

**TASK-BASED LEARNING APPROACH IN DRILLING
STUDENTS' PRONUNCIATION OF SPEAKING CLASS
FOR EIGHT GRADERS**

THESIS

Submitted in Partial Fulfillment of Requirements
for Gaining the Degree of Education Bachelor
in English Language Education



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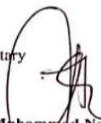
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ABSTRACT

Title : Task-based Learning Approach in Drilling Students' Pronunciation of Speaking Class for Eight Graders

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This study aims at explaining the implementation of using Task Based Learning to drill students' pronunciation and describing students' response of using this learning model. This research employed qualitative method and descriptive research design. This descriptive qualitative method was to serve its objective by administration of both classroom observation and interview section. They were the main research of data collection. The participants were eight graders of SMP N 01 Boja Semarang where the cluster of 8 classes were each class consisted of 32 members of students. The researcher then interviewed 28 students from this cluster. The result then showed that Task-Based Learning Approach was supportive and helpful to help the learners easily in learning English pronunciation with several steps of instructions which authentically delivered by the teachers. The students were also encouraged to learn speaking with the method of Task Based Learning. Learners will be able to utilize the target language for communicative purposes as a result of the tasks. Students benefit from task-based learning since it incorporates all four language skills.

***Keywords:* Pronunciation, Speaking Skill, Task-Based Learning Approach.**

MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ

(If you do good, you do good for yourself, and if you evil, you do it for yourself)¹ You don't need luck when you have good science

¹ Kementrian Agama RI Al-Qur'an Terjemah dan Tajwid, (Jakarta: Sygma, 2005), p. 282

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother, who always give support, motivation, and endless love.

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Bismillahirrahmanirrahim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *Salam* also raised to Prophet Muhammad SAW, who brings *Ummat* from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

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2. Sayyidatul Fadillah, M.Pd. as the Head of English Language Education.
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Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happily accepting any constructive suggestions in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial to others, especially for the researcher herself.

Semarang, 2021

The Writer,

Lulu Maulida

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides: background of the study, reasons for choosing the topic, research question, objective of the research, significances of the research, limitations of the research which this research highlights task-based learning approach in drilling students' pronunciation for speaking class at Junior High School.

A. Background of the study

Expanding talking capacity is worried as the most significant target of instructing English. Sadly, in the field, various learners can't communicate their contemplations. Numerous students just learnt English at the surface. That is, they just find out about sentence structure, for example, punctuation which incorporates; tenses, modals, detached voice, and so forth. Obviously, this language part is something significant. Nonetheless, if the way toward learning English is just cantered around the sentence structure, an issue of when the learners will address express their thoughts and emotions would show up. It is without a doubt realized this has been an issue in learning English. The learners learn English, yet they never utilize the language to talk. This is, obviously, not the prime target of learning English.

Furthermore, the researcher herself perceived then in speaking spot that a pronunciation is prominently urgent as the units of speaking's proficiency; yet the learners don't show competence

expectation. Whereas, the competence of speaking is the field to share someone's ideas or thought to be generally heard as well as understood.² They seem difficult to engage with pronunciation's activities which the teachers wanted, i.e., the teachers unfortunately don't meet their expectation toward the learners' progress in speaking class. To solve this issue, therefore, the teachers prefer to apply Task-Based Learning (TBL) approach in teaching speaking.

Whereas the urgency of speaking mastery is knowingly significance as this continuum represents the locator's negotiation of meaning that must be fully-grasped, i.e., the proficiency of speaking field had better be surely occupied on humans' thought as the fundamental linguistics' evidence.³ In addition to their scopes of speaking area, the learners are hopefully requested to understand linguistics' features, e.g., lexical meaning, pronunciation's units, and expression's tones.⁴ Therefore, speaking aptitude, even though it is challenging, for among pupils are designed to be functionally understood.

One unit of speaking's terms is a pronunciation in where that linguistics' capability needs the communicants are consciously understanding about the pronunciation highlighted. According to the

² Safitri et al, "Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department", *International Journal of Multicultural and Multireligious Understanding*. 7 (6), 2020), p. 88.

³ Richards, "*Communicative Language Teaching*. (New York: Cambridge University Press. 2006), p. 30.

⁴ Safitri et al, "Improving Students' Speaking ...p. 89.

linguistics' consideration, the students are needed to consistently engage with the use of language with its communicative intention, e.g., a mental process in addition to acquiring a system of language. This encourages them to get very basic discourse of oral utterance like complexity, fluency, and accuracy.⁵ The study claims that pronunciation had better to be placed as the essential determination to be early taught; it linguistically contributes to some oral actions: presentation, dialogue, monologue, interview or some other academic reason. Apart from its urgency, either to fill language's target out or social purposes. The study shows both intelligibility and comprehensibility are the prominent goal of how the students are going to master pronunciation's usage.⁶

Methodically, TBL is a scientific approach which highlights on the way toward figuring out how to convey through connection in the objective language.⁷ Through this methodology, the learners are prepared to think their brains not exclusively to get familiar with the structure of a language, yet additionally to deliver the language. Through this methodology, the students are prepared to think their

⁵Campo, "Improving 10th Graders English Communicative Competence through the Implementation of the Task-Based Learning Approach," *Profile* (18 (2) 2016), p. 97.

⁶ Yavuz, "Perceptions of Candidate Teachers about Teaching Pronunciation in English Language Teaching Classes," *International Journal of Learning and Teaching* (11 (3) 2019). P. 112.

