Task Based Language Teaching to improve student's speaking ability.

8. Future Researcher

For the other researchers this research can be used as a factual reference if he/she will review the same substance. So, the researchers attempt to contribute the best involvement.

**10. Organization of explanation**

The organization is completed by the researcher of explanation with divided into some parts, namely chapter I is the introduction to the research it told regarding the study's background, the problem's identification, the research's scope, the research of the question, the research's objective, the hypothesis, the operational definition, and the

research's importance .Chapter II, describes about the review of related literature, it include related theories that had a connection with the research. Chapter III consist of the methodology of research of research, it includes the kind of the research, population and sample, techniques of collecting data, validity and reliability data, and technique of data analysis. Chapter IV , the researcher provides findings consist of the pre test calculation of students' speaking ability before the both treatment is done and post test calculation of students' speaking ability both conventional technique and TBLT technique . And the last, Chapter V consist of conclusion and suggestion of the research.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher provides the theory about the importance of using new technique of TBLT in improving student's speaking ability. The research provides the reviews about speaking, classroom, and TBLT technique. Finally it provides the previous researcher conducted about the effect of using TBLT technique on the students' speaking ability.

#### A. The definition of speaking

Speaking is the verbal use of language to communicate with all people around the world. Speaking is concerning putting the ideas into words about perception, feeling, ideas or intentions to make the other people clutch the message that is conveyed. Most of the people said that speaking is the activity of paying attention to give the information to other people.

According to Brown, speaking is an interactive action of meaning making by producing and receiving and processing information.<sup>21</sup> Speaking as one of the four language skills plays vital role in communication. Brown, further says that there are five basic types of speaking. They are described as follows:

1. Imitative. This type of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

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<sup>21</sup> Brown, H. D. (2004). Language assessment: Principles and classroom practices. New York, NY: Longman.

2. Intensive. This second type of speaking frequently employed in assessment context is in the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.
3. Responsive. This type is an interactive process which requires comprehension but at the fairly low level of very brief conversations, basic greeting and little talk, basic request and comments and the like. The stimulus is usually a spoken prompt in order to preserve authenticity.
4. Interactive. Interaction can happen through two forms of transactional language to share particular information, or interpersonal exchanges, which have the purpose of maintaining social relationships.
5. Extensive. Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Related to the explanation above, As previously stated, speaking is an oral communication process that involves both the speaker and the listener in the exchange of information. It can also be defined as the ability to enunciate a sound or a few words in order to communicate, state, and convey ideas orally from one person to another. Students can speak to share and exchange ideas they've gathered from books or

other sources of information. Orally, they can effectively convey how they feel, what they've learned, and what they really want.

## **B. Teaching speaking**

Teaching speaking is sometimes considered as a simple process of commercial language school around the world, which hires people with no training to teach conversation. Laufer argues that English is well-known as an important language for Indonesia because it is an international language used globally. In Indonesia, English language teaching has been growing fast. Although Nunan states that speaking is totally natural, speaking in a language other than our own is anything but simple. Therefore, learning can be defined as a product of continuous interaction between the development and the life experience. More complex, Hamalik goals that learning means a conscious effort from a teacher to teach the students (directing the interaction of the students with the other learning resources) in order to achieve the expected.<sup>22</sup>

From explanation above we can conclude that when learning to speak, learners or students face internal and external problems, as described in the previous definition. Students' fear of shame or ridicule, as well as a lack of motivation, anxiety, low self-confidence, shyness, and embarrassment or mockery are all difficulties.

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<sup>22</sup> Novita, T. (2017). Students' English speaking skill and activation method: *the case of one senior high school*. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 4(2), 10-17. Retrieved from [jurnal.radenfatah.ac.id/index.php/edukasi/article/view/1659](http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/1659)

### C. The Components of Speaking

There are five kinds of components in speaking like vocabulary, grammar, pronunciation, fluency and content.

#### a. Vocabulary.

Hornby states, vocabulary is the total number of words in a language. Vocabulary is the list of words; it means that all words can be classified into vocabulary e.g.: noun, adverb, adjective, and etc. Vocabulary helps to learn the four basic skills of English, they are reading, speaking, writing, and listening. Without having large vocabulary, the people will be impossible to easy to study it. And without having many vocabularies it is impossible to make sentences in communication and express their feelings.<sup>23</sup>

#### a. Grammar.

Grammar is essentially about the systems and patterns we use to select and combine word. In order to communicate we must share a common system, which is why people who speak different language cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essentials systems. People must know about grammar in order to use language

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<sup>23</sup> Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current Language*. Oxford University Press. P. 826

appropriately in social context.<sup>24</sup> By using grammar well, somebody will speak accurately. In the other hand, if someone talks or speaks by using grammatical errors, his/her ideas will not get across simply.

b. Pronunciation

Pronunciation is the fact, which becomes overpoweringly obvious to even the beginner in phonetics that we do not know what sounds we ourselves actually pronounce, until we have attained some elementary knowledge of phonetics. Johnson states that pronunciation comes a surprise to many there are definite „rules“ which given govern how we pronounce our native language. Pronunciation ability depends on the similarity between individual sounds and supra segmental like stress and tone in the first language and second languages, the ways in which these sounds combine with each other, called „phonotactic“ grammatically and the relationship between the spelling and sound system.<sup>25</sup>

c. Fluency

Fluency is able to speak a language easily and well. The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Sign of fluency includes a reasonably fast speed of speaking and only. Fluency can be defined

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<sup>24</sup> Hussin.

<sup>25</sup> Thornburry, S. (2005). *How to teach speaking*. London: Pearson Longman.

as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

d. The nature of the teaching of speaking skill

Harmer explains that in teaching speaking, 6 principles are used which are as described here:

- 1) Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple.
- 2) Ask students to talk about what they want to talk about.
- 3) Ask students to talk about what they are able to talk about.
- 4) Provide appropriate feedback.
- 5) Combine speaking with listening and reading.
- 6) Incorporate the teaching of speech acts in teaching speaking.<sup>26</sup>

Furthermore, speaking entails more than simply transmitting a message from a speaker to a listener. The speaker is both the subject and the object of his own statement in this circumstance.

According to Firth, A and Wagner, J.<sup>27</sup>, there are five categories that

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<sup>26</sup> Harmer, J. (2001). *The practice of English language teaching (3rd ed.)*. London: Pearson Education Limited.

<sup>27</sup> Firth, A. And Wagner, J. 2007. *Second/Foreign Language Learning as a Social Accomplishment: Elaborations on a Reconceptualized SLA*, in *Modern Language Journal* 91(5). September 2007. USA : National Federation of Modern Language Teachers Associations. P. 810



should be measured in speaking. They are pronunciation, grammar, vocabulary, fluency and comprehension. These categories are :

**Table 1.**

**Indicators of The Score of The Speaking Assessment**

No	SPEAKING ASSESSMENT		
	Aspects	Score	Description
1	Pronunciation	5	Easy to understand and has native speaker accents
		4	Easy to understand even with a certain accent
		3	There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings
		2	There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings
		1	Pronunciation problems are so serious that they can not be understood
2	Grammar	5	No or few grammatical errors
		4	Sometimes make grammatical errors but not effect the meaning
		3	Often make grammatical mistakes that

			affect meaning
		2	Many grammatical errors that block meaning and often rearrange sentences
		1	Grammatical mistakes are so severe that they are difficult to understand
3	Vocabulary	5	Use vocabulary and expressions like native speakers
		4	Sometime use inappropriate vocabulary
		3	Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary
		2	Using vocabulary incorrectly and limited vocabulary so difficult to understand
		1	Vocabulary is so limited that conversations are impossible
4	Fluency	5	It current as native speakers
		4	It seems slightly disturbed by language problems
		3	It somewhat disturbed by language problems
		2	Hesitated and stalled due to language limitations
		1	Talk is discontinuous and interrupted so

			that conversation is impossible
5	Comprehension	5	Understanding all without difficulty
		4	Understand almost everything, even if there is repetition in certain sections
		3	Understand most of what is said when talking is slowed somewhat despite repetition
		2	It's hard to keep up with what's being said
		1	Can not understand even simple conversation

**Table 2.**

**The Rating Scale Classification**

<b>Initial</b>	<b>Criteria</b>	<b>Score</b>
E	Excellent	5 points
VG	Very good	4 points
G	Good	3 points
S	Satisfactorily	2 points
P	Poor	1 point

Speaking is expressing oneself in words, knowing and being able to use language: expressing oneself in words, making speech. The ability to

accomplish something well is referred to as skill. As a result, We can argue that speaking is the ability to express oneself using words or a language in a normal voice. In a word, speaking ability is the ability to apply linguistics knowledge in real-life situations. Oral expression of ideas, feelings, thoughts, and needs is a function of the capacity.<sup>28</sup>

Individuals all through the world use speaking as one of their most prevalent language abilities. Mastering the art of speaking is a challenging task. It necessitates the application of a variety of abilities at the same time, which often develop at different speeds.

#### **D. Task Based Language Teaching**

##### **a. Definition of task based language teaching**

Richards states, that 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. TBLT proposes the notion of ‘task’ as a central unit of planning and teaching.<sup>29</sup> Task-based syllabus design has interested some researchers and curriculum developers in second/foreign language instruction since the mid-1980s.<sup>30</sup> as a result of widespread interest in the functional views of language and communicative language teaching. The variety of students’ backgrounds of experience leads to the types and the

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<sup>28</sup>Hornby, A.S. 1995. *Oxford Advanced Learner’s Dictionary of Current Language*. Oxford University Press. P. 826

<sup>29</sup> Richards, J., & Rodgers, T. 2001. *Approaches and methods in language Teaching (2nd ed.)*. Cambridge: Cambridge University Press.

<sup>30</sup> Byström, Katriina. 2007. *Approaches to “task” in contemporary information studies*. Sweden: Swedish School of Library and Information Science

arrangement of activities in taking the practice opportunities as well as the attraction of having the group interaction, naturally, closely, freely, happily.

Giyoto also states that TBLT seems to have a variety of features that are helpful in the development of language proficiency. The language is initially presented in context through dialogues that are local culturally based. Such texts based on everyday life give students' models that can be used to develop functional proficiency through role-taking and their interactive language practice activities.<sup>31</sup>

Brown states that TBLT is an approach that encourage teachers to focus on the many communicative factors in the process language learning.<sup>32</sup> In order to fulfill the task successfully, students must have adequate organizational competence, illocutionary competence communicate the intended meaning, strategic competence to compensate for unexpected problems, and then all the tools of discourse, pragmatics, and even nonverbal communicative abilities.

Nunan, state that Task-based approach aims to provide opportunities for students to experiment with and explore spoken and written language through activities learning designed to involve students in the use of authentic, practical and functional language for meaningful purposes. learners encouraged to activate and use whatever language they prefer

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<sup>31</sup> Giyoto. 2007. *Task-Based Approach Of Facilitating The Speaking Practice For A Big Class* (From the bravery of being wrong to the pride of being acceptable). A paper presented in *TEFLIN 2007*

<sup>32</sup> Brown, H. (2000). *Principles of language learning and teaching*. New York: Pearson Education, Inc.

already in the process of completing the task<sup>33</sup>. Therefore, With this approach, the learning process can be proven in learning active and student-centered learning.

ESL/FL teachers and some linguists now agree that interaction while the students learn a second/foreign language is very important. It means what they need during the learning process is the communicative language teaching approach where collaborations among members is part essential as well. In this case the learning process should be arranged in real-life situations that require communication. It is expected that students will have the opportunity to communicate each other in the target language. Thus, teachers should be able to create such situations where students hold meaningful tasks that will promote their speaking proficiency. This can be realized when students works with their friends in groups to complete a task.

In Task-Based approach, learning is developed through performing a series of activities as steps towards successful task realization. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. This approach puts the task to be completed during the language learning process. Problems are given to learners to be solved using the target language as a task to be completed

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<sup>33</sup> Nunan, D. (2004). *Task-Based Language Teaching (1st ed.)*. New York: Cambridge University Press.

individually or collaboratively. The teacher facilitates the language needed to succeed the task. In this case traditional teacher-centered approach is thrown away since this approach will let the learners to be active in seeking the appropriate forms and in practicing the language skills so that they will more confident with their own works.

Willis broke the task completion into three sections. The pre-task, the task cycle, and the language focus. The elaboration is as follow:<sup>34</sup>

1. Pre-task In the pre-task, the teacher will present what will be expected of the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs, although, in “pure” task-based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. The instructor may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.
2. Task Cycle During the task phase, the students perform the task, typically in small groups, although this is dependent on the type of activity. And unless the teacher plays a particular role in the task, then the teacher’s role is typically limited to one of an

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<sup>34</sup> Willis, J. 1996. *A framework for task-based learning*. Harlow, U.K. Longman: Addison- Wesley.

observer or counselor—thus the reason for it being a more student-centered methodology.

- a) Planning Having completed the task, the students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students.
  - b) Report The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.
3. Language Focus In focusing the language produced by students, the teachers will create two stages here, they are:
- a) Analysis Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.
  - b) Practice The practice stage may be used to cover material mentioned by the teacher in the analysis stage. It is an opportunity for the teacher to emphasize key language.

