IMPROVING STUDENTS’ SPEAKING SKILL IN MASTERING TRANSACTIONAL AND INTERPERSONAL DIALOGUES THROUGH TASK BASED-MATERIAL (A Classroom Action Research Conducted at the Second Grade of SMP N 14 Surakarta in Academic Year of 2009/2010)

A thesis

Ratih Dewi Suparno
X2208535

TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2010

commit to user
ABSTRACT


This thesis is written to identify the improvement of students’ speaking skill by using task-based material. The objectives of the research are to describe whether or not task-based material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogues and to find out to what extent task-based material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogues.

The method used in this research is action research. The research was conducted in two cycles from February 16th to March 9th 2010 to the eight grade students of SMPN 14 Surakarta. The research data were collected by using techniques of qualitative and quantitative data collection which include: observation, interview, research diary and pre-test and post-test. Audio-video recording and photographs were also taken during the implementation of the research to provide more accurate data. The data are analyzed through re-reading the research diary, pre-research observation report, and field note.

The research finding proves that task-based material is an effective approach in teaching speaking to improve the students’ speaking skill especially in transactional and interpersonal dialogues. The research findings include: 1) Task-based material is able to improve the students’ speaking skill especially in using grammar, using the appropriate vocabulary, and pronouncing the words correctly. Through task-based material, students have a much chance to practice the speaking with the partners. It encourages students to speak and share the problems with the partner and the researcher so that by practicing more they can speak fluently and understand the grammar well; 2) Task-based material is able to improve the process of teaching and learning speaking. For example through task-based material the students are interested in joining the teaching and learning speaking process due to the use of interesting pictures, realia, role play and real dialogues in the class. The students participate in class actively. The students are more active in asking and answering the questions during the lesson and the class is alive. Therefore, task-based material is very potential to be applied in speaking class.
APPROVAL

This thesis has been approved by the consultants to be examined by the board of thesis examiners of the English Department of Teacher Training and Education faculty, Sebelas Maret University Surakarta.

On : Thursday, April 22nd 2010
By : 

Second Consultant            First Consultant,
Hefy Sulistyowati, SS      Drs. M Asrori, M. Pd
NIP. 19781208 200112 2 002     NIP. 19601015 198702 1 001
APPROVAL OF THE EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University and has been accepted as a partial fulfillment of the requirements for getting an Undergraduate Degree of Education in English.

Day : 
Date :

Board of Examiners:
1. Chairman : Teguh Sarosa, S.S., M.Hum. __________
2. Secretary : Drs. A. Dahlan Rais, M. Hum. __________
3. First examiners : Drs. M Asrori, M. Pd. __________
4. Second examiner : Hefy Sulistyawati, SS. __________

Teacher Training and Education Faculty
Sebelas Maret University
Dean,

Prof. Dr. M. Furqon Hidayatulloh, M.Pd
NIP. 196007271987021001
Motto

Try to be a kind person,
Believe..
You will get easiness in your life.
Trust it!!!

It is nice to be important, but it is more important to be nice.

(Ray. Febri Hapsari Dipokusumo)
Dedication

This final project is dedicated to:

* my beloved father, Bp. Suparno (RIP)
* my strong Mom, Ibu Monica
* my beautiful sister, mb Tina
* my family….
* my friends….
* my lovely Primz.
ACKNOWLEDGEMENT

First of all the writer would like to thank to Jesus Christ for blessing and guiding her in finishing this thesis. All praise and thanks be only for Him, the Almighty God that gives his blessing, help and easiness in doing activities and for all happiness in the world. So those, the writer can finish her thesis.

However, it is impossible to the writer to finish the thesis without any helps and supports from all people. In the process of her study, she received support, contribution, and assistance from many people. Thus, there are honorable people that are important to the writer to whom she can only express her gratitude:

1. The Dean of Teacher Training and Education Faculty for approving this thesis.
2. The Head of English Department of Teacher Training and Education Faculty for giving the writer permission to write the thesis.
3. Drs. M Asrori, M. Pd, the writer’s first consultant for his patience, guidance, and suggestions.
4. Hefy Sulistyowati, SS, the writer’s second consultant for her patience, guidance, and suggestions.
5. Hj. Ratna Purwaningtyastuti, S.Pd, M.Pd as the headmaster of SMPN 14 Surakarta for giving the permission to have a research in the school.
6. Kitri Katon Peni, S.Pd as the English teacher of the eighth class who helped the writer in doing the research.
7. Pak Dar, Pak Agus, Ibu Tri Unggul as the teachers in SMPN 14 Surakarta for their supports, assistance and prayers.
8. The students of the eighth class for the good cooperation during the research.
9. Her beloved parents for their love, support, help, prayer, understanding, and everything that they give to the writer.
10. Her beloved sister, Mb Tina for her love and support.
11. Her beloved man, Justinus Prima Septian Prabowo for his love, supports, prayer, understanding and attention.
12. Her beloved and best friends, Miss Monic, Miss Elida and Miss Yuch.
13. Her beloved friend in Solo Youth Heritage.
15. Her partner under one supervisor Mas Budi for his support and help.
17. Her beloved friends in Program Kualifikasi Guru (KG) 2008 for the beautiful relationship.

The writer realizes that this thesis still has many mistakes and inaccuracies. Therefore, she accepts gratefully every suggestion, criticism and comment from those who concern to this thesis. Hopefully, this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Surakarta, 20 April 2010

The Writer
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>SECTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>APPROVAL OF THE EXAMINERS</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. The Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Statement</td>
<td>8</td>
</tr>
<tr>
<td>C. The Objective of the Research</td>
<td>8</td>
</tr>
<tr>
<td>D. The Benefits of the Research</td>
<td>9</td>
</tr>
<tr>
<td>CHAPTER II. LITERATURE REVIEW</td>
<td>11</td>
</tr>
<tr>
<td>A. Speaking</td>
<td>11</td>
</tr>
<tr>
<td>B. Transactional and Personal Dialogue</td>
<td>21</td>
</tr>
<tr>
<td>C. Task-Based Material</td>
<td>25</td>
</tr>
<tr>
<td>D. Rationale</td>
<td>36</td>
</tr>
<tr>
<td>E. Action Hypothesis</td>
<td>37</td>
</tr>
<tr>
<td>CHAPTER III. RESEARCH METHODOLOGY</td>
<td>39</td>
</tr>
<tr>
<td>A. Setting and the Time of the Research</td>
<td>39</td>
</tr>
<tr>
<td>B. Research Subject</td>
<td>39</td>
</tr>
</tbody>
</table>
C. Research Method ........................................................................... 40
D. Technique of Collecting the Data .................................................. 44
E. Technique for Analyzing Data ....................................................... 45

CHAPTER IV. RESEARCH IMPLEMENTATION ................................. 47
A. The Process of the Research .......................................................... 47
B. Research Finding and Discussion .................................................. 73

CHAPTER V. CONCLUSION, IMPLICATION, SUGGESTION ............. 79
A. Conclusion .................................................................................. 79
B. Implication .................................................................................. 81
C. Suggestion .................................................................................. 82

Bibliography .................................................................................... 83

Appendices ....................................................................................... 86
Appendices 1 ................................................................................... 87
Appendices 2 ................................................................................... 91
Appendices 3 ................................................................................... 98
Appendices 4 .................................................................................. 104
Appendices 5 .................................................................................. 115
Appendices 6 .................................................................................. 137
Appendices 7 .................................................................................. 147
Appendices 8 .................................................................................. 169
Appendices 9 .................................................................................. 191
CHAPTER I

INTRODUCTION

A. The Background of the Study

Today, we live in the globalization era. As the growth of the human civilization is getting faster, more people are becoming aware of this era on a personal level. People correspond with others from around the globe on a regular basis, products are bought and sold with increasing ease from all over the world and real time coverage of major news events is taken for granted. The only way to achieve the goal in a globalization era is by communication. To communicate with others and make good communication, we need a language. Human and language are two things which could not be separated. Human needs language as a means of communication to express his ideas, thoughts, and feelings. As stated by Lewis and Hill (1997:23), language is used for purpose-to convey information, emotion and attitude; to help the memory in note taking; to entertain and instruct in play; to explore feeling and understanding in feelings.

The list of uses is almost endless but the important point for the language is that language is used for a purpose. In this point, English plays a central role in the globalization and it has become the de facto language of choice for communication between the various people of the Earth. In addition, many researchers as quoted by Richards and Schmidts in 1983: 3-4 (Breen and Candlin 1980. Morrow 1977; and Widdowson 1990), maintain that communication has the following characteristics: (1) it is a form of social interaction, and is therefore normally acquired and used in social
interaction; (2) it involves in a high degree of unpredictability and creativity in form and message; (3) it takes place in discourse and socio cultural contexts which provide constraints and appropriate language use and also clues as to correct interpretations of utterances; (4) it is carried out under limiting psychological and other conditional such as memory constraints, fatigue, and distractions; (5) it always has a purpose (for example, to establish social relation, to persuade, or to promise); (6) it involves authentic, as apposes to the text book contrived language; and (7) it is judged as successful or not on the basis of actual outcomes (for example, communication could be judged successful in the case of a non native English speaker).

The importance of English can be seen from the fact that almost all aspects of modern life need English to be an international language and it used in business, industries, politics, laws, economics, arts, education, etc. Moreover, English also has a great effect in many fields of work. By mastering English, we have bigger chance to get a job more easily.

Due to the importance of English, English as an international language and communication in this global era has become an important language in Indonesia. The importance of mastering English has made the government place it into one of the lessons taught in the elementary school started from the 4th grade up to the University. Moreover, English is not only taught at schools in big cities but also in remote villages.

Learning and understanding English language is different from learning and understanding Indonesian language. Therefore understanding English is not easy. Corder (1973: 260) says that the learners will find problems. Since no two languages are precisely similar, the system of English is different from that of Indonesian. The

commit to user
differences are found in the system of sound, vocabulary, and structure. Moreover, in learning a foreign language, students at any education level encounter some difficulties, which cover four language skills, namely listening, reading, speaking, and writing. In addition, they also encounter difficulties in language elements which include grammar, and vocabulary.

Considering the function of a language is for communication, speaking is the most important skill because it is one of the abilities to carry out conversation in the language. Through speaking confidently subject is able to carry out many of most basic transactions. Bygate (1987: vii) says that speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conductive for learning. The statement is a line with Brown and Yule (1983: 11) who say that the function of spoken language is: the maintenance of social relationships. Most people spend a great deal of their everyday lives in 'chat' where the primary purpose is to be nice to the person they are talking to. Sometimes transactional spoken language is embedded within such chat.

Moreover, Nolasco and Arthur (1987: 5) state that for general purposes, mostly students would want to use English to:

1. Give and receive information
2. Collaborate in doing something
3. Share personal experiences and opinions with a view to building social relationship.
According to Indonesian’s SMP syllabus, deals with communicative competent means that the students are hoped to be able to communicate in order to solve the problems they face in their daily life, the researcher has observed speaking skill of the second grade students in SMP N 14 Surakarta.

This study focuses on the speaking problems as experienced by the second grade students of SMP N 14 Surakarta. Based on the syllabus, the students are able to give response of transactional and interpersonal dialogues. Therefore, the students have to give the response through speaking as the indicators in the syllabus. However, the speaking skill of the students is very low.

