CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international languages. English as an international language has a very important role as the language of science technology and international communication. Harmer (2001) states that English becomes lingua franca. In other words, English is a language widely adopted for communication between two or more speaker. Some use English as a second and some as a foreign language.

In learning language, there are four skills which should be metres. Namely are reading, listening, speaking and writing. Teaching English as a foreign language is not easy because the students should learn all elements of language grammar, vocabulary and pronunciation. It is understandable because there are some problems faced by the English teacher. First the students have different reason to learn by the curriculum. They only want to pass the examination. Therefore the students do not always have motivation to reach the optimal target. Second the student don not always hear English in the daily life. They just hear English at school.

The speaking skill has close relationship with listening skill. In speaking two skills interact (listening and speaking). At least, there is a person who hears the spoken language or listener and the person who speak the spoken language or speaker. In this research, the researcher limits on speaking

especially in improving English speaking skill. Some students say that speaking is the most difficult skill.

Those problem also occur in MI Islamiyah Gumukrejo Teras Boyolali. Based on interview with the teacher, around 1O students get difficulty in mastering speaking skill. It can be seen following phenomena. The first, the students have limited vocabulary which can be seen from their difficulty in spelling and arranging the sentence. The second, the students are not enthusiastic in learning English. The third the speaking ability of the students is low, the average score is 4,5. The last, environmental and family factor also influence such as, they came from village, and they only get English teaching in school. From those problems, now the teachers are demanded to create some strategies which can explore the students speaking competence. One of the strategies that can be used to teach speaking is Improving Students Speaking Skill Through Task Based Learning By Using Creative Task of The Fifth Grade of MI Islamiyah Gumukrejo Teras Boyolali.

To solve those problems, there is a Task-Based Learning Approach. Task-Based learning shows that task can be used as the central focus in a supportive methodological framework. The tasks in Task-Based learning are activities where the target language is used for the learners for a communicative purpose (goal) in order to achieve an out come. The provided tasks create a real purpose for language used and provide a natural context for language. Task-Based learning combines the best insight from communicative language teaching with organizes focus on language form (Willis: 1996).

The writer considers that applying Task Based Learning is able to give advantages and is able to improve students speaking skill in MI Islamiyah Gumukrejo Teras Boyolali. Creative Task in Task Based Learning is as logic with communicative Language Teaching. The variation and short task stimulate the real communication in the target language. In the other words, it can create real purpose for language use and gives comprehensible exposure.

Task-Based learning gives many interesting tasks and gives larger opportunity to practice English more naturally. It is more communicative and closer to real life.

Based on the background above the writer decides to carry out the classroom action research entitled "IMPROVING STUDENT SPEAKING SKILL THROUGH TASK BASED LEARNING BY USING CREATIVE TASK OF THE FIFTH GRADE STUDENTS OF MI ISLAMIYAH GUMUKREJO TERAS BOYOLALI".

B. Problem Statement

In this research the writer formulates the problems of the study as follows:

1. Is Task Based Learning by using Creative Task Can Improve Students' Speaking Skill for the fifth grade or not?
2. How is the process of teaching speaking using Creative Task in Task Based Learning among the fifth grade students of MI Islamiyah Gumukrejo Teras Boyolali?

3. How does the teacher select the materials in improving the students' speaking skill Through Task Based Learning by using Creative Task of the fifth grade students of MI Islamiyah Gumukrejo Teras Boyolali?

C. Objective of The Study

The objectives of the study can be stated as follows:

1. To know whether or not Task Based Learning by using Creative Task can improve students' speaking skill.
2. To know whether teaching speaking using creative task is effective viewed from student achievement.
3. To describe the way in selecting the materials in improving students' speaking skill Through Task Based Learning by using creative task of the fifth grade students of MI Islamiyah Gumukrejo Teras Boyolali

D. Limitation of the Study

In this research, the writer needs to limit the study in order to be more focused, the writer took only the fifth grade students of MI Islamiyah Gumukrejo Teras Boyolali. It is used as the subject of the study with the consideration that they were the subjects of the Task Based Learning.

E. Benefit of the study

The benefits of the study are:

1. Theoretical Benefit

   The finding of the action research is able to provide information about Task Based Learning.

2. Practical Benefit

   a. Teacher.

      This research helps the teacher to apply Task Based Learning.

   b. Student.

      This research helps the students to increase their speaking ability in making interaction with each other.

   c. Other researcher.

      This research can inspire other researcher who have interested in similar research.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily to understand the paper. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature. It covers review of previous study, notion of speaking, notion of Task Based Learning, theoritical framework, and action hypothesis.

Chapter III delines research method. It covers type of the research, research procedure, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV discusses the result of the study and discussion

Chapter V draws with conclusion and suggestion