Within the sections above, learners will complete the task through preparation where in this case they will reduce their troubled feeling in mind or anxiety. They have more time to



how to complete the task in their best way. It is then expected that learners will not be nervous and full of tension in performing their speaking ability. Through TBLT, focus on form is not the main point instead of focus in meaning. Due to the fact, learners will not be afraid of making mistakes on the series of complicated rules which is very probable to pressure them in performing their speaking ability. Besides, TBLT is also defined as learning by doing mostly in group work which allows discussion and help between learners. The role of teacher in task-centered learning is that of a wise and experienced member of the group.

#### **E. Previous of The Related Findings**

There are several previous research about Task Based Language Teaching ,the first on the research is conducted by :

1. Based on Widdows and Voller's entitled the effect of using TBLT Previous studies revealed a correlation between positive attitudes and successful language learning. investigated Japanese college students' motives, needs, and attitudes toward studying English. They found that students were the most interested in developing speaking and listening skills but that many college English classes neglected to teach to these needs.
2. Based on Dedi Sumarsono's be entitled The Forecasting Power Of Task-Based Language Teaching And Self-Efficacy On Students'

Speaking Performance. Based on the findings, the researcher concluded that Task-Based Language Teaching (TBLT) improved the students' speaking performance as this method focused on giving the students task or material to be discussed during the teaching and learning process. The activity implemented through this method leads the students' confidence to perform their speaking skills.

3. Based on Merita Ismaili's be entitled The effectiveness of the task-based learning in developing students' speaking skills in academic settings on the EFL classroom-A study conducted at South East European University (SEEU) Based on the findings, the researcher concluded that the results of the research questions reveal that task-based teaching offers variety for the students. It improves their learning since encourages students in completing task activities which leads to development regarding their performance. Students impressions toward this approach were positive as they don't support teacher-centered lessons where they cannot find enough opportunities to express themselves in the target language.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter the researcher describes the method used to conduct the research design. It consists of population and sample, setting of the study, research instrument, variable and data source, validity and reliability testing, data collecting method, and data analysis.

#### A. Research Method

##### 1. Kind of the Research

In this research, the researcher was conducted in a quasi-experimental design using quantitative approach.. Cohen stated that a quasi-eksperimental design that two groups differed on theory post test scores altogether independently of any effect of  $x$  .<sup>35</sup> According to Sugiyono ,experimental research is a research methodology that is used to find out the influence of specific treatment against another in condition that occurs.<sup>36</sup>there are two classes in this research. Those are control class and experimental class.

The experimental group was given a pre-test, a treatment, and a post-test, while the control group was given merely a pre-test and a post-test using traditional methods in class. An experimental research analyses the relation among two or more variables or it seeks the effect of one variable

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<sup>35</sup> Louis Cohen in Siti Marfuah, *Research Method in Education*, ( Francis : Taylor and Francis e-Library,2005), P.217

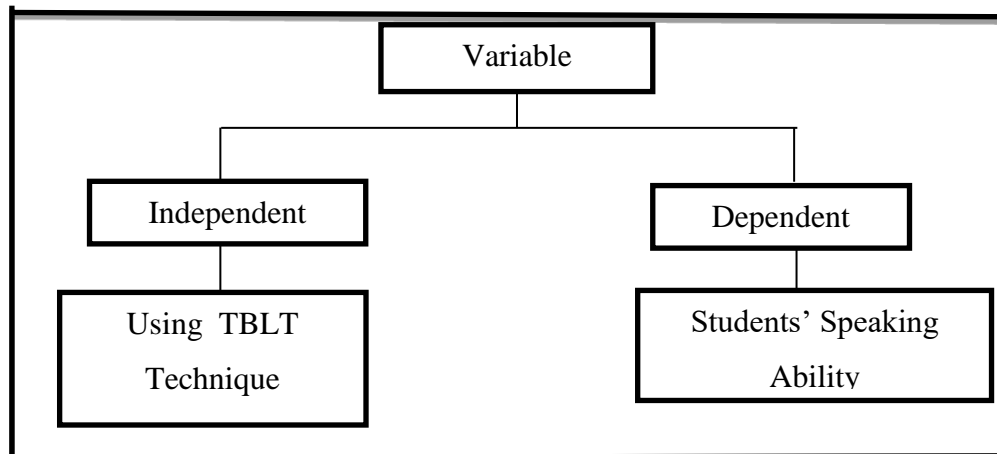
<sup>36</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif,Kualitatif,and R&D*,( Bandung:Alfabeta,2015)

towards other variables. In other words, an experimental research has a predictive disposition.

This research possesses two variable. The first variable is called as independent variable and the second variable is as dependent variable. According to Arikunto, a variable is the object of the investigation or the subject of the research.<sup>37</sup> On other hand, Variable according to Ibnu Hajar, is an object of observation or a phenomenon observed by observation.<sup>38</sup> In this research independent variable is TBLT method. Wheares, the dependent variable is the variable whose value influenced by independent variable. In this research dependent variable is students' speaking ability. The figure below shows the variable of this research clearly :

**Table 3**

**Variable of the Research**



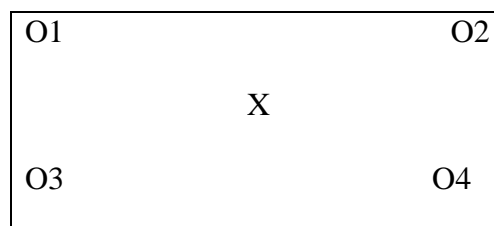
<sup>37</sup> Syukarman Syarnubi, *Metodologi Penelitian Kuantitatif dan Kualitatif*, ( Curup: LP2 STAIN Curup,2011), P. 93

<sup>38</sup> *Ibid*

## B. Research Design

This study used a Quasi experimental design because it examined two courses in a non-equivalent comparison group design. There are two groups to choose from in this study: experimental and control groups. The experimental group identifies the class that had the treatment. Experimental group indicates the class given the treatment of The TBLT technique is a technique that is used to create the control group, on the other hand, refers to a class that has been subjected to traditional teaching techniques that are typically used by the teacher. After the treatment, the experimental group was given a pre-test and a post-test., same as control group. Then, the scores of post test contrasted with the scores of pre test on the data analysis step to acquire the real result of reseach.

**Table 4**  
**Experimental Design**



(Source : Sugiyono,2015)<sup>39</sup>

The pre-test and post-test could be represented based on Sugiyono's theory as follows :

O1 : Pre-Test of experimental group

O3 : Pre-Test of control group

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<sup>39</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), P.116

O2 : Post-Test of experimental group

O4 : Post-Test of control group

X : Treatment

### C. Population and Sample of the Research

#### a. Population

According to Frankell, a population is a group to which the study's researcher must apply.<sup>40</sup> The population in this research is all the students in the second year of SMKN 01 Curup in 2020/2021 academic year. the number of population is 524 the number of the population can be seen on the table below :

The population in this research is all students of SMKN 1 CURUP in academic year 2020-2021, in which total of class VII until IX were three classes which the total is 524 students.

**Table 5**

#### The Number of The population

NO	Class	Male	Female	Total
1	T.Pembangunan	54	9	63
2	TITL	88	8	96
3	TPTL	33	0	33
4	DPIB	13	6	19
5	T.Las	35	0	35

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<sup>40</sup>Jack ,R. Frankell. and Mormale Wallen ,*How Design and Evaluate Research in Education* ,Mc ,grow Hill ,International Edition,P.78

6	T.Elektronika	31	5	36
7	TKJ	14	17	31
8	TKR	35	0	35
9	TSM	68	0	68
<b>TOTAL</b>		<b>485</b>	<b>39</b>	<b>524</b>

Source : SMK NEGERI 01 CURUP 2020/2021 Academic Year

b. Sample

Selected of sample is very important step in conducting a research study. Sampling is the small group that is observed. Sampling is also as a way the researcher select number of individuals as a sample which presents the population.<sup>41</sup> To get the sample in this study, the researcher choose. The sample in this study was XII TKJ and XII DPIB because based on the mean scores of students' marks from students' ability test given by the english teacher on the last previosly mid term semester examination.

Because of this research is experimental research, the sample is only two classes are selected. In this study the researcher used purposive sample and the fifth grade of class XII TKJ and XII DPIB was taken because among other classes the students of the second grade of SMKN 1 CURUP had average proficiency and the teacher who teaches in those classes are in the same teacher and also with the same material. The researcher used lucky spin

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<sup>41</sup> Ary, Donald et. (2006). *Introduction Research in Education Canada*: United State.

application in deciding experimental group and control group from both classes. For further information of sample's number can be seen in table below:

**Table 6**  
**The number of sample**

No	Class	Male	Female	Total
1	Experiment Group ( DPIB )	13	6	19
2	Control Group ( TKJ )	5	14	19
<b>Total sample</b>				<b>38</b>

#### **D. Homogeneity**

According to Gay and Peter, homogeneous sampling is the process of selecting participants that are relatively similar in terms of exercise, perspective, or outlook. This results in a limited, homogeneous sample, which makes data collection and analysis easier.<sup>42</sup>

Homogeneous sample is described as the selection of participants who are comparable in terms of exercise, outlook, or perspective. This creates a more constrained and homogeneous sample, making data collection and analysis easier. Using the mean of analysis sampler, the researcher determines the effect of each experiment independently and in

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<sup>42</sup> Gay.L.r and Peter Airasan,Op Cit,P.139



combination. The instrument becomes homogeneous. It was also done by midterm test.

The researcher only took the test homogeneity score in all class in XII class except XII T.Mesin, XII TSM, XII TKR, XII T.LAS, and XII TPTL because these class was taught by different english teacher . Researcher took data from the students' based on Midterm scores which were carried out online because the school is currently in a COVID-19 pandemic situation. So, reseacher and teacher cannot do a special speaking test for the students', only take a data on their english test scores.

**Table 7**

**The Number of Homogeneity**

<b>No</b>	<b>Class</b>	<b>Mean Score</b>
<b>1</b>	<b>XII TKJ</b>	<b>60,45</b>
<b>2</b>	<b>XII DPIB</b>	<b>60,86</b>
<b>3</b>	<b>XII TITL 1</b>	<b>47</b>
<b>4</b>	<b>XII TITL 2</b>	<b>38,7</b>

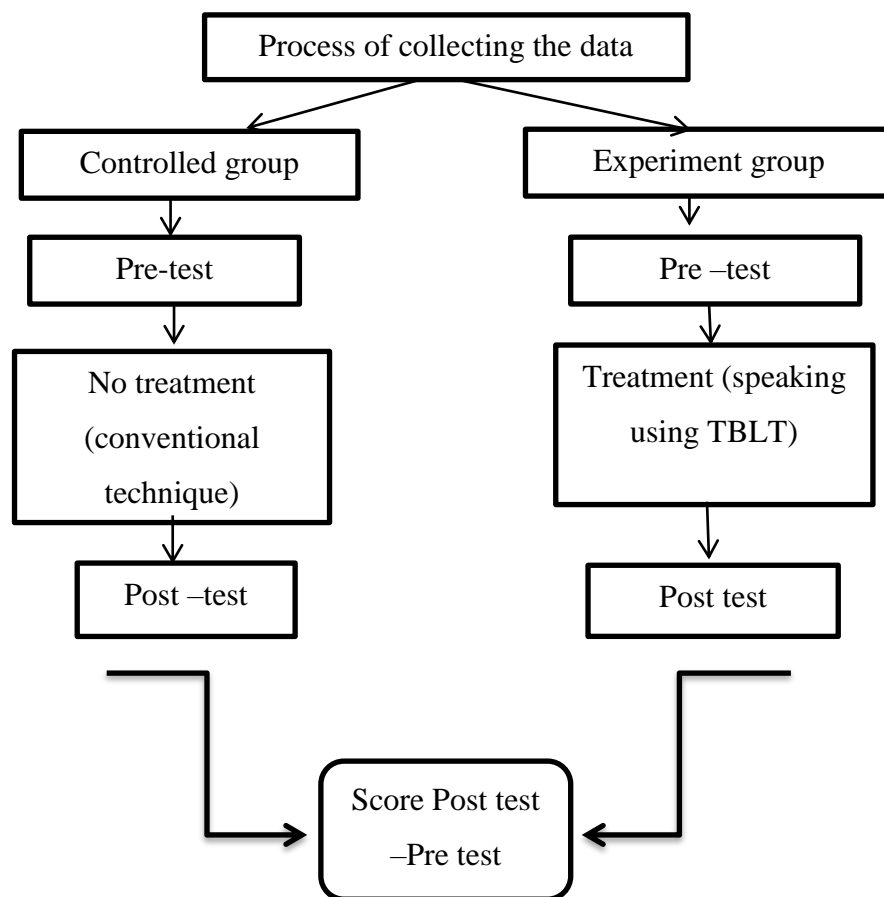
The researcher picked two mean scores that were in the nearest amount based on the mean scores of class above, which, according to the table above, are the mean scores possessed by XII TKJ and XII DPIB. The table shows that XII TKJ and XII DPIB are the most appropriate classes for classification into the homogeneous ability level.

