CHAPTER IV
RESEARCH FINDING AND DISCUSSION

In this chapter, the writer would like to present the description of the data obtained and presents the result of teaching speaking by using Creative Task in MI Islamiyah Gumukrejo Teras Boyolali and also the discussion concerning the findings obtained from Task Based Learning in teaching speaking.

A. The Description of MI Islamiyah Gumukrejo Teras Boyolali

This research was conducted at MI Islamiyah Gumukrejo Teras Boyolali. MI Islamiyah is established on 1977 and addressed at Jl. Oro-Oro Ombo Gumukrejo Teras Boyolali. It is located at the village and surrounded with many citizens houses. Although it is surrounded with many houses, it is still conducive, comfortable and saves.

Sometimes in teaching English, they also find some problems in motivating the students, especially in teaching speaking. They are difficult to find suitable method in order the students enjoy the material given. Furthermore in this research, the researcher has observed about the teacher solution in teaching speaking by using Creative Task. The teacher believe that Creative Task Can improve their students’ ability in speaking.

In MI Islamiyah Gumukrejo Teras Boyolali, the students get an English lesson twice in a week. In this research the writer only observes the condition of teaching English in the fifth grade student. That class tauhgt by
one teacher. She is Mrs. Diyan and the English subject in class fifth grade is on Tuesday and Friday. The teacher teaches on 08.30 a.m until 11.00 a.m. So in twice, the students only study 90 minutes for two meeting.

From the interview and observation to the fifth grade students of MI Islamiyah Gumukrejo Boyolali, the objective of language teaching is to develop the communicative competence of the students in four language skill. The teacher said that the objective of the teaching is to master the four skill, namely listening, reading, speaking and writing. The basic competence of language teaching and learning process in this school is to make students active in using English both oral and written forms.

The teacher said that the objectives of teaching speaking at MI Islamiyah Gumukrejo Boyolali are enable the students to speak English equals to the novice level in their Environment and to make the students understand what they say in English, they should try to speak or express their feeling, idea, and opinion. So, if they are active in speaking, it can make their pronunciation, grammar, or vocabulary correct. Besides that, the students would have good self-confidence in speaking skill.

B. Research Finding

1. Task Based Learning by using Creative Task can improve students’ Speaking skill for the fifth grade

Creative Task-based learning for children illustrates simple task that provide comprehensible exposure. It builds up students vocabulary and phrases also develop insight into grammar. In applying Creative
activities in Task-Based learning, children learn by doing. The learning is part of the task itself. Generally, children listen before producing words, phrases, and sentences.

Most of children get language exposure in English class. The English teacher has to use the limited time for giving the language exposure as much as possible. The implication is that teaching learning process is much more weighting given to the exposure and there will be a longer pre-task phase, and shorter task cycle. The cycle consist of sets of short task. By giving short tasks, the learners are not easily bored. Then the planning and report stages are very short with the teacher gives the first report informally. Jane Willis suggest that the language exposure must be comprehensible. The creative task provides opportunity for learners to listen and to participate in meaning focused interaction from the very beginning, helping them acquire the new language more naturally.

Usually children are shy or afraid of making mistakes to use the new language. It can be avoided by putting them work in pairs or in group. Willis lists five point to the teacher of English at beginner level. The teacher’s most important general priorities are:

a. Establish a relax, anxiety-free atmosphere in the classroom;
b. Providing a lot of exposure that learners can make approximate sense of;
c. Building on what they know but without expecting perfection;
d. Not forcing them to speak at the first if they prefer not to;
e. Reassuring them of their progress and generally boosting their confidence.
According to Jane Willis (2003), there are some kinds of tasks in creative activities that must be linked together. They are Listing, Ordering and Sorting, and Comparing.

a. Listing

Activity: Brainstorming, in which learners draw on their knowledge and experience either as a class in pairs or groups.

Goal: Students can list about words (verb and noun) of the information, and pronounce them.

Games: Collecting games. It can be played with a few phrases, like have you got....?

b. Ordering and Sorting

International words

Activity: researcher provide a dialogue of requests expression which content of international words in italic (hotel, restaurant, cafe, pizza, burger, spaghetti). Student practice the dialogue in correct pronounciation. Try to find another international word, then applied in short dialogue.

Goal: students can categorize item of international words applied in dialogue, and they can practice them to requests expression.

c. Comparing

Matching

Activity: practice the words that already list consist of verb and noun, to match specific points to identify based on the picture.
Goal: student can describe about the information in simple sentences and use expression of request related to the topic.

2. The process of teaching speaking using Creative Task in Task Based Learning among the fifth grade students of MI Islamiyah GumukRejo Teras Boyolali.

This classroom action research following the process of action research proposed by Stephen Kemmis and Mc Taggart. There are two cycles in action research.

a. The Identification of the problems

The identification of the problems is intended to get a lot of information of the field problem faced by the grade of five of MI Islamiyah Gumukrejo Teras Boyolali and English teacher. There are some steps to get such information. They are observation, interviewing, and discussion. Furthermore, to enrich the information, the research observed the teaching learning process taking place in the classroom. Besides, the researcher collected the data on August 1, 2011.

