



**THE SPEAKING ABILITY OF THE ELEVENTH GRADE STUDENTS OF
SMA N 1 KARANGANYAR DEMAK IN THE ACADEMIC YEAR 2012/2013
TAUGHT BY USING *TASK BASED LEARNING***

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in English Education**

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MOTTO AND DEDICATION

- “Be Great Be a Moment”
- “Successful is your opportunity, we must be success by yourself (Mario Teguh)”

Dedication:

I dedicate my skripsi to:

- Allah SWT the Almighty and my Prophet Muhammad, peace be upon on him.
- My entire family, for all prayers which have been said and all spirit given.
- All people who appreciate knowledge.
- Thanks all My Friends who give motivation


(Amri, Manaf, caca, Zainal, Mapawa, JJM, junanto,
Nida, Arif, son Haji, Yakin, Proud, Nadif, Vrisca,
Alwi. Omen and Alumni Bandungan dll)

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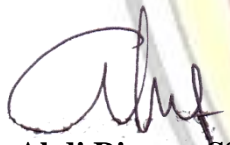
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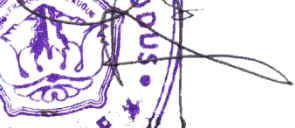
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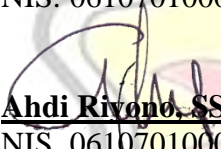
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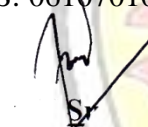
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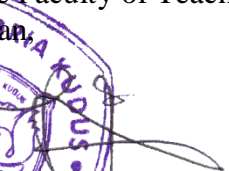
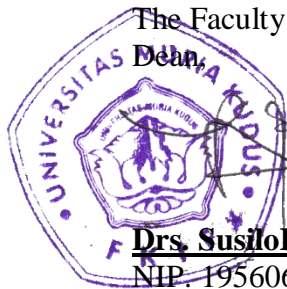

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Kudus, August 2012

The writer,

Muhammad Ma'ruf

ABSTRACT

Ma'ruf, Muhammad. 2012. *The Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 Taught by Using Task Based Learning*. Skripsi. English Education Department, Teacher Training And Education Faculty, Muria Kudus University. Advisors: (i) Diah Kurniati, S.Pd, M.Pd, (ii) Ahdi Riyono, SS, M.Hum.

Keywords: Speaking Skill, Task Based Learning.

English as one of the international languages is very important since it is bridge of communication among people in different country. In Indonesia, English is taught in elementary school, junior high school, and senior high school. The language skills to be achieved are divided into four. There are listening, speaking, reading and writing. Speaking as one of the four major skills in English is the most important skill.

This research is aimed to know the speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the academic year 2012/2013 before and after being taught by using Task Based Learning.

This research is quantitative experimental research. The data were collected by recording. Instrument of the research is oral test. The researcher gave pre test before being taught by using Task Based Learning and gave post test after being taught by using Task Based Learning. The sample of the research is forty four students from XI IPA 1. The sample got by using cluster random sampling.

The result of this research can be seen from the pre test and the post test result. The pre test result of the mean is 43.55 and standard deviation is 7.14. It means that the speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the academic year 2012/2013 before being taught by using Task Based Learning is low. Meanwhile, on the post test result the mean is 65.18 and standard deviation is 4.65. So, the result of the speaking ability after being taught by using Task Based Learning of the eleventh grade students of SMA N 1 Karanganyar Demak in the academic year 2012/2013 is good. The Hypothesis is accepted in the level significance 0,05(5%) is 2.021 and the degree of freedom (N-1)= 43 shows that there is significant difference between the speaking ability of eleventh grade students of SMA N 1 Karanganyar Demak in the academic year 2012/2013 before and after being taught by using Task Based Learning. The result of t_o (20.195) is higher than t -table (2.021). Therefore, it can be concluded that the Null hypothesis is rejected, while the alternative hypothesis of the research is accepted.

In this research, the researcher suggest for the English teachers to use Task Based Learning as a teaching method to improve students speaking ability. The students have to be more confidence and not be afraid of making mistake when they are speaking in front of the class.

ABSTRAKSI

Ma'ruf, Muhammad. 2012. *The Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 Taught by Using Task Based Learning*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Diah Kurniati, S.Pd, M.Pd, (ii) Ahdi Riyono, SS, M.Hum.

Kata Kunci : Kemampuan Berbicara, Task Based Learning.

Bahasa Inggris sebagai bahasa Internasional sangat penting sejak bahasa itu digunakan sebagai jembatan komunikasi diantara manusia di berbagai negara yang berbeda. Di Indonesia, bahasa Inggris di kenalkan dari SD, SMP dan SMA. Bahasa dibagi menjadi empat skil. Diantaranya, mendengarkan, berbicara, membaca dan menulis. Berbicara adalah salah satu dari empat kemampuan dasar yang sangat penting.