### E. Procedure of the Research

You can see how the research was carried out in both the experimental and control groups in the framework below:

**Table 8**

#### Procedure of The Research



The diagram above shows how this research was carried out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedure, which included steps for both the experimental and control groups, can be seen below:

1. Procedure in control group

In control group, the researcher used the conventional technique without treatment. The processes were as follow for all materials :

- a. Pre-teaching activities

1. The teacher expresses his greetings to the students.
2. The teacher check students' attendance list
3. The material is chosen by the teacher.

- b. While activities

1. The teacher give one topic about report text
2. The teacher introduced the material of the lesson in the class based of the theme on lesson planning
3. The teacher gave opportunities to the students to asking the material if there something they are not understood

- c. Post teaching activities

1. Teacher checking understanding the students
2. The teacher gave exercise to review the material by using their own language

2. Procedure in experimetal group

The procedure of activity in giving The approach utilized in this study for collecting data in the experimental group's classroom can be viewed as follows :

- a. Pre activities

1. The teacher extends a greeting to the students.

2. The teacher check students' attendance list
  3. The teacher chooses the material
- b. While activities
1. In the first ten minutes, the researcher presented and discussed the task based language teaching technique.
  2. The researcher provided the students a sheet of paper with the theme of a speaking activity on it and encouraged them to think about it on their own.
  3. The researcher divided the students into groups and asked them to discuss their thoughts on the question and answer on their paper sheet with one another.
  4. For 25 minutes, the researcher invited the students to write down their thoughts about the subject with the theme of speaking material in the answer sheet with a partner. each person must be able to express their opinion regarding the given topic and they all have to identify and be able to describe it correctly.
- c. Post activities
1. The teacher and students come to a conclusion regarding the teaching materials that have been discussed.
  2. The teacher asks the students about difficulties that they faced while they are speaking and applying the skill.

### F. Procedure of TBLT

NO.	CONVENTIONAL TECHNIQU	TBLT STRATEGY
1.	<p>Procedure in control group</p> <p>In control group, the researcher used the conventional technique without treatment. The processes were as follow for all materials :</p> <p>a. Pre-teaching activities</p> <ul style="list-style-type: none"> <li>➤ The teacher expresses his greetings to the students.</li> <li>➤ The teacher check students' attendance list</li> <li>➤ The material is chosen by the teacher.</li> </ul> <p>b. While activities</p> <ul style="list-style-type: none"> <li>➤ The teacher give one topic about report text</li> <li>➤ The teacher introduced the material of the</li> </ul>	<p>Procedure in experimental class</p> <p>In control group, The procedure of activity in giving The approach utilized in this study for collecting data in the experimental group's classroom can be viewed as follows :</p> <p>a. Pre-teaching activities</p> <ul style="list-style-type: none"> <li>➤ The teacher gave greetings to student</li> <li>➤ The teacher checked the student' attendance list</li> <li>➤ The teacher asked about the last material</li> <li>➤ The teacher was warn up activity guiding the topic will discussed</li> </ul> <p>b. While teaching</p> <ul style="list-style-type: none"> <li>➤ Teacher explores the topic with the class, highlights the useful words and phrases, help students understand task</li> </ul>

	<p>lesson in the class based of the theme on lesson planning</p> <ul style="list-style-type: none"> <li>➤ The teacher gave opportunities to the students to asking the material if there something they are not understood</li> </ul> <p>c. Post teaching activities</p> <ul style="list-style-type: none"> <li>➤ Teacher checking understanding the students</li> <li>➤ The teacher gave exercise to review the material by using their own language</li> </ul>	<p>instruction and prepare.</p> <ul style="list-style-type: none"> <li>➤ Split students' into groups and give them assignment to work on</li> <li>➤ Student then split up into groups and go over the vocabulary they don't know</li> <li>➤ Students was the task in pair or small group</li> <li>➤ Teacher monitors from a distance</li> <li>➤ Student prepare to report to the whole class (orally or writing) how they did the task, why they decided or discovered.</li> <li>➤ Some groups presented their reports to the class, or exchange written reports and compare result.</li> </ul> <p>c. Post teaching</p> <ul style="list-style-type: none"> <li>➤ The teacher gave information to students about the purpose of material</li> <li>➤ The teacher gave conclusion of the meeting how to speak</li> </ul>
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		<p>well</p> <p>➤ The teacher leaved classroom</p>
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### G. Research Instrument

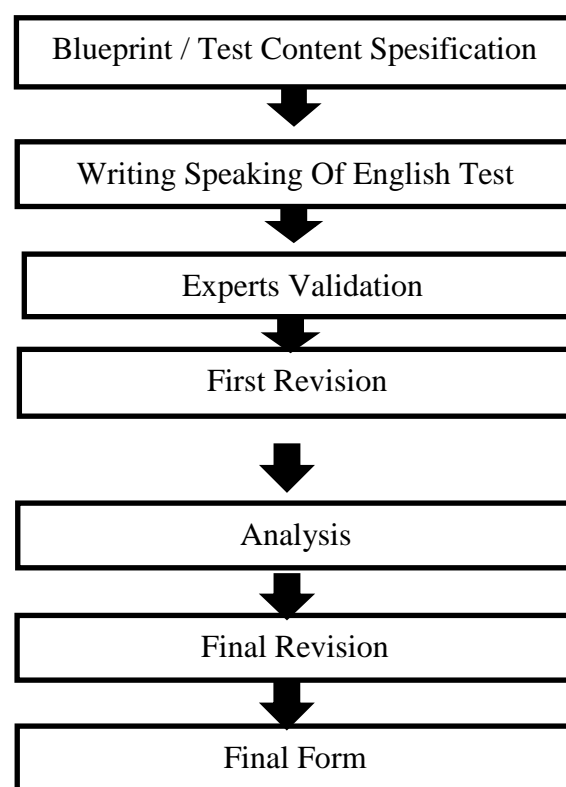
Instrument in this study is a test. The main instrument use of this study is speaking test. Furthermore, the data collection instrument is the tool that the researcher chooses and applies in order to collect data in a systematic and efficient manner. The speaking test is a tool used in this study. The materials used in the experiment and control lessons identify the most important theme of the syllabus, which is report text. As shown in the table below, the researchers selected the report text :

**Table 9**

#### **Topic of Report Text**

No	Matter	Date
1	Skin	July 15 <sup>th</sup> 2021
2	Tsunami	July 19 <sup>th</sup> 2021
3	Orang utan	July 22 <sup>th</sup> 2021
4	Hand phone	July 29 <sup>th</sup> 2021
5	Panda	August 3 <sup>th</sup> 2021
6	Bengkulu city	August 6 <sup>th</sup> 2021

There were several steps that the researcher did in developing and constructing the instrument of the research. The framework of the instrument is presented in figure below :



( adopted from sulisty,2002)<sup>43</sup>

#### 1. Writing Blueprint

In developing and constructing the instrument the researcher prepared the blueprint of the instrument. The blueprint test described about planning a test before constructing the instrument. The blueprint or test content

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<sup>43</sup> Sulisty in Endang Saputra, *The Effect of Learning Circle in Improving Students' Speaking Ability*, (Curup : STAIN Curup,2014) P. 72



specification consisted of some points ; identifying syllabus, determining the objective of the test, kind of test. it was a guideline in writing a test. generally, it consisted of what skill of a language being tested, the basic competence to be reached, and the item indicator based on the basic competence and the topic of the test. Identifying syllabus is important because it is related to ensure the content validity. The test must measure what have to be measured based on the curriculum K13.

## 2. Creating( writing ) the Test

After finishing the blueprint, the researcher required to write the test items. The speaking test was developed to assess students' speaking ability to communicate. The test instructions were made explicit to make it easier for students to understand the test instructions.

## 3. Experts Validation

After constructing the blueprint and writing the test, the test was validated by expert validation. the expert validation is an expert in speaking subject. in this study the expert validation is the profesional lecturer in Poltekes Kemenkes Curup, she is Ma'am. Farida M.Pd and the second expert validation is the profesional english teacher in SMKN Curup, she is Ma'am Widya S.Pd. the researcher gave the speaking test to expert validation to get the comments and feedbacks.

## 4. First Revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test

based on the expert validation suggestions. After the expert validation correct the test was made by the researcher, and then the researcher revised the test based on the suggestion from the expert.

#### 5. Analyzing the Test Validity

Validity is very important in the test. In measuring the skill or knowledge, the test measure appropriately the skill or knowledge. There are some basic requirements of validity of a test which should be attached, construct validity and content validity. To know whether the score obtained from the test is valid or not, validity evidence can be obtained from the test used. In writing the test, the researcher made the test conform to the topic as well. To ensure the content validity of the test used in this research, a blueprint of the test had previously been made by the researcher before constructing the test.

#### 6. Final Revision

The final revision was to improve the test after analyzing the test after the expert validation correct the test was made by the researcher.

#### 7. Final Form

The final form was the test, it used to try out the test aimed at producing the requirement data with relatively valid instrument. Researchers have discussed with 3 English teachers in the field of the study at SMK Curup that Try Out activities for students of SMKN 1 Rejang Lebong are still carried out only in 2 different classes while still paying attention to the COVID-19 health protocol. Because, at this time the school policy for

all students is still in the online or online Learning system ( DARING ) only half of students' are allowed to come to school (divided into 2 shifts), this test question is considered valid and according to the abilities of the students at the school. Because the questions that the researcher made were not much different from the material in class XII which had been taught last month so that the existing scores became the reference for the teachers and the researcher.

After being able to determine a homogeneity class, the researcher can provide research instruments in the form of pre – test and post – test in two different classes. As for below, the form of pre – test and post – test questions that have been validated :

**Table 10**

**The Form of Research Instrument**

<b>Instructions</b>	<b>Question Form</b>
<p>Petunjuk pengisian :</p> <p>1.Instrumen ini adalah alat yang digunakan untuk mengetahui kemampuan berbicara adik-adik sebelum penerapan TBLT Technique dalam keterampilan berbicara ( students' speaking ability ) di sekolah anda.</p> <p>2.Hasil tes ini tidak akan</p>	<p><b>Pre – test</b></p> <p>Make short dialogues in groups or pairs using English with the theme “Tsunami“. Each students' can design and identify at least 3 lines of main ideas. then present your work in front of your friends in the class. The presentation is not reading the text but expressing idea based on the main idea!</p>

<p>mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata mata digunakan untuk perihal kepentingan penelitian.</p> <p>3. Atas pertisipasi, dukungan, dan kerjasamanya peneliti mengucapkan terima kasih</p> <p>4. Isilah identitas anda sesuai dengan kotak yang disediakan</p> <p>5. Dalam pengerjaan test ,anda diperbolehkan membuka kamus untuk membantu tambahan kosakata kalian.</p> <p>6. Anda diberikan waktu selama 20 menit untuk mengerjakan test ini</p> <p>7. Selamat mengerjakan !</p>	<p style="text-align: center;"><b>Post - Test</b></p> <hr/> <p>Make short dialogues in groups or pairs using English with the theme “Bengkulu City“. Each students’ can design and identify at least 3 lines of main ideas. Then present your work in front of your friends in the class. The presentation is not reading the text but expressing idea based on the main idea!</p>
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## H. Techniques of Collecting Data

The researcher's method of gathering data for this study is solely based on the test. The formulation of items to be analyzed to the study sample is known as a test. Where the sample characteristics are determined by the study's requirements. The data for this study was gathered by an oral test that was divided into two parts: pre-test and post-test.

a. Pre-Test

Pre-Test refers to a measure or test given to the subject prior to the experimental treatment. The researcher came to the class, explained the material about Bengkulu city and told them what they had to do. Then, the researcher asked the students to conducting short conversation of pair work, based on the topic have been learn, before they were taught by using task based language teaching in front of class orally

b. Treatment

After conducting a pre-test, the researcher gave the treatment to the students. In this research, the researcher did treatment to XII DPIB as experimental group by using TBLT technique and XII TKJ as control group by using conventional technique. The researcher conducted the treatment for 6 times. The schedule of treatment can be seen as follows

**Table 11**

**List of Treatment in Experimental Group**

Meeti ng	Experimental Group	Date
1	Pre- test (Speaking Performance):Report text	August 10 <sup>th</sup> 2021
2	TBLT Techique : Telling about an animal	August 15 <sup>th</sup> 2021
3	TBLT Techique : Telling about an animal	August 19 <sup>th</sup> 2021
4	TBLT Techique : Telling about an animal	August 22 <sup>nd</sup> 2021

5	TBLT Techique : Telling about an animal	August 29 <sup>th</sup> 2021
6	TBLT Techique : Telling about an animal	September 3 <sup>th</sup> 2021
7	TBLT Techique : Telling about an animal	September 6 <sup>th</sup> 2021
8	Post- test (Speaking Performance)Report text	September,27 <sup>th</sup> 2021

**Table 12**

**List of Teaching in Control Group**

Meeting	Control Group	Date
1	Pre- test( Speaking Performance ) : Report	August 10 <sup>th</sup> 2021
2	Conventional Techique : Report text	August 17 <sup>th</sup> 2021
3	Conventional Techique : Report text	August 20 <sup>th</sup> 2021
4	Conventional Techique : Report text	August 24 <sup>nd</sup> 2021
5	Conventional Techique : Report text	August 30 <sup>th</sup> 2021
6	Conventional Techique : Report text	September 4 <sup>th</sup> 2021
7	Conventional Techique : Report text	September 8 <sup>th</sup> 2021
8	Post- test ( Speaking Performance ) : Report	September 27 <sup>th</sup> 2021

c. Post- Test

Post-test provides a measure on some attribute or characteristic that someone assesses for participant after a treatment. The posttest have done to get speaking score of students after doing treatment. In this research posttest will be given to the student after they had

been taught by Task Based Language Teaching in speaking learning. After doing the treatment to the students as sample for period of experiment, the post-test administered. The post-test was speaking test. The test was administered by the researcher, the students should demonstrate their abilities to talk based on the theme/material and the time set by the researcher. The score was got from the post-test was be used as the data in this research. the changes of students' ability were known from the result of testing in the post-test. The form of post test was arranged into the oral test format which taken based on syllabus which have given by researcher and taking score in post test the researcher invited english teacher to give score to the students. The length of time use in giving post test to every class is organize as long as 90 minutes ( 2 x 45 minutes ). The post test was given on Wednesday, 27<sup>th</sup> 2021 in control group and experimental group.