During observation in speaking class, the researcher found the problems that might occur. First, it was related to the condition of the students who could not perform dialogues as the communicative competence; most of them were not confident to use English, the students say English words in Indonesian, and the students rarely practiced to use English to communicate. For instance, when the teacher asked them to come forward to have a conversation with friends and to act the dialogue, they refused it. They were too shy and felt worry if their friends would laugh at them.

Second, after observing, the researcher found other problems. The first is the teaching approach used by the teacher. The problem is about using conventional teaching technique, it means teacher-centered. Brown (1994: 74) says that an approach or theory of language and language learning takes great importance. The approach to language teaching methodology is the theoretical rationale that underlines everything that teachers do in class. This is very important because language teaching approaches give many influences for everything she does in her classroom. Therefore to solve the students’
problems in speaking skill, as a good English teacher, she should be able to understand and select the appropriate language teaching approaches to her students. The third problem is the low motivation of the students to study. Even though a teacher has a good method or approach, she has to motivate her students to achieve students’ goal and success. This is in line with Harmer (1991: 3) who says that all teachers can think of situations in which certain ‘motivated’ students do significantly better than their peers; students frequently succeed in what appears to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success. Moreover, Mathews, Spratt, and Dangerfield (1985:1) say that the teacher’s motivation is to the single most important role for, whatever technical virtues a teacher possesses however good at the language the teacher is, without motivation the students will never learn. This means that a teacher has an important role to encourage and motivate students to study. According to all of the problems and the indicators of the SMP syllabus for the speaking skill of the second grade of junior high school students, the researcher would like to improve the situation by conducting an action research focusing on using Task-Based Material to overcome the problems of students’ speaking in mastering transactional and interpersonal dialogues by the second grade students of SMP N 14 Surakarta.

One of the most challenging tasks constantly focused by language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn and could reach communicative competence. Task-based material is becoming an increasingly popular within the ELT classroom. It is one of the problems.
materials that can support communicative language teaching classes. According to Richards and Rodgers (1986:80), task-based language learning refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. He also adds a variety of games, role plays, simulations, and task-based communication activities that have been prepared to support communicative language teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and students-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of student, each set containing different kinds of information. Sometimes the information is complementary, and partner must fit their respective parts of the “jigsaw” into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats. It means that task-based material is an approach that offers interactive activities by using communication activities and the means to the end is through effective communication in the target language and it is hoped that it can motivate students in speaking. It also allows the facilitator to use authentic topic material, which is relevant to the participants’ needs and encourages the development of skills necessary for the successful completion of real-life tasks. Considering that the goal is language for communication, as far as target tasks are concerned, Long (1985: 89) lists a number of them: filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter ... making a hotel reservation, writing a check, finding a street destination... He sums up a definition of “task” in this way means the hundred and one thing people do
in everyday life, at work, at play, and in between. These are the kinds of things that individuals typically do outside of the classroom. The ultimate rationale for language instruction is to enable learners to accomplish these activities successfully in the real world using the target language. Therefore, it is hoped through task-based material, the students are able to understand the material easily and can use the language itself to master the speaking skill, especially about transactional and interpersonal dialogues as planned on the national syllabus.

SMP syllabus is focused on communicative learning. The functions that needed a language in national syllabus, especially for second grade students of junior high school are about transactional and interpersonal dialogues. They are offering, requesting and rejecting something, expressing agreement and disagreement, asking and giving response to the addressee, starting, continuing and closing the conversation either in daily conversation or in the telephoned conversations. In the end of the lesson, the students are able to use the language itself as communicative purposes. This is in line with task-based material that is the material of communicative language teaching.

Moreover, one of the reasons of choosing task-based material to overcome the problems on speaking skill is because the students are able to explore their selves and bring preconceptions of what teaching and learning should be like. According to Richard and Schmidt (1991: 166), students are expected to interact primarily with each other rather than with the teacher. It means that task-based material is learner-centered, and the teacher acts as the facilitator. By realizing these situations, the researcher believes that the speaking skill of the students will be improved and as the result, it is the satisfied achievement of the students.
Based on the background above, the researcher would like to conduct a classroom action research on teaching speaking in SMP N 14 Surakarta that is “Improving Students’ Speaking Skill in Mastering Transactional and Interpersonal Dialogues through Task-Based Material for the Second Grade Students of SMP N 14 Surakarta. (A Classroom Action Research Conducted at the Second Grade of SMP N 14 Surakarta in Academic Year of 2009/2010)”.

**B. Problem Statement**

The problem of this research can be formulated as follows:

1. Can task-based material improve students’ speaking skill especially in mastering transactional and interpersonal dialogues?
2. To what extent can task-based material improve students’ speaking skill especially in mastering transactional and interpersonal dialogues?

**C. The Objective of the Research**

The objectives of the research are to find out the answers questioned in the problem statements. Here are the objectives:

1. To describe whether task-based material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogues or not.
2. To find out to what extent task-based material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogues.
D. The Benefits of the Research

The result of this research is expected to be able to give some advantages for the students, teacher and the researcher. The following are some advantages of this research:

1. For the students

   By experiencing the implementation of task-based material in learning speaking skill especially for transactional and interpersonal dialogue, the students are expected to be able to understand that mastering speaking skill is not to memorize the material given, but they are able to understand the meaning from the language itself. Therefore, they can reach communicative purpose. Moreover, learning language is experiencing; it means that they are able to master the speaking material by practicing or simulation as the real context. Therefore, the students will feel that learning is enjoyable, interesting and easy, because there are many ways and place to study a language.

2. For the teacher

   Through this research, it is hoped that the English teacher can improve her teaching-learning process by using task-based material. It is expected also that the teacher becomes more aware that learning is so wide, and the teacher can use everything to facilitate the students to learn. Therefore, the teacher will be a creative person and she will always up-date the information and select appropriate strategies due to improving students’ speaking skill through a good teaching materials and strategies.
3. For the researcher

By doing this research, the researcher expects that she can get a valuable experience which can be used for doing a better action research in the future. She will be motivated to be a creative and an effective teacher in the future who can facilitate her students to use everything as the resources to teach English.
CHAPTER II

LITERATURE REVIEW

A. Speaking

People live in this life always have to communicate each other. The information could be transferred by written language. But, if people only use this way, the transferring information is not perfectly. It means that there is limitation in transferring information through written language. Brown (1983:11) says that generalizing across the uses of the written language is the transmission of information. It means that whether recording information about what is past, or recording the intentions of writers about what is to happen in the future. It is called information-transferring function of language the transactional function of language. When the transactional function is at issues, it matters that information is clearly conveyed, since the purpose of the producer of the message is to convey information. In written language, generally, finding the transactional function uppermost is expected. There are genres (other than literary genres of written language) where this function is not primary: ‘thank you’ letters, love-letters, party games, come to mind as examples. These last examples in any ways have in common with what is clearly the overriding function of spoken language: the maintenance of social relationships.

Speaking skill is one of the abilities people have to communicate with others. In fact, this is the most important way in communication in order to build a good relationship with others. Based on Bygate (1987: vii), speaking is in many ways an undervalued skill. Perhaps this is because we can almost speak, and so take the skill too

commit to user
much granted. He also states that speaking is a ‘popular’ form of expression, which uses the unprestigious ‘colloquial’ register; literary skills are on the whole more prized. This relative neglect may perhaps be due to the fact that speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib. It means that speaking is very important skill for human being. People can not live alone without others because they have social characteristics required by others’ help. The way to get in touch with others is by communicating. Beside, he also believes that speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

For building a good communication, people must have a good speaking. It is in line with Bygate’s statement that speaking is a vehicle per excellence of social solidarity, social ranking, professional advancement, and business. Moreover, He says that the first aspect of speech is the production skills which are so important if anyone is to be able to interact with native speakers for real-life purpose (1987:21).

In addition, Brown (1983: 11) says that function of spoken language is the maintenance of social relationships. Most people spend a great deal of their everyday lives in ‘chat’ where the primary purpose is to be nice to the person they are talking to. Sometimes transactional spoken language is embedded within such chat.
Speaking is an act to express ideas, feelings and thought orally. It is also called oral communication. This definition is based on the New Grolier Webster Dictionary (1990: 1131). Speaking is the act utterance, or discourse of one who speaks, that speak to him speech here means the faculty power of expressing, anything that is spoken as an utterance, conversation, or remark, an oration public discourse, address, or the like, particular language dialect the study of theory and various practice of oral communication.

In other side, speaking ability is used for mastering a new language. As speaking is used to communicate, it generally becomes the main goal most people in learning a language. People learning the language certainly intends to speak it. It means that when the language learners want to master a certain language being learned, the first language skill he wants to acquire is the speaking ability, since it will make him able to practice it with other people.

a. Teaching Speaking to SMP Students

Teaching speaking is a challenge to each teacher in teaching. There are many aspects that have to be given attention. Therefore, many problems occur during learning speaking. This is in line with Brown (1983: 2) who says that students spent hours in language lab booths listening to, and repeating, the vowels and consonants of English. Later on stress patterns were added and, eventually, practice in intonation patterns. It is still possible to visit parts of the world where’ teaching the spoken language’ is largely conceived of as teaching students to pronounce written sentences. He also believes that for the teachers it often provides a real headache. The list of problems stretches on and on...
on, and for many conscientious teachers the demands of teaching the spoken language are really worrying and put the teacher in a disadvantageous position. There is, to begin with, no influential description of spoken English which has, say, the status of grammars of written English. Spoken English appears very variable, and is very different from one dialect area to another. Even between speakers who mostly speak ‘Standard English’. There is a different emphasis in their selection from forms in Standard English.

The pronunciation problems also occur in students during speaking, as Brown (1983:27) says that minority of competent students more spontaneously mimicking good models than from hours spent drilling vowels and consonants and words in isolating. Used well, language learning experience based on notions of ‘correct responses’ may enable the student to improve his pronunciation and to improve his ability to produce short structured responses in familiar dialogue slots.

In addition, Matthew, Spratt and Dangerfield (1985:24) say that traditionally, dialogue practice was provided in such a way that students A & B were fully aware of what each would say before the dialogue began. Although this type of language practice has some value, it does not go far enough. Information gap activities are designed to take the students one stage further towards being able to handle more realistic communication. They also said that at the start of information-gap activities, each pair of students is provided with similar but different information, usually on handouts labeled A and B. They exchange information by using relevant language (not by looking at each other’s handouts!) so that by the end of the interchange they are both in possession of the total amount of information. They do not know in advance what information they are going to receive in reply to their questions, i.e. new information is being given and received. Thus,
According to Brown (1983: 111) by the same token, we do not normally tell people what they quite obviously know already. We are usually motivated to tell people things we assume they do not know. It also helps, in normal behavior, if the listener actually wants or needs to know what the speaker is communicating. It means that we have to provide the unusual material to the students. It means that by that unfamiliar material or things they do not know yet, it refers to communication purposes.

Moreover, in teaching speaking skill, the teacher should recognize the difficulties, which are encountered by their students. As stated by Thronbury (2005: 39), the difficulties, which the learner-speaker faces, can be classified into two main areas:

1. Knowledge factors: the learner doesn’t yet know aspects of the language that enable production.
2. Skills factors: the learner’s knowledge is not sufficiently automated to ensure fluency.

