

**THE EFFECT OF USING TASK BASED LEARNING METHOD BY USING
SECRET MESSAGE FLOWER MEDIA ON THE STUDENTS'
ACHIEVEMENT IN SPEAKING SKILLS**

SKRIPSI

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ABSTRACT

Fatimah Hafni, 1402050232 “The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students’ Achievement in Speaking Skills”. Skripsi English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan, 2018.

This study deals with The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students’ Achievement in Speaking Skills. The objectives of this research were to find out the effect of using Task Based Learning method by using secret message flower media on the students’ achievement in speaking skills and to find out the students’ difficulties in speaking. The population of this research was the VIIIth grade students of SMP Muhammadiyah 07, with the total population were 110 students. And 50 students were taken as the sample. Cluster random sampling technique was applied in taking the sample. The total sample consisted of 50 students and the sample was divided into two group, the experimental group and control group. The instrument for collecting data in this research was oral test, pre-test and post-test were given to the both group, experimental and control group. The data were analyzed by using t-test formula. The finding showed that the students taught by Task Based Learning method by using secret message flower media got the higher score than those taught by Discussion method. The result showed that t_{observed} (6.9) was higher than t_{table} (2.01), at $\alpha = 0.05$ and the degree of freedom (df) = 48. It meant that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. In conclusion, the students’ achievement in speaking by using Task Based Learning was more significant than using Discussion method. The students’ difficulties in speaking English was grammar. It was one of indicators of speaking that got the lowest score where the total score of vocabulary was 310, comprehension was 284, pronunciation was 305, fluency was 290 and grammar was 258. It was because they less practice in tenses, so they got difficulties in speaking English.

Keyword: Task based learning, Speaking

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The Researcher

Fatimah Hafni

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of the most important skills in language learning beside listening, writing and reading. It is hard to have a good relationship with others without any communication. In order to have a good communication understanding, language is needed. Language plays an important role in human life to communicate. Without communication, there is no any role relationship is built. In teaching English as a foreign language most students cannot speak English well, even though they have learned it in elementary school. Speaking is not easy like what people think. Many people like to speak but when they are asked to speak in English, most of them cannot speak up. The students cannot speak English fluently; therefore, they were passive in the class. Even though the students were in group, they just kept silent. The teacher always asked the best students in their group to speak up. The students' ability in expressing their ideas is still relatively poor.

However, learning English is not easy as well. Furthermore, to learn English is to communicate the language itself. Clark and Clark (1997:3) stated that "Communication with language is carried out through two basic activities: speaking and listening. In speaking, people put ideas into words, talking about perceptions, feelings, and intentions they want other people to grasp."

In this study, the researcher deals that speaking as her topic. Students got difficulties to speak up. They got difficulties in speaking English well and they felt bored during teaching learning process. Thus, encouraging students to participate in speaking English is not an easy task. Teaching speaking nowadays faces many obstacles that make difficult for students to study. One of the obstacles comes from the teaching speaking method. The English teacher still uses conventional way.

Consequently, the speaking class becomes monotonous and boring, students' low motivation to speak. The other problem is about the difficulties in understanding English because lack of vocabulary. When the students lack of vocabulary, of course, they will get difficulties in using the English vocabulary in the sentence. The other problem is lack of confidence when they speak English and also lack of participation and interaction when they study English.

The orientations of teaching process are expected to overcome those problems and the effect on students' achievement in speaking ability. Task Based Learning is one choice of many methods that can be applied by the teachers in teaching speaking.

Task Based Learning essentially develops from the communicative language class teaching theory and the aim is also to improve learners' communicative competence, focusing on students' language interaction. The Task Based Learning is a kind of strong version of communicative language teaching where by language is applied primarily by focusing on communicative meanings (Larsen-Freeman 2000). In TBL, students have much more varied exposure to

language and can use any of language forms. The learners focus on the class and spend a lot of time in communicating during the task (Hammer, 1999). Furthermore, in TBL, the task meaning is like a language problem to solve in relation to real world situations (Willis,1996). The task types, topics and sequencing criteria are flexible and can be changed depending on the level of the students and their interest in language items. The task design in TBL is more flexible in speaking classes.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language (Michael Lewis 15).

Besides using Task Based Learning Method, the researcher also used Secret Message Flower Media as supporter. She used this media to attract the attention of the students to be more spirit in learning English. She chose this media because it combined with the method that used. This media was in the form of flower in the picture on the cardboard that has some petals/calyx. Inside the

petals there was a secret message that was the topic that should deliver in a dialogue by the students.

Based on the explanation above, the aim of this study was the researcher wanted to know how the effect of applying Task Based Learning method by using secret message flower media on the students' achievement in speaking.

B. The Identification of the Problems

Based on the background above, the problems of this research are identified as follows

1. students were difficult in understanding English because lack of vocabulary in speaking.
2. students were difficult to express their ideas in terms of speaking.
3. students were lack of confidence, interaction, participation and motivation in speaking English.
4. teachers were not use interesting media to encourage students to speak English.

C. The Scope and Limitation

Based on the background above, this research was focused on speaking skill at the eighth grade 2017/2018 academic year at SMP Muhammadiyah 07.

The limitation of this study was The Expression of Asking and Giving Opinion.

D. The Formulation of the Problems

In line with the background of the research, the problems of the study are formulated as in the following.

1. Is there any significant effect of applying Task Based Learning method by using secret message flower on the students' achievement in speaking?

2. What are the students' difficulties in speaking?

E. The Objectives of the Study

The objectives of the study are

1. to find out the effect of using Task Based Learning method by using secret message flower media on the students' achievement in speaking.
2. to find out the students' difficulties in speaking.

F. The Significance of the Study

The result of this study was expected to be useful theoretically and practically.

1. Theoretically, the research can be used to add the knowledge and references, especially in teaching speaking.
2. Practically, the findings of this research are expected to be useful for
 - 1.) teachers

The result of this research was expected to be able to enrich the teachers' knowledge in terms of teaching English and to solve the problem of students' difficulties in speaking skills.

- 2.) students

The research expected to encourage the students mastering in English lesson, the students feel relax and enjoy when they learn English lesson, and solved their problem in learning English, because teacher used the suitable technique in teaching.

3.) other researchers

This research expected to give a new knowledge of the further researcher to do the better research of teaching and learning cases, and solved the students speaking problems and also the teachers that have the similar problem with this researcher.

G. Statistical Hypothesis

The following statistical hypothesis criteria were used to reject or accept the null-hypothesis.

If $t_{\text{observed}} > t_{\text{table}} = H_a$ is accepted and H_o is rejected

If $t_{\text{observed}} < t_{\text{table}} = H_o$ is accepted and H_a is rejected

H_a = there is significant effect of using Task Based Learning Method on the students' achievement in speaking.

H_o = there is no significant effect of using Task Based Learning Method on the students' achievement in speaking.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in this study have to be clear in order to avoid misunderstanding. Therefore, the readers and the writer must have same perception of this study.

1. Definition of Effect

The “effect” is meant by result or change of something. As stated by Stevenson (2000:220). The term effect could be generally meant by a change that something causes was something else; a result. Another definition of effect is seemed to fit action rather than the process in doing something. It was actual production. Finally, there is benefit which can take as the result that refers to positive sense.

2. Definition of Approach, Method and Technique

There are three terminologies connected to the teaching learning process, they are approach, method and technique.

2.1 Approach

An approach is a set of correlative assumptions, dealing with the nature of the language teaching learning. An approach is an axiomatic and describes the nature of the subject matter to be taught. By using approach, it will make the teaching more effective because an approach is a very important element managing the students in classroom.

2.2 Method

Method is an overall plan for the orderly presentation of language to students. The term method according to Harmer (2001) is “the practical realization of an approach”. Method talks about types of activities, the roles of teachers and students. In other words, methods include various procedures and technique. As stated in Richard and Rodgers, (2001: 28), some methods are totally dependent on a source of knowledge and direction.

2.3 Technique

A technique is the implementation, that which actually takes place in a classroom. Technique must be consistent with a method, and therefore in harmony with an approach.

3. Task Based Learning (TBL)

Increasing learners’ motivation and performance has always been the primary concern of language teachers. Therefore, an approach can get some objectives in teaching learning process in the classroom. Task Based Learning is an approach which is applied to find solution in certain problems such as poor learner motivation. TBL is aimed to find a solution in teaching learning process through doing tasks. Then, Willis suggests the use of tasks as the main focus in language classroom, claiming the tasks create a supportive methodological framework. Often, when faced with various problems, language teachers are in search of finding something that could create a difference in their classroom; the problems are generally caused by students’ lack of motivation to the lesson.

Ellis (2003:16) defines that a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, an oral or written skills and also various cognitive processes.

Willis (1996:23) is another figure who contributes to the use of tasks in language classroom. She state that tasks are always activities where the target language used by the learners for a communicative (goal) in order to achieve an outcome.

3.1 The framework of Task Based Learning

The TBL framework consists of three main phases, provides 3 basic conditions for language teaching (Willis, 1996:18). There are pre- task, task-cycle and language focus.

Pre- task

Pre- task introduces the class to the topic and it is related with the words and phrase. In the pre- task, the teacher explores the topic with the class, highlights useful words and phrases, help students understand task instructions, and prepare the task. The use of pre-task was a key feature of the Communicational Teaching Project (Prabhu, 1987).

Task cycle

This task cycle offers learners the chance to use whatever language they already know in order to carry out the task and when to improve their language under the teacher's guidance while planning their reports on the task.

There are three components of a task cycle, as presented by:

1. Task

In this task stage, students use whatever they can master, working simultaneously, in pairs or small groups to achieve the goal of the task. In this phase, students do the task in pairs or small groups.

In this stage, the teacher provides the various tasks to the students related to speaking.

2. Planning

In the planning stage, the students prepare the report to the whole class (orally or in writing); describing how they do the task, what will be decided or discovered.

3. Report

Report is the natural condition of the task cycle. In this stage, learners tell the class about their findings. Some groups present their reports to the class or exchange write reports and compare the result.

Language focus

Language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1996, p.75).

3.2 Procedures of Task

According to Jane Willis, in TBL the traditional PPP (presentation, practice, production) lesson is reversed. The students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. He presents a three stage process for task work:

- 1) Pre-task: In this stage, teacher introduce to the topic and task. Students think about how to do the task. Teacher may highlight useful phrases and words.
- 2) Task cycle: Task is done by students. They plan to write how they did the task and what the outcome will be. Lastly, they report their findings. Teacher may comment on them.
- 3) Language focus: Teacher organizes some language focused tasks and analyze whether students have learned the form or not. As needed, teacher conducts practice activities.