## **I. Validity and Reliability**

According to Ary, research is always depend upon measurement. There are two important characteristic that every measuring instrument should process of validity and reliability.<sup>44</sup>

### **1. Validity of test**

To determine whether the tests utilized (homogeneity test, pre-test, and post-test) are valid. The validity of a test is used by the researcher because a test is said to be valid if it accurately measures what it is

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<sup>44</sup> Ary, Donald et. (2006). *Introduction Research in Education Canada*: United State.

designed to measure..<sup>45</sup> In order to determine the test's validity, the researcher used the Pearson formula, which is as follows:

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where :

R : Validity of the instrument

X : Result in the experiment group

Y : Result in the control group<sup>46</sup>

The result of validity of test below :

$$r_{xy} = \frac{N \sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where :

R: Instrument validity

X: Score in experiment group

Y: Score in control group

N: Number of students in a group

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{83850}{\sqrt{(85050)(91475)}}$$

$$r_{xy} = \frac{83850}{\sqrt{7780}}$$

$$r_{xy} = \frac{83850}{8820}$$

$$r_{xy} = 0,95 \text{ (Highest)}$$

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<sup>45</sup>Arthur Huges, Op. Cit, P.22

<sup>46</sup>Sumarna, Suparta . *Analisis Validitas, Realibilitas dan Interpretasi Hasil Tests*. Rosda Bandung :2004, P.6



## 2. Reliability of the Test

According to Brown, a reliable test is consistent and dependable, if the students are given the same test on two different occasions, the test should yield similar results. Reliability is the characteristic of a very good test for it to be valid. A test must be reliable as a measuring instrument.<sup>47</sup>

In collecting data, reliability of test is necessary to be measured too. The homogeneity test, pretest and post tests are tested by reliability test. A good instrument in collecting the data will be reliable, it can give consistently to the test or it will be reliable if the researcher uses the formula of reliability. The reliability test are given twice. The test procedures are:

1. Giving the test
2. Scoring the test
3. Giving retests in the similar condition with the first test
4. Scoring the retest
5. Comparing the test by using the formula, the researcher uses the formula of reliability that is Spearman Brown as follows:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\} \{N(\sum Y^2) - (\sum Y)^2\}}}$$

Where :

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<sup>47</sup> Brown, State. (2001). Teaching Principles: An Interactive Approach to Language Pedagogy: Second Edition. San Francisco State University.

$r$  : Instrument validity

$X$  : Score in experiment group

$Y$  : Score in control group

$N$  : Number of students in a group<sup>48</sup>

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r = \frac{25(83850) - (1420)(1985)}{\sqrt{\{25(85050) - (1420)^2\}\{25(91475) - (1485)^2\}}}$$

$$r = \frac{2096250 - 2100700}{\sqrt{(2126250 - 2016400)(2286875) - 2205225}}$$

$$r = \frac{-1245}{2995}$$

$r = 0,415$  ( Enough )

Based on the computation of the Pearson Product Moment in tryout of pre-test the value is 0.415, it is bigger than  $r$  table that is 0,332 so we can conclude that the pre-test of tryout is reliable. After doing reliability of the test, the item of the test can use in pretest and post-test because the item have been measured in the tested before.

**Table 13**

**Coefficient Correlation of Product Moment**

<b>Correlation Mark</b>	<b>Meaning</b>
0,800-1,000	Highest
0,600-0,800	High

<sup>48</sup> Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Rajawali press, Jakarta:1998,p.219

0,400-0,600	Enough
0,200-0,400	Low
0,000-0,200	Lowest

## J. Technique of Data Analysis

The researcher also analyzed the technique of data analysis examined the result of the data test. the data form the pre test and post test were analyzed to find out whether the results of the test were similar of different. Then, the data from pre test and post test were analyzed by employing these formulas :

### 1. Mean Score

The researcher used the mean score formulas from sudjana below to calculate the mean score of the pre- and post-test results in the control group:<sup>49</sup>

$$M = \frac{\sum y}{N}$$

Where :

M : Mean score of control group

$\sum y$  : The sum of students scores in control group

N : The total number of students in the control group

In addition, the researcher used the formula from Sudjana to calculate the mean score of the before and post test results in the experimental group :<sup>50</sup>

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<sup>49</sup> Sudjana in Fajar Bagus Tiadi, *Pengaruh Pendekatan Bermain Dalam Meningkatkan Teknik Passing Pendek*,( Jakarta: Universitas Pendidikan Indonesia, 2013).P. 39

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

Where :

M : Mean score of experimental group

$\sum x$  : The sum of students scores in experimental group

N : The total number of students in the control group

## 2. Standard Deviation

The researcher used the formula from Sudjana to calculate the standard deviation of scores when conducting the study at the control group.<sup>51</sup>

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

Where :

SD<sub>Y</sub> : Standard deviation of control group

Y : Score of control group

y : Mean score of control group

N : The total number of students in the control group

In addition, to acquire the standard deviation of scores in conducting the study at experiemental group, the reseacher Used the formula from sudjana below :<sup>52</sup>

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

Where :

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<sup>50</sup> *Ibid*, P.39

<sup>51</sup> *Ibid*, P.39

<sup>52</sup> *Ibid*, P.39

$SD_x$  : Standard deviation of experimental group

$X$  : Score of experimental group

$x$  : Mean score of experimental group

$N$  : The total number of students in the control group

### 3. Hypothesis Testings

The researcher used a statistical formula, such as sudjana's below, to test the hypothesis he devised previously :<sup>53</sup>

$$t = \frac{Mx - My}{\sqrt{\frac{Sx^2}{Nx} + \frac{Sy^2}{Ny}}}$$

Where :

$t$  : t-test

$M_X$  : Post-test mean score in the experimental group

$M_y$  : Post-test mean score in the control group

$S_x$  : Standard deviation of the experimental group's post-test results

$S_y$  : Standard deviation of the control group's post-test results

$N_x$  : The total number of students in the experimental group

$N_y$  : The total number of students in the control group

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<sup>53</sup> *Ibid*, P.42

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher provides findings of the conducted research. The findings consist of the pre test calculation of students' speaking ability before the treatment is done and post test calculation of students' speaking ability both conventional technique and TBLT technique. Also the researcher does calculation of the data as the basis of the discussion for this thesis.

#### A. Findings

##### 1. Students' Speaking Ability Before They are Taught Using TBLT Technique

###### a. Pre- test in control group

The pre test is a kind of the test used in this research to know the students' speaking ability in control group and teaching with using conventional technique, habitual teaching technique commonly applied by the English teacher are implemented. Based on the test, below are the pre test result :

Table 14

The Scores Of Students' Pre-test in Control Group

NO	STUDENTS' CODE	Y	Y	Y - y	( Y - y ) 2
1	student 1	45	40,78	4,22	17,8084
2	student 2	42	40,78	1,22	1,4884
3	student 3	41	40,78	0,22	0,0484
4	student 4	42	40,78	1,22	1,4884
5	student 5	44	40,78	3,22	10,3684

6	student 6	44	40,78	3,22	10,3684
7	student 7	44	40,78	3,22	10,3684
8	student 8	40	40,78	-0,78	0,6084
9	student 9	32	40,78	-8,78	77,0884
10	student 10	38	40,78	-2,78	7,7284
11	student 11	49	40,78	8,22	67,5684
12	student 12	36	40,78	-4,78	22,8484
13	student 13	44	40,78	3,22	10,3684
14	student 14	36	40,78	-4,78	22,8484
15	student 15	34	40,78	-6,78	45,9684
16	student 16	40	40,78	-0,78	0,6084
17	student 17	46	40,78	5,22	27,2484
18	student 18	42	40,78	1,22	1,4884
19	student 19	36	40,78	-4,78	22,8484
	<b>TOTAL</b>	<b>775</b>			<b>359,1596</b>

From the average above, research find the means score below :

1) Mean Score

$$M = \frac{\sum y}{N}$$

$$M = \frac{775}{19}$$

$$M = 40,78$$

2) Standard Deviation

$$N = 19$$

$$\sum y = 775$$

$$\sum y = 40,78$$

$$\sum(Y - y) = 359,1596$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{359,1596}{19-1}}$$

$$SD_Y = \sqrt{\frac{359,1596}{18}}$$

$$SD_Y = \sqrt{19,953}$$

$$SD_Y = 4,5$$

The highest, lowest, total, and mean scores from both groups are obtained as a consequence of the pre-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 15

Pre- Test Result of Control Group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	49	32	775	40,78	4,5

From the table above, it showed that in control group the result calculation of 19 students' scores in pre-test in control group proves that they possess the mean score as 40,78 and the standard deviation that was found out has the degree score as 4,5. From the result, the highest score in the control group was 49 and the lowest score was 32. Based on the result of mean



score 40,78 and see the scale classification as a guidance assessment ( 0-40 ) so 40,78 is poor.

b. Pre –test in experimental group

The result of pre test can be viewed on the table below :

Table 16

The Scores of Students' Pre Test in Experimental Group

NO	STUDENTS' CODE	X	X	X -x	( X -x ) 2
1	student 1	53	37,21	15,79	249,3241
2	student 2	41	37,21	3,79	14,3641
3	student 3	36	37,21	-1,21	1,4641
4	student 4	44	37,21	6,79	46,1041
5	student 5	36	37,21	-1,21	1,4641
6	student 6	28	37,21	-9,21	84,8241
7	student 7	33	37,21	-4,21	17,7241
8	student 8	33	37,21	-4,21	17,7241
9	student 9	40	37,21	2,79	7,7841
10	student 10	25	37,21	-12,21	149,0841
11	student 11	42	37,21	4,79	22,9441
12	student 12	37	37,21	-0,21	0,0441
13	student 13	38	37,21	0,79	0,6241
14	student 14	38	37,21	0,79	0,6241
15	student 15	41	37,21	3,79	14,3641
16	student 16	46	37,21	8,79	77,2641
17	student 17	6	37,21	-31,21	974,0641
18	student 18	30	37,21	-7,21	51,9841
19	student 19	60	37,21	22,79	519,3841
	<b>TOTAL</b>	<b>707</b>			<b>2251,158</b>

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

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

$$M = \frac{707}{19}$$

$$M = 37,21$$

## 2) Standard Deviation

$$N = 19$$

$$\sum x = 707$$

$$\sum x = 37,21$$

$$\sum (X - x) = 2251,158$$

$$S = .. ?$$

$$SD_X = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_X = \sqrt{\frac{2251,158}{19-1}}$$

$$SD_X = \sqrt{\frac{2251,158}{18}}$$

$$SD_X = \sqrt{125,064}$$

$$SD_X = 11,2$$

The highest, lowest, total, and mean scores from both groups are obtained as a consequence of the pre-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 17

## Pre- Test Result of Experimental Group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	60	6	707	37,21	11,2

From the table above, it showed that in experimental group the result calculation of 19 students' scores in pre-test in experimental group proves that they possess the mean score as 37,21 and the standard deviation that was found out has the degree score as 11,3 . From the result, the highest score in the experimental group was 60 and the lowest score was 6. Based on the result of mean score 37,21 and see the scale classification as a guidance assessment ( 0-40 ) so 37,21 is poor.

