

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

Previous study is an attempt by researcher to look for comparisons and then to find new inspiration for further research. In addition, previous studies help research to position research and show the originality of research. The first researcher to write a journal in groups entitled "The Effect of Task-Based Instruction in Improving the English Speaking Skills of Ninth-Graders" By Nget, Pansri and Poohongthong (2020) Faculty of Education, Naresuan University, Thailand. They used a quantitative experimental method and had the results that on the pretest, there was no statistically significant difference between the two groups in terms of their speaking skills. However, on the posttest, students in the experimental group performed significantly better than in the pretest.

And the second researcher wrote an article entitled "The Effect of Using Task-Based Learning in Speaking Class" by Muhammad Ilyas, Yulianto. He used an experimental quantitative method, and the target sample was semester 1 students, a total of 158 students divided into 4 classes. The researcher took 2 classes which were used as samples using a random sampling technique.

The third researchers are Nita, Rozimela, and Ratmanida (2020) from Universitas Negeri Padang made some journal by the tittle "The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students". This research is a quasi-experimental research. Ride the population is class X MIPA students at PT

SMAN 3 Padang. The total population is eight class consisting of 287 students. There are two classes randomly selected as the research sample; experimental and control. Experiments are treated by Task-Based Learning and control are treated conventionally teaching. The research instrument was a speaking test given after treatment. The speaking test consists of two types; monologues and dialogues. This research was conducted during 8 weeks. During this period of time, the experimental class was treated by Task-Based Language Teaching and Control Class was taught by Conventional Teaching.

The fourth researcher is Yulianto (2019) he is made some research by the title “The Effect of Using Task-Based Learning in Speaking Class”. This study uses experimental methods and the design used is design pretest-posttest random subject control group. Researchers took two classes as samples research consisting of an experimental class with a total of 38 students and a control class with a total of 38 students. This research includes three stages; The first is the pretest carried out at the beginning of the meeting before learning by using Task-Based Learning in treatment. Second, Treatment (treatment) namely learning in speaking courses for everyday communication by applying Task-Based Learning which refers to Semester Learning Plan (RPS) that has been approved by the educational study program UIR FKIP English. The third is the post test which is carried out after the treatment is complete done. The research data were obtained from the results of the pre-test and post-test of both classes, assessed by using a scoring rubric for speaking skills. these data analyzed using T-Test and IBM SPSS Statistics 21.

The fifth research by Marsakawati (2014) entitled "Task-Based Learning to Improve Student Speaking Ability " This research is a classroom action research with research procedures including planning, acting, observing, and reflecting. (reflecting) (Emzir, 2008). These four activities are repeated in cycles. Learning in each cycle includes three main activities according to the procedures for carrying out task-based learning, namely pre-task, task cycle, and language focus. The similarity between previous research and this research is that they both use Task-Based Learning to improve students' speaking skills, and use quantitative methods. Meanwhile, the difference is in the research design, previous researchers used quasi experimental, while this research used true experimental.

## **2.2 Theoretical Framework**

### **2.2.1 The Concept of Speaking**

According to Hadfield (1999) "Speaking is a kind of bridge for learners between the classroom and the world outside". Speaking is a kind of bridge for students between class and the outside world, you can say that through speaking students can communicate to practice what they have learned in class. Widdowson (1996) defines that speaking can be defined in two senses: first, speaking is just a physical embodiment of an abstract system in the sense that its use involves the manifestation of a phonological system or grammatical system or both. And the second is that speaking is active or productive and uses aural media. From the definitions expressed by the experts above, it can be concluded that speaking is one of the productive oral language skills to convey one's message to others.

Speaking is not just saying words, but also emphasizes conveying the contents of ideas that are made according to the needs of the listener.

Speaking is one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if it is not in accordance with our opinion, as well as the ability to ask and answer the question. Speaking skill in English is a one's skill to convey his thoughts to anyone orally, However, speaking skills are difficult to develop if they are not continuously trained can be done with colleagues in the class, all English lecturers, or lecturers others who can speak English. The goal is to improve speaking skills enrich the use of vocabulary, improve language structure, improve speech vocabulary, English sentences, and train your hearing so you can easily catch messages from the interlocutor.

English is used as the medium of instruction for certain materials, but some of the lecturers who teach at the various campuses mentioned above are still there deliver material bilingually (Indonesian and English) with a view to equalize the status of the campus with an international scale. Speaking is one of the most important skills. The purpose of speaking in general is to inform, entertain, report, persuade and convince someone. And in general the purpose of practicing speaking in English is for students to be able to communicate simply orally in English. Learning objectives speaking should not be detached from the purpose of learning English.