3.3 The advantages and disadvantage of TBL Method

a. Advantages of Task Based Learning

1. It emphasizes meaning over form but can also cater for learning form.
2. It is motivating for learners.
3. It is compatible with a learner-centered educational philosophy.
4. It can be used alongside a more traditional approach.

b. Disadvantages of Task Based Learning

1. It is not easy to prepare a task which is suitable to the learners' level. Tasks may be too simple or challenging for learners.

2. The preparation for a TBL based lesson is very demanding.
3. While applying TBL based activities in the classroom, management of the activity in terms of time discipline can create a problem. Moreover, teachers may feel unsure about how much input to give at the pre-task phase.
4. It is difficult to find out materials for task-based teaching; therefore, teachers should adapt their available materials.
5. Task based learning can be very effective at intermediate levels and beyond, but many teachers question its usefulness in beginner levels.

3.4 Teacher and learner roles in Task Based Learning

a. Teacher Roles

1. Selector and sequencer of task: A central role of the researcher is in selecting adapting, and/or creating themselves and then forming these in keeping with learners' needs, interest, and language skill level.
2. Preparing learners for tasks. Some sort of pre-task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful and phrase to facilitate task accomplishment, and providing partial demonstration of task procedure.
3. Consciousness-raising: the teacher employs a variety form – focusing technique, including attention – focusing pre- task activities, text exploration, guided exposure to parallel tasks, and the use e.g. highlighted material.

b. Learners Roles

Group participant: many tasks will be done in pairs and small groups. For the students more accustomed to whole-class and/or individual work.

1. Monitor: in TBL, tasks are employed 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.

2. 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, it said that to be the point of such tasks. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed. (Richard and Rogers.2001)

4. Secret Message Flower Media

Secret Message Flower is a media that is designed as interesting as possible to attract the students' attention during teaching learning process. This media is in the form of flower in the picture on the cardboard that has some petals/calyx. Inside the petals there is a secret message that is the topic that will be delivering in a dialogue by the students. Interestingly, the Secret Message Flower is not written like writing in general. Writing on this Secret Message Flower will be written in reverse.

Example: Clever Girl become revelc lrig

So that when students choose one of the petals on the flower, they must solve the mystery in reverse.

Procedures of Secret Message Flower:

1. students come to in front of the class and choose one of petals of the flower

2. students sort the reversed sentence into the correct sequence to solve the mystery of the sentence
3. after students know the contents of the sentence, students create a dialogue that related with the chosen topic.

5. Discussion Method

Discussion of any sort is supposed to help us develop a better perspective on issues by bringing out diverse view points. Whenever we exchange differing views on an issue, we get a clearer picture of the problem and able to understand it. The understanding makes us better equipped to deal with the problem. This is precisely the main purpose of a discussion.

The dictionary meaning of the word Group Discussion is to talk about subject in detail. So group discussion may refer to a communicative situation that allows its participants to express views or opinions and share with other participants. It is a systematic oral exchange of information, views and opinions about a topic, issue, problem or situation among members of a group who share certain common objectives.

6. Overview of Speaking Skill

There are many definitions of speaking. According to Chaney (1998), speaking is course of action in constructing and distributing the meaning by means of symbols. These symbols can be both verbal and non-verbal which their characteristics are often changing and different depend on the milieu. Speaking, generally, takes place between oneself to other self. In addition, speaking is a

process which is done interactively in building the meaning. Therefore, it deals with producing, receiving and processing information.

In connection with aspects of speaking, in order to be able to speak, there are two aspects to be considered. They are knowledge of the language, and skill in using this knowledge. It is not more than just to possess a specific amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations. People do not only know how to construct sentences in the abstract. They have to be able to produce them and adjust to the condition affecting situation. This refers to in making decisions quickly, implementing them without difficulties, and adjusting our conversation when the unexpected problems are on the way.

Moreover, Nunan (2000) is in the opinion that for many people, mastering the art of speaking is the first priority of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking skill is extremely crucial as Richards and Renandya (2002) stated that most of the world's language learners study English in order to develop proficiency in speaking. If the learners study their target language in their mother tongue surrounding, it will be more difficult for they have lack exposure to the target language and culture which is crucial to understand sociolinguistic traits such as genre and speech styles, paralinguistic traits such as pitch, stress, and intonation, nonlinguistic traits such as gestures and body language and cultural assumptions in verbal interaction.

In addition, Bailey (2005) stated that people in acquiring second language, learn the pieces by interacting with other people. It means that in the classroom, students are supposed to learn by interacting during teaching learning process. The problem is in quite a big class, it is almost impossible for the teacher to interact with all of the students; therefore, students' interaction is strongly suggested. Shortage of opportunities for practice is identified as an important contributing factor for speaking failure (Harmer, 2005).

It is quite similar that Hadley (2001) defines criteria in speaking assessment as communication, accuracy, fluency, vocabulary, and pronunciation. Brown and Abeywickrama (2010) also share the form of oral proficiency scoring categories and elucidate that grammar, vocabulary, comprehension, fluency, pronunciation and task are to be measured in speaking.

7. Teaching Speaking

Teaching speaking is the ways of the teacher to teach the students to be able to speak English in teaching learning process in the classroom. Therefore, the teacher should have the appropriate frame of teaching within strategy used to concept the lesson become an interested package for students in learning speaking. Thus, the teacher need to encourage students to participate, practice, and give opportunity for them to expand their speaking competency.

There are some experts who explain about teaching speaking. Firstly, according to Yajun (2007: 23) states that teaching speaking is how the teacher provides structured and guided learning experiences for language learners to develop their speaking competence. It means that, in teaching speaking the teacher

as the instructor concepts the lesson and leads the students in order to improve students' speaking ability in teaching and learning process in the classroom. Therefore, teacher have role to create students to be able to speak something related to the topic, that is, they are able to utter the appropriate words and sentences based on the topic discussed.

Meanwhile, Harmer (2003: 51) states that, "the aim of teaching speaking is to train students to communicate". In addition, Harmer (2007: 123) defines that teaching speaking is one of the reasons to make the students speak in the classroom. It can be said that there is a fundamental base to fulfill by teacher as a task to ask the students practice speaking in target language by giving them opportunity to involve and take over more within speaking activity, thus it will reduce teacher's domination in the classroom.

Furthermore, Kayi (2006) explains that teaching speaking is to teach English second language learners to; firstly, produce the English speech sounds and sound patterns. Next, use word and sentence stress, intonation patterns and the rhythm of the second language. Thus, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. Then, organize their thoughts in a meaningful and logical sequence. Afterward, use language as a means of expressing values and judgments. The last, use the language quickly and confidently with few unnatural pauses, which is called as fluency. So, it can be said that the students need to know well how to pronounce the spoken language in the right ways and good diction, that is, it acquires

intelligence to engage and activate students' prior knowledge in order to achieve speaking proficiency.

In conclusion, teaching speaking is how to make students are able to communicate in spoken form in the target language. The teacher should provide opportunities to speak in the classroom. This can be achieved if the teacher uses appropriate.

8. Student's Achievement

Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice. Teaching in the other side may be defined as "showing or helping someone to learn how to learn and how to do something, giving instructions, guiding in the study something, providing with knowledge, causing to know and understand". Achievement, as the output or outcome of teaching learning process is behavioral patterns, values, definitions, attitudes, appreciations and skills.

Tinambunan (1998:149) defines "achievement as the student's grasp of some body of knowledge or proficiency in certain skills". Based on the explanation, it can be concluded that achievement is the result of what students has learn in teaching learning process form of science or knowledge or experience. The result also can be divided into cognitive, affective and psychomotorist. So after teaching learning process, students expected get result of what they has learn from their teacher in certain skills such as reading, speaking, writing and listening.

B. Relevance of the Study

The researcher takes any information from book, website, journal and previous skripsi. The information from website and previous skripsi is give advantages for the researcher to finish this study. The researcher taking the skripsi that related with the title in this study.

For the first information about the effect and about method in learning process is referenced from previous skripsi named “The Effect of Using Task Based Learning in Teaching English on The Oral Performance of The Secondary School Students” by Ali Alsagheer A. Hasan. The problem of this study are both of foreign language teacher and learners found speaking the most difficult skills; therefore this skill is frequently neglected or poorly practiced in the English classroom and concentrated on the fact that secondary school students are inept in the speaking skill and suffer from the ability to express themselves orally in English. The finding is showed that the calculated t value was (9.35) which were higher than the tabulated t value (2.02). This proved that there was a statistically significant difference between mean scores of the experimental group students and the control group students at (05.0) regarding their oral performance, favoring the experimental group students. Since the control group shares with the experimental group all other variables save the new program, the significant improvement in the experimental group students' oral performance in the test utilized in the study can be attributed to the effectiveness of the new program. The results have proved the effective impact of task based instruction on teaching the speaking skill. Task-based instruction provided learners with opportunities to use

the English language contextually, and to explore it through situational activities. Because task based learning is student centered, students were encouraged to use language creatively through the tasks they are asked to perform. Task based learning helped students to practice English in an anxiety free classroom. Errors, while practicing the language, were considered natural as the focus was on fluency and message conveying. Therefore, students felt free to express their ideas without fear of being reprimanded for making mistakes.

