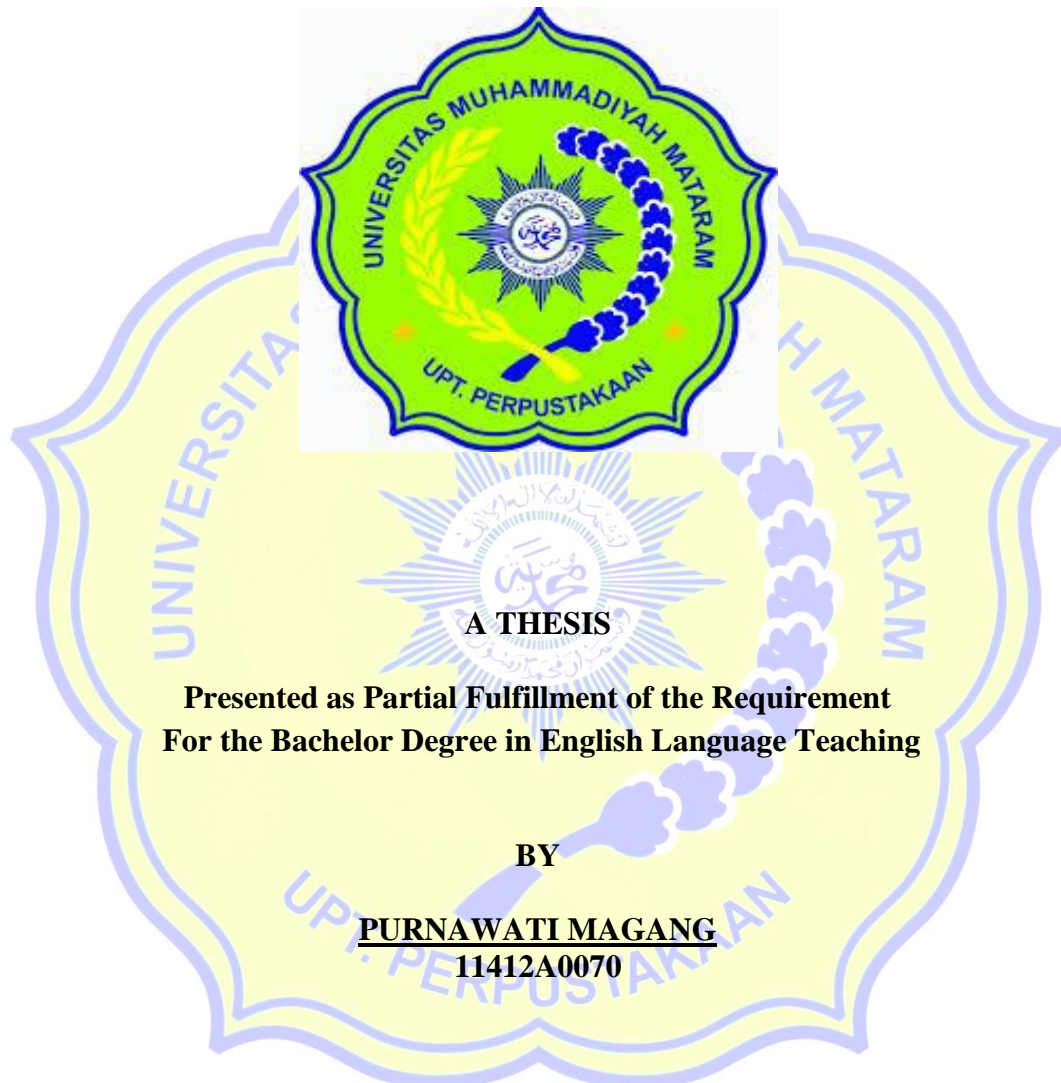# THE EFFECT OF REAL-WORLD TASKS TECHNIQUE IN TEACHING

SPEAKING SKILL AT THE SEVENTH GRADE STUDENTS OF MTs

AL-MADANIYAH MATARAM INACADEMIC YEAR 2018/2019

A THESIS

Presented as Partial Fulfillment of the Requirement
For the Bachelor Degree in English Language Teaching

BY

PURNAWATI MAGANG
11412A0070

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MATARAM

2019

APPROVAL SHEET

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Approved on : ...., Augustus 2019

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APPROVAL OF EXAMINER

THE EFFECT OF REAL-WORLD TASKS TECHNIQUE IN TEACHING

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This is to certify that the thesis has approved by the board of Examiners as

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MOTTO

Depart, feel light or heavy and strive with your wealth and soul.

(QS. At-Taubah: 41)

DEDICATION

This thesis dedicates to:

My beloved Mather, brother and Mom Murniwati,

My beloved Hero and My Daughter,

My friends in the college.

DECLARATION

Hereby that this thesis **"The Effect Real-World Tasks Technique In Teaching Speaking Skill At The Seventh Grade Students Of MTs Al-Madaniyah Mataram in Academic Year 2018/2019"** is honestly my own work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgment is made explicitly in this thesis.