He adds that the lack of the two factors can result in the lack of affective factors, such as lack of confidence or self-consciousness, which might inhibit fluency. Learners can compensate their insufficient knowledge of language system by using communication strategies, and they compensate for lack of fluency through discourse strategies. However, those strategies could lead to premature fossilization of the learner’s interlanguage. It means that those strategies can close down the language system development of the learners, although there can be conversational ‘foothold’ for learners.

On other hand, Thronbury (2005: 39) says that there should be balance between knowledge, which is required for speaking, and ways that can make the knowledge become available for use.
In terms of knowledge base that enables speech, learners need:

a. A core of grammar  
b. A core vocabulary of at least 1000 high frequency items  
c. Some common discourse markets  
d. A core phrase book of multi word (or chunks)  
e. Formulating ways of performing common speech acts (such as requesting or inviting).  
f. Mastery of those features of pronunciation that inhibit intelligibility.

The speaker should also take into account context factors, including the cultural and the context of immediate situation. In order to activate these knowledge areas, learners need:

a. To be aware of features of the target language base (awareness).  
b. To integrate these features into their existing knowledge base (appropriation).  
c. To develop the capacity to mobilize these features under real-time conditions and unassisted.

In addition to learning speaking, knowledge and skill are important and they influence the competence in speaking. The communication view considers performance as part of competence not as part of speak concept (Wieman and Backund, 1980:6). Richards clarifies that the view here is that both knowledge and skill underlie actual communication in a systematic and necessary way, and are included in communication competence. Here, knowledge refers to what one knows (consciously and unconsciously) about language and about other aspect of communicative language skill, while skill refers to how well one can perform this knowledge in actual communication.
Byrne (1986: 1-2) also adds that in teaching oral English, a teacher should know the stages of teaching oral English.

1. Presentation (When you introduce something new to be learned)
2. Practice (When you allow the learners to work under your direction)
3. Production (When you give them opportunities to work on their own)

Although in the classroom situation it is often necessary to concentrate at certain times on developing one of the oral skills rather than the other (e.g. part of the lesson may be given over either to speaking or to listening), we must not lose sight of the fact that oral communication is a two-way process between speaker and listener. In the classroom, therefore, you will need to ensure that the two skills are integrated through situations that permit and encourage authentic communication (e.g. especially through talk and discussion in small groups) and also that the learners are taught how to keep the channel of communication open in such situational (e.g. by asking for repetition and clarification; by interrupting; by signaling agreement or disagreement etc.). He also adds that normally, however, as in a conversation, although one person initiates, speaker and listener are constantly changing role, and consequently speaking involves responding to what has been heard. In this case, speaking is an integral part of listening.

The following main goals are suggested for the listening comprehension program:

a. To give the learners experience of listening to a wide variety of samples of spoken language.
b. To train the learners to listen flexibly e.g. for specific information, for the main idea or ideas, or to react to instructions (i.e. by doing something).
c. To provide, through listening, a stimulus for other activity e.g. discussion, reading and writing.

In general, Byrne (1986: 15) states that authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties.

b. The principles of Teaching Speaking Technique

Brown (1994:268-270) says that there are principles, which teachers must know before deciding technique in teaching speaking, as follows:

1. Technique should cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.

   Teacher can use many kinds of attractive language teaching technique like a jigsaw group technique, play a game, or discuss solutions to the environmental crises. However, they should make sure that their tasks include techniques designed to help students perceive and use the building blocks of language. At the same time, they should not make their students bored by giving the repetitious drills, but teachers should make any drilling as meaningful as possible, so students will be interested to the activity.

2. Technique should be intrinsically motivating.

   Teacher should try at all times to appeal to students’ ultimate goals and interest, to their need for knowledge, for status, for achieving competence, autonomy, and for ‘being all that they can be’.

   *commit to user*
3. Technique should encourage the use of authentic language in meaningful contexts.

   Teachers should provide authentic contexts and meaningful interaction in the classroom creatively.

4. Provide appropriate feedback and correction

   In most EFL situation, students are totally dependent on teacher’s feedback and correction, because the feedback and correction, which are given by teachers, will be useful for students’ development in learning language.

5. Capitalize on the natural link between speaking and listening.

   Teachers should integrate these two skills because they can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication

   Teachers should provide the conditions, which support students to initiate oral communication, and provide information. This technique is expected to be able to lead the students to increase the oral communication competence that includes the ability communicative competence that includes the ability to initiate conversation, no nominate topics, to ask questions, to control conversation, and to change the subject.

7. Encourage the development of speaking strategies

   The concept of strategies competence is one that few beginning language students are aware of. Students can be aware of the oral communication purposes by practicing such strategies.

   1. Asking for clarification
2. Asking someone to repeat something (Huh? Excuse me?)

3. Using conversation maintenance like (uh huh, right, yeah, okay, hm)

4. Getting some attention (hey, say, so)

5. Using paraphrases for structures one can’t produce

6. Appealing for assistance from the interlocutor (to get a word or phrase, for example)

7. Using formulated expressions (at the survival stage) (How much does_ cost? How do you get to the_?)

8. Using mime and nonverbal expressions to convey meaning.

These are the characteristics of a successful speaking activity as proposed by Ur (1996:120):

a. Learners talk a lot

   As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

   Classroom discussion is not dominated by a minority of talkative participant: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high
Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

From all of the explanations above, it can be summed up that speaking is a way to communicate, establish and maintain social relations to each other. In addition, speaking is the requirement to study, apply a new language in meaningful way or to interact with native speakers for real-life purpose.

While, teaching speaking is a complex teaching skill. It means that there are some aspects that have to be given attention. This is related to the common problem in speaking that is about pronunciation. Moreover, in teaching speaking, a teacher has to give attention to the fluency and accuracy of the students, the using of information gap and listening skill due to getting a goal of speaking purpose.

B. Transactional and Personal Dialogues

The Indonesian’s Syllabus is purposed in teaching the second language for communicative competence. Based on the term, speaking skill is applied in transactional and interpersonal dialogue. Dornyei and Thurrell (1997: x) says that if we wish to
develop language learners’ communicative competence in foreign or second language, we need to present language material which can be readily used in communication. And even though textbook dialogues are often only simplistic and contrived imitation of real-life conversation, they do provide to learners with basic communicative experiences, for the following reason:

1. They offer a functional, situational presentation of the new material, illustrating its communicative role.
2. They allow for them saving, intensive practice by highlighting and clarifying certain items.
3. They seem more authentic because they introduce different speakers; different styles of speaking and different conversational topics, and therefore students typically find them livelier and more interesting than narrative texts.

They add that dialogues lend themselves to further, less structured exploitation. For these reasons, current language teaching textbooks and other teacher materials are based, to a considerable extent, on dialogues and therefore a lot of what is happening in the language classroom nowadays is centered on instructional dialogues. These statements might be the reason why government included dialogues in the syllabus.

There are two kinds of interactional language. They are personal and social in orientation. According to Carter and Mc Carty (1997: 17) interactional language is language which is primarily personal and social in orientation. Normally, their effective use allows social and interpersonal relations to be maintained. In some contexts, such as service encounters, or even sometimes in formal interviews, it is combined with
transactional language to soften and make less forbidding the business of getting certain tasks done.

Brown (1994: 267) says that transactional dialogue is extended form of responsive language. It is not just limited to give the short respond but it can convey or exchange specific information. While, interpersonal dialogue is designed for the purpose of maintaining social relationship than for transmission. This conversation involves some or all the following factors:

1. A causal register
2. Colloquial language
3. Emotionally charge language
4. Slang
5. Ellipsis
6. Sarcasm

Here is the example of transactional and personal dialogues taken from the book of Ronald Carter and Michael McCarthy (1997: 105), *Exploring Spoken English*.

Note:

S.01 : The hairdresser
S.02 : The customer

……..

S.01 : How much do you want off?

*commit to user*
S.02 : Well, I like to keep the top quite long, but I like the back nice and short and the sides nice and short…. 

……

S.01 : Do you have your sides feathered?
S.02 : Yeah …

Based on the dialogue, the hairdresser and customer have to agree on how the hair will be cut and styled, it is the transactional.

……

S.01 : Do you have the front bit thinned slightly?
S.02 : Oh, yeah…
S.01 : How long would you say it is since you’ve had it cut?
S.02 : I know I had it done on the last day of January, so that’s, but my hair grows really quickly and really tickly as well so.

……

The interactional or personal dialogue happened here. It shows that the hairdresser and customer also chat to each other about various things just to be sociable.

Moreover, Dornyei and Thrurrel (1992: xi) state that teachers who do have a prescribed lesson to lesson syllabus or a compulsory course book can also use the book by finding, inventing, or even recording dialogues to provide the starting point, or by getting their students to produce role-play sketches which can be further elaborated on in these activities.
Based on those statements, it is concluded that transactional dialogue is a dialogue shows to get things done. While, interpersonal dialogue is purposed to maintenance social relationship by chatting about various things.

C. Task-Based Material

a. Communicative Language Teaching

One of the most challenging tasks constantly faced by language teachers is how to capture the interest and to stimulate the imagination of their students so that they will be more motivated to learn. To this end, the ongoing search for and the development of meaningful teaching materials, which often can be used to supplement the textbook for a course, is a critical planning activity to be done by teachers. The communicative competence is applied in the national syllabus; therefore communicative language teaching is needed. Murcia (1998: 27) says that the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence.

Richards and Rodgers (1983: 245) offer the following interconnected characteristics as a definition of CLT:

1. It makes communicative competence the goal of language teaching

2. It develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication

3. Another frequently cited dimension of CLT, its learner-centered and experience-based view of second language teaching, also has antecedents outside the language teaching tradition per se.
In addition, Littlewood (1981:1) in Richard and Rodgers (1983: 66) states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. It means using procedures where learners work in pairs or groups employing available language resources in problem-solving tasks.

Moreover, Savignon in Murcia and Hilles (1988: 25) say that grammar is important, and learners seem to focus best on grammar when it relates to their communicative needs and experiences. It means that learners may need a basic knowledge of the lexical and grammatical forms of the language on the assumption that this knowledge will provide the essential basis for communication when they are faced with a need to communicate. On the other hand, those who favor the national syllabus might argue that learners need to learn appropriate communicative behavior during the course of studies and that on such a foundation they will more meaningfully acquire the grammar of language; in essence, learners can not simply be left to their own devices in developing an ability to communicate.

b. Task-Based Learning

Willis (1998: 40) says that task-based learning is not just about getting learners to do one task and then another task and then another. To success the using of task based material, he adds that there is a framework consisting of three phases: pre-task, task cycle and language focus.