The researcher chose ten students of grade V with the different level. They are based on 3 criteria: smart, middle, and low. Conducting the interview, the researcher gave planned questions. Practically, the planned question got improvisation at the interview. The researcher asked the respondents about their constrain, opinion, and hopes related to the teaching learning process.
During the observation, the researcher recorded and wrote down all the research members’ activities and their expression while teaching learning process. Based on the interview and the classroom observation, the field problem can be identified. The result of the identification can be seen in the table below:

Table 4.1 Field Problems Identification

<table>
<thead>
<tr>
<th>NO</th>
<th>PROBLEM</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students were not able to speak grammatically correct</td>
<td>Ab</td>
</tr>
<tr>
<td>2</td>
<td>Students could acquire English grammar</td>
<td>Ab</td>
</tr>
<tr>
<td>3</td>
<td>Students found difficulties to pronounce the English words correctly</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>Students had limited vocabulary</td>
<td>V</td>
</tr>
<tr>
<td>5</td>
<td>Students were not able speak English with certain pattern</td>
<td>Ab</td>
</tr>
<tr>
<td>6</td>
<td>The school was lack to facilities for practicing speaking English</td>
<td>F</td>
</tr>
<tr>
<td>7</td>
<td>The students did not have enough time to use English grammar correctly</td>
<td>P</td>
</tr>
<tr>
<td>8</td>
<td>Students got less speaking practice</td>
<td>P</td>
</tr>
<tr>
<td>9</td>
<td>Students did less to hear English</td>
<td>Lp</td>
</tr>
<tr>
<td>10</td>
<td>Students did less to practice some expression in English</td>
<td>Lp</td>
</tr>
<tr>
<td>11</td>
<td>Students did not ask when they face difficulties in learning English</td>
<td>Tp</td>
</tr>
<tr>
<td>12</td>
<td>Students did not work together in group</td>
<td>Lp</td>
</tr>
<tr>
<td>13</td>
<td>The teacher seldom give example to practice speaking English</td>
<td>Tp</td>
</tr>
<tr>
<td>14</td>
<td>Students rarely communicate in English</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>Students were nervous and less confidence to speak English</td>
<td>Af</td>
</tr>
<tr>
<td>16</td>
<td>The teacher rarely give adequate time to students to speak English</td>
<td>Tp</td>
</tr>
<tr>
<td>17</td>
<td>Environment did not support the teaching learning English</td>
<td>E</td>
</tr>
<tr>
<td>18</td>
<td>Students rarely asked and answered the simple questions relate to the topic</td>
<td>Lp</td>
</tr>
</tbody>
</table>

Notes:
Ab : Ability       E : Environment       Tp : Teaching Process
Af : Affective     F : Facility         P : Practice
D : Difficulty
b. Pre-Test

1) Opening

First the researcher greeted the students by saying “Assalamu alaikum”, “Good Morning students?” and “How are you today?”. Then the students responded and answered it together.

2) Informing the students

The researcher gave the information about the pre-test procedures, the information given was described as follows:

a) The rules of pre-test
b) The time allocation
c) The information about the topic and the test

3) Doing Pre-test

The Pre-test was conducted at 09.30- 10.30 am. The researcher material is speaking skill. The procedure was as follows:

a) The researcher called the students name one by one
b) The researcher provided 10 minutes for the students to prepare their speaking
c) The researcher asked them to introduce themselves and said that they can talk about their family, their hobby etc, that had been prepared by the students
d) Those procedures were done until all students took the Pre-test

4) The result of Pre-test

The researcher conducted a Pre-test to measure the students’ ability in speaking skill. The scoring of the Pre-test used
analytic profile. There are some aspects involved in the analytical profile. They are some aspect involved in the analytical profile. They are pronunciation, the use of vocabulary, the use of grammar, and fluency (Harmer 1994:328). The result of the total speaking test I is as follow:

Total Pre-Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>P</th>
<th>UV</th>
<th>UG</th>
<th>F</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alvia</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6.00</td>
</tr>
<tr>
<td>2</td>
<td>Rizky</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>6.25</td>
</tr>
<tr>
<td>3</td>
<td>Rini</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6.50</td>
</tr>
<tr>
<td>4</td>
<td>Mustofa</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6.50</td>
</tr>
<tr>
<td>5</td>
<td>Wahyu</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6.50</td>
</tr>
<tr>
<td>6</td>
<td>Sidiq</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7.00</td>
</tr>
<tr>
<td>7</td>
<td>Andre</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>6.50</td>
</tr>
<tr>
<td>8</td>
<td>Yayuk</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>6.25</td>
</tr>
<tr>
<td>9</td>
<td>Vivi</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>6.50</td>
</tr>
<tr>
<td>10</td>
<td>Diki</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6.75</td>
</tr>
</tbody>
</table>

Notes:
P: Pronunciation
UV: Using Vocabulary
F: Fluency
UG: Using Grammar

The result of the pre-test was very apprehensive. Most of the students were not able to pronounce the English words correctly. Even though their teacher gave the student lists of vocabularies, the students did not have enough vocabulary. The students neither acquire the grammar or have fluency the English words.
c. Cycle I