Each pre-test score from the control class and experimental class has been obtained and the average calculated, so the researcher wants to see whether the two classes in the pre –test section have significant results or not. For further information about t test calculation can be found in the table below :

Table 18

## Data Analysis of Pre test in Control Group and Experimental Group

NO	STUDENTS' CODE	CONTROL				EXPERIMEN			
		Y	y	Y – y	( Y - y ) 2	X	X	X –x	( X -x ) 2
1	Student 1	45	40,78	4,22	17,8084	53	37,21	15,79	249,3241

2	student 2	42	40,78	1,22	1,4884	41	37,21	3,79	14,3641
3	student 3	41	40,78	0,22	0,0484	36	37,21	-1,21	1,4641
4	student 4	42	40,78	1,22	1,4884	44	37,21	6,79	46,1041
5	student 5	44	40,78	3,22	10,3684	36	37,21	-1,21	1,4641
6	student 6	44	40,78	3,22	10,3684	28	37,21	-9,21	84,8241
7	student 7	44	40,78	3,22	10,3684	33	37,21	-4,21	17,7241
8	student 8	40	40,78	-0,78	0,6084	33	37,21	-4,21	17,7241
9	student 9	32	40,78	-8,78	77,0884	40	37,21	2,79	7,7841
10	student 10	38	40,78	-2,78	7,7284	25	37,21	-12,21	149,0841
11	student 11	49	40,78	8,22	67,5684	42	37,21	4,79	22,9441
12	student 12	36	40,78	-4,78	22,8484	37	37,21	-0,21	0,0441
13	student 13	44	40,78	3,22	10,3684	38	37,21	0,79	0,6241
14	student 14	36	40,78	-4,78	22,8484	38	37,21	0,79	0,6241
15	student 15	34	40,78	-6,78	45,9684	41	37,21	3,79	14,3641
16	student 16	40	40,78	-0,78	0,6084	46	37,21	8,79	77,2641
17	student 17	46	40,78	5,22	27,2484	6	37,21	-31,21	974,0641
18	student 18	42	40,78	1,22	1,4884	30	37,21	-7,21	51,9841
19	student 19	36	40,78	-4,78	22,8484	60	37,21	22,79	519,3841
	<b>TOTAL</b>	<b>775</b>			<b>359,1596</b>	<b>707</b>			<b>2251,158</b>

## 1) Standard Deviation of Pre test in control group

$$N = 19$$

$$\sum y = 775$$

$$\sum y = 40,78$$

$$\sum (Y - y)^2 = 359,1596$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{\sum (Y - y)^2}{N - 1}}$$

$$SD_Y = \sqrt{\frac{359,1596}{19 - 1}}$$

$$SD_Y = \sqrt{\frac{359,1596}{18}}$$

$$SD_Y = \sqrt{19,953}$$

$$SD_Y = 4,5$$

2) Standard Deviation of Pre test in Experimental Group

$$N = 19$$

$$\sum x = 707$$

$$\sum x = 37,21$$

$$\sum (X - x)^2 = 2251,158$$

$$S = .. ?$$

$$SD_X = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_X = \sqrt{\frac{2251,158}{19-1}}$$

$$SD_X = \sqrt{\frac{2251,158}{18}}$$

$$SD_X = \sqrt{125,064}$$

$$SD_X = 11,2$$

3) The “ t “ Calculation

$$M_x = 37,21$$

$$M_y = 40,78$$

$$S_x = 11,2$$

$$S_y = 4,5$$

$$N_x = 19$$

$$N_y = 19$$

$$t = \dots ?$$

$$t = \frac{Mx - My}{\sqrt{\frac{Sx^2}{Nx} + \frac{Sy^2}{Ny}}}$$

$$t = \frac{37,21 - 40,78}{\sqrt{\frac{11,2^2}{19} + \frac{4,5^2}{19}}}$$

$$t = \frac{-3,57}{\sqrt{\frac{125,44}{19} + \frac{20,25}{19}}}$$

$$t = \frac{-3,57}{\sqrt{\frac{145,69}{19}}}$$

$$t = \frac{-3,57}{\sqrt{7,6678}}$$

$$t = \frac{-3,57}{2,8}$$

$$t = -0,1275$$

$$t = 0,1275$$

$$t\text{-test} = 0,1275$$

$$t\text{-table} = t_{N1} + t_{N2} - 2$$

$$= 19 + 19 - 2$$

$$= 36$$

$$t_{36} = 2,028 \text{ (5 \% significance)}$$

Based on the explanation above, it shows that the t-table is higher than t-test ( t-table =2,028 > t-test = 0,1275 ). It means that the scores of pre test are not significantly different. This data show the emphasize that the experimental and control groups are homogeneity

## 2. Students' Speaking Ability After They are Taught Using TBLT Technique

### a. Post – test in control group

In this study, the researcher given the post test in control group after the teacher implied the conventional method.the result of post test can be viewed on the table below :

Table 19  
The Scores of Students' Post test in control group

NO	STUDENTS' CODE	Y	Y	Y-y	(y-Y) 2
1	student 1	89	81,31	7,69	59,1361
2	student 2	78	81,31	-3,31	10,9561
3	student 3	77	81,31	-4,31	18,5761
4	student 4	77	81,31	-4,31	18,5761
5	student 5	77	81,31	-4,31	18,5761
6	student 6	84	81,31	2,69	7,2361
7	student 7	80	81,31	-1,31	1,7161
8	student 8	86	81,31	4,69	21,9961
9	student 9	74	81,31	-7,31	53,4361
10	student 10	86	81,31	4,69	21,9961
11	student 11	77	81,31	-4,31	18,5761
12	student 12	100	81,31	18,69	349,3161
13	student 13	84	81,31	2,69	7,2361
14	student 14	73	81,31	-8,31	69,0561
15	student 15	78	81,31	-3,31	10,9561
16	student 16	84	81,31	2,69	7,2361
17	student 17	81	81,31	-0,31	0,0961
18	student 18	76	81,31	-5,31	28,1961
19	student 19	84	81,31	2,69	7,2361
	<b>TOTAL</b>	<b>1545</b>			<b>730,1059</b>

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

$$M = \frac{\sum y}{N}$$

$$M = \frac{1545}{19}$$

$$M = 81,31$$

2) Standard Deviation

$$N = 19$$

$$\sum y = 1545$$

$$\sum y = 81,31$$

$$\sum(Y - y) = 730,1059$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{730,1059}{19-1}}$$

$$SD_Y = \sqrt{\frac{730,1059}{18}}$$

$$SD_Y = \sqrt{40,561}$$

$$SD_Y = 6,4$$

The highest, lowest, total, and mean scores from both groups are calculated as a consequence of the post-test. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 20

Post- Test Result of Control Group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	100	73	1545	81,31	6,4



From the table above, it showed that in control group the result calculation of 19 students' scores in post-test in control group proves that they possess the mean score as 81,31 and the standard deviation that was found out has the degree score as 6,4 . From the result, the highest score in the control group was 100 and the lowest score was 73. Based on the result of mean score 81,31 and see the scale classification as a guidance assessment ( 71 - 85 ) so 81,31 is very good.

b. Post test in experimental group

The treatment was provided by the researcher eight times in this research. a pre-test was administered before the first treatment, and a post-test was given at the end of the treatment period. The post-test results are shown in the table below :

Table 21

The Scores of Students' Post Test in Experimental Group

NO	STUDENTS' CODE	X	$\bar{X}$	X-x	$(X-x)^2$
1	students 1	98	94,84	3,16	9,9856
2	student 2	98	94,84	3,16	9,9856
3	student 3	97	94,84	2,16	4,6656
4	student 4	94	94,84	-0,84	0,7056
5	student 5	98	94,84	3,16	9,9856
6	student 6	97	94,84	2,16	4,6656
7	student 7	98	94,84	3,16	9,9856
8	student 8	97	94,84	2,16	4,6656
9	student 9	96	94,84	1,16	1,3456
10	student 10	94	94,84	-0,84	0,7056
11	student 11	94	94,84	-0,84	0,7056
12	student 12	97	94,84	2,16	4,6656

13	student 13	98	94,84	3,16	9,9856
14	student 14	100	94,84	5,16	26,6256
15	student 15	84	94,84	-10,84	117,5056
16	student 16	84	94,84	-10,84	117,5056
17	student 17	92	94,84	-2,84	8,0656
18	student 18	92	94,84	-2,84	8,0656
19	student 19	94	94,84	-0,84	0,7056
	<b>TOTAL</b>	<b>1802</b>			<b>350,5264</b>

To know the standard deviation, researcher must look for the quadrate of score. To make it easier, researcher made the table .

1) Mean Score

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

$$M = \frac{1802}{19}$$

$$M = 94,84$$

2) Standard Deviation

$$N = 19$$

$$\sum x = 1802$$

$$\sum x = 94,84$$

$$\sum (X - x) = 350,5264$$

$$S = .. ?$$

$$SD_x = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_x = \sqrt{\frac{350,5264}{19-1}}$$

$$SD_x = \sqrt{\frac{350,5264}{18}}$$

$$SD_x =$$

$$SD_x = 4,4$$

The goal of the post-test is to determine the highest, lowest, total, and mean scores from both groups. To facilitate the calculation of the score obtained the researcher presents the calculation in the following table :

Table 22

Post- Test Result of Experiemental Group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	100	84	1802	94,84	4,4

From the table above, it showed that in experimental group the result calculation of 19 students' scores in post-test in experimental group proves that they possess the mean score as 94,84 and the standard deviation that was found out has the degree score as 4,4 . From the result, the highest score in the experimental group was 100 and the lowest score was 84. Based on the result of mean score 94,84 and see the scale classification as a guidance assessment ( 86-100 ) so 94,84 is excellent.

### 3. Significant Effect Of TBLT Technique Toward Speaking Students' Ability

To examine the hypothesis, the researcher employed the t-test formula.

The t-test was used to find whether the t obtained indicates a significant fifferece between the mean score groups, the experimental group and

control group. Actually based on the data produced by both group, the reseacher has taken to certify TBLT is effective in improving students speaking ability. Moreover , the calculation is steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. For further information about t test calculation can be seen in following table below :

Table 23  
Data Analysis of Post test in Control Group and Experimental Group

NO	STUDENTS' CODE	CONTROL				EXPERIMEN			
		Y	y	Y-y	( y-Y ) 2	X	X	X-x	( X-x )2
1	student 1	89	81,31	7,69	59,1361	98	94,84	3,16	9,9856
2	student 2	78	81,31	-3,31	10,9561	98	94,84	3,16	9,9856
3	student 3	77	81,31	-4,31	18,5761	97	94,84	2,16	4,6656
4	student 4	77	81,31	-4,31	18,5761	94	94,84	-0,84	0,7056
5	student 5	77	81,31	-4,31	18,5761	98	94,84	3,16	9,9856
6	student 6	84	81,31	2,69	7,2361	97	94,84	2,16	4,6656
7	student 7	80	81,31	-1,31	1,7161	98	94,84	3,16	9,9856
8	student 8	86	81,31	4,69	21,9961	97	94,84	2,16	4,6656
9	student 9	74	81,31	-7,31	53,4361	96	94,84	1,16	1,3456
10	student 10	86	81,31	4,69	21,9961	94	94,84	-0,84	0,7056
11	student 11	77	81,31	-4,31	18,5761	94	94,84	-0,84	0,7056
12	student 12	100	81,31	18,69	349,3161	97	94,84	2,16	4,6656
13	student 13	84	81,31	2,69	7,2361	98	94,84	3,16	9,9856
14	student 14	73	81,31	-8,31	69,0561	100	94,84	5,16	26,6256
15	student 15	78	81,31	-3,31	10,9561	84	94,84	-10,84	117,5056
16	student 16	84	81,31	2,69	7,2361	84	94,84	-10,84	117,5056
17	student 17	81	81,31	-0,31	0,0961	92	94,84	-2,84	8,0656
18	student 18	76	81,31	-5,31	28,1961	92	94,84	-2,84	8,0656
19	student 19	84	81,31	2,69	7,2361	94	94,84	-0,84	0,7056
	<b>TOTAL</b>	<b>1545</b>			<b>730,1059</b>	<b>1802</b>			<b>350,5264</b>

1) Standard Deviation of Post test in control group

N= 19

$$\sum y = 1545$$

$$\sum y = 81,31$$

$$\sum(Y - y) = 730,1059$$

$$S = .. ?$$

$$SD_Y = \sqrt{\frac{(Y-y)^2}{N-1}}$$

$$SD_Y = \sqrt{\frac{730,1059}{19-1}}$$

$$SD_Y = \sqrt{\frac{730,1059}{18}}$$

$$SD_Y = \sqrt{40,561}$$

$$SD_Y = 6,4$$

## 2) Standard Deviation of Post test in Experimental Group

$$N = 19$$

$$\sum x = 1802$$

$$\sum x = 94,84$$

$$\sum(X - x) = 350,5264$$

$$S = .. ?$$

$$SD_X = \sqrt{\frac{(X-x)^2}{N-1}}$$

$$SD_X = \sqrt{\frac{350,5264}{19-1}}$$

$$SD_X = \sqrt{\frac{350,5264}{18}}$$

$$SD_X = \sqrt{19,473}$$

$$SD_X = 4,4$$

## 3) The “ t “ Calculation

$$M_x = 94,84$$

$$M_y = 81,31$$

$$S_x = 4,4$$

$$S_y = 6,4$$

$$N_x = 19$$

$$N_y = 19$$

$$t = \dots ?$$

$$t = \frac{M_x - M_y}{\sqrt{\frac{S_x^2}{N_x} + \frac{S_y^2}{N_y}}}$$

$$t = \frac{94,84 - 81,31}{\sqrt{\frac{4,4^2}{19} + \frac{6,4^2}{19}}}$$

$$t = \frac{13,53}{\sqrt{\frac{19,36}{19} + \frac{40,96}{19}}}$$

$$t = \frac{13,53}{\sqrt{\frac{60,32}{19}}}$$

$$t = \frac{13,53}{\sqrt{3,174}}$$

$$t = \frac{13,53}{1,8}$$

$$t = 7,516$$

$$t\text{-test} = 7,516$$

$$t\text{-table} = t_{N1} + t_{N2-2}$$

$$= 19 + 19 - 2$$

$$= 36$$

$$t_{36} = 2,028 \text{ ( 5 \% significance)}$$

Based on the explanation above, it shows that the t-test is higher than t-table (  $t\text{-test} = 7,516 > t\text{-table} = 2,028$  ). It means that the  $H_a$  is accepted and  $H_o$  is rejected. However the researcher concludes that TBLT technique gives greater effect than conventional technique.