1. Pre-Task
Willis (1998:43) states that pre-task language activities to explore topic language should actively involve all learners, give them relevant exposure, and, above all, create interest in doing a task on this topic. For facilitators wishing to exploit materials, it is at this stage that the chosen material will need to relate to the task. Moreover, he says that the teacher explores the topic with the class, highlight useful words and phrases, helps students understand task instruction and prepare. Students may hear a recording of others doing a similar task (1996: 38). In preparing for the task fulfillment the facilitator will need to consider how the chosen piece of material will be exploited. He says that teacher plays audio or video recording of fluent speakers doing the task (1996: 45). This works well because with experience-sharing tasks and comparing task-based on learners’ own input. It means that exploring the topic with the group could be by exploitation of a picture, by watching a video clip, or by looking at a text. The material to be exploited can be used for topic content as a springboard or to highlight useful words and phrases. It is up to the facilitator to decide how much language work he/she thinks will be needed by the learners but it is necessary to remember that the purpose of using a piece of material is as a pre-task lead-in. e.g.:

- Material exploitation: using a picture/text etc. to lead into the topic
- Brainstorming: making a list; comparing ideas; sharing experiences
- Activating language: eliciting and providing vocabulary

2. Task Preparation/Task Cycle

This has been separated from the Pre-Task phase used by Willis to highlight the importance of preparing learners thoroughly, where it is necessary to rehearse the task
in order to recycle the language and familiarize learners with the context as much as possible. If the previous stage involved brainstorming words connected with the topic, this stage could involve learners in a discussion of their attitudes to it, and preparing their arguments for a debate, or their ideas for a leaflet to draw peoples’ attention to the issue. Task cycle is divided into three parts:

a. Task

Students do the task, in pairs or small groups.

Teacher monitors and encourages; stops the task when most pairs have finished; comments briefly on content.

b. Planning

Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered.

Teacher acts as linguistic adviser, giving feedback; helping students to correct, rephrase, rehearse and/or draft a written report.

c. Report

Teacher selects some groups to present their reports of the task to the class, orally or in writing.

Teacher acts as chairperson, linking the contributions, summing up.

Teacher gives feedback on content and form, if wished.


3. Language Focus/ Post-Task

Language focus is the last phase of the Task-based learning framework. It follows the report stage of the task cycle and adds an opportunity for explicit language
instruction. The two previous stages will have been leading up to this stage by fully preparing learners both ideologically and linguistically for the task. The purpose is to highlight specific language features from the texts or transcripts used earlier in the task cycle. There are two parts of language focus:

a. Analysis

Consciousness-raising activities: students analyze the texts, transcripts and set of examples taken from familiar data.

Teacher reviews the analysis with class.

b. Practice

Of words, phrases, patterns and sentences from the analysis activities. Normally it is done at end of each analysis activity. (1996: 100).

In addition, Willis adds that the task is used by the learner for a communicative purpose (goal) in order to achieve an outcome. The job of the teacher is to select topics and tasks that will motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible. (1996:23)

There are six types of task:

1. **Listing**

Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as learners explain their ideas. The processes involved are:

- Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/ groups.
• Fact-finding, in which learners find things out by asking each other or other people and referring to books, etc.

The outcome would be the completed list, or possibly a draft mind map.

2. Ordering and sorting

These tasks involve four main processes:

• Sequencing items, actions or events in a logical or chronological order.

• Ranking items according to personal values or specified criteria.

• Categorizing items in given groups or grouping them under given headings.

• Classifying items in different ways, where the categories themselves are not given.

3. Comparing

Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

• Matching to identify specific points and relate them to each other.

• Finding similarities and things in common.

• Finding differences.

4. Problem solving

Problem-solving tasks make demands upon people’s intellectual and reasoning powers, and, though challenging, they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.
5. **Sharing personal experiences**

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks.

6. **Creative tasks**

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organizational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it. (1996: 26-27)

c. **Task-based material**

Task-based material is becoming an increasingly popular within the ELT classroom. It is one of the materials that can support communicative language teaching classes. According to Willis (1996: 137), task-based approach may not immediately fit in with their views of classroom learning, so introducing Task-based language learning will not be easy. The first time round there are bound to be some problems. But students who have experimented with TBL in many parts of the world have reported that:

- They gain confidence in speaking and interacting quite soon after beginning a task-based course;
• They enjoy the challenge of doing tasks and find many of them fun;
• They are able to talk about language itself in addition to other topics;
• They can cope with natural spontaneous speech much more easily and tackle quite tough reading texts in an appropriate way;
• They become far more independent learners.

In addition, Richards and Rodgers (1986:80) says that a variety of games, role plays, simulations, and task-based communication activities have been prepared to support communicative language teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and students-interaction practice booklets. In pair-communication materials, there are typically two sets of material for a pair of student, each set containing different kinds of information. Sometimes the information is complementary, and partner must fit their respective parts of the “jigsaw” into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in interactional formats.

Considering that the goal is language for communication, as far as target tasks are concerned, Long (1985: 89) lists a number of them: filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter ... making a hotel reservation, writing a check, finding a street destination... He sums up a definition of “task” in this way means the hundred and one things people do in everyday life, at work, at play, and in between. These are the kinds of things that individuals typically do outside of the classroom.
The ultimate rationale for language instruction is to enable learners to accomplish these activities successfully in the real world using the target language.

d. The advantages of Task-based Material

Task-based material has strong advantages, namely:

1. TBL is student-centered

In TBL framework, most of the emphasis is on learners doing things, often in pairs or groups, using language to achieve the task outcomes and guided by the teacher (Willis, 1996: 40-41).

2. TBL provides natural context for language purpose.

The aim of the task is to create a real purpose for language use and provide a natural context for language study (Willis, 1996: 1).

3. TBL is motivating

The framework offers a rich but comprehensible exposure to language in use, through listening and reading, and provides opportunities for both spontaneous and planned speaking and writing. It provides learners with the motivation to improve and build on whatever language they already have.

4. TBL brings the real world situation.

Tasks remove the teacher domination, and learners get chances to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done. Much of this will involve composing in real time (Willis, 1996: 18).

5. TBL is communicative
In TBL, communication tasks (where language form are not controlled) involve learners in an different mental process as they compose what they want to say, expressing what they think or feel (Willis, 1996: 18).

e. Teacher roles

According to Richards and Rodgers (2001:236), the roles that are assumed for teachers in task-based language teaching are:

a. Selector and sequencer of tasks

A central role of the teachers in selecting, adapting, and/or creating the tasks themselves and then forming these into an instructional sequence in keeping with learner needs, interest, and language skill level.

b. Preparing learners for tasks

Most task-based language teaching proponents suggests that learners should not go into new tasks “cold” and that some sort of pre task preparation or cuing is important. Such activities might include topic introduction, clarifying task instruction, helping students learn or recall useful words and phrases to facilitate task accomplishment, and providing partial demonstration of task procedures. Such cuing may be inductive and implicit or deductive and explicit.

c. Consciousness-raising

Current views of task-based language learning hold that if learners are to acquire language through participating in tasks they need to attend or notice critical features of the language they use and hear. This is referred to as “Focus on Form”. Task-based language teaching proponents stress
that this does not mean doing a grammar lesson before students take on a task. It does not mean employing a variety of form-focusing techniques, including attention-focusing pre-task activities, text exploration, guided exposure to parallel task, and use of highlighted material.

f. Learner roles

A number of specific roles for learners are assumed in current proposals for task-based language teaching. Some of these overlap with the general roles assumed for learners in Communicative Language Teaching while others are created by the focus on task completion as a central learning activity. In Richards and Rodgers’ point of view (2001:235), primary roles for learners in task-based language teaching are:

a. Group participant

Many tasks will be done in pairs or small group. For students more accustomed to whole-class and/or individual work, this may require some adaption.

b. Monitor

In task-based language learning, tasks are not employed for their own sake but as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how language is used in communication. Learners themselves need to “attend” not only to the messages in task work, but also to the form in which such messages typically some packed.

c. Risk-taker and innovator
Many tasks will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals (where appropriate), and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may also need to be developed.

Based on the statements above, task-based material is an material that supports TBL and offers interactive activities by using communicative activities and the means to the end is through effective communication in the target language and hoped can motivate students in speaking. It also allows the facilitator to use authentic topic material, which is relevant to the participants’ needs and encourages the development of skills necessary for the successful completion of real-life tasks.

Therefore, task-based material is designed to use many kinds of tasks that bring real world situations. Some creative tasks are purposed to make learners more motivated in learning a new language. Moreover, task-based material supports learners in mastering communicative competence.

D. Rationale

Speaking is the most important skill from the four skills of language skills. In learning a language, a person has to master the speaking skill in order to be able to use the language itself for communication. Therefore, the aim of teaching and learning in the classroom is developing students’ ability in speaking.
However, the fact shows that most of the students have difficulties in speaking, especially in mastering transactional and interpersonal dialogues.

The students’ problems are: the students could not perform dialogues as the communicative competence, most of them were not confident to use English, the students pronounced English words in Indonesian spelling, the teaching approach used by the teacher, low motivation of the students in taking the participation in the class, and the students rarely practiced to use English to communicate. For instance, when the teacher asked them to come forward to have a conversation with friends and to act the dialogue, they refuse it. They were too shy and felt worry if their friends would laugh at them.

Task-based material can be the problem solving of the teaching speaking problems. It is because the emphasis of task-based material is on learners doing things through communicative way. There are a lot of chances for the students to interact in English in completing the task. Task-based material can also motivate and build language that they have already. In addition, the material can be adapted to students' interest as well as the real world need. From those characteristics of task-based material above, it is believed that task-based material can improve ability of the students in speaking mastery especially in transactional and interpersonal dialogues.

E. Action Hypothesis

Based on the previous description of the related theories and the basic assumptions, the formulated action hypothesis is the use of task-based material
can improve students’ speaking skill especially in mastering transactional and interpersonal dialogues.
CHAPTER III

RESEARCH METHODOLOGY

A. Setting and the Time of the research

The research was done in SMP N 14 Surakarta, Jl. Prof. WZ Yohanes 54. Purwodiningratan, Jebres, Surakarta. It was conducted through teaching and learning process in the classroom of the second grade students of 2009/2010 academic year started from 16th February to 9th March.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday, February 16th 2010</td>
<td>09.40 a.m.-10.40 a.m.</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>Wednesday, February 17th 2010</td>
<td>07.40 a.m.-09.00 a.m.</td>
<td>First meeting</td>
</tr>
<tr>
<td></td>
<td>Saturday, February 20th 2010</td>
<td>09.00 a.m.-09.30 a.m.</td>
<td>Second meeting</td>
</tr>
<tr>
<td></td>
<td>Tuesday, February 23rd 2010</td>
<td>10.50 a.m.-12.10 a.m.</td>
<td>Post-Test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tuesday, March 2nd, 2010</td>
<td>12.00 a.m.-01.00 p.m.</td>
<td>Pre-test</td>
</tr>
<tr>
<td></td>
<td>Wednesday, March 3rd, 2010</td>
<td>07.40 a.m.-09.00 a.m.</td>
<td>First meeting</td>
</tr>
<tr>
<td></td>
<td>Saturday, March 6th, 2010</td>
<td>07.00 a.m.-07.30 a.m.</td>
<td>Second meeting</td>
</tr>
<tr>
<td></td>
<td>Tuesday, March 9th, 2010</td>
<td>10.50 a.m.-12.10 a.m.</td>
<td>Post Test</td>
</tr>
</tbody>
</table>

B. Research Subject

The subject of the research is the students class 8C of the second grade of SMP N 14 Surakarta in 209/2010 academic year. The number of the students of
class 8C is 38 students. These 38 students consist of 18 boys and 20 girls. They come from medium up to low level economic families.