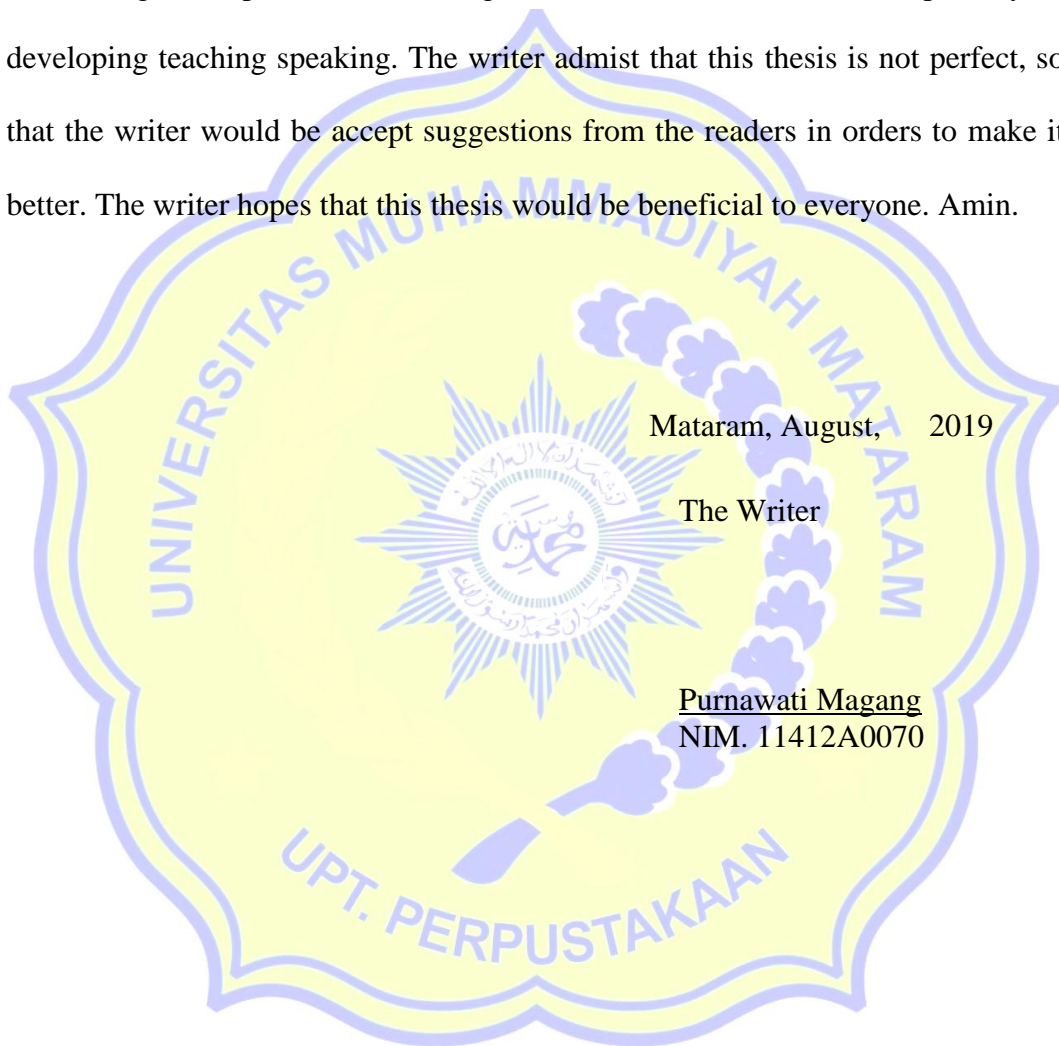Mataram, August, 2019

PURNAWATI MAGANG

ACKNOWLEDGEMENT

Alhamdulillah, the writer would like to thank to Allah SWT for blessing, health, chance and inspiration given to the writer during the proses of writing this thesis entitled **"The Effect Real-World Tasks Technique in Teaching Speaking Skill at The Seventh Grade Students of MTs Al-Madaniyah Mataram in Academic Year 2018/2019".** Shalawat and Salam to the noble Prophet Muhammad who has brought us from the darkness to the brightness.

The writer realizes that there are many people who are already help in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deeper appreciation to:

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Finally, the writer hopes this thesis can given some values to the students of the English departement and English teachers and the readers especially in developing teaching speaking. The writer admist that this thesis is not perfect, so that the writer would be accept suggestions from the readers in orders to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

Mataram, August,   2019

The Writer

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ABSTRACT

PurnawatiMagang, 2019. Thesis: The Effect Real-World Tasks TechniqueIn Teaching Speaking Skill At The Seventh Grade Students Of MTs Al-Madaniyah Mataram in Academic Year 2018/2019.