After conduction the result of the treatments, the researcher concludes that :

1. The using traditional technique or conventional technique can depelov students' speaking ability. Although the score of this technique was worse than TBLT technique. the mean score of this technique shows only 40,27 and 39,77. So , the mean score of control group higher than experimental group.
2. The using of TBLT technique was better than conventional technique. It proved from the score in experimental group differs significantly from the students in control group. The mean score in experimental group was 73,22 and 81,33. It means that the score in experimental score higher than control group.

Based on data above, the increasing of the score in control group is not higher than experimental group. It indicated that there was a significant different achievement by using TBLT technique in teaching speaking ability than using conventional technique. Finally, it can be concluded that the using of TBLT technique in teaching speaking ability has a greater contribution and a significant effect on students speaking ability. Based on the result of hyphothesis that says “ there is a significant effect of using TBLT technique on the students' speaking

ability of the second year students of SMKN 1 Rejang Lebong in 2020/2021 academic year “ is Accepted.

## **B. Discussion**

From a presentation point of view, material presented to students in the form of a short dialogue developed through working in pairs can make it easier for students to understand what someone is the teacher said. because by using short dialogue in TBLT students will be more interested in paying attention to the material being taught, the hope is that students will be more understand the material taught by the teacher.

The research was conducted at SMKN 1 RL , because this school is learning by using the TBLT technique not mich used. The teachers at the SMK are still using the lecture learning method conventional with the help of a whiteboard. The use of teaching methods that inappropriate will have an impact which is less than optimal for learning outcomes his students. Inadequate learning process effectiveness is a causative factor low learning outcomes so that researcher interested in using the Task Based Language Teaching to optimize student leaning outcomes.

Therefore, after knowing the steps of the English teacher in SMK teaching using the lecture method, the researcher made observations in the classroom to see if there was feedback between students and teacher. And researcher also looked at student learning outcomes after the teacher applied teaching using lecture method in the class. Among them are students who feel bored and cannot express themselves when english



class starts, their pronunciation is still a lot wrong, their grammar is also a lot that is messed up. so that's why the researcher tried to teach using a new technique namely TBLT in English classes to see if the problems that existed when the teacher there used the lecture method that using TBLT technique could improve students' weaknesses especially in speaking

According to the explanation above, the control class it was taught by using conventional teaching technique. The mean score result from learning by using conventional teaching technique in control class increased from 40,78 to 73,22. It only increased 30,95 point and it could be said that was an increase score of the range score in control class. Based on the data above, the scale classification students speaking ability was very good ( 71-85) because there was an increasing score after they had learn with the conventional teaching technique.

On the other hand, the result of teaching learning process in experiment class, mean score which has taught by learning using TBLT technique also increased from 39,77 to 81,83. It increased 42,06 point and it could be seen that there was a significant effect of using TBLT technique to improve students speaking ability because there was an increasing score. Based on the data above, the scale classification students speaking ability was very good ( 71-85 ) because the mean score was higher than the score got the in the control class after they had learnt with different technique by using TBLT technique. The students were more interested learning by using TBLT technique, it is because the material

connected with social issues or problems. It same with Ellis and Associates' goal is to provide students "food for thought" on a certain issue so that they can establish their own opinions and share them with other students. "TBLT technique can solve the students' problem in speaking skill," Ellis remarked.

Besides that, it is found that there is effect of using TBLT method in teaching. The students was devide to some pairs or groups. The students worked and discussed together about the theme of material. They practice together and understand their charachter that they would play in front of class. Sometime , the students problems to speak in front of class are they afraid to speak wrong pronunciation and shy to speak in front of class. But , by using TBLT technique the students was more confident and the level of students participation has increased like never before.

The students interacted, practiced, and enjoyed the theme because it happen in daily of life, so that students don't feel bored when speaking class starts. Besides that, students no longer have difficulty expressing their ideas to their friends in speaking and also the structure of language and pronunciation in their english field has also improved tremendously. It is because TBLT is a technique for exploring the conflicts and issues. It is appropriate with Brown and Yule's theory, there are two categories function of language, namley: Transactional function is emphasize in transfer information and interactional function is emphasize the language main purpose that defend social communication.

Further, as Lado pointed out, speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. The students with good speaking ability can be influenced by people that are capable to express their idea, thought and feelings as clear as possible. Besides a good attitude in a speaking and pronouncing the word correctly is also important thing to make a good speaking because communication can be required by people that understand about what other people say. Through TBLT method, the teacher gives some freedom in approaching the problem or objective. In the other hand, in the control class the researcher used traditional method to teach English in the class namely; a speech, memorizing and doing the exercises. Teaching is a dynamic activity. Teachers need to know their students well and be able to adapt their teaching styles to a particular classroom and to individual students. Effective teaching requires good teaching methods.

There was some reasons why the result of post test in experimental class increased based on Lado Namely :<sup>54</sup>

1. TBLT gives students time to think about a problem/topic.
2. TBLT improves students' oral communication by encouraging critical thinking and meaningful interaction.

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<sup>54</sup> Lado, R. (1961). *Language Testing: The Construction and Use of Foreign Language Tests*. London: Longman.

3. TBLT assists and promotes students as subjects of learning, as well as creating a democratic environment in which students are allowed to develop and present their arguments.

Based on explanation above, there any significant difference effect of TBLT and conventional technique, it showed from the t- test is higher than t- table ( $t\text{-test} = 2,750 > t\text{-table} = 2,032$  ). It means that the  $H_a$  is accepted and  $H_o$  is rejected. The researcher discussed about the effect of using TBLT technique on the students speaking ability at SMKN 1 Rejang Lebong as the population of the research. Based on the result of calculating score of both class, the experimental and control class above, it was found that there was a significant effect of using TBLT on the students speaking ability. The result of calculation for the experiment class showed that they had higher score than the result of calculation for the control class. From the explanation above, the result of the mean score in experiment class was higher than control class .

Finally, it can be stated that employing the TBLT technique to teach speaking had a considerable impact on students' ability to communicate. The students enjoyed using TBLT strategy as they could speak briefly. However, it takes time to make them get used to this strategy because this strategy was new for them. Based on the study, the difficulties in speaking were students used to they are were nor brief speak, shy to speak, and low of vocabulary. When they used TBLT, they could reduce their difficulties.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result in the previous chapter and after conduction the result of the treatments, the researcher concludes that :

1. The using traditional technique or conventional technique can depelov students' speaking ability. Although the score of this technique was worse than TBLT technique. the mean score of this technique shows only 40,27 and 39,77. So , the mean score of control group higher than experimental group.
2. The using of TBLT technique was better than conventional technique. It proved from the score in experimental group differs significantly from the students in control group. The mean score in experimental group was 73,22 and 81,33. It means that the score in experimental score higher than control group.
3. The increasing of the score in control group is not higher than experimental group. It indicated that there was a significant different achievement by using TBLT technique in teaching speaking ability than using conventional technique. Finally, it can be concluded that the using of TBLT technique in teaching speaking ability has a greater contribution and a significant effect on students speaking ability. Based on the result of hypohthesis that says “ there is a significant effect of using TBLT technique on the students' speaking ability of the second year

students of SMKN 1 Rejang Lebong in 2020/2021 academic year “ is Accepted.

## **B. Suggestion**

Some suggestions may be advisable based on the result of research are :

One of the ways that can be used in developing students' speaking ability except using of conventional technique is by changing the technique or making the technique in improving students speaking ability more various than before, so that the technique will not monotonous in every teaching learning process, one of them is using TBLT technique.

1. The teacher should consider that using TBLT Method is one of the alternative techniques in developing students' speaking ability , which make the the student enjoyable by using it. It is recommended that teachers design some of the content of the textbooks they use according to the procedures and principles of TBLT. By doing so, they can vary their teaching procedures, and as a result, their students will be more interested in learning English as a foreign language.
2. The last, students as the actor in doing the tasks are suggested to learn and have understanding before doing the task. From the TBLT technique , the teachers eager to invite students to speak up their understanding of the dialog text.

Based on the conclusions above, the researcher would like to suggest that TBLT strategy can be applied at Vocational high school, especially at SMKN 1 Curup, in order to develop and improve the students' speaking

ability. It is hoped that there would be a similar study by using this strategy including other skills, such as writing, listening, and reading interestedly. In this way the result of teaching and learning English as a foreign language hopefully will be much better.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : 541 /In.34/FT/PP.00.9/08/2021  
 Lampiran : Proposal dan Instrumen  
 Hal : Permohonan Izin Penelitian

12 Agustus 2021

Kepada Yth. **Kepala Cabang Dinas Pendidikan**  
**Wilayah II Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Saprudin  
 NIM : 17551061  
 Fakultas/Prodi : Tarbiyah / TBI  
 Judul Skripsi : The Effectiveness of using Youtube Video as Teaching Media in Task Based Language Teaching to Improve Students Speaking Ability  
 Waktu Penelitian : 12 Agustus s.d 12 November 2021  
 Tempat Penelitian : SMKN 1 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

Wakil Dekan I,  
  
 Baryanto, MM., M.Pd  
 NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



**PEMERINTAH PROVINSI BENGKULU**  
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**SURAT REKOMENDASI**

Nomor : 420/ 672 /Cabdin.II/ 2021

Yang bertanda tangan dibawah ini:

Nama : **Sabirin Absah, S.Pd**  
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 Jabatan : Kepala Sub Bagian Tata Usaha.  
 Instansi : Cabang Dinas Pendidikan Wilayah II Curup.

Berdasarkan Surat Izin Penelitian dari Ketua Sekolah Tinggi Institut Agama Islam Negeri Curup (IAIN) Fakultas Tarbiyah nomor: 551/In.34/FT/PP.00.9/07/2021 tanggal 12 Agustus 2021 dan Surat Izin Penelitian dari Kepala SMK N 1 Rejang Lebong Nomor: 421.5/473/PL/SMAK1/2021 tanggal 4 September 2021 untuk mahasiswa:

Nama : Saprudin  
 NIM : 17551061  
 Program Studi : TBI  
 Fakultas : Tarbiyah  
 Tempat Penelitian : SMK NEGERI 1 Rejang Lebong  
 Waktu Penelitian : 12 Agustus 2021 s.d 12 November 2021

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan Karya Ilmiah dengan judul “ **The Effectiveness of using youtube video as Teaching Media in Task Based Language Teaching to Improve Students Speaking Ability**”

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 08 September 2021

An. Kepala Cabang Dinas Pendidikan  
 Wilayah II Curup.

Kepala Sub Bagian Tata Usaha.



**Sabirin Absah, S.Pd**

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Tembusan Yth

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 Cq. Kepala Bidang Pembinaan SMA
2. Rektor IAIN Curup  
 Cq. Dekan Fakultas Tarbiyah
3. Kepala SMKN 1 Rejang Lebong



**PEMERINTAH PROVINSI BENGKULU  
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**SURAT IJIN MELAKUKAN PENELITIAN**

Nomor : 421.5/~~493~~PL/SMKN1/2021

Berdasarkan Surat Dekan Fakultas Tarbiyah IAIN Curup, No. 561/In.34/FT/PP.00.9/08/2021, tanggal 12 Agustus 2021, Perihal Permohonan Ijin Penelitian, maka Kepala SMK Negeri 1 Kab. Rejang Lebong Prov. Bengkulu, Memberikan ijin kepada :

Nama : Saprudin  
NPM : 17551061  
Asal : Tadris Bahasa Inggris Fakultas Tarbiyah IAIN Curup  
Judul : The Effectiveness of using Youtube Video as Teaching Media in Task Based Language Teaching to Improve Student Speaking Ability.  
Waktu : 12 Agustus 2021 s.d 12 November 2021

Untuk melakukan penelitian pada SMKN 1 Rejang Lebong dan memberikan laporan tertulis kepada Kepala Sekolah setelah kegiatan penelitian selesai.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 4 September 2021  
Kepala Sekolah  
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**Tembusan**

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- Ka Cabdin Wil. II Curup
- Ybs
- Arsip

ИВАН СЕРГЕЕВ

NO	ДАТА	Название задачи	Решение I	Исполнение I
1	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
2	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
3	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
4	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
5	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
6	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
7	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
8	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$

ИВАН СЕРГЕЕВ

NO	ДАТА	Название задачи	Решение II	Исполнение II
1	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
2	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
3	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
4	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
5	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
6	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
7	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$
8	12/01/2021	Уравнение Лагранжа	$\frac{1}{2}$	$\frac{1}{2}$



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Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Effect of Using Youtube Videos in Task Based Language Teaching to Improve Students' Speaking Ability**

Penulis : Saprudin

NIM : 17551061

Dengan tingkat kesamaan sebesar 10%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 14 Juni 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



**Surat pernyataan  
( Informed content )  
Sebagai interrater penelitian**

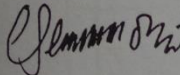
Yang bertanda tangan dibawah ini, saya :

Nama : Farida Gmiah  
Umur : 40 th  
Pekerjaan : Dosen Poltekes Kemenkes Curup

Setelah mendapat penjelasan dari peneliti tentang penelitian dengan judul : **"The effectiveness of using YouTube videos as teaching media in task based language teaching to improve student's speaking ability"**. Setelah mendapat petunjuk tentang pelaksanaan penilaian maka dengan ini menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas performa speaking dari siswa/i kelas XII SMKN 1 Rejang Lebong.