C. Research Method

The researcher applied an action research. According to Wallace (1998: 4), action research is a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be.

Burns (1999: 30) makes some characteristics of action research taken from some experts’ definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.

2. It is evaluating and reflective as it aims to bring about change and improvement in practice.

3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

Based on several definitions stated by some experts, it can be concluded that action research is any systematic inquiry undertaken by participators to improve their understanding of events, situations, and problems so as to increase the effectiveness of their practice.
Moreover, a model of action research is suggested by Kemmis and McTaggart. They (1988) in Burn (1999: 32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follow:

a. Planning

Develop a plan of critically informed action to improve what is already happening.

b. Action

Act to implement the plan.

c. Observation

Observe the effects of the critically informed in the context in which it occurs.

d. Reflection

Reflect these effects as the basis for further planning.

In the classroom action research, the action was done collaboratively. The writer had a role as a researcher who implemented the plan of the action research while her collaborative observed as the observer of the research. In the classroom action research, each procedure takes six steps that form one cycle. Those six steps are as follow:

a. Identifying the problem

The researcher identifies the problem before planning the action. The problem refers to students’ low speaking skill in learning transactional and interpersonal dialogues. It was known after the
researcher did observation during the teaching learning process when she did her job training.

b. Planning the action

The writer as the researcher prepares everything related to the action as follows:

1. Preparing materials, making lesson plan, and designing the steps in doing the action.
2. Preparing teaching aids
3. Preparing a test


c. Implementing the action

The plan made was implemented in the teaching learning process. The activity of improving students’ speaking skill especially for transactional and personal dialogue was used task-based material.

d. Observing/monitoring the action

The researcher observed all the activities in teaching learning process while her collaborative observer helped to observe the teaching learning process conducted in the class.

e. Reflecting the result of the observation

In conducting the evaluation process, the researcher gave pre-test before starting the action and at the end of cycle one, students was given post test. The indicator is students can improve their skill in speaking activity especially through transactional and personal dialogue.
Considering that the pre and post tests are focused at speaking ability, therefore the researcher used scale of oral testing criteria by Ur.

**Scale of oral testing criteria.**

The candidates are tested on fluency and accuracy, and may get a maximum of five points on each of these two aspects, ten points in all (Ur 1996: 135).

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no language produced</td>
<td>Little or no communication</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Poor vocabulary, mistakes in basic grammar, may have very strong foreign accent</td>
<td>Very hesitant and brief utterances, sometimes difficult to understand</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign accent</td>
<td>Gets ideas across, but hesitantly and briefly</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Good range of vocabulary, occasional grammar slips, slight foreign accent</td>
<td>Effective communication in short turns</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent</td>
<td>Easy and effective communication, uses long turns</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Score Out of 10: ....................
f. Revising the plan

Based on the weakness of the activities that were carried through task-based material in teaching speaking especially in learning transactional and personal dialogues, the researcher revised the plan for the next cycle. It took a cycle again to overcome students’ problem in speaking skill.

D. Technique of collecting the data

The techniques of collecting data in this research are observational and non-observational techniques. The following are the detail explanation of each technique according to Burn (1999:78-151):

1. Observational techniques

   The observation was done by the researcher as the teacher and the collaborative observer. Students’ behavior and students’ activities were observed during speaking class. The observation was focused on the development of students’ speaking especially in transactional and personal dialogues through task-based material. It was recorded on writing form called field notes. Besides, the researcher also used researcher’s diary and photographs.

2. Non-observational techniques

   The non-observational techniques which are used for collecting data are speaking test, interview and students’ diary.

   *commit to user*
a. Interview

Interviews are a popular and widely used means of collecting qualitative data. The researcher interviewed the English teacher and some of the students of grade eighth of SMP N 14 Surakarta.

b. Students’ diary

An alternative, but related, form of gaining introspected written data is to use students’ journals or feedback responses. When it is oriented towards issues the teacher wishes to investigate, it can provide valuable insights into classroom interactions and the students’ response to their learning experiences.

E. Technique for analyzing data

The data which are collected are analyzed by qualitative and quantitative ways. The qualitative data analyses are used to analyze the data that are taken during the teaching learning process. The researcher uses the indicators that show the improvement of the students’ speaking skill especially in transactional and interpersonal dialogues.

The quantitative data analyses are used to analyze data from the result of the teaching learning process. It is done to compare the students’ speaking skill before and after the action or the result of pre-test and post-test. The results of the test are analyzed using non-independent t-test. The formula is stated as follows (Ary et.al, 1979:150):
a. The mean of the pre-test and the post-test can be calculated with the formulas as follows:

\[ x = \frac{\sum X}{N} \quad y = \frac{\sum Y}{N} \]

in which:

\[ X = \text{means of pre-test scores} \]
\[ Y = \text{means of post-test scores} \]
\[ N = \text{the number of sample} \]

b. The t-value can be calculated with the formula as follows:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N - 1)}}} \]

Notes:

\[ t = \text{the t-value for non independent (correlated) means} \]
\[ D = \text{the difference between the paired scores} \]
\[ \bar{D} = \text{the mean of the difference} \]
\[ \sum D^2 = \text{the sum of the squared differences score} \]
\[ N = \text{the number of pairs} \]
CHAPTER IV

RESEARCH IMPLEMENTATION

This chapter deals with how the approach that has been discussed in the previous chapter is implemented for second grade students of SMP N 14 Surakarta at 8C. It is undertaken to find the goal of the research namely identifying the improvement of the students’ speaking skill, that is whether the use of Task-Based Material improves students’ speaking ability and to identify to what extent the improvement is. This is broken down into two sections, A and B. Section A deals with to the process of the research which includes the condition before the research, the implementation of the research and the final reflection. Section B is related to the research findings and discussion.

A. The Process of the Research

This section is divided into three parts, namely the condition before the research the implementation of the research consisting of cycle 1 and cycle 2, and the final reflection.

1. The Condition before the Research

The writer did some observation to know the condition before the implementation of the action research. In the beginning of the research, the researcher conducted observation toward the teaching-learning process and interview with the teacher and students. She did the observation during doing her job training in SMP N 14 Surakarta.
The researcher also taught the students directly to check their speaking ability using a transactional and personal dialogue in asking, giving and refusing something. She found some problems in that class. It is related to the students’ speaking ability and the classroom situation. First, it is related to the students’ speaking ability. The condition of the students who could not perform dialogues as the communicative competence; most of them were not confident to use English, the students pronounced English words in Indonesian; and the students rarely practiced to use English to communicate. For instance, when the teacher asked them to come forward to have a conversation with friends and to act the dialogue, they refused it. They were too shy and worried if their friends would laugh at them. And the last is about the low motivation of the students to study.

Second, after observing, the researcher found other problems. The problems are the teaching approach used by the teacher and about situations of the class.

In more details, the condition before the research is described in the following sections:

a. Student’s ability in speaking

To identify the students’ ability in speaking, the writer conducted a pre observation in a form of speaking test when she did her job training in SMP N 14 Surakarta. She taught the students of class 8C directly through transactional and personal dialogue material. The tests were about making a dialogue based on the example, and then practice the dialogue with the partner. The result of pre observation showed that the students had low ability in speaking. The low ability in speaking could be seen from the low achievement of speaking test. The mean of the
speaking scores in pre observation was low, namely 56.18. In addition, the researcher also conducted pre tests twice. In checking students’ speaking ability in the first and second cycles, the researcher asked the students to do a role play based on the cases related to the material in one topic. The first was in the first cycle with the average score 4.05 and the second cycle with the average score 4.48.

The low ability in speaking could also be identified from the following indicators. First, it was related to the condition of the students who could not perform dialogues as the communicative competence; most of them were not confident to use English, the students pronounced English words in Indonesian; and the students rarely practiced to use English to communicate. For instance, when the teacher asked them to come forward to have a conversation with friends and to act the dialogue, they refused it. They were too shy and felt worry if their friends would laugh at them. Based on the interview and questioner done for the some students of 8C, the problem is about their pronunciation. They couldn’t pronounce some words well because less in practicing.

b. Classroom situation

Before conducting the research, the teaching and learning process was not alive. In teaching speaking for the students of class 8C in SMP N 14 Surakarta as the teacher used to apply conventional technique. The teacher usually taught her students using the material printed on the students’ handbook; it is called Lembar Kerja Siswa (LKS) without any additional material from other resources, teaching aids and performing a dialog.
Her activities during speaking class are giving examples of the material, practicing, making the dialogue and practice it. The process done without any teaching aids and was only in a line with the handbook. Therefore, to understand the material and difficult words, the teacher usually translates it into Indonesian directly. Moreover, the management of the class was not well; the situation in the class was crowded.

The result of the pre-observation showed that the classroom situation was not alive, because the students could not speak in English. When the teacher gave them the chances of doing speaking turn, the students tried to avoid the turn by some expressions to avoid the turns. It was because the students were not ready to speak or answer the teacher’s questions. They only talk with their partners and ignored the teacher, therefore the situation of the class was crowded. The situation was worsening by teacher’s domination of the speaking activities. Teacher’s activities such as translating the dialog and explaining vocabularies, the result is there was limited time to speaking practice. Most of the speaking activities were in the written form, such as answering questions about the dialog, translating the dialog, and making written dialog in pair.

The situation above showed that the teacher was not innovative in teaching speaking. Teacher merely depended on the material on LKS without trying to arrange the material suitable for the students’ need. Moreover, the management of the class was still low, therefore the teaching process was not effective because the noisiness of the students.
Based on the pre observation, interview with the teacher and students, and the pre observation test score, the researcher identified that the students’ speaking should be improved by implementing a teaching approach which could overcome the problems. Therefore the researcher used task-based material as a teaching material which was used to overcome those problems.

2. Research Implementation

A. First Cycle

a. Planning

Before implementing the action, the researcher gave the students of 8C the pre test. It is conducted on Tuesday, February 16th 2010. The aim of the pre test was to know how well the students’ speaking ability as the average score was 4.05. Having identifying students’ problem, the indicators and the causes of the problems, the researcher chose a teaching material and the technique to solve the problems. She applied task-based material for the material given to the students, and task-based activity for the technique applied in the speaking class.

In the first cycle, the researcher made a preparation to conduct the research. She made a lesson plan. She prepared teaching material based on the topic which was taken from the curriculum that was about telephoning conversation. She chose the appropriate teaching material that was task-based material and the teaching technique that was task-based activity. For the material taken, the researcher used transactional and personal dialogues which were corrected as communicative dialogue. It means the dialogue contained students’ daily activities and used their names for the example
of the dialog. And she also prepared many tasks for the students that were in a line with task-based material. The researcher also prepared the teaching aids being used, namely the realia of a telephone.

The teaching process of cycle one divided into 4 meetings.