Real World Task is offers the opportunity for "natural" learning inside the classroom. The researcher applied an experimental method which consists of the experimental group and control group. The population of this research is all the students of seventh grade students of MTs Al-Madaniyah Mataram in the academic year 2018/2019 which consists of 81 students. The sample of this research is VII A and VII B of MTs Al-Madaniyah Mataram in the academic year 2018/2019 which consists of 50 students. The instrument of the research is speaking test. The speaking test is showing picture to students and they describe about the picture use their sentence.
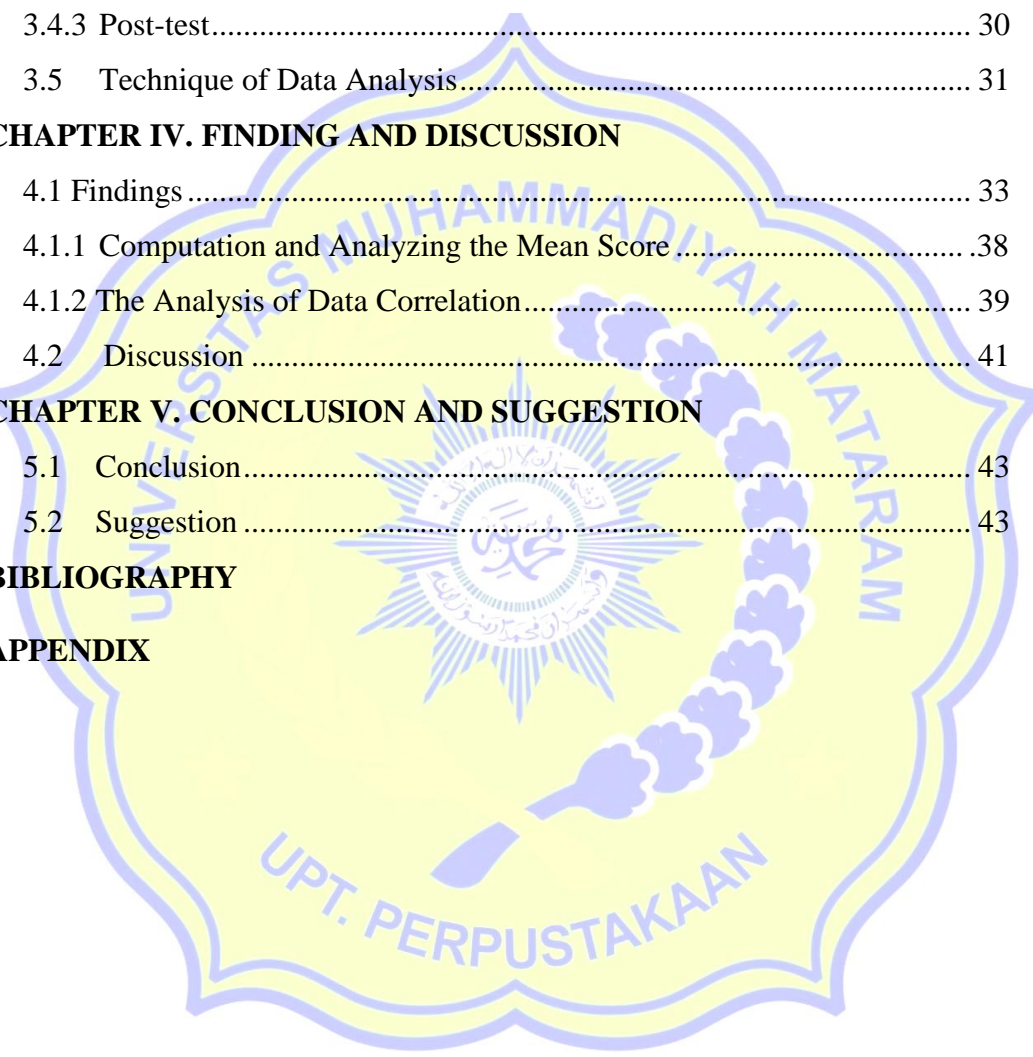
The results of equal variances assumed (df) = nx + ny - 2 = 42 from sig. (2 tailed) is .080 at confidence level of 0,05 (95%). if making a decision in the test independent sample t test through choosing between t count and t table, then the value of t count here can be positive that is 3.636. If the t count > t table then Ho is accepted, it means there is an average difference student learning between the control group and experiment group and the real world task has effect in teaching speaking skill. and then, the effectiveness real world task in teaching speaking skill. Because seen from value sig. levenes test for equality of variance is 1.273 ≥ 0,05 it means data variance between control group and experimental group is not homogenity.

Key words*: Speaking Skill, Real World Task*

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses about background of the study, problem of the study, purpose of the study, significances of the study, scope of the study, hypothesis of the study and definition of key terms.

1.1 Background of the Study

Basically, there are four major skills in English teaching learning program, reading, speaking, writing and listening. Speaking is one of the important skill in language leaning. By speaking, we can transfer information and ideas, and maintain social relationship by communication with others. Fisher and Frey (2007:16) define that speaking is the human act or process of sharing and echanging information, ideas, and emotions, use oral language skill. The main purposes of language learning is develop skill in speaking.

Speaking skill also become the main objective of language learning especially in senior high school in Indonesia. Students of senior high school are requered to master speaking after graduate from their school in order to be to communicate in English. According to writer's experience when she was in senior high school, speaking is the basic skills that communicative competence, pronunciation, grammar, vocabulary, fluency, accuracy, comprehension and gesture improving, in order to a good communication. This technique use constructed in learning process to improve students speaking skill.

Based on the researcher interview with the English teacher of MTs Al-Madaniyah Mataram, the teacher still found several problems in teaching speaking. Firstly, the students still face the difficulties to speak fluently in front of many people. Besides that, they were also afraid to speak English in front of many peoples. They were worried to make some mistakes in grammar, and then they suddenly stopped speaking due to lack of vocabulary. Secondly, the teacher still used limited number of technique to teach. Therefore the teacher really needed some information about new technique for teaching speaking.

In this research the writer use real world task technique to teaching speaking skill. Real world task is one of the technique can be used by teacher to stimulate students to learn English. According to Brown (2001: 50) real world task is one of the technique study concentrating on task in process of the study. the purpose of usage the task to making student more recognizing of usage goals Ianguage with natural context. In so doing, practice speaking skill in real situation or using authentic materials is needed. Practice speaking skill in real situation can be said as concept of experiential language learning.

There are some researchers have been done which use real world task technique. The first previous research was done by Fahris Muntohar (2013) explain about "Using Real World To Improve Speaking Ability Of The Tenth Grade Students Of Ma Nu Tbs Kudus In The Academic Year 2012/2013.he succeeded in using a real work task to teach English especially

on speaking skills, and here one focuses more on what is speaking, real word tasks, techniques and goals using real world taks.

