

ABSTRACT

THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 1 BANDAR LAMPUNG

By

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The aims of this study are to find out (i) the effect of Task-Based Language Teaching (TBLT) on students' speaking achievement of the first grade students of SMA N 1 Bandar Lampung and (ii) the constraints of teaching speaking using Task-Based Language Teaching. This research was conducted through quantitative and qualitative approaches. The quantitative approach used a one group pretest-posttest design, while the qualitative one used a descriptive method.

The subjects were the students of the first grade of SMA N 1 Bandar Lampung. The researcher chose one class as the research sample. The class consisted of 29 students. Speaking tests, observation and interview sheets were used to collect the data of the students' performance.

The results of the research showed that (i) there was a statistically significant effect of the implementation of TBLT on students' speaking achievement of the first grade students in SMA N 1 Bandar Lampung. The result of computation showed that t-ratio in each aspect was higher than t-table (3.090, 6.425, 2.847 > 2.045) at significance level of 0.00 (< 0.05) which meant the H1 hypothesis was accepted; (ii) the constraints of teaching speaking using TBLT were the role of teacher in giving instruction, the role of task itself, and students' background knowledge.

From the results above, it can be concluded that TBLT improved the students' speaking achievement. This method helped the students express their idea through real communicative tasks. By doing the real word tasks, they sharpen their analytical thinking by themselves. Besides, TBLT could make them more active in the class.