For the second references was taken from skripsi entitle "Improving Speaking Skills Through Task Based Learning Strategy At Seventh Grade Students of SMP Negeri 3 Baturiti in Academic Year 2012/2013" by Leni Widia. After reading the skripsi from Leni the researcher found the finding. The finding is The data analysis which established the findings of the classroom action study shows that the mean of the IR or pre-test scores (X_0) obtained by the subjects under study in speaking through task showed out the mean figure 4,51, this mean figure clearly showed that the ability of the subjects under study was still low. The result of the data analysis of the reflection scores in cycle 1 (S1 and S2) showed the increasing mean figures of 5,82 and 6,58 the grand mean figure of reflection of the post-test scores obtained by the subjects under study in cycle 1 was 6,20. These findings clearly showed that the speaking comprehension skill of the seventh grade students of SMP Negeri 3 Baturiti progresses and improved significantly after they had been taught through task based learning strategy. The result of the data analysis of the reflection or post-test scores obtained by the subjects under study for cycle II (S3 and S4) pointed out an increasing mean

figure of 7.31 and 8. The grand mean figure of the reflection or post-test scores obtained by the subjects under study in cycle II is 7.65. It was much higher than the mean figure of the IR scores. The comparative percentages of the figures of the total response of the questionnaires for item A, B, C and D were 59,97 %, 36,53 %, 3,49 %, and 0 % . This percentage figures proved that the subjects' learning behaviors changed positively, that is, their attitudes and motivations was heightened significantly. These findings also indicated that teaching speaking through tasks could make more active and creative participation and involvement of the subjects under study. The findings of the present classroom action study was in line with the research findings which revealed that task based learning strategy was effective to be implemented in teaching speaking. In relation to the objective of the present classroom action study, the finding of the present classroom action study cannot be generalized to all junior high school of different classes belonging to the same school, in this case, SMP Negeri 3 Baturiti because the result of classroom action research is practically valid for the groups of students under study.

C. Conceptual Framework

Speaking as the activity to share the ideas, delivering information and then students can give feedback to their classmates by using spoken language. For that, they need to participate and practice in each speaking activity in the classroom, not only as an individual but also in a group work.

The researcher tried to conduct a research whether the Task Based Learning method by using secret message flower media can increase students' learning outcomes in English subject, especially in speaking. To solve this problem, the researcher applied Task Based Learning method by using secret message flower media.

D. Hypothesis

Based on the theoretical and conceptual framework above, hypothesis can be formulated as follows:

H_a : There is a significant effect of applying Task Based Learning method by using Secret Message Flower Media on students' achievement in speaking skills.

H_o : There is no significant effect of applying Task Based Learning method by using Secret Message Flower Media on students' achievement in speaking skills.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP Muhammadiyah 07 on Jalan Pelita II, Medan. It was conducted during the academic year 2017/2018. The reason for choosing this school because the students have some problems in speaking. They do not know how to speak up especially in expressing their ideas in speaking English. It was also found that English teacher do not try to apply method that can improve students' motivation when teaching speaking. Therefore, the students were confused in speaking English.

B. Population and Sample

1. Population

The population of this research was taken from the eighth grade students of SMP Muhammadiyah 07 at academic year 2017-2018. In this study, the population of this research consisted of four classes: VIII-1, VIII-2, VIII-3 and VIII-4.

The design figured as follows:

Table 3.1
The Number of Population

No	Class	Population
1.	VIII-1	25
2.	VIII-2	25
3.	VIII-3	30
4.	VIII-4	30
	Total	110

2. Sample

Cluster random sampling technique was applied to take the sample. The reason for choosing this technique because they are homogen and got the same material. Therefore only two classes taken as the sample, VIII-1 and VIII-2. The total was 50 students. It was divided into two groups, experimental and control group.

C. Research Design

Experimental research was applied in this research, which consisted of pre-test, treatment and post-test in order to know the effect of Task Based Learning method on the students' achievement in speaking skills. In conducting the experimental research, the sample was divided into two groups; they were experimental group and control group. The experimental group was taught by using Task Based Learning method and the control group was taught by using Discussion Method.

Before giving the treatment to the experimental group, the researcher gave pre-test to both groups. Pre-test was given in order to know the students' achievement in speaking skills.

The design of this research can be seen as follows:

Table 3.2
Research Design

Group	Pre-test	Treatment	Post-test
Experimental (X)	√	Task Based Learning Method	√
Control (Y)	√	Discussion Method	√

X: The experimental group was taught by using Task Based Learning method.

Y: The control group was taught by using Discussion Method.

1. Pre -Test

A pre-test was administrated to the sample, both of the experimental group and control group .The pre test was used to find out the homogeneity of the samples and the mean score of each group. The test was choosing one of topics for each student in pairs.

2. Treatment

The treatment was conducted after the pre- test. The experimental and control groups were taught by using some topics but different treatments. The experimental group was taught by using Task Based Learning Method, while the control group was taught by using Discussion Method.

The activities can be seen in teaching procedures show in table 3.4 below:

Table 3.3
Teaching Procedures
Experimental Group

No	Teacher's Activities	Student's Activities
1.	Opening -The teacher greeting the students -The teacher gives the motivation for the students	Opening -The students greeting the teacher -The student gives the response to the teacher
2.	Pre-task -The teacher introduces the class to the topic -The teacher explore the topic with the class -Explain the topic by using Task Based Learning Method	Pre-task -The students will be listened the teacher's explain about the material
3.	Task Cycle -The teacher gives the task to	Task Cycle - The students come to in front

	students in pairs related to the topic	of the class for doing the dialogue in pairs -The students take the topic by choosing one of calyx in secret message flower -The students make dialogue related to the topic
4.	Language Focus -The teacher correct the sentence or language that used by students in dialogue	Language Focus -The students paid attention to teacher's explanation about correcting the task
5.	Closing -The teacher ask the students about their understanding about the topic -The teacher conclude the material -The teacher greeting the students	Closing -The students response the teacher about their understanding -The students listening the conclusion from the teacher -The students greeting the teacher

3. Post-Test

After conducting the treatment, the post-test was given to the experimental and control group. The items of post-test were same as the pre-test.

D. The Instrument of the Research

In this study, oral test was used as the instrument of the research. The test was taken from text book. The score of the students in speaking was based on the indicator of speaking. According to Brown (2001) in scoring students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, comprehension, pronunciation, fluency and grammar.

Table 3.4
The Five Components to Evaluate Speaking Ability

A. Vocabulary (20)	
Level	Explanation
16-20	Very good: Rarely has trouble.
11-15	Good: Sometimes uses inappropriate terms about

	language.
6-10	Fair: Frequent uses wrong speech limited to simple vocabulary.
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
B. Comprehension (20)	
Level	Explanation
16-20	Very good: Few noticeable errors.
11-15	Good: Occasionally grammatical errors which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
C. Pronunciation (20)	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Few noticeable errors.
6-10	Fair: Errors of basic pronunciation.
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.
D. Fluency (20)	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Speech in generally natural.
6-10	Fair: Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal. Long, pause, utterance left unfinished.
Grammar (20)	
Level	Explanation
16-20	Very good: Errors in grammar are quite rare.
11-15	Good: Control of grammar is good.
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory: Errors in grammar frequent to speak language.

E. The Techniques for Collecting Data

To collect the data of the research, some steps were used, they were

1. giving pre-test.
2. giving treatment to the experimental group by using Task Based Learning Method.
3. giving treatment to the experimental group by using Discussion Method.
4. giving post-test to both classes.
5. scoring the students' test.

F. The Techniques for Analyzing Data

After collecting the data from the test, then, the data was analyzed by using the following procedures.

1. Correcting the students' answer
2. Scoring the students' answer
3. Listing their score in two table, first for experimental group scores and second for control group
4. Analyzing the data, the result of the data was analyzed by using statically procedure which consisted of mean, standard deviation (SD) and dependent t-test. The calculating their score by using formula:

$$Y = a + b$$

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$b = \left(\frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right)$$

a. Determining coefficient r^2 by formulation (Sudjana 2005):

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

b. Testing the hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

5. Finding out the students' difficulties in speaking

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data was collected by giving the students oral test that consist of twelve topics. Each topic chosen by each group/pairs. The teacher gave the score of the students in speaking based on the indicator of speaking. According Brown (2001) in scoring students' speaking ability, there are five components to evaluate speaking achievement namely vocabulary, pronunciation, fluency and grammar. Each components have 20 points, the total score is 100 points.

In this research, the sample was divided into two groups, the experimental group and control group. Each group was given pre-test and post-test.

The result of the pre-test and post-test in experimental group can be seen in table 4.1 and the result of the pre-test and post-test in control group can be seen in table 4.2.

Table 4.1
The Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Score	
		Pre-Test(T_1)	Post-Test(T_2)
1.	AT	42	47
2.	AY	40	53
3.	AA	51	60
4.	AN	43	55
5.	ANKN	45	54
6.	ANA	47	58
7.	AS AN	42	51
8.	ASY	53	60
9.	FA	49	54

10.	HBS	52	57
11.	JAL	37	64
12.	MAK	52	60
13.	MDAS	51	58
14.	MRA	46	56
15.	MENN	56	65
16.	MF	49	59
17.	MRIH	46	56
18.	NAP	44	54
19.	NS	51	60
20.	NFK	49	61
21.	R	44	59
22.	RH	39	62
23.	SMNH	49	59
24.	YF	52	62
25.	ZUMI	53	66
Total		$\sum T_1 = 1182$	$\sum T_2 = 1450$

The data in table 4.1 showed the result of pre-test and post-test in experimental group. Based on the table above, it can be showed that there was the differences scores between pre-test and post-test in experimental group. The highest score of pre-test in experimental group was 56 and the lowest was 37, while the highest score of the post-test was 66 and the lowest was 47. After calculating the data for the experimental group above the total score of pre-test was $\sum T_1 = 1182$ and the total score of post-test was $\sum T_2 = 1450$. It means that the score for post-test is higher than pre-test.

Table 4.2
The Scores of the Pre-Test and Post-Test in Control Group

No.	Students' Initial	Score	
		Pre-Test(T_1)	Post-Test(T_2)
1.	AJMK	65	65
2.	AUM	48	52
3.	AB	63	63
4.	AH	53	57

5.	ARM	49	54
6.	AAA	61	63
7.	CSA	53	59
8.	DAS	55	63
9.	HH	41	45
10.	JA	43	52
11.	KT	49	54
12.	MAES	44	53
13.	MR	53	57
14.	MA	51	57
15.	MFAR	47	51
16.	MJHS	49	53
17.	NS	50	53
18.	NPD	53	56
19.	PSNH	58	61
20.	RTR	55	61
21.	SR	45	51
22.	SAP	44	47
23.	SM	48	54
24.	YAI	39	41
25.	ZK	47	50
Total		$\sum T_1 = 1263$	$\sum T_2 = 1372$

The data in table 4.2 showed the result of pre-test and post-test in control group. Based on the table above, it can be showed that there was the differences scores between pre-test and post-test in control group. The highest score of pre-test in control group was 65 and the lowest was 39, while the highest score of the post-test was 65 and the lowest was 41. After calculating the data for the control group above the total score of pre-test was $\sum T_1 = 1263$ and the total score of post-test was $\sum T_2 = 1372$. It means that the score for post-test is higher than pre-test.