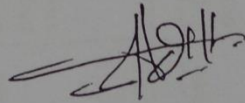
Demikian surat pernyataan ini saya buat sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan sebaik-baiknya sebagai pegangan bagi si peneliti dan pihak lain yang berkepentingan dalam penelitian ini.

Peneliti

  
(SAPRUDIN)

Curup,

Interrater reliability

  
( Farida Gmiah )

( SPEAKING TALKING ABOUT )

NAME : .....

CLASS : .....

DATE : .....

SCORES : ...../ 25 post test

<b>Pronunciation</b>	5 Easy to understand and has native speaker accents	4 Easy to understand even with a certain accent	3 There is a pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings	2 There is more pronunciation issue that keeps the listener from full concentration and sometimes create misunderstandings	1 Pronunciation problems are so serious that they cannot be understood
	5 No or few grammatical errors	4 Sometimes make grammatical errors but not affect the meaning	3 Often make grammatical mistakes the affect meaning	2 Many grammatical errors that block meaning and often rearrange sentences	1 Grammatical mistakes are so severe that they are difficult to understand
<b>Grammar</b>	5 Use vocabulary and expressions like native speakers	4 Sometime use inappropriate vocabulary	3 Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary	2 Using vocabulary incorrectly and limited vocabulary so difficult to understand	1 Vocabulary is so limited that conversations are impossible
	5 It is fluent as native speakers	4 It seems slightly disturbed by language problems	3 It somewhat disturbed by language problems	2 Hesitated and stalled due to language limitations	1 Talk is discontinuous and interrupted so that conversation is impossible
<b>Fluency</b>	5 Understanding all without difficulty	4 Understand almost everything, even if there is repetition in certain sections	3 Understand most of what is said when talking is slowed somewhat despite repetition	2 It's hard to keep up with what's being said	1 Cannot understand even simple conversation

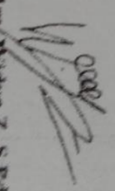


**EXPERT VALIDATION FORM**

For each question, please give your responses by checking in column provided below :

No.	Statement	Yes	No	Notes (if any)
1	Is the test suitable in terms related on syllabus ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Is the test suitable in terms of the length ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Is the test suitable in terms of difficulty ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	Is the number of item enough ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
5	Is the test question understandable ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Is the time allotment enough ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Validator

  
 (M. Widya Z. S.Pd)  
 NIP. 1985060620090032010

**THE SCORES OF HOMOGENITY**

NO	TITL 1	TITL 2	TKJ	DPIB
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1	72	28	60	61
2	24	80	56	54
3	44	80	76	75
4	80	32	45	43
5	60	24	65	73
6	36	28	87	85
7	24	12	67	66
8	80	24	56	54
9	60	20	67	68
10	36	35	34	65
11	24	40	54	60
12	72	52	24	25
13	44	45	76	75
14	32	40	87	88
15	60	40	60	62
16	24	48	60	61
17	68	36	55	54
18	72	30	54	55
19	28	20	56	70
20	20	60	70	71
21	28			13
22	44			
23	56			
24	72			
25	16			
<b>TOTAL</b>	<b>1176</b>	<b>774</b>	<b>1209</b>	<b>1278</b>
	<b>47,04</b>	<b>38,7</b>	<b>60,45</b>	<b>60,86</b>

## SILABUS

### Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA/SMK

Kelas : XII (Dua Belas)

**Kompetensi Inti :**

**KI-1 dan KI-2:**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

**KI 3:**

1. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI4:**

1. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	<b>Teks ilmiah faktual (<i>factual report</i>) lisan dan tulis tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</b>	<b>MENGAMATI</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan membaca banyak kalimat pernyataan dan pertanyaan fakta dan pendapat, dalam berbagai konteks.</li> <li>• Siswa mengikuti interaksi</li> </ul>

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2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

*Fungsi sosial*

Menguraikan gambaran umum tentang gejala alam, sosial, dan benda-benda buatan manusia, secara objektif dan ilmiah.

*Struktur text*

- (1) Penyebutan jenis atau golongan dari obyek yang dipaparkan
- (2) Deskripsi obyek termasuk nama, sifat dan perilaku yang umum ditemukan/ dilihat.

tentang fakta dan pendapat selama proses pembelajaran, dengan bimbingan guru.

- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan fakta dan pendapat.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan menanyakan fakta dan pendapat (fungsi sosial, struktur teks, dan unsur kebahasaan).

**Menpertanyakan**

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan fakta dan pendapat yang ada dalam bahasa Inggris, perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.

**Mengeksplorasi**

- Siswa menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur.
- Siswa berusaha menyatakan dan menanyakan fakta dan pendapat dalam bahasa Inggris dalam proses pembelajaran.

3.6.Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks ilmiah berbentuk *factual report*, sesuai dengan konteks pembelajaran di mata pelajaran lain di Kelas XII.

4.4.Menangkap makna dalam teks ilmiah faktual (*factual report*) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.

4.5.Menyusun teks ilmiah faktual (*factual report*) lisan dan tulis, tentang benda, binatang dan gejala/ peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### *Unsur kebahasaan*

- (1) Penyebutan kata benda umum, singular dan plural
- (2) Kalimat dengan kata kerja *be, have, look, need, breed*, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi.
- (3) Penamaan dengan istilah ilmiah.
- (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
- (6) Rujukan kata

#### *Topik*

Benda, binatang dan gejala/peristiwa alam terkait dengan mata pelajaran lain di Kelas XII

#### **MENGASOSIASI**

- Siswa membandingkan ungkapan fakta dan pendapat yang telah dipelajari dengan ungkapan-ungkapan lainnya.
- Siswa membandingkan antara ungkapan fakta dan pendapat dalam bahasa Inggris dengan ungkapan fakta dan pendapat dalam bahasa ibu atau bahasa Indonesia.

#### **Mengkomunikasikan**

- Siswa membuat klipng teks report dengan menyalin dan beberapa sumber.
- Siswa membuat jurnal belajar (*learning journal*)

**Mengetahui ,**



**Kepala Sekolah SMKN 1 RL**

**Guru Mapel Bahasa Inggris**

**Drs. Hartono**  
**NIP. 198506062009032010**

**Mrs. Widya Z S.Pd**  
**NIP . 196402171995121991**

## **RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Nama satuan pendidikan : SMK N 1 REJANG LEBONG

Mata Pelajaran : Bahasa Inggris

Kelas/semester : XII/I (Ganjil)

Materi pokok : Teks Report ( Laporan)

Alokasi waktu : 6 x 45 menit

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif

dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

### B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International	
1.1 Mengembangkan perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.	Memberi dan menjawab salam yang diberikan guru dan teman dengan baik. Terlibat aktif dalam pembelajaran
1.2 Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	“Factual Report” Percaya diri dalam menerapkan dan merespond ekspresi “Introducing oneself and others ” secara lisan
1.3 Mengembangkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi	Bekerjasama dalam kegiatan berkelompok

<p>fungsional.</p>	
<p>3.6 Menganalisis struktur teks, unsur kebahasaan, dan fungsi sosial dari teks <i>factual report</i> berbentuk teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial,</p>	<p>Menganalisis <i>factual report</i> terkait dengan struktur bahasa, kosakata dan tenses yang digunakan</p>
<p>sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XII.</p> <p>4.7 Menangkap makna dalam teks ilmiah faktual (<i>factual report</i>) lisan dan tulis tentang benda, binatang dan gejala/peristiwa alam, terkait dengan mata pelajaran lain di Kelas XII.</p>	<p>Menjelaskan fungsi <i>factual report</i></p> <p>Menjelaskan isi/gagasan dari setiap paragraph</p> <p>Mengidentifikasi berbagai informasi yang terdapat dalam teks berbentuk report.</p> <p>Menyusun teks report secara tertulis</p>
<p>4.8 Menyusun teks ilmiah faktual (<i>factual report</i>), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan</p>	<p>Membuat pertanyaan berdasarkan teks tersebut</p>

<p>peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XII, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
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### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi teks factual report
2. Menganalisis penggunaan tense dalam menulis factual report
3. Mengidentifikasi berbagai informasi yang terdapat dalam teks berbentuk report.
4. Menyusun teks factual report secara tertulis dengan menggunakan grammar yang tepat
5. Menentukan kosakata yang tepat dalam menyusun teks factual report

Fungsi sosial : Memberikan informasi lebih detail

Struktur teks :

Texts Report

General Facts : S. PRESENT TENSE

S+V1/s + O

S+ (is/am/are) + Non Verb

Fact in the Past : S. PAST TENSE

S+V2 + O

S+ (was/were) + Non Verb

Fact in the future :S. FUTURE TENSE

S+WILL+V1

S+ (WILL BE) + Non Verb

### D. Metode Pembelajaran

Pendekatan : Scientific approach  
 Metode : Task Based Learning

### **E. Media, Alat, dan Sumber Pembelajaran**

1. Media : YOUTUBE
2. Alat : Whiteboard, blackboard, spidol/boardmarker, kapur
3. Sumber Pembelajaran : LKS Teks report

### **F. Langkah Langkah Kegiatan Pembelajaran**

#### **Pertemuan 1**

#### **Kegiatan Pendahuluan ( 15')**

- Guru memberi salam;
- Guru memimpin doa;
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan.

#### **Kegiatan Inti (65')**

##### Mengamati

- Peserta didik mengamati video di YouTube tentang sebuah teks factual report
- Peserta didik menganalisis beberapa kata kerja yang terdapat dalam teks tersebut
- Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi tenses yang digunakan dalam sebuah factual report

##### Mempertanyakan

- Dengan pengarahannya guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari text
- Peserta didik memperoleh pengetahuan tambahan dari text factual report tentang isi/ide utama dari setiap paragraph dari factual report tersebut

##### Bereksplorasi

- Peserta didik dibentuk menjadi kelompok berpasangan
- Peserta didik berdiskusi dengan kelompoknya dalam menyusun teks factual report

- Peserta didik berdiskusi dengan kelompoknya menyusun 3 pertanyaan

### **Kegiatan Penutup ( 10')**

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru memberikan penugasan berupa tugas untuk membuat teks factual report dalam power point
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;
- Guru dan peserta didik mengucapkan salam perpisahan.

## **Pertemuan ke 2**

### **Kegiatan Pendahuluan ( 15')**

- Guru memberi salam;
- Guru memimpin doa;
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan.

### **Kegiatan Inti ( 65')**

#### Mengamati

- Peserta didik mengamati beberapa teks yang disajikan dari tugas masing –masing kelompok

#### Bereksplorasi

- Peserta didik berdiskusi dengan kelompoknya informasi tersirat, tersurat dan beberapa synonym dari kata-kata dalam text

#### Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi tentang factual report di depan kelas;
- Peserta didik bersama-sama menjawab pertanyaan yang telah dibuat dari factual report teks;
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi factual report.

### **Kegiatan Penutup (10')**

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa;
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;
- Guru dan peserta didik mengucapkan salam perpisahan.

### **Pertemuan ke 3**

#### **Kegiatan Pendahuluan ( 15')**

- Guru memberi salam;
- Guru memimpin doa;
- Guru memeriksa kehadiran siswa;
- Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Guru menyampaikan cakupan materi dan uraian kegiatan.

