CHAPTER I

INTRODUCTION

This chapter provides through explanation of the background of the study, statment of the problem, purpose of the study, benefit of the study,scope and limitation, and definition of key terms.

A. The Background of Study

In Indonesia, English is one of the required studies in senior high school. Speaking, listening, reading, and writing are the four skills that should be acquired. Speaking is seen as an important skill for students to learn. Since language is utilized as a means of communication, the ability to speak and communicate with others is important. People should be able to use language to express their thoughts, views, feelings, and ideas. English has indeed become an international language. People all over the world are familiar with it. Almost all nations use it to communicate with one another (Nuryani, 2018).

Most people learn English to communicate and socialize with people from all over the world. Speaking is a productive aural/oral skill that entails producing systematic verbal utterances to convey meaning (Nunan, 1991). According to Harmer (2007), speaking is divided into accuracy and fluency from a communicative standpoint. Accuracy involves the correct use of vocabulary, grammar, and pronunciation, a practice through regulated and guided activities. Fluency is defined as the ability to keep going when speaking spontaneously.

Based on the School-Based curriculum (K13) in senior high school, students should develop communicative competence, which involves discourse competence, linguistic competence, sociocultural competence, actional competence, and strategic competence, to develop them (Frye & Trathen, 2005).

As a condition, students' communicative skills should be included in English teaching and learning processes, assuming that students can learn to use language to communicate fluently and correctly in various situations. Students must be interested and constantly involved to profit from the learning process.

Based on the researcher's observations and interviews with students, SMAN 1 Babadan has been accelerating students known as P2T (Percepatan 2 Tahun) whose teaching and learning programs are created in such a way that brilliant students can realize their maximum potential. There are still some challenges with the students' English skills, notably in speaking. The students' ability to communicate were fairly good. They were unconcerned about making mistakes and having confidence in their ability to speak in English, so they should not have to struggle to express their thoughts and opinions verbally. The majority of students had a sufficient vocabulary, and only a few students in the class used a dictionary. As a result, they preferred to fully engage in school activities. Additionally, the classroom activities encouraged students to learn. It's reasonable to assume that they are enthusiastic about their language academic skills. It's excellent since there's usually a favorable response, followed by thoughts on the topic during the discussion.

Teachers have available facilities with convenience in the classroom to help gain confidence when speaking English. Teachers are facilitators in this case focused on

making students able to communicate English in oral communication communicatively, based on TBLT (Task-Based language teaching) ideas in teaching speaking (Nopita, 2017). TBLT is a teaching and learning approach that emphasizes students' activity in activities in the classroom and supports student-centered learning so that they are active and proficient in learning languages, particularly English. TBLT focuses on a method of language teaching that is focused on the use of tasks as the basis of activities in the classroom. According to (Nunan, 2004) students only want to think about their ideas through this approach, not to learn the structure of language, but to develop language. This is consistent with the idea of Task-Based Language Teaching, which helps students to focus both on language and the learning process.

Observations in the P2T class at Sman 1 Babadan went well, with no issues observed during the learning process. The learning process is still teacher-centered, instead of student-centered. Learning media employs E-learning media created by schools in such a way that the learning environment is not monotonous and students are actively engaged in the learning process, resulting in the development of creative personalities and student responsibilities. Students take advantage of the time and opportunities provided by the teacher to express their thoughts and ask questions regarding the content under study. By allowing students to share their thoughts and ask questions in class, TBLT helps them achieve success in speaking fluency. As a result, the level of speaking fluency can be increased by using TBLT to help students. According to Najjari (2014), implementing TBLT for teaching and learning English entails teachers and practitioners following the moderate version and recognizing and assessing communicatively oriented activities. Shabani & Ghasemi (2014) discovered

that TBLT helps students address their immediate requirements while also providing a fun and engaging learning environment. As a result, students learn how to complete assignments and address problems that arise during the learning process in order to improve their skills.

The TBLT process teaches a range of interesting abilities. Students learn to ask questions, negotiate meaning, relate meaning, and communicate and collaborate in groups. In this case, focused on the section on associating meaning, which is related to active speaking skills. Because it demands students to actively utilize the language through exercises that replicate the use of language in real-life situations, TBLT can assist students to acquire communicative competence in speaking English. It provides a natural framework for language study as well as a real-world in for language use . Moreover, this approach increases opportunities for students to practice their language skills by allowing them to communicate in it. As a result, this strategy is suited for teaching speaking in an Indonesian context in order to improve students' language skills. The purpose of this study would be how the purpose of this TBLT is implemented to improve the student speaking fluency.

Based on this fact, the researcher tries to investigate Task-Based language teaching to improve students' speaking fluency. Task-Based language teaching is activities that require the use of a target language to complete a speaking task. In Task-Based language teaching the students are learning by doing. The lesson focuses on the study. Therefore, the researcher picks the title " The Implementation of Task-Based Language Teaching Approach in Improving the Students Speaking Fluency at the P2T Class of SMAN 1 Babadan ".

B. Statement of the problem

Based on the background above, this research is aim at answering on the following problems :

1. How to prepare TBLT in improving students' the speaking fluency at the P2T class of students SMAN 1 Babadan?

2. How to implement TBLT in improving students' the speaking fluency at the P2T class of students SMAN 1 Babadan?

3. How to evaluate TBLT in improving students' the speaking fluency at the P2T class of students SMAN 1 Babadan?

C. Purpose of the Study

The study's general purpose is to know the degree of Task-Based Learning that is suitable with class conditions. The specific objectives of this study are :

1. To find out the preparation of TBLT in improving students' the speaking fluency at the P2T class of students SMAN 1 Babadan.

2. To find out the implementation of TBLT in improving students' the speaking fluency at the P2T class of students SMAN 1 Babadan.

3. To find out the evaluation of TBLT to promote students' speaking ability for the P2T class of students SMAN 1 Babadan.

D. Benefit of the Study

The result of this research expected to give benefit for:

1. The Teacher

This research aims to help teachers learn more about teaching English, especially speaking fluency, problem-solving, and learning. This study contributes to English

teachers' ability to develop language teaching, but it also helps them increase the standard of their teaching.

2. The Students

This research aims to help students learn more about how to teach English, especially speaking fluency, problem-solving, and learning

3. The Researcher

This study contributes to researchers ability to develop language teaching, but it also helps them increase the standard of their teaching.

E. Scope and Limitation

This study will take place at SMA 1 Babadan in Ponorogo in the academic year 2021/2022. And then the population is the P2T class of students SMAN 1 Babadan, Ponorogo. That analyzes and solves the problem more effectively and correctly; the subject must be restricted. As a result, this study focuses on Language Teaching, using Task-Based language teaching to improve students' speaking fluency, especially in activities that involve students in communication and require the use of communication processes such as knowledge sharing and interaction.

F. Definition of Key terms

There are essential terms of this research :

To avoid differences in interpretation and to achieve the primary goal of the researcher in the usage of terms in the title in this study, the author describes the meaning of the words summed in each variable as follows: Task-Based Language Teaching :

Task-Based Language Teaching : A method of language learning and acquisition that focuses on students accomplishing significant tasks in the target language (Hasan, 2014).

Speaking fluency : A willingness to practice using the target language is a sign of a good language teaching. They should not be concerned about making spelling mistakes. They also have a high level of self when it comes to participating in-class activities. They are also engaged, alert, and responsive in the teaching and learning processes (Iswara et al., 2012).