Second previous research was done by Anita Ratna Kusuma ningroom (2011), explain about "Using Real World Task To Improve Speaking Ability Of The Tenth Grade Students of SMA 1 Bae Kudus of Senior High School In The Academic Year 2011/2012. in the background there is no topic in the explain, no main idea, and explanation of real world task is very short and not accompanied by an example. and he also did not explain how many classes in the sample and how many people in the population.

Third previous research was done by Tareq Mitib Murad " The Effect of Task Based Language Teaching On Developing Speaking Skills Among The Palestina Secondary EFL Students in Israel and Their Attitudes Toward English" here he focuses explain the effect of task based language in a clear but in speaking skill he dont explain in general.

It means that Real World Task technique can help the teachers to find out the effect of using Real World Task technique on English Speaking because the students thought that they not just study, but after they received some material from the teacher, the students to create a meaningful, useful and discussing topics that a teacher give to practice their English speaking.

Thus, from the reason above the writer would like to conduct a research entitled "Using Real-World Tasks technique in speaking skill of the Tenth Grade Students of MTs Al-Madaniyah Mataram in the Academic Year 2018/2019".

1.2 Problem of the study

Referring to the background of the problem, the researcher use formulate the problem in the form of question such as:

1. Does the use of real world task Technique has effect in teaching speaking skill for the seventh grade students of MTs Al-Madaniyah Mataram in academic year 2018/2019 ?

2. Does is the effectiveness of use of real world task in teaching speaking skill for the seventh grade students of MTs Al-Madaniyah Mataram in academic year 2018/2019 ?

1.3 Purpose of the study

Based on the statement of the problem above, the researcher will formulate the objective of the study, as follows:

1. To investigate the using of real world task Technique has effect on teaching speaking skill for the seventh grade student of MTs Al-Madaniyah Mataram in academic year 2018/2019

2. To analyze the effectiveness using of real world task Technique on teaching speaking skill for the seventh grade student of MTs Al-Madaniyah Mataram in academic year 2018/2019

1.4 Significances of the Study

The significance of study consist of two aspect, that are theoritically and practically.

a. Theoretically

To give the information for the teacher to use the real world task technique in teaching speaking.

b. Practically

To serve as an attempt to contribute to the more effect teaching speaking skill.

1.5 Scope of the Study

The scope of this study, has effect of using real world task in teaching speaking at the seventh grade students of MTs Al-Madaniyah Mataram in Academic year 2018/2019. And in this, the writer use descriptive teks as material and the title is fishing. English in Focus by Artono Wardiman, Masduki B. Jahur and M. Sukirman Djusma and publishing in the year 2008.

1.6 Hypothesis of the study

Hypothesis is a stimulus to critical thoughts offers insights into the confusion of phenomena. At the end it comes to prominence as the proposition to be accepted or rejected in the light of the finding (Y. K. Shing, 2006: 54)

Ha = Real World Task Technique has effect in teaching speaking skill at The Seventh Grade Students of MTs Al-Madaniyah Mataram The Academic Year 2018/2019

Ho = Real World Task Technique has no effect in teaching speaking skill at The Seventh Grade Students of MTs Al-Madaniyah Mataram The Academic Year 2018/2019.

1.7 Devinition of the key terms

Before further explanation and to avoid possible misunderstanding and misinterpreting, the researcher needs to define the key terms used in this study. The followings are key terms:

1. Teaching Speaking

Based on H. Douglas Brown (2001:270) states that teaching speaking is started at teaching the students how to speak in English as their foreign language. It is continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not. At this point, teacher is no larger primarily to correct, but he or she is supposed to encourage students to practice speaking the target language.

2. Real World Task

Rod Ellis (2003: 37) Real World Task is offers the opportunity for "natural" learning inside the classroom. It emphasizes meaning over form but can also cater for learning form. It is intrinsically motivating and compatible with a learner-centered educational philosophy. It also can be used alongside a more traditional approach.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discuss about speaking skill, the concept of speaking skill, the aspect of speaking skill, the characteristics of success in speaking activity, the importance of speaking skill, function of speaking skill, the teaching English speaking skill, authentic task, real world task and previous Study.

2.1 Speaking skill

Four language skills are listening, speaking, reading and writing. Speaking is the second skill that need to master by the people chronologically in their live. In fact, the first time language user comes to the word just produce his/her ear to listen to his/her Mother. Then it tried the guidance to the adults like his mother.

The ability to speak a second of foreign language well very complex task if the students try to understand the nature of what appears to involve, to begin with speaking is used for many different styles. When the students are casual conversation, for example the purpose may be to make social context with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friend.

According to Recard and Willy states that "when we engage in this discussion with someone on the other hand, the purposes may be to seek or express opinion, to persuide someone about something, or to clarify information. In some situation we use speaking to give instruction or to get

things down. We use to describe thing, to complain about behaviors, to make polite reques or to entertain people with jokes and anecdotes. Each of these different purpose for speaking implies knowledge of the role that accunt for how spoken language reflect the context or situation in with speech occur. The participant involve and specific role and relationship and the kind of activity the speaker are involved.

This process comes from trough and continually all days, all right, or all time his life. For the reason, speaking is one of language skill takes place effectively in orally form. Nation states that "speaking skill is needed by learner in real communication to express any message and information". Based on the statement above, can be attracted the conclusion that speaking is as the fundamental media used to convey message, knowledge, emotion, feeling, ideas and opinion directly in interacting with other people.