1) Planning

When the field problem had been formulated and the efforts in overcoming the problems had been decided, the researcher and the teacher implemented the effort in action I. There were three challenging tasks taken from Task-Based Learning to be given in which it was also impossible to give all of them in one meeting of teaching in the classroom. The topic given in the action was the same with the one given in pre-task. The topic was taken from hand book based on the curriculum of elementary school. The researcher handled the teaching activities, while the English teacher of MI Islamiyah Gumukrejo Teras Boyolali did the observation activity. This was implemented in the field on Monday, Augustus 8th 2011. The first effort included the three tasks listing, ordering and sorting, comparing. The next action was implemented on Tuesday, Augustus 9th 2011. In this action the researcher treated the students with the same tasks as in the first treatment also with the same topic as pre test. After the students had been given the treatment they were given post-test which is intended to know whether the treatment were successful or not.

2) Acting and Observing I

a. The First Meeting (Monday, August 8, 2011)

The topic was “Expression of Request”. As stated before, the researcher put the language focus at the stage. It was followed by Pre Task stage and Task Cycle.
(1) Language Focus

The researcher gave an advance organizing to come into the topic of expression of request.

Advance organizing:

R : can you say your name?
S : Rini
R : Can you come here?
S : maksudnya disuruh maju ya Miss?
R : Yes, terus kalau jawabnya mau apa?
S : Yes.
R : Yes, I can, atau sure, dan bisa juga Ok, atau mungkin no problem (Sambil menulis di papan tulis)
R : can you close the door? (sambil menunjuk kea rah pintu)
S : Ok
R : setelah kalian melakukan apa yang Miss suruh, kirakira apa yang ada dalam benak kalian?
S : menyuruh
R : Great!. So our topic today is “Expression of Request”
S : Apa Miss?
R : Expression of Request atau ucapan menyuruh /memerintah.

From advance organizing above, the student could image about the topic that would be discussed in the classroom even though only in Indonesian they can express.

(2) Pre Task

Researcher explained about expression of request and responses by asking the student. Beside students do what teacher asked, students also repeat the pronunciation.
Researcher corrected the student pronunciation directly, when they made mistakes.

Generally the action can be V3 below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher explained about expression of request and responses</td>
<td>Students repeated what researcher said and did what researcher asked to do</td>
<td>Students were enthusiastic and could pronounce</td>
</tr>
</tbody>
</table>

The activities obtained positive responses. These are students responses relating to the language focus stage.

R  : Bagaimana mas Sidiq, Rizky dan Yayuk setelah mengikuti kegiatan-kegiatan ini?
S  : Melatih pengucapan kata Miss
N  : Belajar ungkapan menyuruh
Re : belajar kata untuk menyuruh Miss

Based on the dialogue, it can be concluded that the tasks could help the students to pronounce words and to memorize words.

The teacher says that “Listen and Repeat” is good to practice the students’ pronunciation. This was her comments:

T  : kegiatan tadi bagus sekali. Dari kegiatan itu siswa berlatih mengucapkan kata dengan benar.
(3) Task Cycle

After finishing advance organizing activity, the researcher came to the next phase that was the cycle 1. The researcher applied three tasks as follows:

a) Listing

Researcher used some pictures as media to introduce the topic. The pictures here describe activity. E.g. sweeping, washing, clean the floor, etc. It is used to introduce the vocabulary (Verb and Noun). Researcher also showed up the picture and pronounced one by one, and students repeat what researcher said. While showing the picture, researcher asked student to do something, e.g. “can you close your book?”, “can you open the door?”, “can you clean the board?” and students spontaneously done. Researcher correct the students pronunciation when they made mistakes.

Generally, the action can be drawn below.

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided some pictures of activities, and pronounced and explained one by one while student repeated it</td>
<td>The students listed and pronounced them, and researchers gave correct pronunciation and observed the students activities.</td>
<td>Students knew the words related to verb, and noun and their pronunciation were practiced. They enjoyed they took part in it.</td>
</tr>
</tbody>
</table>
This activity got positive responses from students as expressed by Alvia and Mustofa.

R: bagaimana menurutmu kegiatan pengelompokkan kata tadi?

I: Bagus Miss, soalnya di ulang beberapa kali tapi saya susah mengucapin kata-kata kalo nggak dicontohin. Tapi saya tahu maksudnya kata kerja dan kata benda.

R: menurut Alvia?

A: Bisa belajar ngomong dan lebih mudah diingat tapi kalo Miss Vilda nggak memberi contoh dulu saya gak bisa. Nanti kalo buat kalimat ada kata kerja dan kata benda ya Miss?

Based on the dialogue, it can be concluded that the task could help the students pronounce words and also helped students to understand parts of speech (Noun, Verb) but it must be done in many times.

The teacher says that this activity is good to practice the students to pronounce the English words.

This was her comments:

T: Kegiatan tadi namanya apa mbak?
A: activitas listing

b) Ordering and sorting

Researcher gave some dialogues which contains of international words. The international words written in italic, to make students easier to find out. The international words are: Taxi, Pizza, Hamburger, Hotel, Spaghetti, Restaurant, and Café which combine with expression of request.