There are many definitions of speaking that have been put forward by several experts in language learning. Nunan (2003:48) explains that speaking is a

productive oral skill. It consists of producing systematic verbal utterances to convey meaning. That is, in communicating, speakers produce words that are arranged into sentences to convey maxims or goals. speaking as a process, speaking is a process of constructing and sharing meaning through the use of verbal or non-verbal symbols in various contexts.

In addition, speaking is an important tool in human daily life, how people interact with each other. According to Homby (1995: 826) speaking is using words in a normal voice, offering words, knowing and being able to use language to express oneself in words, and speaking. Therefore, the writer concludes that speaking uses words and produces sounds to express oneself, both ideas, feelings, thoughts and needs orally in a normal voice.

Furthermore, success in communication often depends on speaking skills. both academic and social fields so that students can participate and integrate succesfully in their communities.

#### a. Grammar

Grammar is about proficiency in things from inflection to syntax (Madsen, 1983:34). We will not be able to pronounce the language without knowing the pattern of the language itself. Since knowledge of grammar is so important for language learners, it's obvious that students need some knowledge of these rules to be able to speak properly. Students must learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.

#### b. Vocabulary

Vocabulary is an important element in teaching and learning speaking. It is important for language learners to choose the right words in certain situations sequentially to make their speech meaningful (Bogaards and Dvorkin. 2004:40).

a. Smoothness

Fluency is the ability to speak spontaneously and fluently without pauses and without distracting signs of hesitation. It also refers to several aspects such as responding coherently in conversation, using linking words and phrases, remembering understandable pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonological, grammatical and discourse elements.

d. Understanding

The final speaking element is understanding. Understanding means understanding and interpretation of what is said. It is about students proficient at speaking on all professional and general topics without great effort and fluently as well as native speakers (Hughes, 2003:112). In conclusion, pronunciation, grammar, vocabulary, fluency, and understanding are important and complementary components in the development of students' speaking skills. These elements support each other to achieve the purpose of speaking.

E. Accuracy and Fluency

Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of one's linguistic competence (Abbaspour, 2016:147). In general, accuracy refers to the ability to produce grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action fluently, accurately, and easily,

which includes the ability to produce written or spoken words. Language easily. The ability to speak with good but not perfect mastery of intonation, vocabulary and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without causing difficulty in understanding or breaking up communication. In simple words, accuracy is more often emphasized in formal instructions, language acquisition, grammatical competence, and grammatical translation methods, whereas fluency<sup>12</sup> relates to the level of proficiency in communication and emphasizes procedural skills, expression skills, lexical phrases, social interaction. , topics and discourse required

### **2.2.2. The Concept of Task Based Learning**

Task-based Learning is task-based learning. The task here is defined as work that is made in such a way by the teacher to be done by students, and in completing this task students must use their language resources to communicate.

Rad & Jafari (2013:88) state that task-based language teaching suggests that it is important for teachers to be able to manage a wide variety of different task demands and provide scaffolding/stairs to facilitate language learning. At the same time, foreign language learners should also be familiar with those strategies that can enable them to get better language learning results.

Richards (2002) states that Task-based learning can be used as the only framework, or only as one component in teaching English, and besides that, tasks can be used as a teaching technique or method. In the primary and secondary school curriculum in Indonesia, task-based learning refers more to techniques or

methods. Learning steps in task-based learning are divided into stages before the task, the task stage, and the stage after the task.

Stage before the task:

1. The teacher determines the competence to be developed and chooses the appropriate type of assignment. For example, the competence to be developed is to describe someone (speaking skills) and the task is to design the text to be retold. The teacher explains to students the competencies and tasks they will do. If necessary, the teacher explains and drills the language components of the task such as vocabulary, expressions and sentence structures. The teacher gives a model of how the task is carried out and the teacher divides the class into several groups as needed

Task stage:

1. Individual students carry out assignments and the teacher monitors the process of carrying out assignments for each individual.
2. Each individual reports the results of their tasks. When students present the results of their assignments, teachers are advised to guide class communication, between students and students and between teachers and students with the aim of clarifying the information provided by the presenter.
3. If needed as homework, students write down the results of the assignment to be collected at the next meeting.

Tasks are a kind of activity designed to engage the learner in use language communicatively or reflective to achieve results other than from studying the specified features of target language. From this definition, task what students



usually do need a tutor for determine what to do for support the success of this task target language learning can be implemented more communicative.

### **2.2.3. The Concept of Descriptive Text**

In the 2016 Grade 8 English Book by the Ministry of Education and Culture, descriptive text is defined as text in English that describes a person, place or thing in detail. Both in terms of depiction of the body, objects, characteristics, or others. In short, descriptive text is a text that explains something. Be it people, things, events, or places. Descriptive text provides a detailed explanation so that readers understand the object of information they are looking for. In this research, the researcher will use descriptive text about places.

