

**TEACHING ENGLISH SPEAKING SKILLS THROUGH TASK-BASED
LANGUAGE TEACHING**

AN UNDERGRADUATE THESIS

Submitted to the English Language Education Study Program in Partial Fulfillment of
the Requirements for *Sarjana Pendidikan* Degree



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2023

**TEACHING ENGLISH SPEAKING SKILLS THROUGH TASK-BASED
LANGUAGE TEACHING**

Oleh
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Sebuah skripsi yang diajukan sebagai salah satu syarat untuk memperoleh gelar
Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas
Pendidikan Bahasa dan Sastra

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PAGE OF APPROVAL

**“TEACHING ENGLISH SPEAKING SKILLS THROUGH TASK-BASED
LANGUAGE TEACHING”**

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STATEMENT OF AUTHORIZATION

I hereby declare that this paper entitled “Teaching English Speaking Skill Through Task-based Language Teaching” submitted as requirements of a bachelor degree, is my own work. I am fully aware that I cited and quoted several statements and ideas from numerous sources. All of the statements and ideas from other sources are properly cited.

Bandung, August 2023

A handwritten signature in black ink, appearing to read 'Amelia Yulia Rahmah', with a long horizontal stroke extending to the right.

Amelia Yulia Rahmah

PREFACE

All gratitude to Allah Swt., for his grace and blessing who has given the opportunity to the writer to complete this undergraduate thesis entitled “Teaching English Speaking Skills Through Task-based Language Teaching”. Peace and salutation to the prophet Muhammad saw., who has brought mankind from the dark ages to this bright era. This study is submitted as a partial fulfillment of the requirements for *Sarjana Pendidikan* Degree of English Language Education Study Program, Faculty of Language and Literature Education in Universitas Pendidikan Indonesia.

This study aimed to investigate task-based language teaching’s contribution to students’ speaking skills and students’ perception towards its implementation. I do hope the findings of this study could bring advantages to the English language teaching field and contribute to further research regarding task-based language teaching. I also hope that this study can provide insightful knowledge to the readers. Nevertheless, I am aware of this study’s limitations in some aspects. Therefore, any criticism and recommendations will be appreciated.

Bandung, August 2023

A handwritten signature in black ink, appearing to read 'Amelia Yulia Rahmah', with a long horizontal stroke extending to the right.

Amelia Yulia Rahmah

ACKNOWLEDGMENT

First of all, I would like to express my highest gratitude to Allah Swt., for his blessings so that I could complete this undergraduate thesis entitled “Teaching English Speaking Skills Through Task-based Language Teaching”. *Alhamdu lillahi rabbil ‘alamin.*

The completion of this study included many people who always give support, guidance and assistance. Therefore, I would like to express my gratitude to them.

To start with, I am grateful for having a supportive family who always supports and believes in me that I could finish this research. Thank you Ayah Adad Nursahad, S.Ag., Ibu Melani Sumastary, my little brother Muhammad Fadhlan Hazballah and my little sister Aqila Hilmatushabrina.

I would also like to express my gratitude and appreciation to my supervisor Ibu Dr. Lulu Laela Amalia, M.Pd., who helped and guided me in completing this study. This paper was impossible to finish without her constructive feedback.

Next I would like to thank my academic adviser Bapak Suharno, M.Pd., and all my lecturers in the English Language Education Study Program for the help, support and knowledge that they gave me during my college life.

I also express my gratitude to all participants for willingly participating in this study. Hopefully Allah will pay your kindness soon or later.

Lastly, I would like to thank all my heartwarming friends, Syahid, Fathin, Eki, Sarah, Sifa, Roby, Annisa, Akhmal, Surya, and others for keeping me motivated during this journey. Thank you for the unforgettable memories that you created with me.

ABSTRACT

This study aimed to investigate how task-based language teaching (TbLT) contributed to students' speaking skills and the students' perception towards TbLT implementation. This research employed a case study design involving nine students in one public junior high school in Bandung, West Java. The data were collected using three instruments such as observation, students' audio and interviews. All of the data were analyzed by adapting thematic analysis from Creswell (2009). The findings of this study revealed two themes related to the aim of this study: TbLT's contribution to students' speaking skills and students' perceptions towards TbLT implementation. The results of the study showed that TbLT improved students' speaking skills in five aspects, namely (1) content and structure of description, (2) the speech sound, (3) spoken grammar, (4) vocabulary use and (5) slips and errors. Furthermore, the students perceived TbLT as having clear objectives, reminding them of real-world communications, motivating them to learn English, engaging their attention, allowing them to communicate, having doable tasks and having interconnected activities. Research for future studies is recommended to include more task types, involve more participants, seek the challenges faced by teachers and students during TbLT implementation and assess interaction aspects of speaking nature.

Keywords: Junior high school, speaking skills, students perceptions, task-based language teaching

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki bagaimana *task-based language teaching* (TbLT) berkontribusi pada keterampilan berbicara siswa dan persepsi siswa terhadap implementasi TbLT. Penelitian ini menggunakan desain studi kasus yang melibatkan sembilan siswa di salah satu sekolah menengah pertama negeri di Bandung, Jawa Barat. Pengumpulan data dilakukan dengan menggunakan tiga instrumen yaitu observasi, audio siswa dan wawancara. Semua data dianalisis dengan mengadaptasi analisis tematik dari Creswell (2009). Temuan penelitian ini mengungkapkan dua tema yang berkaitan dengan tujuan penelitian ini: kontribusi TbLT terhadap keterampilan berbicara siswa dan persepsi siswa terhadap penerapan TbLT. Hasil penelitian menunjukkan bahwa TbLT meningkatkan keterampilan berbicara siswa dalam lima aspek, yaitu (1) isi dan struktur uraian, (2) bunyi ujaran, (3) tata bahasa lisan, (4) penggunaan kosa kata, dan (5) slip dan kesalahan. Selain itu, siswa menganggap TbLT memiliki tujuan yang jelas, mengingatkan mereka pada komunikasi dunia nyata, memotivasi mereka untuk belajar bahasa Inggris, menarik perhatian mereka, memungkinkan mereka untuk berkomunikasi, memiliki tugas yang dapat dilakukan dan memiliki aktivitas yang saling berhubungan. Penelitian untuk studi selanjutnya disarankan untuk memasukkan lebih banyak jenis tugas, melibatkan lebih banyak peserta, mencari tantangan yang dihadapi guru dan siswa selama penerapan TbLT dan menilai aspek interaksi dalam berbicara.

Keywords: kemampuan berbicara, persepsi siswa, sekolah menengah pertama, *task-based language teaching*

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