Generally, the action can be drawn below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided dialogue of request expression which containing of international words</td>
<td>Students practiced the dialogue in correct pronunciation. Try to find other international words, then applied them in short dialogue based on the dialogue</td>
<td>Students can categorize item of international words. But they could not practice correctly in pattern based on the sample given</td>
</tr>
</tbody>
</table>

This activity got positive and negative responses from students:

\( R \): menurut bagaimana kegiatan barusan?
\( S1 \): bagus Miss, saya senang bisa belajar kata kaya pizza, hamburger, café, restaurant, taxi, ada gambarnya lagi!
\( R \): kalau kamu bagaimana?
\( S2 \): Saya suka membacanya saja, kalau disuruh bikin kaya contohnya saya belum bias
\( T \): Teks dialognya creative mbak, hanya saja mereka kurang penguasaan kosa kata dalam merangkai kalimat.
The researcher concluded that this activity helped the students to categorize or classify the international words, even though some of them were not explained.

c) Comparing

Researcher provided some sentences and pictures. The picture showed a problem, and the sentences showed a request. Here the students were asked to match the problem and request.

Can you clean the board, please?

Generally the action can be drawn below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided pictures and sentences</td>
<td>Students matched the sentences based on the pictures descriptions</td>
<td>Students matched the sentence by describing related to the picture</td>
</tr>
</tbody>
</table>

This activity got positive responses as expressed by some students:

*R* : *menurut adik bagaimana kegiatan matching tadi?*

*S1* : *bagus Miss, kita bisa mencocokkan kalimat sama gambar*

*R* : *menurut adik bagaimana kegiatan tadi?*
S2 : saya senang miss, soalnya saya bisa mengerjakannya dengan melihat gambar. Terus ada kata yang belum tau terus jadi sekarang jadi tahu.

T : Anak-anak antusias mengikuti pelajaran bahasa Inggris, jadi suasana kelas tambah hidup.

It can concluded that “matching” activity helps the students to make sentences and build a new vocabulary.

b. The Second Meeting (Tuesday, Augustus 9, 2011)

The topic was “Expression Request” using “Will you....”

1) Language focus

The researcher gave and advance organizing to come into the topic of expression of request.

Advance organizing:

R : will you close your book?
S : ya
R : will you switch on the lamp please?
S : maksudnya lampunya dihidukan atau dinyalakan Miss?
R : Switch on. What does it mean? Form dark to bright....
S : Oh, aku tahu. Dinyalakan ya Miss?
R : Great! We are still talking about topic as previous lesson
S : Menyuruh seperti kemarin.
R : Great! So our topic today is still “Expression of Request” using will you....”
S : Apa Miss?
R : Expression, of Request atau ungkapan menyuruh/memperintah tapi menggunakan ungkapan “Will you...” lain kata dari “Can You...”

From advance organizing above, the student could imagine about the topic that would be discuss in the
classroom. Even though only in Indonesian they can express.

2) Pre Task

Researcher repeat the previous lesson about expression of request and responses by asking the student and applied a new language classroom that was “will you….please”. Students do what teacher asked, also repeat the pronunciation. Researcher corrected the students pronunciation directly, when they made mistakes.

Generally, the action can be drawn below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>Acting The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher took picture one by one and pronounced them</td>
<td>Researcher read one by one and students repeated. It was done many times to practice students’ pronunciation</td>
<td>Students could not pronounce well.</td>
</tr>
</tbody>
</table>

3) Task Cycle

After finishing advance organizing activity, the researcher came to the next phase that was the cycle 1. the researcher applied three as follows:

a) Listing

Researcher using some pictures as media to introduce the topic. The picture here describe of
activity. E.g. sweeping, washing, clean the floor, etc. it is used to introduce the vocabulary (Verb and Noun). Researcher also showed the picture, researcher asked student to do something. E.g. “Will you close your book?”, “Will you open the door?”, “Will you clean the board?” and students spontaneously done. Researcher corrected the students’ pronunciation if they made mistakes. Generally, the action can be drawn below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided some pictures of activities, and pronounced one by one while student repeated it</td>
<td>The students listed and pronounced them, and researchers gave correct pronunciation and observed the students activities</td>
<td>Students knew the words related to the Verb, and Noun and their pronunciation was practiced students enjoyed and took part in it</td>
</tr>
</tbody>
</table>

This activity got positive response from students as expressed by Alvia and Wahyu.

R : bagaimana menurutmu kegiatan pengelompokkan kata tadi?
A : Bagus Miss, saya jadi tau kata-kata yang sebelumnya nggak ngerti
R : menurut Wahyu?
W : Bisa belajar ngomong dan lebih mudah diingat tapi kalo Miss Vilda nggak memberi contoh dulu saya gak bisa.
Based on the dialogue, it can be concluded that the task could help the students pronounce words but it must be done in many times.

The teacher says that this activity is good to practice the student’s pronunciations the English words.

This was her comments:

\[ T \text{: kegiatan tadi bagus mbak, itu termasuk penguasaan vocab ya mba?} \]
\[ R \text{: Ya, activities listing} \]
\[ T \text{: itu dapat juga melatih pronunciation mereka.} \]
\[ Saya rasa lumayan dari pada yang kemarin \]

b) Ordering and sorting

The next activity was collecting games. In this stage researcher provided pictures of activity and asked the students to collect the picture by using phrase of “Have you got…”.