There are several characteristics that need to be considered in writing descriptive text:

#### **1. Simple present**

When describing something, usually the sentence is not tied to a time reference. So, the tenses used are simple present tense, namely tenses that use the first form of the verb (V1). s

#### **2. Nouns and noun phrases**

When describing something, generally there will be nouns and noun phrases. Nouns generally consist of one word, while noun phrases are nouns and their modifiers.

#### **3. Adjectives**

To explain or describe objects, we can use adjectives or adjectives. These adjectives can also be used as modifiers in noun phrases. Relating verbs Relating

verbs (copula) are words that are positioned to become verbs and function to connect between the subject and an explanation of the subject. Examples of commonly used relating verbs are is, are, have, has, seem, appear, mean, become and others.

#### 4. Action verbs

Action verbs are verbs that show action. Usually this type of verb is used when describing living things. Examples of action verbs are run, walk, see, listen, eat, and others.

#### 5. Adverbials

Adverbs are words or phrases that describe verbs. Usually adverbs are used when the object being described is animate.

Structure of descriptive text In a descriptive text, the parts that need to be written are:

##### 1. Identification

The first paragraph of a descriptive text is identification, the purpose of which is to identify the object being discussed. This section does not yet concurrently detail the object.

##### 2. Description

The next paragraph is a description. This section describes the characteristics of the object described at the beginning of the text.

In this section, the object must be explained in as much detail as possible so that the characteristics of the object can be clearly pictured in the reader's mind.

#### **2.2.4. The Advantages of Task-Based Learning**

Basically all language skills can be developed with task-based learning. We can develop all skills in an integrated way by focusing on one skill. In the context of the Communicative Approach, the development of language skills with task-based learning is more appropriate in an integrated manner. Here are some of the main advantages of Task-Based Learning:

1. Being able to create opportunities for students to carry out natural communication in the classroom.
2. More emphasis on meaning than linguistic form, and therefore
3. More able to foster motivation to learn because it is centered on students.

The purpose of learning task-based learning that is students can complete a assignment to create results or outcome.

#### **2.2.5. Procedure of Teaching Speaking with Task-Based Learning**

Task-based learning is a language teaching method that focuses on providing a series of exercises or activities aimed at achieving greater abilities. This series of exercises can be tiered in level of difficulty, it can also be level, however what is to be achieved through these practice becomes an important part of building a greater understanding of the concepts to be learned. Task-based is a learning method that is considered to be more comprehensive than the communicative method which has so far been considered more useful in language teaching. The communicative method has so far been more popular and has been applied to many language teaching settings almost all over the world because the basis for thinking is that language teaching should not originate from teaching language

components separately but rather from the understanding that language must be taught as a means of communication (Nunan, 2004).

Even in Indonesia, the use of communicative models for language teaching is also applied to almost all levels of language teaching, both at the junior and senior high school levels. In accordance with the targeted curriculum (English Merdeka Curriculum), English teaching is emphasized on communicative language teaching, so that learning outcomes also indicate students' ability to use English actively. After studying English for at least 6 years, high school graduates at least have the ability to speak English actively in the sense that it can be used to communicate simply, although of course with different levels of ability (Wulandari, 2015). In this case students are given a sheet of paper containing a picture of a someone and the student will read those paper. Then after the students read the paper about describing someone and the student retell those story.

And after holding a pre-test, researchers conducted treatment which was carried out in 4 meetings. And in the first week the researcher conducted treatment starting with introduction and greeting material and was given the task of preparing an introduction and greeting in order to practice speaking skills at the beginning of the meeting, and train self-confidence for students who make presentations in front of other students.

In the second week the researcher delivered material about pronouns or someone's pronouns and Descriptive Text. In this material, students are given the task of

placing subjective, objective, possessive adjective, possessive pronoun, and reflexive pronoun correctly, and students learnt descriptive text about the structure and how to describe a person. In this material, researchers hope that students can adjust pronouns according to their place, and can describe someone.

And in the third week, the researcher delivered material about simple present tense, which aims to adapt students to describing things using simple present tense. Students are given the task of completing the simple present tense correctly and then students are given the task of describing their friend and presenting it in front of their friends. After that, students were given a homework assignment to describe the idol.

And in the fourth week, the researchers gave the students the task of retelling the descriptive text that the students had written about idols. Students retell the story in front of their friends to train their courage and self-confidence.

#### **2.2.6. Hypotesis**

According to Dantes (2012) a hypothesis is a presumption or assumption that must be tested through data or facts obtained through research. And in this research the researcher have a hypothesis or conjectures that occur in this research.

Alternative Hypothesis : There is significant effect of Task-Based Learning on students' speaking skill of the science students of tenth grade at SMAN 1 Seputih Raman.(Ha)

Null Hypothesis : There is no significant effect of Task-Based Learning on students' speaking skill of the science students of tenth grade at SMAN 1 Seputih Raman.(H<sub>0</sub>)