2.1.1 The Aspect of Speaking Skill

The process of speaking is used to be able to speak fluently and well. Haryanto, (1992:26) says that a well speaking must be able to deliver right message and can be understood and familiar, by other people or the listener. Refering to the aspect of ability, Tarigan, (1985:42) states that speaking my be viewed from appropriateness of speaking of utterance, placement of stress, appropriateness of speaking of utterance, placement of stress, appropriates of word choice and appropriateness of speaking target. The other opinion says that the aspect of speaking consist of utterance, grammar, vocabulary, fluency and comprehension (Nurhadi, 1987:23).

Based on the opinion above, it can be concluded that aspect of speaking ability are determined with utterance, grammar, vocabulary, fluency, content, comprehension, appropriate of word choice, familiar, placement of stress etc. however, not all of them well describe below, but to focus on the problem, it will be limited in such of fluency, vocabulary, grammar and pronunciation.

1) **The Fluency**

Thornbury (2005) defined fluency as the ability to converse or to express a sequence of ideas fluently, but what is fluently or fluency? Fluency can be defined as the features of a second language oral performance that serve as reliable indicators of how efficiently the speaker is able to mobilize and temporally integrate, in a nearly simultaneous way, the underlying processes of planning and assembling an utterance in order to perform a communicatively acceptable speech act. It is the ability to describe and report actions or situations in precise words (Segalowitz, 2010: 47).

According to Wikipedia 2013, Harrell (2007) defined fluency as a speech language pathology term which means the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking quickly.

People can be said as fluent speakers if their speaking includes the pauses management by, fit timing, correctness fill, meaningful transition points and words between pauses. Foster and Skehan in Nunan (2004)

proposed a model in assessing speaking fluency by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

2) **Vocabulary**

Vocabulary is one of the most important objectives of teaching a second/foreign language, because it is the basis of the speech (Shafaei &Nejati, 2010: 32). Semantic development continues from early childhood through adulthood. As children grow, they continue to develop vocabulary through further practice (Angell, 2008: 99).

Vocabulary learning serves communication (Kim,2008:1) and acquiring new knowledge. The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words (Cooper,Kiger, Robinson & Slansky, 2011: 228).

3) **Grammar**

Grammar is a system of rules governing the structure and arrangement of language (Parsons, 2004:8). It is true that languages have rules, but people put these rules to their spoken words. Languages started by people making sounds which evolved into words, phrases and sentences (Alvarez, 2010: 14).The fact is that all languages change over time for a variety of reasons (Barry, 2002: 84). Grammar is simply a reflection of a language at a particular time (Alvarez, 2010:14).

The purpose of grammar is to facilitate the mapping between form and meaning-between the edges formed over words or phrases and their denotations in the system's world model (Tomita, 1996: 320).

Huddleston (1984:47) classified grammar into two categories: descriptive grammar which aims to present the grammar that underlies the actual usage of speakers of the language, while perspective grammar aims to tell its readers what grammatical rules they should follow: the difference is one of goals..

4) **Pronunciation**

Students are always confident about not making mistakes while producing the language. Teachers' aim of speaking lessons is to help students spend less time on becoming accurate. So accuracy means the use of the correct forms here utterances don't contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Bryne, 1986).

Thornbury (2005) defined pronunciation as the student's ability to produce comprehensible utterances to fulfill the task requirements. In a wider meaning, Dalton (1994) defined pronunciation as the production of significant sounds in terms of pure sounds and meaningful sounds in contexts.

2.1.2 The Characteristics of Success in Speaking Activity

Penny 1999 (in Ali Husni, 2007:14) states there are four phase basic characteristic of a succes in speaking activity as follows:

1) **Leaner talks a lot.** Braveness is one factor which supports the perfectly in speaking activity but many students who have scare and doubt to express their feeling. That is way the speaking process does not go smoothly.

2) **Participation is event.** In teaching and learning process, the classroom discussion is not dominated by a minority of talk active participants but all students get a chance to speak and contribute their ideas, so all of them have the same opportunity to express their opinion.

3) **Motivation is high.** A good teacher is a teacher who give the learners chance to speak. In fact, many student/learners are eager to speak because they are interest to the topic and something new to say about it or, because they want to contribute to achieving a task objective.

4) **Language is of an acceptable level.** The learners want to express them selves in utterance that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy.

2.1.3 The Importance of Speaking Skill

the capability of human to speak well is very needed in delivering a which though. Etc, in order to the opposite of speaker can comprehend, what the speaker talks about refering to the important of speaking ability. Haryanto (1994,26) say when human delivers a message and it accepted by the communication. So, it had been accured a communication between communicator and cammunicant. If the communicant does not understand what message is given about, it will be accured misunderstanding. The

above opinion indicated the speaking ability is very important for every one, because is as an instrument of social interaction. Furthermore, Haryanto (1994,21) says that speaking is work constituter of a complex problem and so important, also can not be separated from practiced in daily life, speaking ability is very important for human because it is multy function: seaking needed by every one caused it. To master speaking well of course, need practice. Actually since a normal infant was born she/he had been has potency of speaking skill, it can be seen where the infant live.

2.1.4 Function of Speaking Skill

Speaking is one of the sound do express thought. Nation (in Wathani, 2005:6) says that speaking skill that is needed by the learners in real communication to express any message and information. Other expect, Criper and Widdoson (in Wathani, 2005:6) also say that speaking activity has an important function to develop social interaction.

Speaking is one if activity using languages concrely with means for communication in formal and informal meeting. Speaking activity or the opposite of comptence: perfomance are the real many festation of sameone's speaking competence are reflacted from the abilities or his speaking skill. Speaking is one of the language skills that have vitals function to orally express any message, idea, opinion, and emotion. Frazer (in Wathani, 2005:7) states some function of speaking are: representation means speaking have important role to make statement and for sending information about knowledge. prective, speaking is used for expressing orally any suggestion

and advices. evaluate is speaking use to know and evaluate comprehension degrees of speakers and listener about the substance of speaking. It is therefore, speaking is one of language skills that has important roles for human's live use language as while communication.