Generally, the action can be drawn below:

```
<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided pictures of activity</td>
<td>Students got the picture which are different to each other and they asked to their friends by using phrase “Have you got…”</td>
<td>Students can collect item of pictures. But some of them were still lack of vocabulary</td>
</tr>
</tbody>
</table>
```
The activity got positive and negative responses as expressed some students:

\[ R : \text{menurutmu bagaimana kegiatan barusan?} \]
\[ S1 : \text{Bagus Miss. Saya senang jadi bisa buat mainan tebak-tebakan.} \]
\[ R : \text{kalau kamu bagaimana?} \]
\[ S2 : \text{senang, tapi kadang-kadang saya lupa nama-nama yang ada di dalam gambar. Tapi bisa buat main-main sama teman.} \]
\[ R : \text{Coba tadi di ulangi lagi kasih satu contoh aja!} \]
\[ S3 : \text{Have you got the picture of washing car?} \]
\[ R : \text{Oh, well done.} \]
\[ T : \text{Kegiatannya bagus mbak, itu kaya bermain tebak-tebakan ya? Bisa saya lihat mereka jadi antusias.} \]

The researcher concluded that this activity help the students to collect, to match the picture and words.

Even though some of them could not say what in picture was.

c) Comparing

Researchers provided some sentences and pictures. The picture showed problem, and the sentences showed a request. Here the students were asked to match the problem and request. The request expression using “Will you..., please?”. Generally the action can be drawn below:

<table>
<thead>
<tr>
<th>Planning</th>
<th>The Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided pictures of sentences</td>
<td>Students matched the sentences based on the pictures’ descriptions</td>
<td>Students can match the sentence by described related to the picture.</td>
</tr>
</tbody>
</table>
This activity got positive responses as expressed some students:

\[ R : \text{menurut adik bagaimana kegiatan matching tadi?} \]
\[ S1 : \text{bagus Miss, kita bisa mencocokkan kalimat sama gambar} \]
\[ R : \text{menurut adik bagaimana kegiatan tadi?} \]
\[ S2 : \text{saya senang Miss, bisa belajar merangkai kata.} \]
\[ T : \text{cukup creative mbak, text dialognya. Gambarnya juga sesuai jadi siswa pun paham apa yang dimaksud.} \]

It can be concluded that “matching” activity helps the students to make sentences and after practicing short text dialogue, it can increase their pronunciations.

d. Reflecting I

According to the implementation of the action I above, the researcher reflected the result of the action. The reflections is described below:

In the first treatment, the English teacher and student gave positive response to listing task. Students were able to say some words related land transportation although some of them pronounced the words incorrectly. Researcher added some tasks in TBL such as Ordering and Sorting, and Comparing. Students were not able to apply the pattern of some expression because the researcher gave incomplete clue. Thus, they were still confused of how to apply it.

In the second treatment, teacher and students gave positive responses to the same task. First, the teacher gave positive response to
listing task because the students were able to mention some words related to Verb, and Noun although some of them pronounce incorrectly. In ordering and sorting task, student were able to apply the pattern of expression of request although some of them still made mistakes.

Based on students and teacher responses, and looking at the comprehension result of speaking pre test and post test I, the researcher concluded that there was a little progression in students vocabulary about Noun and Verb and pronunciation fields. But there were some negative sides that must be evaluated in creative task.

a. Researcher did not give sufficient clue of vocabulary to make sentences so that they were not able to do Ordering and Sorting.

b. Researcher did not give sufficient vocabularies to make sentences of expression of request.

c. Researcher did not give home works to remind them to the material that had been explained.

d. Cycle II

1) Revised Planning

After all those actions finished, the researcher made an evaluation to recognize the result of two actions in the two cycles in order to know whether the treatment was effective and efficient in their speaking or not. The researcher also added some games to improve
their vocabulary. In the cycle II the step would be Language focus, Pre Task, and Free activity.

The Score of Students’ Speaking Post Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>P</th>
<th>UV</th>
<th>UG</th>
<th>F</th>
<th>average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alvia</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7.25</td>
</tr>
<tr>
<td>2</td>
<td>Rizky</td>
<td>7</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7.50</td>
</tr>
<tr>
<td>3</td>
<td>Rini</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7.50</td>
</tr>
<tr>
<td>4</td>
<td>Mustofa</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7.25</td>
</tr>
<tr>
<td>5</td>
<td>Wahyu</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8.00</td>
</tr>
<tr>
<td>6</td>
<td>Sidiq</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7.75</td>
</tr>
<tr>
<td>7</td>
<td>Andre</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>7.75</td>
</tr>
<tr>
<td>8</td>
<td>Yayuk</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7.50</td>
</tr>
<tr>
<td>9</td>
<td>Vivi</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>8.50</td>
</tr>
<tr>
<td>10</td>
<td>Diki</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>7.00</td>
</tr>
</tbody>
</table>

Based on the result of the speaking Post-Test 2, it could be concluded that it was a great increasing on student’s vocabulary mastery. They could pronounce words better. Some of them could use some simple pattern but their fluency was still low. Generally, they could use the grammar, the vocabulary and had better pronunciations but they did not have fluency in English. Most of them had to think for log time before producing.