#### **Kegiatan Inti ( 65')**

##### Mengamati

- Peserta didik mengamati beberapa teks yang disajikan dari tugas masing –masing kelompok
- Mengasosiasikan
- Peserta didik menyusun teks factual report

##### Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi tentang factual report di depan kelas;

- Peserta didik bersama-sama menjawab pertanyaan yang telah dibuat dari factual report teks;
- Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi factual report

### **Kegiatan Penutup (10')**

- Guru dan peserta didik melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa;
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;
- Guru dan peserta didik mengucapkan salam perpisahan.
- 

### **G. Penilaian :**

Teknik Penilaian:

Penilaian Sikap : Observasi/Pengamatan

Penilaian Pengetahuan : Tes tulisan

Penilaian Keterampilan: Praktek

### **H. Bentuk Instrument :**

Bentuk instrument : text report text

### **I. Pedoman Penilaian :**

#### Scoring Rubric for Speaking Test

No	SPEAKING ASSESSMENT		
	Aspects	Score	Description
1	Pronunciation	5	Easy to understand and has native speaker accents
		4	Easy to understand even with a certain accent
		3	There is a pronunciation issue that keeps



			the listener in full concentration and sometimes misunderstandings
		2	There is a pronunciation issue that keeps the listener in full concentration and sometimes misunderstandings
		1	Pronunciation problems are so serious that they can not be understood
2	Grammar	5	No or few grammatical errors
		4	Sometimes make grammatical errors but not effect the meaning
		3	Often make grammatical mistakes that affect meaning
		2	Many grammatical errors that block meaning and often rearrange sentences
		1	Grammatical mistakes are so severe that they are difficult to understand
3	Vocabulary	5	Use vocabulary and expressions like native speakers
		4	Sometime use inappropriate vocabulary
		3	Often using inappropriate vocabulary, the conversation becomes limited due to the limitations of the vocabulary
		2	Using vocabulary incorrectly and limited vocabulary so difficult to understand
		1	Vocabulary is so limited that conversations are impossible
4	Fluency	5	It current as native speakers
		4	It seems slightly disturbed by language problems
		3	It somewhat disturbed by language

			problems
		2	Hesitated and stalled due to language limitations
		1	Talk is discontinuous and interrupted so that conversation is impossible
5	Comprehension	5	Understanding all without difficulty
		4	Understand almost everything, even if there is repetition in certain sections
		3	Understand most of what is said when talking is slowed somewhat despite repetition
		2	It's hard to keep up with what's being said
		1	Can not understand even simple conversation

#### The Rating Scale Classification

<b>Classification</b>	<b>Scale</b>
Excellent	86 -100
Very Good	71 – 85
Good	56 – 70
Very Poor	41 – 55
Poor	0 – 40

**Curup , 17 September 2021**

**Mengetahui,**

**Guru SMKN 1 Rejang Lebong**

**Mahasiswa**

**(Mrs. Widya Z, S.Pd)**

**(Saprudin)**

**NIP.198506062009032010**

**NIM.17551061**

### **BLUEPRINT OF THE TEST**

<b>Test Objective</b>	<b>Course Description</b>	<b>Indicators of The Test Items</b>	<b>Number Question</b>
Measuring students' speaking ability by identify them based on material of the report text	Students' can compile oral and written, short and simple report text related to learning material in class XII by paying attention to social functions, text structure and linguistic elements correctly and presenting them in front of the class	<ol style="list-style-type: none"> <li>1. Students' can report, tell, share, and take examples with their pairs or groups</li> <li>2. Students' can compose the report text at least 4 lines of sentences based on main idea</li> <li>3. By considering some indikator below :               <ol style="list-style-type: none"> <li>a. declarative and interrogative sentences in simple past, past continuous, present Perfect, and others as needed</li> <li>b. time conjunctive adverbs: first, then, after that, before, when, at least, finally, etc.</li> <li>c. speech, stress, intonation, spelling, punctuation, and handwriting</li> </ol> </li> <li>4. In pre-test, the theme of report</li> </ol>	1 Item

- text is Tsunami
5. In post-test, the theme of report  
text is Bengkulu City

Note :

1= Poor

2= Fair

3= Good

4= Excellent

Final Score =  $\frac{\text{Obtained Score}}{\text{Max. Score}} \times 100 \%$

**Validator**

**(Mrs. Widya Z, S.Pd)**

**NIP.198506062009032010**

## RESEARCH INSTRUMENT



### THE EFFECTIVNESS OF USING YOUTUBE AS TEACHING MEDIA IN TASK BASED LANGUAGE TEACNHING TO IMPROVE STUDENTS' SPEAKING ABILITY AT THE XII GRADE OF SMKN 1 REJANG LEBONG IN 2021 ACADEMIC YEAR

Item : Post-test

Name :

Petunjuk pengisian :

Class :

1. Instrumen ini adalah alat yang digunakan untuk mengetahui kemampuan berbicara adik-adik setelah penerapan task based language teachning technique dalam keterampilan berbicara ( students' speaking ability ) di sekolah anda.
2. Hasil tes ini tidak akan mempengaruhi nilai adik-adik dalam mata pelajaran Bahasa Inggris karena hasil tes ini semata mata digunakan untuk perihal kepentingan penelitian.
3. Atas pertisipasi, dukungan,dan kerjasamanya peneliti mengucapkan terima kasih
4. Isilah identitas anda sesuai dengan kotak yang disediakan
5. Dalam pengerjaan test ,anda diperbolehkan membuka kamus untuk membantu tambahan kosakata kalian.
6. Anda diberikan waktu selama 20 menit untuk mengerjakan test ini
7. Selamat mengerjakan !

QUESTION

**Make short dialogues in groups or pairs using English with the theme Bengkulu City. Each student can design and identify at least 3 lines of main ideas. Then present your work in front of your friends in the class!**

**Validator**

**Mrs. Widya Z, S.Pd**

**Nip.1985060620090320**

### EXPERT VALIDATION FORM

For each question. Please give your response by thickening in column provided below :

No	Statement	Yes	No	Notes ( if any )
1.	Is the test suitable in terms related on syllabus ?	✓	-	
2.	Is the test suitable in terms of the length ?	✓	-	
3.	Is the test suitable in terms of difficulty ?	✓	-	
4.	Is the number of item enough ?	✓	-	
5.	Is the test question understandable ?	✓	-	
6.	Is the time allotment enough ?	✓	-	

Validator

(Mrs. Widya Z., S.Pd)  
NIP.198506062009032010

### VALIDITY AND REABILITY

NO	X	Y	X2	Y2	XY
1	70	85	4900	7225	5950
2	75	85	5625	5625	5625
3	85	80	7225	6400	6800
4	80	90	6400	8100	7200
5	90	70	8100	4900	6300
6	60	90	3600	5625	4500
7	55	80	3025	6400	4400
8	60	85	3600	7225	5100
9	65	85	4225	3600	3900
10	85	90	7225	3025	4675
11	70	85	4900	4489	4690
12	68	80	4624	5625	5100
13	78	89	6084	7921	6942
14	90	80	8100	6400	7200
15	95	80	9025	6084	7410
16	87	87	7569	7569	7569
17	80	85	6400	3600	4800
18	80	80	6400	6400	6400
19	90	85	8100	7225	7650
20	70	90	4900	8100	6300
21	87	80	7569	6400	6960
22	75	70	5625	4900	5250
23	70	85	4900	7225	5950
24	86	80	7396	6400	6880
25	85	90	7225	8100	7650
<b>TOTAL</b>	<b>1936</b>	<b>1951</b>	<b>152742</b>	<b>154563</b>	<b>151201</b>

a. validity

$$r_{xy} = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r_{xy} = \frac{83850}{\sqrt{(85050)(91475)}}$$

$$r_{xy} = \frac{83850}{\sqrt{7780}}$$



$$r_{xy} = \frac{83850}{8820}$$

$$r_{xy} = 0,95 \text{ ( Highest )}$$

b. reability

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

$$r = \frac{25(83850) - (1420)(1985)}{\sqrt{\{25(85050) - (1420)^2\}\{25(91475) - (1485)^2\}}}$$

$$r = \frac{2096250 - 2100700}{\sqrt{(2126250 - 2016400)(2286875) - 2205225}}$$

$$r = \frac{-1245}{2995}$$

$$r = 0,415 \text{ ( Enough )}$$

**The Scores Of Students' Pre-test in Control Group**

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>Y</b>	<b>y</b>	<b>Y - y</b>	<b>( Y - y ) 2</b>
1	student 1	45	40,78	4,22	17,8084
2	student 2	42	40,78	1,22	1,4884
3	student 3	41	40,78	0,22	0,0484
4	student 4	42	40,78	1,22	1,4884
5	student 5	44	40,78	3,22	10,3684
6	student 6	44	40,78	3,22	10,3684
7	student 7	44	40,78	3,22	10,3684
8	student 8	40	40,78	-0,78	0,6084
9	student 9	32	40,78	-8,78	77,0884
10	student 10	38	40,78	-2,78	7,7284
11	student 11	49	40,78	8,22	67,5684
12	student 12	36	40,78	-4,78	22,8484
13	student 13	44	40,78	3,22	10,3684
14	student 14	36	40,78	-4,78	22,8484
15	student 15	34	40,78	-6,78	45,9684
16	student 16	40	40,78	-0,78	0,6084
17	student 17	46	40,78	5,22	27,2484
18	student 18	42	40,78	1,22	1,4884
19	student 19	36	40,78	-4,78	22,8484
	<b>TOTAL</b>	<b>775</b>			<b>359,1596</b>

**The Scores of Students' Pre Test in Experimental Group**

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>X</b>	<b>x</b>	<b>X -x</b>	<b>( X -x ) 2</b>
1	student 1	53	37,21	15,79	249,3241
2	student 2	41	37,21	3,79	14,3641
3	student 3	36	37,21	-1,21	1,4641
4	student 4	44	37,21	6,79	46,1041
5	student 5	36	37,21	-1,21	1,4641
6	student 6	28	37,21	-9,21	84,8241
7	student 7	33	37,21	-4,21	17,7241
8	student 8	33	37,21	-4,21	17,7241
9	student 9	40	37,21	2,79	7,7841
10	student 10	25	37,21	-12,21	149,0841
11	student 11	42	37,21	4,79	22,9441
12	student 12	37	37,21	-0,21	0,0441
13	student 13	38	37,21	0,79	0,6241
14	student 14	38	37,21	0,79	0,6241
15	student 15	41	37,21	3,79	14,3641
16	student 16	46	37,21	8,79	77,2641
17	student 17	6	37,21	-31,21	974,0641
18	student 18	30	37,21	-7,21	51,9841
19	student 19	60	37,21	22,79	519,3841
	<b>TOTAL</b>	<b>707</b>			<b>2251,158</b>

**The Scores of Students' Post test in control group**

<b>NO</b>	<b>STUDENTS' CODE</b>	<b>Y</b>	<b>y</b>	<b>Y-y</b>	<b>(y-Y) 2</b>
1	student 1	89	81,31	7,69	59,1361
2	student 2	78	81,31	-3,31	10,9561
3	student 3	77	81,31	-4,31	18,5761
4	student 4	77	81,31	-4,31	18,5761
5	student 5	77	81,31	-4,31	18,5761
6	student 6	84	81,31	2,69	7,2361
7	student 7	80	81,31	-1,31	1,7161
8	student 8	86	81,31	4,69	21,9961
9	student 9	74	81,31	-7,31	53,4361
10	student 10	86	81,31	4,69	21,9961
11	student 11	77	81,31	-4,31	18,5761
12	student 12	100	81,31	18,69	349,3161
13	student 13	84	81,31	2,69	7,2361
14	student 14	73	81,31	-8,31	69,0561
15	student 15	78	81,31	-3,31	10,9561
16	student 16	84	81,31	2,69	7,2361
17	student 17	81	81,31	-0,31	0,0961
18	student 18	76	81,31	-5,31	28,1961
19	student 19	84	81,31	2,69	7,2361
	<b>TOTAL</b>	<b>1545</b>			<b>730,1059</b>

## The Scores of Students' Post Test in Experimental Group

NO	STUDENTS' CODE	X	x	X-x	( X-x ) <sup>2</sup>
1	students 1	98	94,84	3,16	9,9856
2	student 2	98	94,84	3,16	9,9856
3	student 3	97	94,84	2,16	4,6656
4	student 4	94	94,84	-0,84	0,7056
5	student 5	98	94,84	3,16	9,9856
6	student 6	97	94,84	2,16	4,6656
7	student 7	98	94,84	3,16	9,9856
8	student 8	97	94,84	2,16	4,6656
9	student 9	96	94,84	1,16	1,3456
10	student 10	94	94,84	-0,84	0,7056
11	student 11	94	94,84	-0,84	0,7056
12	student 12	97	94,84	2,16	4,6656
13	student 13	98	94,84	3,16	9,9856
14	student 14	100	94,84	5,16	26,6256
15	student 15	84	94,84	-10,84	117,5056
16	student 16	84	94,84	-10,84	117,5056
17	student 17	92	94,84	-2,84	8,0656
18	student 18	92	94,84	-2,84	8,0656
19	student 19	94	94,84	-0,84	0,7056
	<b>TOTAL</b>	<b>1802</b>			<b>350,5264</b>











## BIOGRAPHY



Saprudin was Born in Babatan, Muara Enim Regancy, Palembang in Oktober 14<sup>th</sup> 1997. He is the first son of Mr. Suparhadi and Mrs. Jumai Anna. He have two siblings namely Ranni .R and Sepri Julianita. He studied at SDN 3 SDL, Muara enim in 2008. He continued his study at SMPN 5 SDL Muara Enim in 2013. During 2013-2015 he studied at SMKN 1 SDL, Muara Enim. Then he continued his study at IAIN Curup in English Tadris Study Program Department. During his study, he has followed organizations both intra and extra campus, there are :

1. **HMPS TBI ( Himpunan Mahasiswa program study tadris bahasa inggris )** as the member of social devition during 2018-2019
2. **SBPP ( Sanggar Bumei Pat Petulai )** as the member of dance Rejang Lebong during 2019-2020
3. **Hmi (Himpunan Mahasiswa Islam)** As the member