B. Data Analysis

Based on the table above, table 4.3 and 4.4 showed that the differences scores between pre-test and post-test, both experimental and control group.

Table 4.3
The Differences Scores of the Pre-Test and Post-Test in Experimental Group

No.	Students' Initial	Scores				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	$X = (T_1 - T_2)$
1.	AT	42	1764	47	2209	5
2.	AY	40	1600	53	2809	13
3.	AA	51	2601	60	3600	9
4.	AN	43	1849	55	3025	12
5.	ANKN	45	2025	54	2916	9
6.	ANA	47	2209	58	3364	11
7.	AS AN	42	1764	51	2601	9
8.	ASY	53	2809	60	3600	7
9.	FA	49	2401	54	2916	5
10.	HBS	52	2704	57	3249	5
11.	JAL	37	1369	64	4096	27
12.	MAK	52	2704	60	3600	8
13.	MDAS	51	2601	58	3364	7
14.	MRA	46	2116	56	3136	10
15.	MENN	56	3136	65	4225	9
16.	MF	49	2401	59	3481	10
17.	MRIH	46	2116	56	3136	10
18.	NAP	44	1936	54	2916	10
19.	NS	51	2601	60	3600	9
20.	NFK	49	2401	61	3721	12
21.	R	44	1936	59	3481	15
22.	RH	39	1521	62	3844	23
23.	SMNH	49	2401	59	3481	10
24.	YF	52	2704	62	3844	10
25.	ZUMI	53	2809	66	4356	13
Total		$\sum T_1 =$ 1182	$\sum(T_1)^2 =$ 56478	$\sum T_2 =$ 1450	$\sum(T_2)^2 =$ 84570	$\sum(T_1 - T_2) =$ 268

Table 4.3 above showed that the total score of pre-test in experimental group was 1182 while the total score of post-test was 1450.

The Calculation in Experimental Group

a. The calculation for pre-test in experimental group

1. Mean

$$\begin{aligned}M(T_1 - T_2) &= \sum \frac{T_1}{N} \\ &= \frac{1182}{25} \\ &= 47.28\end{aligned}$$

2. Variances

$$\begin{aligned}S^2 &= \sum (T_1)^2 - \frac{(T_1)^2}{N} \\ &= 56478 - \frac{(1182)^2}{25} \\ &= 56478 - \frac{1397124}{25} \\ &= 56478 - 55884.96 \\ &= 593.04\end{aligned}$$

$$S^2 = \sqrt{593.04}$$

$$S = 24.35$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_1)^2}{N}} \\ &= \sqrt{\frac{(56478)^2}{25}}\end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{3189764}{25}} \\
&= \sqrt{127590.56} \\
&= 357.19
\end{aligned}$$

b. The calculation for post-test in experimental group

1. Mean

$$\begin{aligned}
M(T_2 - T_1) &= \sum \frac{T_2}{N} \\
&= \frac{1450}{25} \\
&= 58
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum (T_1)^2 - \frac{(T_2)^2}{N} \\
&= 84570 - \frac{(1450)^2}{25} \\
&= 84570 - \frac{2102500}{25} \\
&= 84570 - 84100 \\
&= 470
\end{aligned}$$

$$S^2 = \sqrt{470}$$

$$S = 21.67$$

3. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_2)^2}{N}}$$

$$\begin{aligned}
&= \sqrt{\frac{(84570)^2}{25}} \\
&= \sqrt{\frac{7152084}{25}} \\
&= \sqrt{286083.36} \\
&= 534.86
\end{aligned}$$

c. The calculation for total pre-test and post-test in experimental group

1. Mean

$$\begin{aligned}
M(T_2 - T_1) &= \frac{\sum(T_2 - T_1)}{N} \\
&= \frac{268}{25} \\
&= 10.72
\end{aligned}$$

2. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{(\sum T_1 - T_2)^2}{N}} \\
&= \sqrt{\frac{(268)^2}{25}} \\
&= \sqrt{\frac{71824}{25}} \\
&= \sqrt{2872.96} \\
&= 53.6
\end{aligned}$$

Table 4.4
The Differences Scores of the Pre-Test and Post-Test in Control Group

No.	Students' Initial	Scores				
		Pre-Test (T_1)	T_1^2	Post-Test (T_2)	T_2^2	$X = (T_1 - T_2)$
1.	AJMK	65	4225	65	4225	0
2.	AUM	48	2304	52	2704	4
3.	AB	63	3969	63	3969	0
4.	AH	53	2809	57	3249	4
5.	ARM	49	2401	54	2916	5
6.	AAA	61	3721	63	3969	2
7.	CSA	53	2809	59	3481	6
8.	DAS	55	3025	63	3969	8
9.	HH	41	1681	45	2025	4
10.	JA	43	1849	52	2704	9
11.	KT	49	2401	54	2916	5
12.	MAES	44	1936	53	2809	9
13.	MR	53	2809	57	3249	4
14.	MA	51	2601	57	3249	6
15.	MFAR	47	2209	51	2601	4
16.	MJHS	49	2401	53	2809	4
17.	NS	50	2500	53	2809	3
18.	NPD	53	2809	56	3136	3
19.	PSNH	58	3364	61	3721	3
20.	RTR	55	3025	61	3721	6
21.	SR	45	2025	51	2601	6
22.	SAP	44	1936	47	2209	3
23.	SM	48	2304	54	2916	6
24.	YAI	39	1521	41	1681	2
25.	ZK	47	2209	50	2500	3
Total		$\Sigma T_1 =$ 1263	$\Sigma(T_1)^2 =$ 64843	$\Sigma T_2 =$ 1372	$\Sigma(T_2)^2 =$ 75418	$\Sigma(T_1 - T_2) =$ 104

Table 4.3 above showed that the total score of pre-test in control group was 1263 while the total score of post-test was 1372.

The Calculation in Control Group

a. The calculation for pre-test in control group

1. Mean

$$\begin{aligned}
M(T_1 - T_2) &= \sum \frac{T_1}{N} \\
&= \frac{1263}{25} \\
&= 50.52
\end{aligned}$$

2. Variances

$$\begin{aligned}
S^2 &= \sum (T_1)^2 - \frac{(T_1)^2}{N} \\
&= 64843 - \frac{(1263)^2}{25} \\
&= 64843 - \frac{1595169}{25} \\
&= 64843 - 63806.78 \\
&= 1036.22
\end{aligned}$$

$$S^2 = \sqrt{1036.22}$$

$$S = 32.19$$

3. Standard Deviation

$$\begin{aligned}
SD &= \sqrt{\frac{(\sum T_1)^2}{N}} \\
&= \sqrt{\frac{(64843)^2}{25}} \\
&= \sqrt{\frac{4204614}{25}} \\
&= \sqrt{168184.56} \\
&= 410.10
\end{aligned}$$

b. The calculation for post-test in control group

1. Mean

$$\begin{aligned}M(T_2 - T_1) &= \sum \frac{T_2}{N} \\ &= \frac{1372}{25} \\ &= 54.88\end{aligned}$$

2. Variances

$$\begin{aligned}S^2 &= \sum (T_1)^2 - \frac{(T_2)^2}{N} \\ &= 75418 - \frac{(1372)^2}{25} \\ &= 75418 - \frac{1882384}{25} \\ &= 75418 - 75295.36 \\ &= 122.64\end{aligned}$$

$$S^2 = \sqrt{122.64}$$

$$S = 11.07$$

3. Standard Deviation

$$\begin{aligned}SD &= \sqrt{\frac{(\sum T_2)^2}{N}} \\ &= \sqrt{\frac{(75418)^2}{25}} \\ &= \sqrt{\frac{5678874}{25}}\end{aligned}$$

$$= \sqrt{227514.96}$$

$$= 476.98$$

c. The calculation for total pre-test and post-test in control group

1. Mean

$$M(T_2 - T_1) = \frac{\sum(T_2 - T_1)}{N}$$

$$= \frac{104}{25}$$

$$= 4.16$$

2. Standard Deviation

$$SD = \sqrt{\frac{(\sum T_2)^2}{N}}$$

$$= \sqrt{\frac{(104)^2}{25}}$$

$$= \sqrt{\frac{10816}{25}}$$

$$= \sqrt{432.64}$$

$$= 20.8$$

Table 4.5
The Calculating Table

No.	X	Y	X ²	Y ²	XY
1.	47	65	2209	4225	3055
2.	53	52	2809	2704	2756
3.	60	63	3600	3969	3780
4.	55	57	3025	3249	3135
5.	54	54	2916	2916	2916
6.	58	63	3364	3969	3654
7.	51	59	2601	3481	3009
8.	60	63	3600	3969	3780

9.	54	45	2916	2025	2430
10.	57	52	3249	2704	2963
11.	64	54	4096	2916	3456
12.	60	53	3600	2809	3180
13.	58	57	3364	3249	3306
14.	56	57	3136	3249	3192
15.	65	51	4225	2601	3315
16.	59	53	3481	2809	3127
17.	56	53	3136	2809	2968
18.	54	56	2916	3136	3024
19.	60	61	3600	3721	3660
20.	61	61	3721	3721	3721
21.	59	51	3481	2601	3009
22.	62	47	3844	2209	2914
23.	59	54	3481	2916	3186
24.	62	41	3844	1681	3162
25.	66	50	4356	2500	3300
	X= 1450	Y= 1372	X²=84570	Y²= 75418	XY= 79989

C. Testing Hypothesis

a. The equation of linear regression

$y = a + b$ where a and b were got by:

$$a = \frac{(\sum y)(\sum X^2) - (\sum X)(\sum xy)}{N(\sum X^2) - (\sum X)^2}$$

$$= \frac{(1372)(84570) - (1450)(79989)}{25(84570) - (1450)^2}$$

$$= \frac{116030040 - 115984050}{2114250 - 2102500}$$

$$= \frac{45990}{11750}$$

$$= 3.91$$

$$\begin{aligned}
 b &= \left(\frac{N(\sum XY) - (\sum X)(\sum Y)}{N(\sum X^2) - (\sum X)^2} \right) \\
 &= \frac{50(79989) - (1450)(1372)}{50(84570) - (1450)^2} \\
 &= \frac{3999450 - 1989400}{4228500 - 2102500} \\
 &= \frac{2010050}{2126000} \\
 &= 116
 \end{aligned}$$

$$y = a + b$$

$$Y = 3.91 + 116$$

b. Coefficient r^2

$$\begin{aligned}
 r^2 &= \frac{b\{N(\sum XY) - (\sum X)(\sum Y)\}}{N(\sum Y^2) - (\sum Y)^2} \\
 &= \frac{116\{50(79989) - (1450)(1372)\}}{50(75418) - (1372)^2} \\
 &= \frac{463936200 - 1989400}{3770900 - 1882384} \\
 &= \frac{461946800}{1888516} \\
 &= 244.6
 \end{aligned}$$

$$r^2 = \sqrt{244.6}$$

$$r = 15.6$$

c. Testing the statistical hypothesis

$H_a : P \neq 0$ There is a significant effect of Task Based Learning on students' achievement in speaking skill