Table 4.1 The Schedule of Cycle 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, February 16th 2010</td>
<td>09.40 a.m.-10.40 a.m.</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Wednesday, February 17th 2010</td>
<td>07.40 a.m.-09.00 a.m.</td>
<td>First meeting</td>
</tr>
<tr>
<td>Saturday, February 20th 2010</td>
<td>09.00 a.m.-09.30 a.m.</td>
<td>Second meeting</td>
</tr>
<tr>
<td>Tuesday, February 23th 2010</td>
<td>10.50 a.m.-12.10 a.m.</td>
<td>Post Test</td>
</tr>
</tbody>
</table>

The lesson plan of the first cycle consists of 3 phases.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Pre-task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Material exploitation: using a dialogue and a text to lead into the topic</td>
</tr>
<tr>
<td></td>
<td>- Brainstorming: making a list; comparing ideas;</td>
</tr>
<tr>
<td></td>
<td>- Activating language: eliciting and providing vocabulary</td>
</tr>
<tr>
<td>Task-cycle</td>
<td>- Listing the parts of telephoning conversation</td>
</tr>
<tr>
<td></td>
<td>- Practicing role-play</td>
</tr>
<tr>
<td>Post-task</td>
<td>- Performing a role-play</td>
</tr>
</tbody>
</table>
b. Implementing the action

1) First Meeting

The first meeting was conducted on Wednesday, February 17th 2010. The topic was about *share your experience* with telephoning conversation material. In the first meeting, the researcher did the Pre-Task Cycle and Task-cycle. Those were done to support the students in performing a task similar to the task they would perform in the during task phase of the lesson. Firstly, the researcher did a telephoning conversation with one of the students and followed by other student. The researcher asked the other students to pay attention to the telephoning conversation done by the researcher and two of their friends and to make a note about what expression used in the telephoning conversation. After that, the researcher asked students about some expressions used in the telephoning conversation, and wrote students’ answer on the white board. Finally, a dialog was written on the white board. Then, the researcher underlined some expressions on the dialog and did brainstorming with the students by giving the first task. She distributed a column for each student, and then asked them to classify some underlined expressions on the white board to be written on the column. The researcher gave some clues by stressing and performing some underlined expressions. After finishing classifying some underlined expressions written on the whiteboard, the researcher told the objective of the lesson that day. She said that she and her students would like to learn about opening, telling the purpose, giving responses and attention and closing expressions in the telephoning conversation. She also said to the students that after the lesson, the students
should be able to perform the telephoning conversation fluently through the good pronunciation, stressing, rhythm and intonation.

Next, the researcher gave students Task 1 containing a transactional and interpersonal dialog. She asked the students to classify the underlined expressions in the telephoning conversation in the right column. She also asked students to do it in pairs. The researcher gave 5 minutes to do task 1, and then she discussed the answer together with the students. After discussing task 1, the researcher drilled students’ speaking by acting telephoning conversation, started into two big groups then followed in pairs. The researcher asked students to say the expressions directly because she wanted that her students got revising from the errors. Therefore the students could study from their mistakes. The second phase was the task cycle, the researcher checked students’ understanding about telephoning conversation first by asking them about the parts of telephoning conversation. And then, she distributed papers to each students containing task 2. She asked the students to make a telephoning conversation in pairs by looking from the rules written on the paper and then performed it in front of the class without the text. First, the researcher divided the class into five groups. Each group had different topic. She gave the students 15 minutes to practice the dialog. However, the next activity that was performing the dialog could not be done because of the limited time. Therefore, the researcher decided to continue the activity in the during-task phase in the next meeting and asked the student to do task 2 as the homework. In the end of the meeting, the researcher closed that lesson by saying goodbye to the students.
2) The second meeting

The second meeting was conducted on Saturday, February 20\textsuperscript{th} 2010. The topic was still \textit{share your experience} with the telephoning conversation material. This was the third part of cycle 1, called post-task. In this phase, the students were given additional task that used by the learner for a communicative purpose (goal) in order to achieve an outcome. Therefore, she used authentic conversation taken from CD. Firstly, the researcher asked the chairman to lead the pray that day because that was the first lesson of the school. Then she reviewed the previous material that was about telephoning conversation. The researcher started to ask the students about the parts of telephoning conversation. And then, she played a CD containing a telephoning conversation. She asked the students to listen and pay attention to the CD. After that, the researcher checked students' understanding by asking some questions related to the dialog. Then, she continued to play the CD again with the slower version. The researcher asked the students to listen, and then repeat the dialogue. The researcher helped the students in repeating each sentence from the dialog. After that, the researcher distributed papers to the students containing the dialogue taken from the CD. She asked the students to classify some underlined expressions in the right column. The researcher discussed the answer together with the students. After that, she asked the students to open their handbook (LKS) page 47. That was about the telephoning conversation material. She explained some additional expressions in telephoning conversation to the students. After the students understood about all the parts
of telephoning conversation, the researcher asked about students’ homework that was about making a telephoning conversation in pairs. The researcher asked voluntary to perform their dialog in front of the class. And there was a pair of students who could perform the dialogue. The researcher was surprised, because the volunteers could perform the dialogue well without the text in front of the class. Then, she gave rewards to the volunteers. However, because of the limited time in the second meting, all pairs could not perform their dialogue. Thus, the activity in the task-cycle, then the researcher ending that lesson by telling that there would be a speaking test about telephoning conversation on the next meeting and then she said goodbye to the students.

3) The third meeting

The third meeting was conducted on Tuesday, February 23th 2010. It was the post-test of the post-task phase given by the researcher and the last meeting for the first cycle. The two previous stages will have been leading up to this stage by fully preparing learners both ideologically and linguistically for the task. This part of the task cycle will mirror as closely as possible an authentic undertaking. Firstly, the researcher reviewed about the previous meeting that was about telephoning conversation. She asked the students about the parts that belong to telephoning conversation. Then, she distributed papers containing task 4. The researcher divided the students into 4 groups, in order to give different topic for each group. She asked the students to make a telephoning conversation in pairs. After that, she read and explained the rules for making and performing the dialog. The researcher had also given the time commit to user
for the students; therefore they could prepare and practice it well with their partner. After the time was up, the researcher asked volunteers to perform their dialog. Suddenly, there was a pair of volunteers. Then they performed their dialog well. After that, the researcher asked other pairs, and then, there were many pairs who become the volunteers.

After finishing the post test, the researcher gave comments for the students in general and closed the lesson that day.

c. Observing the action

The observation was carried out by the writer when the students were performing the tasks starting from the pre task phase until the post-task phase of cycle one. The following are the detail explanation about the result of the observation:

1) The first meeting.

In the beginning of the first meeting, the students looked interested in telephoning conversation, because the task was about brainstorming and classifying some expressions that they got from the previous telephoning conversation taken from two of their friends and the researcher. The researcher has used also a realia of telephone to have the telephoning conversation with the students. And for the task 1, the researcher made the written telephoning dialogue using the names of the students. Therefore, they could understand more and be interested because the dialog containing their daily conversation also. The researcher gave also a task for classifying the
parts of the telephoning conversation in the right column. After that, the researcher gave the students drilling about some expressions in telephoning conversation. Firstly, she got a problem because she did not give the students the example yet about how to say the expressions; it was due to check their ability and she hoped that the students could learn from their mistakes. Therefore, the students could understand more about the dialogue and memorize it well. Some of the students got difficulties in pronouncing the words. For example, they pronounced “speak” as /spek/, “tomorrow” as /tomorow/ and “tonight” as /tonight/. Another mistake was made by the students dealt with the fluency. The students could not give stressing in the appropriate expression. For example, the students expressed the interrogative statements in decreased or normal stressing. Therefore, the conversation was not as real day situation.

After finishing Pre-Task, the researcher applied Task-Cycle. She gave a task for the students about making a telephoning conversation in pairs. Unfortunately, she run off the time, therefore they could not check the students’ performances.

Another problem was the students ware so noisy, therefore the researcher often counted to make the students be quite.

2) The second meeting

In the second meeting, the students continued the Task-cycle. The researcher directly applied listening about the real telephoning conversation, and then followed by discussing the students’ performing after listening.
Another problem which arose was that some students still had difficulty to listen and repeat the native speaker conversation. Therefore, the researcher gave clues to them, and helped them to repeat the sentences in the telephoning conversation.

3) The third meeting.

In the third meeting, the researcher found that the students were so noisy when the researcher was taking score for post test. In addition, she found that some of the students could not perform well because they did not take the chance or the time to practice, but they only slept and chatted with their friends.

d. Reflecting the result of the observation

After analyzing the observation in cycle one, the researcher found positive and negative results in each meeting. These are:

1) The first meeting

   a. Positive result

   The students looked very enthusiastic to join the teaching learning process because the researcher used real object that was the realia of telephone, and she also used daily telephoning conversation and the students were taken participate in every dialog given. Moreover, using their names written on the dialogue made the students interested and gave attention more.
In addition, listing some parts of telephoning conversation, made it easier for the students to understand the material without more explanation from the researcher. Then, giving them a piece of paper containing tasks made them easier in doing the task and understand more about the dialogue.

Many tasks for the students made they were able to get the main points of the material that was about the parts of telephoning conversation.

b. Negative result

The students still got difficulties in pronouncing some words, and they could not express some expression in telephoning conversation well. The students were noisy; therefore the researcher often counted and called the students’ name that were crowded to make them quite. Those spent more time, so that the researcher could not check students’ performances in the task-cycle.

2) The second meeting

a. Positive result

By encouraging and giving rewards (something, or good words) to the students, they could participate and be volunteers in performing the dialogue.

b. Negative result

When the researcher gave listening section for the students, they still have difficulties to listen the native speaker. And students were still noisy at the second meeting.
3) The third meeting

a. Positive result

There were some volunteers in performing the dialog in the post test, because the researcher would give rewards for who could perform the dialogue well. She used only candies to be given for the three good performers. The students were not shy, and they asked the researcher to be pointed first in order to get a good score.

b. Negative result

Many students were still so noisy, because they chatted and tried to disturb their friends. Moreover, the students after finishing the speaking test, they did not get any works from the researcher, therefore, and they only talked.

Based on the reflection of the observation from the first meeting until the last meeting in cycle one, there was an improvement that could be considered as one of the criteria of a successful speaking activity. That was the students’ motivation to join the speaking activities increased. This could be seen from the students’ participation in performing the task in pairs which were done voluntarily. Another criterion of successful speaking activity which was achieved is that students got enough chance to practice the telephoning conversation with their partner. However, the students’ talk dealing with practicing speaking English which is done in pairs still had some mistakes. These mistakes arouse because some
students still had difficulties in memorizing and pronouncing the vocabularies which were used in the speaking activities. The miss pronunciations were arouse when the students create their own words in the dialogue, because in the post test was given role play to the students. In addition, the students could not memorize their own dialog because some of the students were busy with disturbing or chatting with their friends. Therefore, the time given by the researcher to practice the dialogue were unused by some of the students. Moreover, they still were practicing during taking the score; therefore the class was still crowded.

Based on the result of pre-test and post-test one, it could be proved that there was an improvement of the students’ score. It was found that the mean score of students’ accuracy was 2.94 from 2.03, the students’ fluency was 3 from 2.04, and therefore the total of average was 5.94 from 4.07. The significance level of the improvement of the students’ speaking ability between pre-test and post-test 1 \( t_o \) was 3.0 \( t \) for 38 students is 1.729. Because \( t_o \) is higher than \( t \) it means there is a significant difference between the score in pre-test and post-test 1. Next, the significance level of the improvement of the students’ accuracy between pre-test and post-test 1 \( t_o \) was 2.84 \( t \) for 38 students is 1.729. Because \( t_o \) is higher than \( t \) it means there is significant difference between the students’ accuracy score in pre-test and post-test. Then the significance level of the students’ fluency between pre-test and post-test 1 \( t_o \) was 3.03 \( t \) for 38 students is 1.729. Because \( t_o \) is higher than \( t \) it means
there is significant difference between the students’ fluency score in pre-test and post-test.

