

ABSTRACT
COMMUNICATIVE LANGUAGE TEACHING WITH TASK-BASED
MATERIALS TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT
AT SMK SMTI BANDAR LAMPUNG

By:

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This current study investigated whether or not i) there was a statistically significant difference in students' speaking achievement between the students taught through CLT with task-based materials and those with discussion, ii) there was a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with a task, iii) there statistically significant improvement of the students' speaking achievement after the implementation of discussion. A quasi- experimental design was employed within the quantitative framework, which involved two classes of high school students each of which consisted of 30 students. The experimental group participated in a learning process applying communicative language teaching with a task, while the control group was taught through discussion with a task. The data were collected through speaking tests given to the students before and after receiving the treatment. The students' speaking was then assessed based on the aspect of accuracy and fluency to derive their scores. Subsequently, the obtained data were analyzed by comparing the mean score of each group and running an Independent t-test to address the first research question, and Paired sample test for the second and third questions.

The result of the first research question showed that there was a statistically significant difference in students' speaking achievement between the students taught through CLT with task-based materials and those with discussion. Concerning the second research question showed that there was a statistically significant improvement in the students' speaking achievement after the implementation of communicative language teaching with tasks in terms of accuracy and fluency. Thus, the third research question showed that there is no statistically significant improvement in the students' speaking achievement after the implementation of the discussion in terms of accuracy, but there was an improvement in fluency. In spite the fact that CLT with tasks provided better results than that with discussion, both strategies facilitate students to improve their speaking achievement.

Keywords: Communicative Language Teaching, Task-Based Materials, Accuracy, Fluency, Speaking