$H_0: P = 0$ There is no significant effect of Task Based Learning on students' achievement in speaking skill

The statistical hypothesis could be determined by using:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

With a criteria examination α , H_0 is accepted if $t_{\text{observed}} > T_{\text{table}}$ with the degree freedom or $df = N-2 = 48$, $\alpha = 5\% = 0,05$

$$T_{\text{observed}} = t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{15.6\sqrt{50-2}}{\sqrt{1-15.6^2}}$$

$$= \frac{15.6\sqrt{48}}{\sqrt{1-243.36}}$$

$$= \frac{15.6(6.9)}{\sqrt{242.36}}$$

$$= \frac{107.64}{15.56}$$

$$= 6.9$$

$$T_{\text{table}} = t = (1 - \frac{1}{2} 0.05)^{df}$$

$$= t (1 - \frac{1}{2} 0.05)^{48}$$

$$= t(0.925)^{48}$$

$$= 2.01$$

Based on the calculation above, where $t_{\text{observed}} > T_{\text{table}}$ ($6.9 > 2.01$) it could be concluded that H_0 was rejected. It means that H_a was accepted or "there is

significant effect of Task Based Learning on students' achievement in speaking skills".

d. The students' difficulties in speaking

To find out the students' difficulties, the researcher taken scores of post-test in experimental group.

The design figured as follows:

**Table 4.6
Post-Test Scores of Experimental Group**

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	AT	11	11	9	8	8
2.	AY	13	10	11	10	9
3.	AA	14	11	13	12	10
4.	AN	11	10	13	11	10
5.	ANKN	11	11	11	12	9
6.	ANA	12	11	13	12	10
7.	AS AN	9	9	12	11	10
8.	ASY	12	12	13	12	11
9.	FA	12	11	12	10	9
10.	HBS	11	11	12	13	10
11.	JAL	14	13	13	13	11
12.	MAK	13	12	13	11	11
13.	MDAS	14	10	13	11	10
14.	MRA	12	11	12	11	10
15.	MENN	14	13	14	12	12
16.	MF	12	11	12	13	11
17.	MRIH	10	10	13	13	10
18.	NAP	10	10	10	12	12
19.	NS	13	13	13	11	10
20.	NFK	15	13	11	11	11
21.	R	11	12	12	11	10
22.	RH	15	12	13	12	10
23.	SMNH	11	11	11	13	13
24.	YF	13	12	14	13	10
25.	ZUMI	17	14	12	12	11
Total		310	284	305	290	258

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

The data in table 4.6 showed the result of post-test scores for each indicators of speaking. Based on the table above, it showed that there was the differences scores between five indicators of speaking. The higher score was 310 in vocabulary, while the lowest score was 258 in grammar.

From the table above, it can be concluded that the students' difficulties in speaking English was grammar. Grammar was the biggest students' difficulties in speaking because they less practice in tenses, so they got difficulties in speaking English.

D. Research Findings

Based on the data analysis above, the findings of this research were described as follows; the students who were taught by using Task Based Learning got higher score than those who were taught by Discussion Method. It was proved from the result of t-test which was 6.9 and t-table which was 2.01($t_{observed} > T_{table}$,6.9>2.01). It means that whole Task Based Learning Method by using secret message flower media gave a significant effect on students' achievement in English speaking skills.

The students were taught by using Task Based Learning Method got higher score than those who were taught by Discussion Method. The mean score of post-test in experimental group was 58 and 54.88 in control group. So, the fact showed that the students' achievement in speaking was more significant than those by Discussion Method.

Based on the indicators of speaking; vocabulary, comprehension, pronunciation, fluency and grammar, the students' total score for each indicator was 310 in vocabulary, 284 in comprehension, 305 in pronunciation, 290 in fluency and 258 in grammar. It showed that the students' difficulties in speaking was grammar. It was because they less practice in tenses, so they got difficulties in speaking English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the data, conclusions can be drawn as in the following.

1. Task based learning method gave a significant effect on students' achievement in speaking skills. Taught by using Task Based Learning Method is more significant than that the one taught by using Discussion Method. The result of the t-test showed that t_{observed} was higher than t_{table} ($6.9 > 2.01$). It means that the alternative hypothesis H_a was acceptable. The total score and mean score of experimental group was higher than the total score and mean score of control group. The total post test score of experimental group was 1450 and the mean score was 58. The total post test score of control group was 1372 and the mean score was 54.88.
2. The difficulties faced by students in speaking English was grammar. The students' total score for each indicator was 310 in vocabulary, 284 in comprehension, 305 in pronunciation, 290 in fluency and 258 in grammar. It can be concluded that the students' difficulties was grammar. It was because they less practice in tenses, so they got difficulties in speaking English.

B. Suggestions

In relation on the conclusions above, suggestions are put forward as in the following.

1a. The English teachers

They can try Task Based Learning Method in teaching English to increase their knowledge. Using TBL method can be enjoyable and make easier for students to learn English especially in speaking. The teacher should select a method that are not only interesting but also appropriate with the subject and students' need.

1b. The students

The students should be active in the classroom. By using TBL method, the students are supported to be active in learning process. They should improve their knowledge and ability in English especially in speaking. Practice to speak English with someone is very important, they can practice to make a conversation asking and giving opinion in their daily life.

2. Other researchers

It is suggested to study this research in order to get information and a new knowledge which still has relation to their study. Then, to solve their problems in teaching speaking which has some problems.

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APPENDIX 1

LESSON PLAN EXPERIMENTAL GROUP

School : SMP Muhammadiyah 07
Grade/Semester : VIII/2
Subject : English
Time Allocation : 2x40 Minutes
Topic : Expressing Asking and Giving Opinion

A. Core Competency (KI)

KI 1: Living and practicing the religious teachings it embraces.

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE

1.1 Be grateful for the opportunity to learn English as a language introduction to international communication embodied in the spirit of learning.

- 1.2 Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2 Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
- 3.2 Analyze social functions, text structures, and linguistic elements to state and inquire about opinions and thoughts, according to the context of their use of opinions and thoughts, in the context of their use.
- 4.2 Prepare oral and written texts to express and respond to expressions express opinions and thoughts, with due regard to social functions, text structures, and linguistic elements that are true and contextual.

INDICATORS

Basic Competency Indicator 3.2

- Identify opinions.
- Explain the function of an opinion accordingly.

Basic Competence Indicator 4.2

- Ask other people's opinions appropriately.
- Provide opinions appropriately.

C. LEARNING OBJECTIVES

After the learning is complete the students are able to:

- Students are able to identify opinions
- Students are able to explain the function of an opinion accordingly.

Basic Competence Indicator 4.2

- Students are able to ask others opinions accurately.
- Students are able to provide opinions appropriately.

D. Learning material

Asking Opinion or Giving Opinion

- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....

- In my experience.....
- According to me.....
- I strongly believe that.....
- As far as I am concerned.....
- From my point of view.....
- As I understand.....
- As I see it.....
- I reckon.....
- I am compelled to say.....
- By this I mean.....
- To my mind.....
- Would like to point out that.....
- In my humble opinion.....

Agreeing with an Opinion

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so too.

Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that.....
- I can't say I agree with this, and here's why.....

E. LEARNING METHOD

Approach : Scientific Approach

Method : Task Based Learning Method

Technique : Pair work and Role play

F. MEDIA, TOOLS AND LEARNING SOURCE

Media : Secret Message Flower, Power point, video.

Tools : Laptop, Whiteboard, Infocus.

Learning Source : English Text Book and www.google.com

G. LEARNING ACTIVITIES STEPS

Activities	Description of Activities	Time Allocation
Opening activities	<ul style="list-style-type: none">-The teacher greeting the students-Pray together-The teacher check attendances list-The teacher gives the motivation for the students	10 minutes
Core Activities	<p>Observe</p> <ul style="list-style-type: none">-The teacher introduces the class to the topic-The teacher explore the topic with the class-Explain the topic by using Task Based Learning Method-The students will be listened the teacher's explain about the material <p>Questioning</p> <ul style="list-style-type: none">-The teacher gives the students the opportunity to ask about the material that has been described. <p>Exploring</p> <ul style="list-style-type: none">-The teacher gives the task to students in pairs related to the topic- The students come to in front of the class for doing the dialogue in pairs-The students take the topic by choosing one of calyx in secret message flower-The students make dialogue related to the topic	60 minutes

	<p>Associate</p> <ul style="list-style-type: none"> -The teacher ask the students which one is the expression in their dialogue -The teacher correct the sentence or language that used by students in dialogue -The students paid attention to teacher's explanation about correcting the task <p>Communicate</p> <ul style="list-style-type: none"> -The teacher ask the students about their understanding about the topic -The students response the teacher about their understanding 	
Closing Activities	<ul style="list-style-type: none"> -The teacher conclude the material -The students listening the conclusion from the teacher -The teacher greeting the students -The students greeting the teacher 	10 minutes

H. ASSESMENT

A. Vocabulary (20)	
Level	Explanation
16-20	Very good: Rarely has trouble.
11-15	Good: Sometimes uses inappropriate terms about language.
6-10	Fair: Frequent uses wrong speech limited to simple vocabulary.
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
B. Comprehension (20)	
Level	Explanation
16-20	Very good: Few noticeable errors.

11-15	Good: Occasionally grammatical errors which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
C. Pronunciation (20)	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Few noticeable errors.
6-10	Fair: Errors of basic pronunciation.
1-5	Unsatisfactory: Hard to understand because of sound, accent, pitch, difficulties and incomprehensible.
D. Fluency (20)	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Speech in generally natural.
6-10	Fair: Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal. Long, pause, utterance left unfinished.
Grammar (20)	
Level	Explanation
16-20	Very good: Errors in grammar are quite rare.
11-15	Good: Control of grammar is good.
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory: Errors in grammar frequent to speak language.