Penelitian ini memiliki tujuan untuk mengetahui kemampuan berbicara siswa kelas sebelas SMA N 1 Karanganyar Demak tahun ajaran 2012/2013 sebelum dan setelah menggunakan Task Based Learning.

Penelitian ini adalah penelitian eksperimen kuantitative. Data diperoleh dari rekaman. Instrumen dari penelitian adalah test secara oral. Peneliti memberikan pre test sebelum menggunakan Task Based Learning dan memberi post test setelah menggunakan Task Based Learning. Sampel penelitian sebanyak empat puluh empat siswa dari XI IPA 1. Sample didapat menggunakan cara pengacakan kelas.

Hasil dari penelitian ini dapat dilihat dari hasil pre test dan post test. Hasil pre test, nilai rata-rata (mean) = 43.55 dan standat deviasi = 7.14. Jadi, hasil dari kemampuan berbicara pada siswa kelas sebelas SMA N 1 Karanganyar Demak tahun pelajaran 2012/2013 sebelum diajarkan menggunakan task based learning adalah rendah. Sementara itu, pada hasil post test, nilai rata-rata (mean) = 65.18 dan standat deviasi = 4.65. Jadi, hasil dari kemampuan berbicara pada siswa kelas sebelas SMA N 1 Karanganyar Demak tahun pelajaran 2012/2013 sesudah diajarkan menggunakan task based learning adalah baik. Hipotesis pada tingkat signifikan 0.05 (5%) = 2.021 dan tingkat kebebasan (N-1) = 43, menunjukkan bahwa ada perbedaan antara kemampuan berbicara siswa kelas sebelas SMA N 1 Karanganyar Demak tahun pelajaran 2012/2013 sebelum dan sesudah diajarkan menggunakan task based learning. Hasil t_0 (20.195) lebih tinggi dari t-tabel (2.021). Oleh karena itu, dapat dikatakan bahwa null hipotesis ditolak, sementara alternatif hipotesis diterima.

Dalam penelitian ini, peneliti menyarankan kepada guru bahasa Inggris untuk menggunakan Task Based Learning sebagai metode pembelajaran untuk meningkatkan kemampuan berbicara siswa. Siswa harus lebih percaya diri dan jangan takut membuat kesalahan ketika berbicara di depan kelas.

TABLE OF CONTENTS

	Page
COVER	i
LOGO.....	iii
MOTTO AND DEDICATION	iv
ADVISORS' APPROVAL.....	v
EXAMINERS' APPROVAL	vi
ACKNOWLEDGEMENTS.....	vii
ABSTRACT	viii
TABLE OF CONTENT	x
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv

CHAPTER I INTRODUCTION

1.1 Background of the Research.....	1
1.2 Statements of the Problem.....	4
1.3 Objective of the Research.....	4
1.4 Significance of the Research	5
1.5 Limitation of the Research	5
1.6 Operational Definition.....	6

CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS

2.1 Teaching English in SMA N 1 Karanganyar Demak	7
2.1.1 Purpose of Teaching English in SMA N 1 Karanganyar Demak.....	8
2.1.2 The Material of Teaching English	8
2.2 Speaking Skill.....	10
2.2.1 Definition of Speaking	10

2.2.2 Problem in Speaking	12
2.3 Task Based Learning	13
2.3.1 Definition of Task Based Learning.....	13
2.3.2 Task Based Learning Framework.....	15
2.3.3 Types of Task Based Learning	17
2.3.4 Step of Task Based Learning.....	18
2.3.5 The advantages of Task Based Learning	19
2.4 Review of Previous Research.....	19
2.5 Theoretical Framework.....	21
2.6 Hypothesis of the Research	22
 CHAPTER III RESEARCH METHOD	
3.1 Design of the Research	23
3.2 Population and Sample	25
3.3 Instrument of the Research.....	26
3.4 Technique of Collection	30
3.5 Technique of Analysis Data	30
 CHAPTER IV FINDING OF THE RESEARCH	
4.1 The Speaking Ability of the Eleventh Grade Students of SMA N1 Karanganyar Demak in the Academic Year 2012/2013 before Being Taught By Using Task Based Learning	35
4.2 The Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 after Being Taught By Using Task Based Learning	37
4.3 Hypothesis Testing.....	39

CHAPTER V DISCUSSION

5.1 The Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 before Being Taught By Using Task Based Learning	42
5.2 The Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 after Being Taught By Using Task Based Learning	43
5.3 The Significant Difference of the Speaking Ability of the Eleventh Grade Students of SMA N 1 Karanganyar Demak in Academic Year 2012/2013 Before and After Being Taught by Using Task Based Learning	45