2.1.5 The Teaching of English Speaking Skill

Speaking is one of the important elements of communication in teaching of English of foreign language, it is aspects that need special attention and instruction. So that, an English teacher should carefully examine the factors, condition and components that the underlies speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient input of language and activities that promote the speech will help the students speak English fluently and appropriately (Swin 2001:210 in Hirsan, 2007:16).

Teaching speaking has philosophy that the student can speak or express the idea to the others. It is important to the teacher know his/her students condition individually. So that in teaching speaking it is good idea to manage the students condition in a class. There are some ways or approaches that can be apply in teaching speaking comprehensively Brown, 2001:183 (in Hirsan, 2007:16) states that some ways in managing the speaking class such as by applying game, role play simulation, drama, project interview, brainstorming, jigsaw, problem solving, and dicision making and opinion exchange.

A game is any activity that formalize a technique into units that can be scored, in some way, then role play is way that giving a role to the students and assigning an objective that participant must accomplish, drama is more formalized from a role play. While brainstorming is a technique whose propose is to initiate some sort of thinking process. Jigsaw is special from of information gap technique in which each member of grup is given some specific information and the goal is to pool all information to achieve some objective.

2.2 Authentic Task

According to Mueller (2011) authentic tasks are assignment givent o students designed to assess their ability to apply standard-driven knowledge and skillstoreal-world challenges. Inother words, a task we ask student to perform is considered authentic when, 1) students are asked to construct their own responses rather than select from ones presented and; 2) the task replicates challenges faced in the real world.

There two types of tasks; pedagogical task which have a psycholinguistic basis in SLA theory and research but do not necessarily reflect real-world tasks, and real-world tasks which are designed to practice or rehearse those tasks that are found to be important in a need analysis and turn out to be important and useful in the real world task.

2.3 Real World Task

Rod Ellis (2003: 37) Real World Task offers the opportunity for "natural" learning inside the classroom. It emphasizes meaning over form

but can also cater for learning form. It is intrinsically motivating and compatible with a learner-centered educational philosophy. It also can be used alongside a more traditional approach.

Nunan (1989) dividing task become two task type that is real-world tasks and pedagogical tasks. Real-world Tasks is representing task made to train ability of student in life of reality every day. Compiled task have important meaning and very good for to student and his/her life. While pedagogical tasks mean to base task for domination matching with theory Language. Language psychology meaning base pursuant to theory instruction of Language and as according to existing research but do not reflection requirement of student in life of reality.

Real-World tasks are authentic tasks related to the real-world demand in which the students will face in their life. In so doing, practicing speaking in real situation or using authentic materials is needed. Practicing speaking in real situation can be said as concept of experiential language learning. It includes activities that engage both left-and right-brain processing, that contextualize language, that integrate skills, and that point toward authentic, real-world purposes (Brown: 2001: 238). Morris Keeton and Pamela (Brown: 2001: 239), proposes term of experiential learning.

Related to practicing speaking by real world task, Nunan (1999) defines real world task as spoken or written language data that has been produced in the course of genuine communication and not specifically written for

purposes of language. Gebhard (1996) gives some examples of real world task EFL-ESL teachers have used, they are:

a. Authentic Listening: Viewing Materials-TV commercials, quiz shows, cartoons, news clip, comedy shows, movies, and songs.

b. Authentic Visual Materials: slides, photographs, paintings, children's artwork, stick-figure drawings, wordless street signs, silhouettes and pictures from magazines.

c. Authentic Printed Materials: newspaper articles, movie advertisements, restaurant menu, sports reports, obituary columns, advice columns, and lyrics to songs.

d. Realia (Real world objects) Used in EFL/ESL Classrooms: coins and currency, folded paper, wall clocks, phones, Halloween masks, dolls, and puppets.

   Nunan (1999) stated that it is not realistic to use only real world task in the classroom. He points that "learners should be fed as' rich as diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listening texts, their learning tasks would be difficult".

   Clearly, the use of real world task is needed since it reinforces the students to have relationship between the language classroom and the outside world. It can be said that real world task as the media to bridge the theory and the practice. Yet, use only real world task wise until the task is also considered to be authentic.

There are the benefits of real world task such as can create opportunity at student to do natural communications in the class, more emphasizing at of meaning than Language form, and more can grow motivation at the student.

2.4   Previous Study

There are some relevant studies that can be introduce related to the teaching learning by using real world task such as:

A researcher Jenifer Jones Burk (2016) has conducted a study and explain about "Language Learning for Real-World Context" in Utah State University. He concluded that contains the beliefs about language learning and teaching that the author possesses. The portfolio is based on the author's experiences as a language learner and a language teacher. The main theme of the portfolio is to enable students to use the language learned in the classroom in real-world contexts. The first section comprises the author's teaching philosophy, emphasizing the role of the teacher, student, and environment. Following the teaching philosophy are three artifacts that address topics on language, literacy, and culture. First, the language artifact discusses corrective feedback and the feedback the teacher gives to students. Second, the literacy artifact discusses the benefits of illiteracy. Third, the culture artifact explores the role that immersion has in developing the cultural awareness of the language and culture. After the artifacts, the author concludes and extends the portfolio with three annotated bibliographies written throughout the Master's of Second Language Teaching program

A researcher Rusiana, Muria Kudus University, explain about "Using Real-world Tasks to Improve The Student Participation In Speaking Class". He concluded that real-world tasks are suitable to use in speaking class since it can motivate the students to speak and participate in each activity provided in class. Initially, the participation of the students is low. After real-world tasks are implemented, their participation is at the medium level. These tasks are believed to improve the students, participation since these tasks are interesting, challenging, and relevant to their life. The students find that these tasks are meaningful and can encourage them to participate in class. However, I found some obstacles in deciding the appropriate task to be still considered as real-world task as the students have less exposure of English in their daily life. They usually only use English at college, and they will not use it at home, or in informal setting. Therefore, the task is adjusted to the effect real environment and the students need.