Based on the reflection of the observation and the result of pre-test and post-test 1, there were still several remaining problems which needed to be solved in the second cycle. These were some students’ difficulties in memorizing and pronouncing the vocabularies which used in the speaking activities, and the noisiness of the students.

B. The Second- Cycle

a. Revising the plan

Based on the first cycle, it was found there were several remaining problems which needed to be solved in the second cycle. These were some students’ difficulties in memorizing and pronouncing the vocabularies which used in the speaking activities, and the noisiness of the students.

In order to solve the problems, in the second cycle, the researcher still used the same tasks as the first cycle that was classifying some expression in the right column. However, the researcher planned to have a different topic that is about ordering something, especially about menus. Besides, she planned to manage the class better by changing the sit positions of the students.

Table 4.2 The Schedule of Cycle 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, March 2nd 2010</td>
<td>12.00 a.m.-01.00 p.m.</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Wednesday, March 3rd 2010</td>
<td>07.40 a.m.-09.00 a.m.</td>
<td>First meeting</td>
</tr>
<tr>
<td>Saturday, March 6th 2010</td>
<td>07.00 a.m.-07.30 a.m.</td>
<td>Second meeting</td>
</tr>
</tbody>
</table>
Tuesday, Tuesday 9th 2010 | 10.50 a.m.-12.10 a.m.  | Post Test  
--- | --- | ---

The lesson plan of the first cycle consists of 3 phases.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Pre-task</th>
<th>Task-cycle</th>
<th>Post-task</th>
</tr>
</thead>
</table>
|         | - Material exploitation: using a dialogue directly and a text to lead into the topic  
- Brainstorming: making a list; comparing ideas;  
- Activating language: eliciting and providing vocabulary  
         | - Listing the parts of ordering dialogue  
- The using of any and some  
- Practicing role-play  
         | - Performing a role-play  

b. Implementing the action

1) The first meeting

The first meeting was conducted on Wednesday, March 3rd 2010. The topic was about ordering something (Menus). It was the pre-task and task cycle done by the researcher. Firstly, the researcher started the lesson by arranging the sit position between the males and female students that was all male students moved to sit in front of part of the chair, and the female students sat on behind them. Then, the researcher asked one of the students to have a conversation directly. She asked the other students to pay attention and make a note about some expression used in the conversation. The researcher used...
realia as like stones, leaves and some pictures of food for the conversation. The researcher did ordering something (menus) with the student pointed by her. After that she asked other student to have a conversation too. After asking 2 of the students to have a conversation directly, the researcher did brainstorming with the students. She asked about some expression used in the previous conversation. The researcher wrote students’ answer on the whiteboard, and then underlined some expressions there. After that, she distributed a column for each student and asked the students to classify some underlined expressions in the right column. She also asked the students to classify the using of *some* and *any* in the right column. Next, the researcher told the objective of the lesson on that day that was about ordering something using *some* and *any*.

After that, the researcher gave a task to the students related to the ordering something. She asked the students to classify some underlined expressions in the right column. The researcher checked the students’ answer together, then drilled the students how to pronounce and express the dialog well started from two big groups into some pairs. She also discussed more about the using of *some* and *any* taken from the written dialog.

Then, the researcher did the next phase that was the task cycle. In the task cycle, she gave the students a task about making a dialog containing offering something using *some* and *any*. She distributed the rules to the students, and then explained the rules to them. Before making the dialogue, the students had been shown a poster about the menus in a restaurant. She asked the students to
pronounce the menus together. The researcher gave 10 minutes to the students to make and practice the dialogue. Then, she asked the volunteers to perform their dialog in front of the class without the text. Unfortunately the time was up, therefore, only a pair of volunteers that could perform their dialogue in front of the class without text. Then, she asked to do the dialogue at home and then closed the lesson that day.

2) The second meeting

The second meeting was conducted on Saturday, March 6th 2010. The topic was still share your opinion and the material was still about ordering menus using some and any. It was the post task of the teaching and learning process. The researcher started the lesson by reviewing the previous meeting that was about offering something. Then, she asked the students to prepare and practice their dialogue again because she would like to check it. Afterward, she asked volunteers to perform the dialogue in front of the class. Then, the researcher wrote the volunteers’ dialogues on the white board and then distributed a column for each student. She asked the students to classify parts of ordering something and the using of any and some based on the two dialogues written on the whiteboard. The researcher also distributed a note about the parts of a dialogue containing offering something and the using of some and any to each student. However, this phase could not be finished in one meeting because of the limited time. Therefore, for the post-test was done in the third meeting.

3) The third meeting
The third meeting was conducted on Tuesday, March 9th 2010. The material was about offering something. The researcher started the lesson by reviewing the material given in the previous meeting that was about offering menus. Then, she continued to give post-test to the students. She asked students to make a dialogue about offering menus to his or her friend. The researcher distributed a piece of paper containing the rule of the dialogue. The case of the dialogue was the students had to offer his or her friend the menus and if his or her friend say “No” he or she could choose and ask for the other menus prepared by the researcher. The students could choose the menus by their self. The dialogue must be contained some and any and performed in front of the class without the written dialogue. The researcher gave 10 minutes to the students to practice their dialogue. The researcher shown a big poster containing the menus and the pictures of the menus too stamped on the white board. She also set the class as like in a restaurant, that was the singe table and two chairs in front of the class. In here, the researcher played as an observer too and also as a monitor who monitored and corrected some students’ mistakes. Therefore, after all groups performed their dialogues in front the class, she gave the revising of the students mistakes and gave rewards from the best performers. She also gave supports for some students to improve their speaking ability, because she said that some of the students actually good at speaking.

c. Observing the action.
The observing was carried out by the writer when the students were performing the tasks from the pre-task phase until the post-task phase of cycle two. The following are the detail observation:

1) The first meeting

   In the first meeting, the researcher found that the students were active enough in joining the teaching-learning process. This could be seen from their participation in answering the researcher’s questions dealing with classifying some expressions into the right column and the using of any and some. Through the real object or called realia, the researcher brought a real situation in the class. By the realia and some pictures menus, the students were interested and they gave attention more in the lesson. Moreover, by rearranging the sit position between the females and males students that was the males students were moved in front parts of the class made the situation of the class be quite. Therefore, it could decrease the noisiness of the students. Therefore, the learning and teaching process could be effective.

2) The second meeting

   In the second meeting, some students got a task to make a dialogue using some menus chose by the researcher. In this phase, the students could do making the dialogue and share their problems in pronouncing some words with their partner and the researcher. The class was noisy because they practiced to perform the dialogue. Then, the researcher also used two dialogues taken from the students to explain more about

   commit to user
offering something and the using of some and any to the students. It made them easier to understand the material. Therefore, the students could answer the questions from the researcher. Nearly, all of the students enjoyed the teaching leaning process because they could share their problems and get the solution from their friends without being ashamed.

3) The third meeting

In the third meeting, the students were challenged to be able to perform their best performance in pair. Nearly, all group prepared their best performance although still some of members of the pairs that made mistakes, especially to pronounce and using the parts of ordering something dialogues. However, all the students were happy and enthusiastic, because there were many volunteers during the post test. Moreover, by encouraging the students and giving rewards to them there were new best performer in the post test in cycle 2.

a. Reflecting the result

1) The first meeting

a) Positive result:

The students were active enough and enthusiastic in joining the teaching-learning process. This could be seen from their participation in answering the researcher’s questions dealing with some parts of dialog in ordering something and about the using *some* and *any*. Moreover, by...
moving the males’ students to sit in front part of the class, the researcher could overcome the noisiness of the students.

b) Negative result

Some students still made mistakes in pronouncing some words when the researcher gave drilling to them. There were still students that disturbed other students during the teaching-learning process, therefore, the researcher often counted and called the names of the students who disturbed others to make the students be quite.

2) The second meeting

a) Positive result

Nearly, all the students could follow the activities in the task-cycle. They could share the problems in making the dialogue with their friends and the researcher. Therefore, they felt happy and enthusiastic in practicing the dialogue with their pairs.

b) Negative result

In practicing the dialogue with partner, however there were some students that still disturbed other students. And some of the students still had some difficulties in pronouncing some words in the dialogue.
3) The third meeting

a) Positive result

Nearly, all of the students in each pair were happy because they could perform their dialogues well and get rewards from the researcher as the best performers. There were many volunteers in performing the dialogue also. Moreover, the researcher could minimize the noisy of the students who had performed the dialogue already by giving them a task taken from *Lembar Kerja Siswa* (LKS) related to the material and asked them to submit it. Moreover, colored pictures and the real situation brought in the class made the students enthusiastic and paid attention more about lesson.

b) Negative result

Some of the students still made mistakes dealing with the use of the parts of ordering something and *some* and *any*, and to pronounce some words in the dialogue when they performed it in front of the class without a text.

Based on the reflection of the observation from the first meeting until the last meeting in cycle 2, there were some improvements that could be considered as the criteria of a successful speaking activity. The first was the students’ motivation to join the speaking activities increased. This could be seen from the students’ participation in answering the researcher’s questions dealing with mentioning the parts of a dialogue containing ordering something and the using of *some* and *any*, and the
students’ participation in practicing the speaking activities to achieve the task objective.

Besides, nearly all of the students could solve their problems dealing with pronouncing some vocabularies used in the speaking activities. This finding could achieve other criteria of a successful speaking activity. Firstly, learners talked a lot. By conducting pair works, the students who had some problems dealing with the speaking activity can share their problems to their friends or the researcher and got the solutions of their problems from their friends or the researcher. The amount of the students who had difficulty in memorizing and pronouncing some words in the dialogue reduced. Furthermore, they could practice speaking with their friends. This meant that the students’ talks dominated the teaching-learning process. Secondly, participation was even. Through the use of pairs, the speaking activities were not dominated by talkative participants. All got a chance to speak and contributions were fairly evenly distributed.

Based on post-test 1 and post-test 2, there was an improvement of the students’ score. It was found that the mean of post-test one for student’ accuracy was 3.59 from 2.94, students’ accuracy became 3.76 from 3. The significance level of the improvement of the students’ accuracy between post-test one and post-test two \((t_o)_2\) was 2.25. Because \((t_o)_2\) is higher than \(t_e\) (1.729), it means there is a significant difference between the score of accuracy in post-test one and post-test two. Next, the significance level of the improvement of the students’ accuracy between post-test one and
post-test two \( (t_o)_2 \) was 2.45. Because \( (t_o)_2 \) is higher than \( t_t \) (1.729), it means there is a significant difference between the score of fluency in post-test one and post-test two. And the significance level of the improvement of all the students’ speaking in post-test one and post test two was 7.35 from 5.94, the significance level of the improvement of the students’ speaking ability between post-test one and post-test two \( (t_o)_2 \) was 2.61. Because \( (t_o)_2 \) is higher than \( t_t \) (1.729), it means there is a significant difference between the score of students’ speaking ability in post-test one and post-test two.