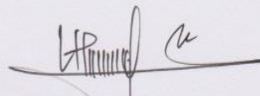
3. One of your friend
4. English subject
5. Eza's new house
6. Susi's new dress
7. Wonderful place
8. Taste of chocolate cake
9. Eating noodle too much
10. Fast food
11. Watching circus
12. Spiderman Movie

Medan, 23 January 2018

Approved by:

English Teacher

Researcher


Yusiyan, S.Pd.


Fatimah Hafni

Headmaster of SMP Muhammadiyah 07



Sumartono Hidayat, S.Pd.

APPENDIX 2

LESSON PLAN CONTROL GROUP

School : SMP Muhammadiyah 07
Grade/Semester : VIII/2
Subject : English
Time Allocation : 2x40 Minutes
Topic : Expressing Asking and Giving Opinion

A. Core Competency (KI)

KI 1: Living and practicing the religious teachings it embraces.

KI 2: Living and practicing honest, disciplined, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social environment and nature and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge on a specific field of study according to his or her talents and interests to solve the problem.

KI 4: Processing, reasoning, and recruiting in the realm of concrete and abstract realms related to the development of the self-study in the school independently, and able to use methods according to scientific rules.

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- 2.3 Demonstrate responsibility, caring, cooperative, and peace loving behavior, in carrying out functional communication.
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- 4.2 Prepare oral and written texts to express and respond to expressions express opinions and thoughts, with due regard to social functions, text structures, and linguistic elements that are true and contextual.

INDICATORS

Basic Competency Indicator 3.2

- Identify opinions.
- Explain the function of an opinion accordingly.

Basic Competence Indicator 4.2

- Ask other people's opinions appropriately.
- Provide opinions appropriately.

C. LEARNING OBJECTIVES

After the learning is complete the students are able to:

- Students are able to identify opinions
- Students are able to explain the function of an opinion accordingly.

Basic Competence Indicator 4.2

- Students are able to ask others opinions accurately.
- Students are able to provide opinions appropriately.

D. Learning material

Asking Opinion or Giving Opinion

- In my opinion.....
- I think.....
- What I mean is.....
- Personally I think.....

- In my experience.....
- According to me.....
- I strongly believe that.....
- As far as I am concerned.....
- From my point of view.....
- As I understand.....
- As I see it.....
- I reckon.....
- I am compelled to say.....
- By this I mean.....
- To my mind.....
- Would like to point out that.....
- In my humble opinion.....

Agreeing with an Opinion

- Of course.
- This is absolutely right.
- I agree with this opinion.
- I couldn't agree more.
- I agree with what you are saying.
- I agree, I never thought of that.
- Neither do I.
- That's a good point.
- I think so too.

Disagreeing with an opinion

- I am sorry, I don't agree with you.
- I am not sure I agree with you.
- I don't agree with you.
- I am afraid I have to disagree with you.
- I do not believe that.
- By this I mean.....
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say so.
- I am not convinced that.....
- I can't say I agree with this, and here's why.....

E. LEARNING METHOD

Approach : Scientific Approach

Method : Discussion Method

Technique : Pair work and Role play

F. MEDIA, TOOLS AND LEARNING SOURCE

Media : Power point.

Tools : Laptop, Whiteboard, Infocus.

Learning Source : English Text Book and www.google.com

G. LEARNING ACTIVITIES STEPS

Activities	Description of Activities	Time Allocation
Opening activities	<ul style="list-style-type: none">-The teacher greeting the students-Pray together-The teacher check attendances list-The teacher gives the motivation for the students	10 minutes
Core Activities	<p>Observe</p> <ul style="list-style-type: none">-The teacher introduces the class to the topic-The teacher explore the topic with the class-Teacher explain the topic-The students will be listened the teacher's explain about the material <p>Questioning</p> <ul style="list-style-type: none">-The teacher gives the students the opportunity to ask about the material that has been described. <p>Exploring</p> <ul style="list-style-type: none">-The teacher gives the task to students in pairs related to the topic- The students come to in front of the class for doing the dialogue in pairs-The teacher gives the topic to each pairs-The students make dialogue related to the topic <p>Associate</p> <ul style="list-style-type: none">-The teacher ask the students	60 minutes

	which one is the expression in their dialogue Communicate -The teacher ask the students about their understanding about the topic -The students response the teacher about their understanding	
Closing Activities	-The teacher conclude the material -The students listening the conclusion from the teacher -The teacher greeting the students -The students greeting the teacher	10 minutes

H. ASSESMENT

A. Vocabulary (20)	
Level	Explanation
16-20	Very good: Rarely has trouble.
11-15	Good: Sometimes uses inappropriate terms about language.
6-10	Fair: Frequent uses wrong speech limited to simple vocabulary.
1-5	Unsatisfactory: Very limited vocabulary and make the comprehension quite difficult.
B. Comprehension (20)	
Level	Explanation
16-20	Very good: Few noticeable errors.
11-15	Good: Occasionally grammatical errors which do not obscure meaning.
6-10	Fair: Errors of the basic structure meaning occasionally obscure by grammatical errors.
C. Pronunciation (20)	
Level	Explanation

16-20	Very good: Understandable.
11-15	Good: Few noticeable errors.
6-10	Fair: Errors of basic pronunciation.
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D. Fluency (20)	
Level	Explanation
16-20	Very good: Understandable.
11-15	Good: Speech in generally natural.
6-10	Fair: Some definite stumbling but manage to rephrase and continue.
1-5	Unsatisfactory: Speed of speech and length of utterances are far below normal. Long, pause, utterance left unfinished.
Grammar (20)	
Level	Explanation
16-20	Very good: Errors in grammar are quite rare.
11-15	Good: Control of grammar is good.
6-10	Fair: Construction quite accurately but does not have through or confident control of the grammar.
1-5	Unsatisfactory: Errors in grammar frequent to speak language.

I. EVALUATION

Oral Test

Please make a short dialogue or simple dialogue related to the topics below in pair!

1. New car
2. Your school

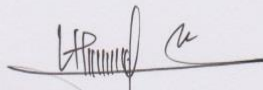
3. One of your friend
4. English subject
5. Eza's new house
6. Susi's new dress
7. Wonderful place
8. Taste of chocolate cake
9. Eating noodle too much
10. Fast food
11. Watching circus
12. Spiderman Movie

Medan, 23 January 2018

Approved by:

English Teacher

Researcher



Yusiyani, S.Pd.



Fatimah Hafni

Head of SMP Muhammadiyah 07



Hidayat, S.Pd.

APPENDIX 3

Student' Question Test

Oral Test

The students choose one of topics and make a dialogue about the topics belows in pair

1. New car
2. Your school
3. One of your friend
4. English subject
5. Eza's new house
6. Susi's new dress
7. Wonderful place
8. Taste of chocolate cake
9. Eating noodle too much
10. Fast food
11. Spiderman movie
12. Watching circus

- Kanaya Talita
 - Husnul Hidayat

 Fast food

 Naya : Hey, this hamburger is too delicious, how about your food?

 Husnul : Yeah, it's delicious, but I think this not healthy.

 Naya : But, in this hamburger there are many vegetables.

 Husnul : Although so, there is a unknown recipe, we don't know what is this.

 Naya : Ohh like this, thank's for your knowledge, I will keep my food now.

$ \begin{aligned} &PH = V = 11 \\ &C = 8 \\ &P = 7 \\ &f = 7 \\ &g = 8 \\ &\text{total} = 41 \end{aligned} $	$ \begin{aligned} &KT = V = 12 \\ &C = 9 \\ &P = 10 \\ &f = 9 \\ &g = 9 \\ &\text{total} = 49 \end{aligned} $
---	--

 Fast food



- Husnul Hidayat
- Kanaya Talita

Fast food

- Kanaya : Hi Husnul, by the way, I just don't understand why you guys like fast food?
- Husnul : Well ... It's nice you know .
- Kanaya : Nice? what's nice about fast food? In my opinion, there is nothing nice about fast food, it's dangerous for your health. And it is waste of money.
- Husnul : I've heard many times, but I don't believe it
- Kanaya : Maybe you'll believe it when you get your lung cancer.

HH = v = 12
c = 9
p = 8
f = 8
g = 8
total = 45

KY = v = 13
c = 10
p = 11
f = 10
g = 10
total = 54

APPENDIX 5

STUDENTS' SCORES LIST

Pre-test Scores of Experimental Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	AT	10	10	8	7	7
2.	AY	8	8	9	8	7
3.	AA	12	9	11	10	9
4.	AN	9	8	10	8	8
5.	ANKN	9	9	9	10	8
6.	ANA	10	9	11	9	8
7.	AS AN	7	7	10	10	8
8.	ASY	11	11	11	10	10
9.	FA	11	10	10	9	9
10.	HBS	10	10	11	11	10
11.	JAL	7	8	7	8	7
12.	MAK	11	10	11	10	10
13.	MDAS	13	9	10	10	9
14.	MRA	11	10	10	8	7
15.	MENN	12	11	12	10	11
16.	MF	10	9	10	11	9
17.	MRIH	7	8	11	11	9
18.	NAP	9	8	8	11	8
19.	NS	11	12	10	9	9
20.	NFK	11	10	10	9	9
21.	R	9	9	10	9	7
22.	RH	8	9	8	7	7
23.	SMNH	10	9	9	12	9
24.	YF	12	11	12	9	8
25.	ZUMI	12	11	11	10	9
Total		250	235	249	236	212

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

Post-Test Scores of Experimental Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	AT	11	11	9	8	8
2.	AY	13	10	11	10	9
3.	AA	14	11	13	12	10
4.	AN	11	10	13	11	10
5.	ANKN	11	11	11	12	9
6.	ANA	12	11	13	12	10
7.	AS AN	9	9	12	11	10
8.	ASY	12	12	13	12	11
9.	FA	12	11	12	10	9
10.	HBS	11	11	12	13	10
11.	JAL	14	13	13	13	11
12.	MAK	13	12	13	11	11
13.	MDAS	14	10	13	11	10
14.	MRA	12	11	12	11	10
15.	MENN	14	13	14	12	12
16.	MF	12	11	12	13	11
17.	MRIH	10	10	13	13	10
18.	NAP	10	10	10	12	12
19.	NS	13	13	13	11	10
20.	NFK	15	13	11	11	11
21.	R	11	12	12	11	10
22.	RH	15	12	13	12	10
23.	SMNH	11	11	11	13	13
24.	YF	13	12	14	13	10
25.	ZUMI	17	14	12	12	11
Total		310	284	305	290	258