2) Acting and Observing II

a) The First Meeting (Wednesday, Augustus 10, 2011)

The topic was daily activity. In this cycle, there were 3 stages. They were language focus, pre task, and task cycle. The first stage can be seen in this following chart:
1) Language focus

<table>
<thead>
<tr>
<th>Planning</th>
<th>Act the Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The used task is “Point and say”</td>
<td>Researcher pointed picture, said and student repeated. Then repeated and wrote and pointed say.</td>
<td>Students were involved and point pronounced the words well.</td>
</tr>
</tbody>
</table>

To practice students’ pronunciation, the researcher used “point and say” and “Listen and Repeat”. The researcher put a large paper on the blackboard. The pictures consisted of daily activity, and things in the room. The picture was colorful. The researcher pointed the picture and pronounced the word, and then the students repeated after the researcher. The students seemed enthusiastic in following this activity. It obtained positive comments from students.

Without ignoring writing activity, the students wrote the words of things. The researcher invited the leader to share the papers. Those papers consisted of picture. The students had the duty to spell and write the names of things. There was blank part under the picture. At this time, the students were introduced a new useful classroom language expression. It was “How do you spell….”. That time, the students also repeated.

This activity good positive responses from the students and the English teacher.
**R:** Mas Rizky, tadi Miss Vilda menunjukkan gambar-gambar tentang benda-benda yang ada di rumah. Dan kalian di suruh mengeja dengan kata-kata dalam bahasa Inggris. Kalian kesulitan nggak?

**S:** Nggak Miss. Kan tadi udah diberi contoh, dan disuruh bertanya kalau tidak bisa.

**R:** Caranya tadi bagaimana?

**S:** Bagaimana mengeja “garden”

**R:** Coba pakai bahasa Inggris!

**S:** How do you spell “garden”?

The English teacher gave her comment related to the given language expression.

**R:** Dari segi kemampuan speaking skill mereka bagaimana menurut ibu?

**T:** Perkembangan mereka dalam speaking? Saya rasa sudah mulai terlihat. Misalnya kalau mereka bertanya, mereka sudah mempraktekkan.

Based on the result of the interview, the researcher concluded that students were able to practice speaking independently.

The stage after language focus stage was Pre task stage.

The chart of Pre Task stage can be drawn as follows:

(a) Pre Activity

<table>
<thead>
<tr>
<th>Planning</th>
<th>Act the Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher provided pictures</td>
<td>Students asked to match the picture</td>
<td>Students enjoyed</td>
</tr>
</tbody>
</table>

Firstly, the researcher did the matching tasks. The students matched the picture with the words. They did it actively. It did not take a long time to do it.
The matching task got positive responses from students. They though that the task were easier. Here are their comments:

\[ S : \text{lebih tahu aktifitas seharian-hari dalam bahasa Inggris} \]
\[ I : \text{Iya, jadi tahu apa bahasa Inggrisnya.} \]

Before entering the task cycle, the students were divided into some small groups. The English teacher read the member of each groups. The English teacher shared the students who have height, middle, and low ability, in learning English. For the next activity of the Task-Cycle was “Free Activity”.

(b) Task Cycle of “Free Activity”

The researcher chose the free-activity as the next task. In the free activity, the students had a lot of opportunity to speak English with their members. They were given a chance to say whatever they wanted to say.

The free activity was started by sharing pictures of things and activity. The giving of those picture would help them in practicing speaking English. At that time the researcher stressed to students to use the given simple patterns and the given useful classroom pattern language. While the students did the task, the researcher monitored, helped the students in doing the task.
(c) Free Activity

<table>
<thead>
<tr>
<th>Planning</th>
<th>Act the Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Researcher shared the pictures of things at home and activity</td>
<td>Students did task make some request and answer. Based on the picture. They helped each other in doing it.</td>
<td>Students practice the given patterns and useful classroom language students cooperated interacted them the speaking skill was increased</td>
</tr>
</tbody>
</table>

In this activity, there was picture of arranged room and unarranged room. Here the students are asked to make sentence of request based on unarranged room by taking a look at the example or arranged room. Ex: in arranged room the clock hang on the wall, but in unarranged room the clock was on the floor. The students are asked to correct that condition related to arranged room by using language expression “Will you move the clock on the wall?” or “can you move the clock on the wall, please?”

The free activity obtained positive responses from the students. They were from Wahyu and Andre. The interviews was done in the second rest time.

R : Wahyu terbantu nggak dengan gambar-gambar yang Miss berikan?
I : Ya, jadi lebih mudah bertanya dan menjawabnya
R : Tadi saling membantu apa tidak?
K : kalau ada yang salah ya tidak?
I : tambah menyenangkan. Saya jadi lebih jelas
R : lebih mudah mana contoh yang kemarin sama yang hari ini?
K : gampang contoh yang kemarin, tapi lebih jelas sekarang. Soalnya kita disuruh buat kalimat sendiri.