A researcher Tareq Mitib Murad (2009) Faculty of Yarmouk University, explain about "The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English". He concluded that the results can be explained by the fact that the TBLT program enables the teachers to improve the students' communicative skills, to provide opportunities for native likeinteractions, to practice making oral representations immediately after getting enoughmeaning. And writer doing the research in senior high school by using speaking skill. Unlike the conventional approach which moves the learner from accuracy tofluency, the most important feature of

task-based framework, like any other communicative focused activities, is that it moves the learner from fluency to accuracy. In TBLT class, the atmosphere is comfortable, cooperative and nonthreatening. Consequently, less confidentstudents who normally refuse to speak in public want to perform because they benefit fromthe core activity so much that all the psychological barriers such as stress, anxiety and fear are put away.

Students were able to understand questions, interact fluently and give extendedanswers in the designed tasks and activities. This process enhanced students' fluency.Students were also able to use correct complex language structures, such as relative andconditional clauses and they used rich vocabulary and pronounced correctly. This enhancedtheir accuracy. In addition, the students had ample opportunities to express their opinions andideas that were related to the designed task especially in the pre task phase. The teachers whoimplemented the program also played an important role in developing the students' speakingskills. First, they had a positive attitude towards TBLT, and were enthusiastic to teachaccording to its procedures and principles. Willis (1996) and Carless (2001) emphasized therole of the teachers in promoting students' learning through TBLT. Second, during theimplementation of the program, the teachers acted as monitors or facilitators, and encouragedtheir students to perform the activities. The teachers who were involved in the current studykept in mind that a task in TBLT is goal- directed and based on meaning and form. They alsotook into account that a task for oral social interaction is a simulation of a real life activity;authenticity of tasks is critical quality in TBLT.

From the three types of research already described above have not been reviewed using real-world tasks in teaching speaking skill. The following are differences in research and the privious of study:

The first is Jenifer jones burk (2016), he research about "Language Learning for Real World Context" here researchers use the Real World Context at the Utah State University, hire researcher use portfolio as learning resources taken from the learning process and to enable students to use the language learned in the classroom in real-world contexts.

Then is Rusiana, from Muria Kudus University, he research about "Using Real-world Tasks To Improve The Student Participation In Speaking Class" here researcher to investigate of using real world tasks to improve the students participation in speaking class has effect or not in the teaching class in junior hight school level and the explain of the real world task is very narrow and not explain how the data retrieval process.

The last is Tareq Mitib Murad (2009) from faculty of Yarmouk University, explain about "The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English" These researchers focus more on improving students speaking skills.

CHAPTER III

RESEARCH METHOD

This chapter describe the research method, population and sample, instrument of the study, technique of data collection and technique of data analysis.

3.1 Research Method

The method used in this study is experimental method. Experimental method is a scientific method. It uses two class as class control and class experimental. This research is categorized as quasi experiment. According to Sugiyono (2014: 114) stated "it is developing from the experimental design. It is general method but specific one which is relate to the data collection procedure that is testing method. In addition, analysis is basic statistical computation analysis.

3.2 Population and Sample

3.2.1 Population

Population refers to the all of elements or the whole group that would be examined. Arikunto (2014: 173) stated, "Population is the whole subject of research". The population of this research is all the student in the seventh grade students of MTs Al-Madaniyah Mataram Academic year 2018/2019 that consist of 81 students which consists of three classes.

3.2.2 Sample

Sample is the technique of taking a representative sample from the population or it means from selecting a give numbers from a define population as representative of the population (Walter R. Brog, 1988: 240).

In finding the sample in this study, if the population is less than one hundred, then it is better to take all of the population as the subject of the research. If the number of the population is more than one hundred it is suggested to take 10-15% or 20-25% or more (Arikunto 2019: 120).

The sample of this research is the seventh grade students of MTs Al-Madaniyah Mataram. The researcher takes all classes from the two classes at the seventh grade students. They are VII A as experimental group and VII B as control group. Where VII A as experimental group (with treatment) and VII X B as control group (without treatment). So, the total number of sample is 50 students: 24 students for the experimental group and 26 students for the control group. In this research the researcher uses purposive sampling because these classes are less in speaking and this procedure is appropriate with the purpose of this research that is to investigate the use of real world task in teaching speaking.

3.3   The Instrument of the Study

An instrument needs to collect the data collection. Instrument of the research played an important role in research project. The instrument use to achieve the accuracy of the data and can indicate that researcher successful in this research. To collect the data, the researcher give the speaking test to

the students. It is supposed to know the ability of the students before and after the researcher use real world task.

Test is a set of question or exercises or other instrument used to measure the individuals or group skills, knowledge, intelligence, ability or attitude of group or individual (Arikunto 2014: 193). The students use practice speaking group and control group practice in front of class. Then, the researcher would get the score from grammar, vocabulary, comprehension, fluency and accent.