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

Pre-test Scores of Control Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	AJMK	15	15	12	13	10
2.	AUM	10	9	11	11	7
3.	AB	14	14	13	11	11
4.	AH	11	10	12	12	8
5.	ARM	9	10	10	11	9
6.	AAA	12	12	13	12	12
7.	CSA	10	10	11	12	10
8.	DAS	11	11	12	11	10
9.	HH	11	8	7	7	8
10.	JA	11	9	7	9	7
11.	KT	12	9	10	9	9
12.	MAES	10	8	8	10	8
13.	MR	11	11	11	10	10
14.	MA	10	10	11	12	8
15.	MFAR	9	10	9	9	10
16.	MJHS	9	10	10	11	9
17.	NS	10	11	10	10	9
18.	NPD	11	10	12	10	10
19.	PSNH	11	12	13	12	10
20.	RTR	12	11	11	11	10
21.	SR	9	9	10	9	8
22.	SAP	10	9	8	9	8
23.	SM	10	8	11	10	9
24.	YAI	10	8	7	7	7
25.	ZK	11	10	9	9	8
Total		269	254	258	257	225

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

Post-test Scores of Control Group

No.	Students' Initial	Voc	Comp	Pron	Flu	Gram
1.	AJMK	15	15	12	13	10
2.	AUM	11	10	11	12	8
3.	AB	14	14	13	11	11
4.	AH	12	11	13	12	9
5.	ARM	10	10	12	11	11
6.	AAA	14	12	13	12	12
7.	CSA	12	11	13	12	11
8.	DAS	14	12	13	12	12
9.	HH	12	9	8	8	8
10.	JA	12	10	10	11	9
11.	KT	13	10	11	10	10
12.	MAES	12	9	11	12	9
13.	MR	11	12	12	12	10
14.	MA	12	12	12	12	9
15.	MFAR	9	10	11	11	10
16.	MJHS	11	11	11	11	9
17.	NS	10	12	11	10	10
18.	NPD	11	11	12	11	11
19.	PSNH	12	13	13	13	10
20.	RTR	12	12	12	13	12
21.	SR	10	9	11	11	10
22.	SAP	11	10	9	9	8
23.	SM	11	9	12	12	10
24.	YAI	11	9	7	7	7
25.	ZK	12	11	10	9	8
Total		294	274	283	277	244

Note:

Voc : Vocabulary

Comp : Comprehension

Pron : Pronunciation

Flu : Fluency

Gram : Grammar

ATTENDANCE RECAPITULATION
SMP MUHAMMADIYAH 07 MEDAN
CONTROL GROUP (VIII-1)

No	Name of Students	M/F	DATE			
			29/01-18	26-01-18		
1.	ADHIEVTA JIBRAN M K	M	<i>Jibran</i>	<i>Jibran</i>		
2.	AISYAH UKHTI M	F	<i>Aisyah</i>	<i>Aisyah</i>		
3.	AKMAL BAIHAQI	M	<i>Akmal</i>	<i>Akmal</i>		
4.	ALYA HABIBAH	F	<i>Alya</i>	<i>Alya</i>		
5.	ANANDA RIDHO M	M	<i>Ananda</i>	<i>Ananda</i>		
6.	ANNISA AULIA A	F	<i>Annisa</i>	<i>Annisa</i>		
7.	CUT SYAHIRA AZZAH	F	<i>Cutie</i>	<i>Cutie</i>		
8.	DWIKI AIDIL SUBHAN	M	<i>Dwiki</i>	<i>Dwiki</i>		
9.	HUSNUL HIDAYAT	M	<i>Husnul</i>	<i>Husnul</i>		
10.	JUAN ANDRIANSYAH	M	<i>Juan</i>	<i>Juan</i>		
11.	KANAYA TALITA	F	<i>Kanaya</i>	<i>Kanaya</i>		
12.	M. AUSRIN EGLATYN S	M	<i>Ausrin</i>	<i>Ausrin</i>		
13.	MUHAMMAD RIZALDI	M	<i>Muhammad</i>	<i>Muhammad</i>		
14.	MUHAMMAD ARIF	M	<i>Muhammad</i>	<i>Muhammad</i>		
15.	M. FACHRI ANSYIDA R	M	<i>Fachri</i>	<i>Fachri</i>		
16.	M. JABBAR HALIM S	M	<i>Jabbar</i>	<i>Jabbar</i>		
17.	NABILA SALSABIELLA	F	<i>Nabila</i>	<i>Nabila</i>		
18.	NIKITA PARA DHITA	F	<i>Nikita</i>	<i>Nikita</i>		

19.	PUTRI SHALAISYA N H	F	<i>Riff</i>	<i>Riff</i>			
20.	RIDHO TRI RIZQI	M	<i>Rur</i>	<i>Rur</i>			
21.	SHAFIRA RAYNANDA	F	<i>Ranf</i>	<i>Ranf</i>			
22.	SULTON ABDI P	M	<i>Rang</i>	<i>Rang</i>			
23.	SYATARI MAWADDAH	F	<i>Ranf</i>	<i>Ranf</i>			
24.	YAHMADI ARIFIN ILHAM	M	<i>Ranf</i>	<i>Ranf</i>			
25.	ZULFA KHAIRUNNISA	F	<i>Ranf</i>	<i>Ranf</i>			

INFORMATION

MALE : 14

FEMALE : 12

Approved by

Head of SMP Muhammadiyah 07 Medan

[Signature]
 Hidayat, S.Pd.



ATTENDANCE RECAPITULATION
SMP MUHAMMADIYAH 07 MEDAN
EXPERIMENTAL GROUP (VIII-2)

No	Name of Students	M/F	DATE			
			24/01-18	31-01-18		
1.	ADELIA TRIYANA	F	<i>Adelia</i>	<i>Adelia</i>		
2.	AISYAH YUNIANDIRA	F	<i>Aisyah</i>	<i>Aisyah</i>		
3.	ALEEM AHMAD	M	<i>Aleem</i>	<i>Aleem</i>		
4.	ALLEEYAH NURUZZAHRA	F	<i>Alleyah</i>	<i>Alleyah</i>		
5.	ALMIFTAH NAZWA K N	M	<i>Almiftah</i>	<i>Almiftah</i>		
6.	AQEELLAH NURLUTHFI A	F	<i>Aqeellah</i>	<i>Aqeellah</i>		
7.	ASRIL ANDRIANTO	M	<i>Asril</i>	<i>Asril</i>		
8.	AUDY SHAFFIRA YASMINE	F	<i>Audy</i>	<i>Audy</i>		
9.	FAUZAN AKBAR	M	<i>Fauzan</i>	<i>Fauzan</i>		
10.	HALIMAH Br SURBAKTI	F	<i>Halimah</i>	<i>Halimah</i>		
11.	JIHAN AFIFAH LUBIS	F	<i>Jihan</i>	<i>Jihan</i>		
12.	M. ARIF KURNIAWAN	M	<i>Arif</i>	<i>Arif</i>		
13.	M. DIAZ ASYROFIE SRG	M	<i>Diaz</i>	<i>Diaz</i>		
14.	M. ROMADHANSYAH A	M	<i>Romadhan</i>	<i>Romadhan</i>		
15.	M. EIFEL NAZIB NASUTION	M	<i>Eifel</i>	<i>Eifel</i>		
16.	MUHAMMAD FAISAL	M	<i>Muhammad</i>	<i>Muhammad</i>		
17.	M. RAFLY IFALDI HARAHAP	M	<i>Rafly</i>	<i>Rafly</i>		
18.	NABILLA AGUSTI PUTRI	F	<i>Nabilla</i>	<i>Nabilla</i>		

19.	NADIA SHAFIRA	F					
20.	NAUFAL FAKHRI KABAN	M					
21.	RAHMAYANI	F					
22.	RATNA HERIAS	F					
23.	SILVIA MAULIDA NUR H	F					
24.	YOGA FACHRULZAN	M					
25.	ZIA URRACHMAN M IQBAL	M					