The English teacher gave her comments:

T : Saya tadinya ragu akan activitas ini, tapi ternyata berhasil juga mereka bisa membuat kalimat sendiri asal tau kata kerjanya.
Saya lihat sudah nampak sekali perkembangannya ya mbak Vilda, kalau ada satu dua siswa yang harus diingatkan “In English please” itu wajar ya mbak Vilda, ya mungkin mereka lupa. Saya perhatikan mereka lebih semangat belajarnya, lebih bisa bekerja sama dengan temen itu sudah bagus.

b) The Second Meeting (Thursday, Augustus 11, 2011)

The second meeting, the topic was Occupation. The same as the last meeting, the first stage was language focus, followed by Pre Task and Task Cycle.

1) Language focused

At this stage, the researcher applied guessing game. The researcher put three colorful pictures on the board and described on of those pictures. The students go new words. If they faced difficulties to understand the description they asked question in English. The guessing game was interesting for the students.
The students said that they enjoy the guessing games.

There are comments to the guessing games.

R: Dik Wahyu, menurut adik kegiatan menebak gambar tadi gimana?
N: senang, soalnya kalau tidak tahu boleh bertanya lagi.
R: Tadi saya menggambarkan macam-macam pekerjaan yang ada di papan tulis, dari kegiatan itu apa yang kalian bisa pelajari?
I: fisherman sama florist, terus dentist.
R: Oh ya, jadi bisa menambah vocab ya?
I: Vocab itu apa tho Miss?
R: ya itu tadi, florist, fisherman, fireman, postman, baker.... Terus apa lagi yang kalian tadinya belum tahu?
N: kata-kata yang baru?

Based on the transcript of interview, it could be concluded that the students were more interested and more active following the guessing game. Through this activity, they also practiced the given useful classroom language expression.

The English teacher gave her comments:

R: Bagaimana menurut Bapak kegiatan tadi pagi diawali dengan guessing game?
T: mereka lebih bersemangat dengan guessing yang tadi pagi. Tadi ada yang mencoba bertanya dengan bahasa Inggris. Anak-anak juga mengenal kata-kata baru.

2) Pre Task

In doing this activity, each of students got different picture. Students A said “It is a florist” and student B (showed her picture) said “It is not a florist. It is a tailor”. The activity finished when the entire member practiced it. It did not need so much time to do it.

Generally, it can be drawn as follows:

<table>
<thead>
<tr>
<th>Planning</th>
<th>Act the Action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each students got different pictures and researcher explain how to do the task</td>
<td>Students did the “chain work”</td>
<td>Students interested and took part in it. They work and help each other.</td>
</tr>
</tbody>
</table>

This game got positive responses from students. Here is the comments:

R : dari bermain ini apa yang Andre rasakan?
P : senang
R : Ada yang membuat Andre senang?
P : sudah bisa, terus apa lagi ya…. ada teman yang bisa diajak bermain.
R : Dari kegiatan ini Andre merasa terbantu gak dalam berbicara?
P : Ya, membantu sekali, tadi kan cuma ngulang kata-kata?
3) Task Cycle

The given dialogue integrated the simple pattern that had been introduced before. Then researcher asked them to practice the dialogue with their friends in pairs.

This got responses from student:

G : saya senang bisa latihan membaca dan mengucap kalimat.
R : Tadi saling bantu apa tidak?
G : Iya, majunya juga kita tidak malu. Soalnya ada temennya.

Based on the interview, the practicing dialogue could be used to practice pronunciation. Besides, it provides opportunity to practice speaking English. It also practiced their confidence to come in front in practicing dialogue.

3) Reflecting II

At the cycle, there were two meetings. Generally he conducted activities showing improvement as students’ speaking skill. Each of the effort that had been done was reflected. The result of it is as follow:

Teaching using Task-Based Learning Approach at cycle II showed a great improvement especially at students’ speaking skill. The students looked more active following the lesson at the cycle. Most of the given task or activities support and provided opportunity to the students to speak English.
As planned before, the English teacher and the researcher decided the members of each groups. That was done by inserting the students who have high, middle and low ability in learning English.

Observing the grouping students, the passive students at the cycle I became more active in this meeting. It seemed that the student worded together in doing the task. The students who have high ability in learning English or more smart helped their fried who have not understand the material. The students did not complain related to the group division. The dividing members gave positive effect to the positive students. The students did not face problem relating to their new members.

Observing the given short tasks, the researcher can see that these tasks were able to improve and to support the students practicing English. Based on the observation, students enjoy the task. According to them, the most interesting activities were “Free activity” and “Chain Work”. At the “Free activity” they practiced speaking English and help each other. The researcher provided the task that had higher difficulty than the give tasks before. In fact, the students could do the task and they did it enthusiastically.