CHAPTER VI CONCLUSION AND SUGGESTION

6.1 Conclusion.....	47
6.2 Suggestion	48

BIBLIOGRAPHY	49
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APPENDICES.....	50
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CURRICULUM VITAE	110
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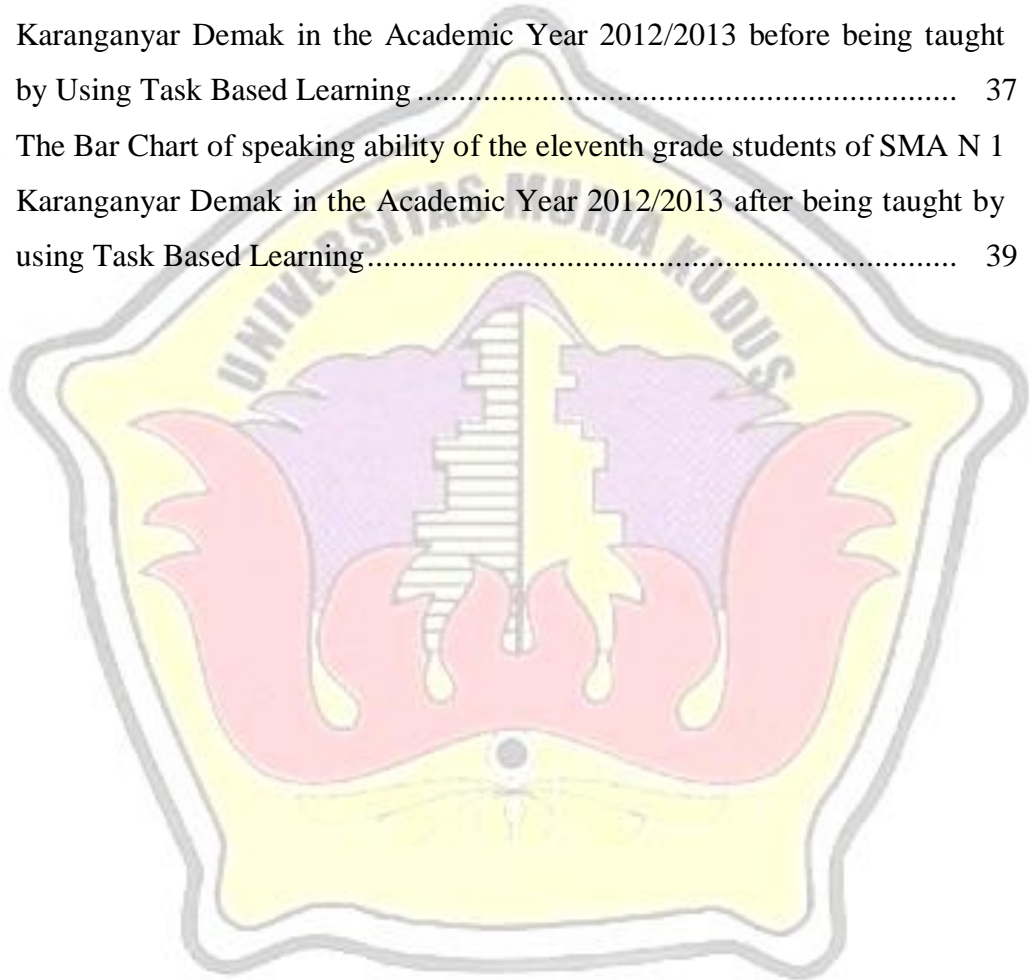
STATEMENT	111
------------------------	------------

LIST OF TABLES

Table	Page
3.1 Scoring of the speaking test	28
3.2 The Assessment criteria of the speaking ability	29
4.1.a. The speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 before being taught by using Task Based Learning.....	36
4.1.b. Frequency distribution of the speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 before being taught by using Task Based Learning	36
4.2.a. The speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 after being taught by using Task Based Learning	38
4.2. b. Frequency distribution of the speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 after being taught by using Task Based Learning	39
4.4 The summary of t-test result of eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013	41

LIST OF GRAPHS

Graph	Page
1. The Bar Chart of speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 before being taught by Using Task Based Learning	37
2. The Bar Chart of speaking ability of the eleventh grade students of SMA N 1 Karanganyar Demak in the Academic Year 2012/2013 after being taught by using Task Based Learning.....	39





LIST OF APPENDICES

Appendix	Page
1. Syllabus of SMA N 1 Karanganyar Demak	51
2. Lesson Plan of SMA N 1 Karanganyar Demak	56
3 . List of Eleventh Grade Students of SMA N 1 Karanganyar Demak	83
4. Draft of the Pre Test	85
5. Pre-Test Scoring in the XI IPA 1.....	88
6. The Calculation of Mean and Standard Deviation of Teaching Speaking Before Taught by Using Task Based Learning to The Eleventh Grade Studentsof SMA N 1 Karanganyar Demak In the Academic Year 2012/2013	91
7. Draft of the Post test.....	93
8. Scoring Post Test in the class XI IPA 1	97
9. The Calculation of Mean and Standard Deviation of Teaching Speaking After Taught By Using Task Based Learning to the Eleventh Grade Students of SMA N 1 Karanganyar Demak In the Academic Year 2012/2013	100
10. The Calculation to Find Out T-Test.....	102
11. Result pre test and post test record.....	105
12. Critical value of t- table.....	108