INFORMATION

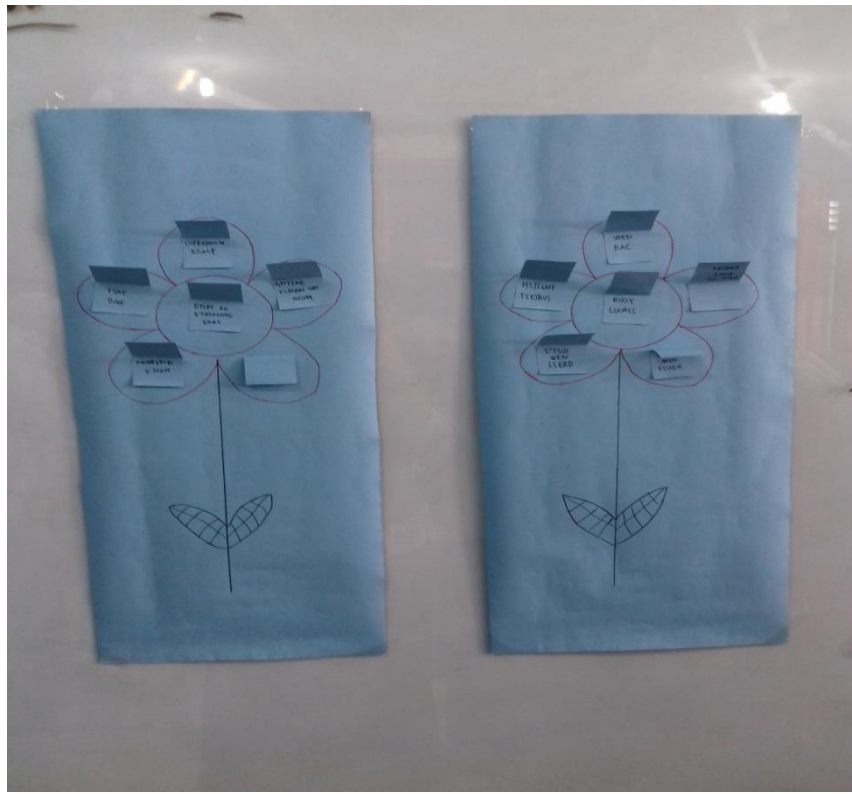
MALE : 14

FEMALE : 11

Approved
Headmaster of SMP Muhammadiyah 07 Medan



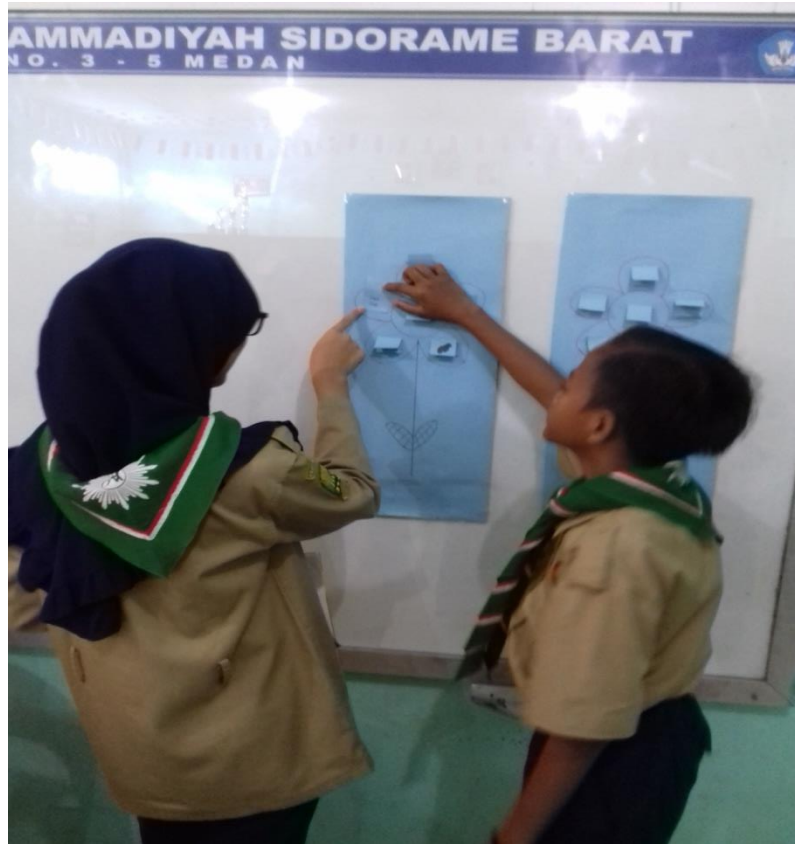
Syamsul Hidayat, S.Pd.

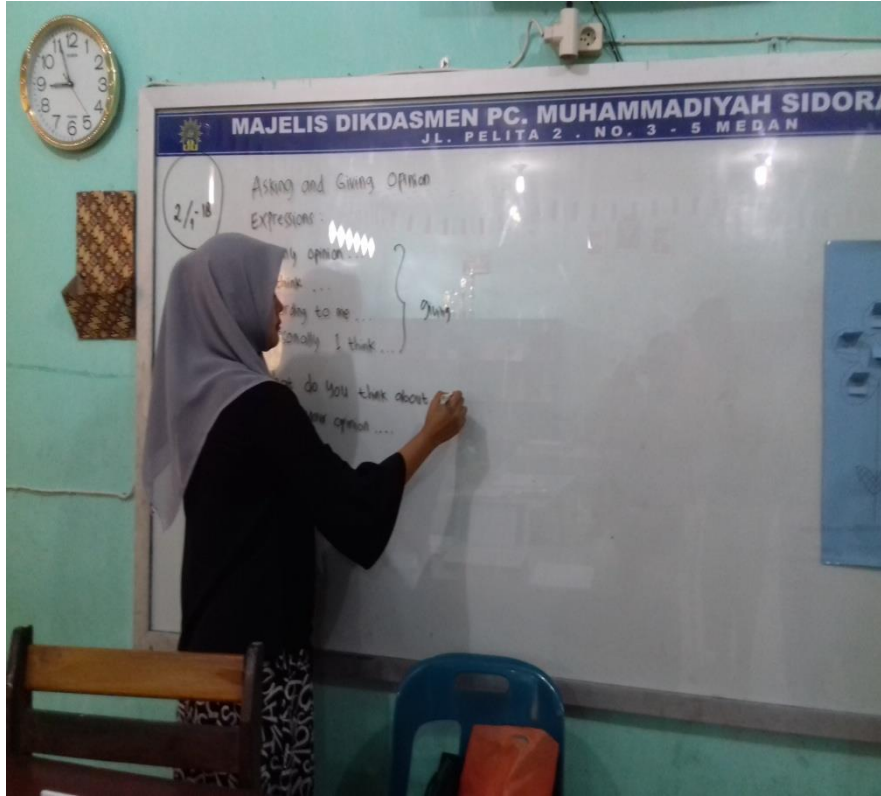


R857

- 1 English Subject?
- 2 New car
- 3 SP ider man movie
- 4 Your School
- 5 FAST FOOD
- 6 Wonderful place
- 7 taste of chocolate
- 8 one of your friends
- 9 Eating too Noodle Much
- 10 Eza's new house

Two blue paper flowers are shown, each with a stem and two leaves. The petals are arranged in a circular pattern around a central stem. Each petal has a small black sticky note attached to it. The flowers are placed on a light-colored surface.







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Fatimah Hafni
NPM : 1402050232
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 133 SKS

IPK = 3,52

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
14/11/2017	The Effect of Applying Task Based Learning Method by Using Secret Message Flower Media on The Students' Achievement in Speaking Skills	
	An Analysis of Figurative Language Presented at "Jar of Heart" Song Lyric by Christina Perri	
	An Analysis of Non Literal Meaning in Edward Estelin Cummings' Poem Entitled "I Carry Your Heart With Me"	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 14 November 2017

Hormat Pemohon,

Fatimah Hafni

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Fatimah Hafni
NPM : 1402050232
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Task Based Learning Method by Using Secret Message Flower Media on The Students' Achievement in Speaking Skills	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Drs. Ali Amran, M.Hum

Medan, 14 November 2017
Hormat Pemohon,

Fatimah Hafni



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Fatimah Hafni
NPM : 1402050232
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Applying Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum

ACC 24/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 21 November 2017
Hormat Pemohon,

Fatimah Hafni

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 6049/IL.3-AU /UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : FATIMAH HAFNI
N P M : 1402050232
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : The Effect of Applying Task Based Learning Method
by Using Secret Message Flower Media on The
Students' Achievement in Speaking Skills

Pembimbing : Drs. Ali Amran.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **20 Nopember 2018**

Medan, 02 Rab. Awwal 1439 H
20 Nopember 2017 M

Wassalam
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :

WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Fatimah Hafni
N.P.M : 1402050232
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Task Based Learning Method by Using Secret
Message Flower Media on the Students' Achievement in Speaking
Skills

Sudah layak diseminarkan.

Medan, 28 Desember 2017
Dosen Pembimbing

Drs. Ali Amran, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Ext. 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap : Fatimah Hafni
NPM : 1402050232
Program studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills

Pada hari Kamis tanggal 11 bulan Januari 2018 sudah layak menjadi proposal skripsi.

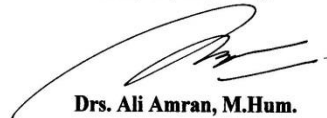
Medan, 11 Januari 2018

Disetujui oleh:

Dosen Pembahas


Khairil, S.Pd, M.Hum.

Dosen Pembimbing


Drs. Ali Amran, M.Hum.

Diketahui oleh
Ketua Program studi


Mandra Saragih S.Pd, M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Fatimah Hafni
N.P.M : 1402050232
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 11, Bulan Januari, Tahun 2018.

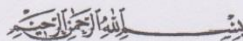
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 18 Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fatimah Hafni
N.P.M : 1402050232
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 16 Januari 2018

Hormat saya

Yang membuat pernyataan,



Fatimah Hafni

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



Unggul, Cerdas dan Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003
Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Nomor : 336 /II.3-AU/UMSU-02/F/2018 Medan, 25 Rab. Akhir 1439 H
Lamp : --- 13 Januari 2018 M
Hal : **Mohon Izin Riset**

Kepada : **Yth, Bapak / Ibu Kepala**
SMP MUHAMMADIYAH 07 MEDAN
Di
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan KBK Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan Skripsi, maka dengan ini kami mohon bantuan Bapak untuk memberikan informasi /data kepada mahasiswa tersebut dibawah ini :

Nama Mahasiswa : **FATIMAH HAFNI**
N P M : 1402050232
Program Studi : **Pend. Bahasa Inggris**
Judul Skripsi : **The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wassalam
Dekan



**** Pertinggal****



PIAGAM PENDIRIAN
NO. 1553/II-7/SU-71/1978

**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH MEDAN PERJUANGAN
SMP MUHAMMADIYAH 7**

Jl. Pelita II No. 3 - 5 Telp. 6621557 Sidorame Barat Medan

email : smpm7medan@gmail.com

SUMATERA UTARA



SURAT KETERANGAN TELAH MELAKSANAKAN RISET

No. 020 / KET / IV.4 / SMP / 2018

Kepala SMP Muhammadiyah 7 Medan menerangkan bahwa :

Nama : Syamsul Hidayat, S.Pd
Jabatan : Kepala Sekolah
Instansi : SMP Muhammadiyah 7 Medan
Alamat : Jalan Pelita II No. 3 -5 Medan

Dengan ini menerangkan bahwa :

Nama : Fatimah Hafni
NIM : 1402050232
Bidang Study : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan riset yang dilaksanakan di SMP Muhammadiyah 7 Medan sesuai dengan surat dari Universitas Muhammadiyah Sumatera Utara (UMSU) pada tanggal 23 Januari 2018 guna memenuhi mata kuliah dengan judul riset *"The Effect of using Task Based Learning Method by Using secret Message Flower Media on the Studens Achievement in Speaking Skills"* yang dimulai sejak tanggal 23 Januari 2018 s/d 31 Januari 2018.

Demikian surat ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 31 Januari 2018

Kepala SMP Muhammadiyah 7 Medan



Syamsul Hidayat
Syamsul Hidayat, S.Pd
NKTAM : 804.365

*Pertinggal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Judul Skripsi : The Effect of Using Task Based Learning Method by Using Secret Message Flower Media on the Students' Achievement in Speaking Skills

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
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