After the cycle II has been done, the researcher asked the students to do the speaking Pre-test and Post-test. The result of the speaking test III as follows:
Total Speaking Pre Test and Post Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre Test</th>
<th>Post Test</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alvia</td>
<td>6.00</td>
<td>7.25</td>
<td>1.25</td>
</tr>
<tr>
<td>2</td>
<td>Rizky</td>
<td>6.25</td>
<td>7.50</td>
<td>1.25</td>
</tr>
<tr>
<td>3</td>
<td>Rini</td>
<td>6.50</td>
<td>7.50</td>
<td>1.00</td>
</tr>
<tr>
<td>4</td>
<td>Mustofa</td>
<td>6.50</td>
<td>7.25</td>
<td>0.75</td>
</tr>
<tr>
<td>5</td>
<td>Wahyu</td>
<td>6.50</td>
<td>8.00</td>
<td>1.50</td>
</tr>
<tr>
<td>6</td>
<td>Sidiq</td>
<td>7.00</td>
<td>7.75</td>
<td>0.75</td>
</tr>
<tr>
<td>7</td>
<td>Andre</td>
<td>6.50</td>
<td>7.75</td>
<td>1.25</td>
</tr>
<tr>
<td>8</td>
<td>Yayuk</td>
<td>6.25</td>
<td>7.50</td>
<td>1.25</td>
</tr>
<tr>
<td>9</td>
<td>Vivi</td>
<td>6.50</td>
<td>8.50</td>
<td>2.00</td>
</tr>
<tr>
<td>10</td>
<td>Diki</td>
<td>6.75</td>
<td>7.00</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>64.75</td>
<td>76.00</td>
<td>11.25</td>
</tr>
</tbody>
</table>

Based on the evaluation, the researcher concluded that all of the done efforts at the cycle I and cycle II was able to improve students’ speaking skill and were able to improve their interest in learning English.

Most of the task got positive responses. The most love activities were practicing dialogue, “Listen and Repeat” was able to help the students in pronouncing the words correctly. The other task was able to develop students’ vocabulary.

Apparently, the practicing dialogue supported students’ speaking skill. Through practicing dialogue, it is easier for students to understand and to practice the simple pattern. At the last meeting, the researcher asked students to make short dialogue which consisted all of the given patterns. The fact, the students made serious effort in making dialogue.
3. 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

The way in selecting the materials in improving the speaking skill through Task Based Learning by using Creative Task of the fifth grade student of MI Islamiyah Gumukrejo Teras Boyolali were performed through the following:

a. Curriculum

Curriculum is an education program which states the educational purpose of the program (goal), the content (language teaching method) teaching learning process (teaching procedure and preneury experiences), and means of assessment (evaluation) (Nunan, 1998: 158).

Today the education system in Indonesia uses KBK or KTSP (kurikulum tingkat satuan pendidikan, however, some schools, use kurikulum (KTSP) as their curriculum and it is included.

In selecting speaking material, the teacher used KTSP to select when she selected speaking material. It was good enough, and the materials were appropriate to the students need.

b. Syllabus

According to candlin (1984) in nunan (1988) syllabus is more localized of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation so,
syllabus focuses more narrowly on the selection and graduation of content which focuses on the knowledge and skill which learners should again as a result of instruction. In conclusion syllabus is a document in specification of the content and the ordering what is to be taught. It consist of specification of the task and activities.

c. Lesson plan

Before the teacher taught English lessons, the teacher always made the lesson plan. He made a lesson plan based on the curriculum that he used. He always made it in order to convey the English lessons more clearly and she had a purpose for the students to achieve.

d. Teaching material

The teacher must developed and to be more selective in choosing the teaching material. The material used in teaching speaking by using Creative Task, the teacher uses textbook based on the student’s need. This book has rich material for the lesson that can help the students to improve their ability in using English well.

To improve the teaching and learning processes the teacher used start with English published by Erlangga, LKS published by Fokus.

The teacher prepared some media to teach speaking including: picture, direct object in the classroom to make the students interested in learning English, especially in speaking activity.
C. Discussion

This research aims at knowing the implementation of Task Based Learning using Creative Task in Improving students speaking skill whether or not Task Based Learning can Improve the students speaking skill and the students responses of implementation Task Based Learning using Creative Task. In order to make this research easy to understand, the result of this research are discussed as follows:

The implementation of Task Based learning using Creative Task had been conducted by using classroom action research. This research followed the process of the research propose by Kemmis and MC. Taggart (2001) are: Problem, Planning, Acting and observing I, Revised planning, Acting and observing II, and Reflecting. The research applied two cycles in this research. The problems are found in Pre-test and cycle I has been solved in cycle II.

Task are always activities where the target language is used by the learners for communicative purpose (goal) in order to achieve an outcome Jane Willis (200: 23). Task-Based Learning is an approach based on the use of task as the core unit of planning and instruction in language teaching. The task is as the central of planning and teaching.

To measure the students Improvement in speaking skill the writer conducted Pre test and Post test. The result of Pre test shows that the highest score in pre test is 7.00 , while the lowest score is 6.00. Highest scorer in Post test is 8.50, while the lowest score is 7.25. There are Four
aspect that determined whether or not Task Based Learning can Improve the students speaking skill, the aspect cover Pronounciation, Vocabulary, Fluently and Grammar. The students improvement of the students speaking skill also can be seen in the average result of Pre test and Post test.

Considering the Explanation above, the researcher concluded that the research is succesfull and can Improve the students speaking skill. The Improvement of students speaking skill can be seen in the improvement of students score. The result of the Pre test and Post test showed the significant improvement.