

## CHAPTER 1

### INTRODUCTION

#### A. Background of the study

English is very important language in the world. In many aspect people use English as tool to communication such us in career, bussines, development, education, trade, sciences, economic and technology. People need to learn English in order to get good competence. By competing English people will not get difficulties to access their life in aspect which need English as the tool of communication. English also has important role since most of information resources are in English. English has been learned and considered as the first foreign language in our country. Indonesian goverment also put English in the curriculum of education. Almost of school in indonesia apply English as compulsory subject. English is given from the earliest grade elementary school to the highest one that is university.

Communication is the most important aspect in using English. People learn English in order to have competence to communicate. A large percentage of the world's language students study English in order to be able to communicate fluently. River (1978:3) states that when selecting learning activities, teacher must remember that the goal of teaching is for the students to be able to interact freely with other to understand what others wishes to share (whether as a reaction to communication or as an original contribution to the exchange).

English teaching consist of four skills. That are listening, speaking, reading, and writing. (Widdowson, 1978:57). All of the skills support the students to have communicative competence. But the most important aspect which has big contribution in communication is speaking. Speaking is a very important element of language in language learning. As a productive skill, speaking is one of the subjects that scream for most of the students. However, speaking becomes problem for students in every level, the students often have no idea to speak English. Speaking English, for most students is quite difficult because of their mistakes, A common problem for English teaching learning process in dealing with a passive class is there is no active intraction between teacher and students. In fact, a lot of students such as at SMK Wiworotomo Purwokerto, assumed that speaking is a difficult and scary thing. The students often have no idea to speak English, they are lack of vocabulary, still make grammatical mistake in making sentences, and sometimes their speech is not understandable.

Based on the observation at Monday 20<sup>th</sup> of January 2014, the researcher revealed that the teacher still used classic method in speaking class. Where the teacher gave material to the students then explained it. The students were just ordered to imagine something and then do the excercises in worksheet or handbook.

To make this situation diffrent, the reseacher solved the problem by using Task-Based Learning (TBL) to teach speaking. According to Kris Van den Branden (2006:4) Task-Based Learning is a piece of work or activity,

usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research. Task Based Learning creates learning as something that students do in everyday life. Students will feel happy, enjoy and have motivation to do the task and they also learn something. There are several reasons why the reasearcher is interested in investigating the improvement students' English speaking ability using Task Based Learning. First, people need to learn English communicate with other. They should be able to communicate well. The important component to make their communication well is speaking ability. Second, sometime they are often embarrassed or shy to say anything because they are afraid to make mistake and they feel shy when the addressee do not understand what they say. Third, Task Based Learning is one of method which can be applied to solve these problem.

The researcher want to solve the problem by using Task Based Learning (TBL) to teach speaking. Students have motivation to learn through task which is made by the teacher because the task served activities like in the real-life. Based on the descriptions above, reasearcher is interested to improve students' speaking ability through Task Based Learning at the second grade of students of SMK Wiworotomo Purwokerto where they have problems in English especially in speaking. Therefore, researcher conducts a research entitled

**“Improving Students’ Speaking Ability through Task-Based Learning” (A classroom action research on the second grade students of SMK Wiworotomo Purwokerto academic year 2013/2014).**

**B. Reason for Choosing the Topic**

The reasercher choosen the topic “Improving Students’ Speaking Ability through Task-Based Learning” (A classroom action research on the second grade students of SMK Wiworotomo Purwokerto academic year 2013/2014) for some reasons;

1. Speaking English, for most students is quite difficult because of their mistakes and the researcher want to apply her method to teach students through task-based learning (TBL) in classroom action research.
2. The students assumed that speaking is a difficult and scary thing. The students often have no idea to speak English, they are lack of vocabulary, still make grammatical mistake in making sentences, and sometimes their speech is not understandable.

**C. The Problem of the Research**

Based on the background of the research, the problem of the research is stated by question “Can Task-Based Learning improve students’ English speaking ability ?”

#### **D. The Aim of the Research**

Based on the formulation above, the aim of the research is to know whether task-based learning is able to improve the student's speaking ability in the second grade students' of SMK Wiworotomo Purwokerto academic year 2013/2014.

#### **E. Clarification of the Terms**

The essential term of the research classified as follows;

1. Improvement

Improvement means bring to action or process of improving.  
(Hornby,1995:598)

2. Speaking Ability

Speaking ability to say or pronounce word and sounds articulations to express feeling, thought and idea (Tarigan, 1981)

3. Task-Based Learning

Task-Based Learning means a piece of work or activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research. (Kris Van den Branden, 2006:4)

## **F. Contribution of the Research**

The result of the research is expected to give contribution to the students, the teacher, researcher, and school.

1. For the teacher

The English teacher can choose Task-Based Learning as an approach to language teaching methodology. This study is expected to give consideration or alternative for English teacher in understanding the concept of teaching speaking through theories stated in this study.

2. For the researcher

The researcher gets an important experience which can be used for doing a better action research and her teaching in the future.

3. For the school

The researcher hopes that this technique of teaching speaking will enrich teaching technique in this school. School can understand about the teacher's need in preparing the material in teaching learning process. So, the school can help the teacher to prepare her material.