Based on the reflection of the observation and the results of post-test one and post-test two, it found that the students’ speaking skill improved. However, there was a remaining problem in the second cycle. There were some students who still had difficulties in pronouncing some words in the right orders.

B. Research Finding and The Discussion

This section presents the discussion of the research finding concerning on the students responses toward the speaking activities which are conducted through Task-Based Material and problems faced by the researcher during the research.

1. Observation

In cycle one, there were some improvements of the students’ speaking skill which could be seen from the speaking activities in cycle one. Firstly, the students’
motivation to join the speaking activities increased. This is in line with one of the
criteria of a successful speaking activity according to Ur (1996:120).

This could be seen from the students’ participation in performing the tasks
individually or in pairs which were done voluntarily. Another criterion of a successful
speaking activity which was achieved is that students talked a lot. All students got a
chance to speak through the opportunities which were given to them to practice
speaking English in pairs and share their problems with the researcher. However, the
students’ talk still had some mistakes. These mistakes arise because some students
still had difficulty in memorizing and pronouncing the vocabularies which were used
in the speaking activities. One of the criteria which had not fully achieved in the
speaking activity was that students could express utterances that were relevant, easily
comprehensible to each other and of an acceptable level of language accuracy. This
occurred when the students works in pairs. One of them made many mistakes if they
had to utter the sentence pattern individually, whereas his partner could not give the
correction of the mistakes. Thus, they still made many mistakes when they had to
perform the speaking task in pairs.

The results of the observations which were conducted in cycle one were also
supported by the results of pre-test score and post-test 1. From the students mean
score in pre-test and post-test 1, it was found that there was an improvement of the
students’ score. It was found that the mean score of students’ accuracy was 2.94 from
2.03, the students’ fluency was 3 from 2.04, and therefore the total of average was
5.94 from 4.07. The significance level of the improvement of the students’ speaking
ability between pre-test and post-test 1 ($t_0$) was 3.0 $t_1$ for 38 students is 1.729.
Because \((t_o)_1\) is higher than \(t_t\) it means there is a significant difference between the score in pre-test and post-test 1. Next, the significance level of the improvement of the students’ accuracy between pre-test and post-test 1 \((t_o)_1\) was 2.84 \(t_t\) for 38 students is 1.729. Because \((t_o)_1\) is higher than \(t_t\) it means there is significant difference between the students’ accuracy score in pre-test and post-test. Then the significance level of the students’ fluency between pre-test and post-test 1 \((t_o)_1\) was 3.03 \(t_t\) for 38 students is 1.729. Because \((t_o)_1\) is higher than \(t_t\) it means there is significant difference between the students’ fluency score in pre-test and post-test 1.

It could be concluded that there was a significant difference after being taught using task-based material and task-based activities techniques in cycle one. However, there were several problems which were needed to be solved in cycle two.

Based on the problems faced in cycle one, the researcher planned and improved the activities. The activities in cycle two were conducted to solve the problems in cycle one. In cycle two, the researcher still used role play; she added using the real things and some pictures as the teaching techniques to deliver the speaking materials. After those techniques were implemented, there were improvements of the students’ speaking skill. These improvements could archive one of the criteria of a successful speaking activity according to Ur (1996:120) namely the students’ motivation to join the speaking activities increased. This could be seen from the students’ participant in answering the researcher’s questions dealing with classifying and listing some parts of the telephoning and ordering dialogues and students’ participation in practicing the speaking activities in pairs.
Moreover, nearly all of students could solve their problems dealing with the vocabularies and the using of parts in the dialogues which were used in the speaking activities starting from the first meeting until the last meeting through pairs. This finding could achieve the other criteria of a successful speaking activity (Ur, 996: 120). Firstly, learners talk a lot. By conducting pairs, students could practice speaking English while solving their problems without being ashamed. The students who had some problems dealing with the speaking activity can share their problems to their friends or the researcher. The amount of students who had difficulty in memorizing and pronouncing some vocabularies and some parts of telephoning and ordering conversations reduced. This meant that the students' talks dominated the teaching-learning process. Besides, by changing the sit position of the students, that was boys moved to front part of the class and giving additional exercise to them in the post-test could reduce the noisiness of the students in the class. Therefore, the teaching learning process could run well, and most of the students could accept the lesson well. Secondly, participation was even. Through the use of pair works, the speaking activities were not be dominated by talkative participants. Each student got a chance to speak and contributions were fairly evenly distributed. Then, the language which was used by the other students to share their problems and give solutions of the problems is in an acceptable level. On other words, the students who could give the solutions to the other students' problems explained the solutions in a language which were relevant and comprehensible to each other. In addition, by listing some parts of a dialogue both telephoning conversation and ordering menus could increase the understanding of the students about transactional and personal dialogue.
The result of the observation which were conducted in cycle two was also supported the results of post-test 1 and post-test 2. From the result of post-test 1 and post-test 2, it was found that the mean score of post-test one for students’ accuracy was 3.59 from 2.94; students’ accuracy became 3.76 from 3. The significance level of the improvement of the students’ accuracy between post-test one and post test two \((t_o)_2\) was 2.25. Because \((t_o)_2\) is higher than \(t_\alpha\) (1.729), it means there is a significant difference between the score of accuracy in post-test one and post-test two. Next, the significance level of the improvement of the students’ accuracy between post-test one and post-test two \((t_o)_2\) was 2.45. Because \((t_o)_2\) is higher than \(t_\alpha\) (1.729), it means there is a significant difference between the score of fluency in post-test one and post-test two. And the significance level of the improvement of all the students’ speaking in post-test one and post-test two was 7.35 from 5.94, the significance level of the improvement of the students’ speaking ability between post-test one and post-test two \((t_o)_2\) was 2.61. Because \((t_o)_2\) is higher than \(t_\alpha\) (1.729), it means there is a significant difference between the score of students’ speaking ability in post-test one and post-test two.

2. Students diary

Besides the observation, the researcher also investigated the students’ diary. Students’ diary was conducted to find the significant result of this research from the students’ side as the subject of teaching and learning process through task-based language material and task-based activities. In this research, the students wrote one diary which was made in the end of cycle 2.
Many of the students wrote their expressions and their feelings of the teaching and learning process that they had followed. For example, they wrote:

“Saya paham dengan pelajaran bahasa Inggris, karena cara mengajarnya efektif”

“Saya merasa senang dan menjadi semangat belajar bahasa Inggris”

“Asyik, karena terasa suasana berbeda”

“Saya merasa senang karena mendapat tambahan pengetahuan”

“Saya paham karena setiap pelajaran bahasa Inggris pasti diberikan kertas kecil yang berisi materi tugas, jadi saya bisa mengulang di rumah.”

“Saya senang, karena bisa menambah grammar dan kosakata karena memberikan materinya sangat enjoy.”

From those examples, the writer found that the students were enjoying the teaching-learning process through task-based material. For some students, teaching and learning process through task-based material made them interested in the English class.

Based on the students’ diary, it could be seen that there was an improvement of the students’ interest. It could make the students follow the tasks in the speaking activities easily and they got new atmosphere in the class. And as the result, the students’ speaking skill was improved.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the discussion in the previous chapter, it can be concluded that Task-Based Material can improve students’ speaking skill especially in mastering transactional and interpersonal dialogue. It could be seen that from the observation of the speaking activities in each cycle, speaking activities can achieve the criteria of successful speaking activity. If the criteria of a successful speaking activity can be achieved, the students’ speaking skill can be improved. The improvements can be indicated from the following:

1. The first improvement is participation is even. All the students get the same chance to practice speaking English through role play and pairs.

2. Next, the students talk a lot. In this case, students talk a lot in practicing to speak English with their friends and share their problems dealing with the speaking activity with their friends or with the researcher.

3. Then, motivation is high. The students’ motivation can be seen through the students’ participation in performing the tasks in pairs in front of the class voluntarily and the students’ participation in answering the researcher’s questions dealing with the speaking activity.

4. In addition, the situation of the classroom was alive. It can be seen that the class is full of laugh and the students are interested in joining the teaching learning through some real objects, interesting pictures and dialogues.
5. Moreover, arranging the setting during the dialogues as like the real world situation could make the students perform the dialogues in communicative way. Therefore, the communicative competence based on the syllabus is accomplished.

6. Last but not least, the improvement of students’ speaking skill can be seen from the result of speaking test. Based on the result of speaking tests, it can be proved that there is an improvement of the students’ speaking skill. It can be seen from students’ mean score and t-test results. Based on the students’ mean score, the students’ mean score for accuracy was 2.06 in the pre-test. It improved to 2.94 in the post-test 1 and 3.59 in the post-test 2. Moreover, the students’ mean score for fluency was 2.19 in the pretest. It improved to 3 in the post-test 1 and 3.76 in the post-test 2. Meanwhile based on the t-test result between pre-test and post-test 1, the significance level of the improvement of the students’ accuracy between pre-test and post-test 1 \((t_o)_1\) was 2.84, \(t_t\) for 38 students is 1.729. Because to (2.84) is higher than \(t_t (19, 0.05) (1.729)\) or \(t_o > t_t\), it can be concluded that there was a significant difference between the result of students’ accuracy in pre-test 1 and the result of students’ accuracy post test in cycle 1. Then, the significance level of the improvement of the students’ fluency between pre-test and post-test one \((t_o)_1\) was 3.03, \(t_t\) for 38 students is 1.729. Because to (3.03) is higher than \(t_t (19, 0.05) (1.729)\) or \(t_o > t_t\), it can be concluded that there was a significant
difference between the result of students’ fluency in pre-test 1 and the result of students’ fluency post test in cycle one.

It means that teaching speaking using task-based material really improves the students’ speaking skill.

B. Implication

In teaching learners’ speaking, especially for junior high school students, it is important to implement an appropriate teaching approach. The use of task-based material is effective for improving students’ speaking skill. Practically, through task-based material, students can become active learners in teaching learning process because they learn language while doing the tasks which are designed by the teacher. In this case, the teacher uses communicative tasks which can be understood and performed by the students.

Besides, the implementation of task-based material through various communicative tasks which are delivered to the students can attract the students’ interest and motivation to get involved in the teaching learning process. Moreover, through task-based material the students can learn to discuss the solution of the other students’ problems.

Based on the conclusion, there is an improvement of students’ speaking skill after taught by using task-based material. The writer can imply that task-based material can be used as an effective approach to language teaching methodology especially for teaching speaking.
C. Suggestion

In according with the conclusion above, the writer gives some suggestions related to this research as follows:

1. To the English teacher

In a speaking class, students need many more chances to speak up so that the teacher should be able to create speaking activities which can make the students have many chances to speak up. It is better for the teacher to use task-based material as one of the teaching approaches which can be used to improve the students’ speaking skill by giving more chances to speak up through the tasks which are designed by the teacher through pairs work, and the use of realia, pictures and role play are effective.

2. To the institution

The institutions have to provide the facilities that can improve the quality of teaching English for their students. It can be in the form of training activities for the English teachers. It can also be in the form of completed physical facilities in supporting the teaching and learning activities.

3. To other researchers

It is hoped that the result of this study can be used as a reference for further research in different context which will give valuable contributions in teaching English for learner. Therefore, other researcher could use task-based material to be applied in other skills.