The writer whole kind of the above test is evaluated based on the scoring categories from Brown (2004: 172-173)

No	Element	Level	Criteria
1	Accent	1	Pronunciation frequntly unintelligible Frequent gross errors and a very heavyaccent make understanding difficult, require frequent repetition.
		2	Foreign gross errors and a very heavy accent make understanding difficult, require frequent repetition.
		3	Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

		4	Marked foreign accent and occasional mispronunciation which do not interfere with understanding.
		5	No conspicuous mispronunciation but would notbe taken for a native speaker.
		6	Native pronunciation which no trace of foreign accent.
2	Vocabulary	1	Vocabulary inadequate for even the simplest conversation
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
		3	Choice of word sometimes inacurrate limitation of vocabulary prevent discussion of some common professional and social topic.
		4	Provessional vocabulary adequate to duscuss special interest, general vocabulary permits discussion of any non technical subject with some circumlocutions.
		5	Provessional vocabulary broad and

			precise, general vocabulary adequate to cope with complex practical problem and varied social situation
		6	Vocabulary apparently as accurate at extensive as that of an educated native speaker.
3	Comprehension	1	Understand too little for the simplest type of conversation.
		2	Understand only show, very simple speech on common social and touristic topic, requires constant repetition and rephrasing.
		3	Understand careful, some what simplified speech directed to him, with considerable repetition and rephrasing.
			Understand quite well normal educated speech directed to him but requires occasional repetition and rephrasing.
		4	Understands everything in normal educated conversation expect for every colloquial or low frequency items or exceptionally rapid or slurred

			speech.
		5	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.
4	Fluency	1	Speech is so haltingand fregmentary that conversation is virtually impossible.
		2	Speech is very slowly and uneven expect for short or routine sentence.
			Speech is frequently hesitant and jerky, sentences may be left uncompleted.
		3	Speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for words
			Speech is effortless and smooth but perceptibly non native in speed and evennes.
		4	Speech in on all professional and general topic as effortless and smooth as a native speakers

5	Grammar	1	Grammar almost entirely inaccute except in stock phrases.
		2	Contstant errors showing control of very few major patterns and frequently preventing communication
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
		4	Occasional errors showing imperfect control of some patterns but no weakness that causing misunderstanding.
		5	Few errors with no patterns of failure
		6	No more than two errors during the interview

(Adopted of Brown, 2004: 172-173)

3.4   Technique of Data Collection

In this research, the data would be taken based on the following steps:

3.4.1 Pre-test

The writer use pre-test first in both in class experimental group and control group. Pre-test is given by the writer to know the basic of knowledge and skill of students using Descriptive test, before applying treatment. The students describe about the picture and then the writer given ten pre test questions in the form multiple choice and ten post test question in the form essay.

3.4.2 Treatment

The writer would give the treatment in the experimental group only, introduce and give some information about how to Real world task in teaching speaking skill and tech the student in eksperimental by using Real World Task technique.

3.4.3 Post-Test

After that the conducting the treatment, writer use post test as the second test in the experimental group and in the control group using descriptive test, The students describe about the picture. They learn by using real world task technique in teaching speaking skill. It aims to know the skill of the students get the treatment. Result of this activity is investigates that to what extent students achievement speaking.

3.5   Technique of Data Analysis

The researcher use experimental research that describes as quantitative degree. The data collected from the result of pre-test and post-test. In calculating the students mean score of experimental group and control group, the following the researcher used spss:

1. Normality Test

Normality test is a test conducted with the aim to assess the data in a group, whether distributed normally or not. data collected in normal distribution or taken from a normal population. some statisticians, the amount of data is more than 30 numbers (n > 30), so it can be assumed that the distribution is normal. using Shapiro Wilk, then in the SPSS see the value of sig. in the Shapiro-Wilk column.

If the volue more than 0,05, it can be said that the data is normally distributed or means that Ho is accepted and the data used to find significance value is the test result (pre-test and post-test) between eksperimental group and control group.

2. Homogeneity Test

Homogeneity test is to test whether or not the same or not variances of two or more distributions. Homogeneity test is done, if the data group is in the form of a normal distribution. Decision making in the homogeneity test is as follows:

a) If the significance value (sig) based on mean > 0,05, then the data variance is homogeneity.

b) If the significance value (sig) based on mean < 0,05, then the data variance is not homogeneity.

Homogeneity test aims to determine whether the two groups have the same variance or not. if both groups have the same variance it is said homogeneity. the following is a steps homogeneity test:

1) make a hypothesis

2) calculate f count with the formula

3) Determine f table with a significant level 5% and $dk = n - 1$

4) Determine testing criteria

- If Fcount ≤ Ftable it means homogeneity

- If Fcount ≥ Ftable it means not homogeneity

3. Independent Sample Test

Independent sample t-test is one way to find out whether the two sample groups have significant mean differences or not. the following are the requirements for using an independent sample t-test:

The independent sample t-test is part of the parametric inferential statistics (different test or comparison test). in parametric statistics there are conditions that must be met before testing hypotheses (in this case the hypothesis test uses the independent sample t-test).

4. Hypothesis Test

To test the hypothesis used is the T-test. T-test is statistical techniques used to test the significance of the difference in two distributions. the following are steps in hypothesis testing:

a) formulate a hypothesis

b) the determine the significant level as a $= 0,05$, then searched t_{tabel}

   degree of freedom df $= N - 2$

c) Test using the t-test

d) make conclusion

   - if $t_{count} > t_{tabel}$ then Ho is rejected

   - if $t_{count} \leq t_{tabel}$ then Ha is rejected and Ho is accepted.