⁷ Nunan, *Task-based Learning Teaching*, (Cambridge University Press, 2004),p. 2.

psyches not exclusively to gain proficiency with the structure of a language, yet in addition to deliver the language.⁸

Additionally, as indicated by Freeman TBL is a methodology which expects to give the learners common circumstance for language usage. This methodology permits them to have the chance to realize themselves through conversational English. As expressed by Freeman when the pupils are told to finish an errand, they unquestionably have a ton of chances to interface each other. This sort of communication empowers the understudies to get some language uses and articulations that are past their guess. This is because of the way that they need to attempt to comprehend each other to take care of the issues in an errand they are doing.⁹

This type of student's centre method is closely related to accomplishing the language task's instruction where this commission intends to develop students' activeness. The task itself belongs a communicative gab among students to accurately gain the ready communication, e.g., the learners typically have their own idea toward both concrete or abstract objects.¹⁰ The linguistics task could be such presentation, media, text, or dialogue; these formal assignments are functionally useful in gaining the aim of language itself.

⁸ Evi, "The Implementation of Task-Based Language Teaching to Teach Speaking Descriptive to the First Graders of Junior High School", *Jurnal Mahasiswa UNESA*, (2 (1), 2014), 3.

⁹ Freeman, D. L. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 2000)

¹⁰ Willis & Willis, *Doing Task-Based Teaching*. Oxford Univ. Press (2011).

In addition to those previous articles which had been published, there are knowingly numerous advantages which brought some developments in the issue of the implementation of TBL; their contribution laid on the surface of writing competence. On the contrary, this conception of implemented theory, TBL in pronunciation spot, is going to serve some implication toward the students' speaking proficiency. These both theoretical and methodological frameworks of TBL in the issue of students' pronunciation are functionally useful to accomplish the main goal of this study.

The students through this system of TBL are likely engaged with a set of academic tasks which require them to actively accurate pronounce some words then. In conclusion, this prominent method could assist both teacher and students to have well-organized atmosphere in teaching speaking. Thus, based on the issue above, after reviewing some related previous study in addition the classroom's observation. The researcher observed as well as reported how Task-Based Learning approach in teaching speaking at lower secondary school enable to motivate the learners master to have pronunciation's proficiency with a systematic drilling.

B. Reasons for Choosing the Topic

The researcher in this study prefers to use Task-Based Learning (TBL) in drilling students' pronunciation in speaking class with these following considerations:

1. A pronunciation is linguistically claimed as the core unit of speaking fields where it naturally used in daily humans' activities.
2. Well-pronounced is academically being important aspect in teaching speaking.
3. Task-based learning (TBL) approach is one of teaching methodologies which pushes the learners to have numerous related tasks done.
4. TBL method is then used to create chances for focusing on forms.
5. TBL approach enables to intrinsically develop the students' motivation within teaching and learning.

C. Research question

The following research problems are formulated to discuss the study. They are as follows:

1. How is the implementation of Task-Based Learning approach in Drilling Students' Pronunciation of Speaking Class for Eight Graders?
2. How are the students' response toward the implementation of Task-Based Learning in Drilling Students' Pronunciation of Speaking Class for Eight Graders?

D. Objective of the study

The following research objectives are organized to accommodate the research study. They are as follows:

1. To explain the implementation of Task-Based Learning in Drilling Students' Pronunciation of Speaking Class for Eight Graders.

2. To describe the students' response of using Task-Based Learning in Drilling Students' Pronunciation of Speaking Class for Eight Graders.

E. Limitation of the Study

This study needs to be narrowed in order to serve the limitation of the research to gain the proper information, and the limitation of this study is as follows:

1. The researcher focuses only on how the English pronunciation is taught at the level of lower secondary school (8 graders) of SMP Negeri 1 Boja in academic year of 2020/2021.
2. The approach that is utilized to teach English pronunciation is Task-Based Learning method to authentically drill the students to have well-pronounced.

F. Significance of the Research

This scientific report can further influence to either pedagogic or academic fields. They are as follows:

1. For the researcher

By doing this research, the researcher gets some experiences and knowledge about the research and it is useful in the future.

2. For the teacher

By doing this teaching, the teacher can improve in teaching learning process in the classroom to push the students' pronunciation and give more information for the readers.

3. For the student

By doing this teaching, the students can develop their interest and ability in learning English and also, they will have different experience in studying especially in pronunciation scope.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights two major points (i) the previous studies of the utilization of Task-Based Learning (TBL) in drilling students' pronunciation in speaking class which proposed by the experts, the linguists, and the practical researchers and (ii) the review of related literature which scientifically discuss the general notion of the Task-Based Learning (TBL), teaching pronunciation, and speaking competence.

A. Previous Research

The following scientific of formal references are reviewed to have some similar comparisons as well as its contrary. They are as follows:

First, to develop students' communicative proficiency, the study conducted by Chen & Wang explored the functional report which it informed how Task-based learning Teaching enabled to engage students with active activities. This study was qualitatively done with both oral presentation and written report in English Education Department. The researcher in this legal report applied semi-structural interview and questionnaire where they addressed the aspect of learning and teaching process. At the end, this research summarized that TBL which was employed to treat the students was functional and effective to enhance the learners' competence. This concentration of the study was closely related since both this previous article and this current study of the research concern with the language teaching

methodology; it is Task-Based learning approach. Whereas, to distinguish the approach of accomplishment, the current proposal concerns with teaching's investigation; the preceding research employed oral presentation to gain the data.¹

Second, the study focused on investigating the students' writing competency and motivation Dewi et al, applied quasi-experimental study in reporting the effect of mobile-assisted task-based learning. This study was experimental design where it used to mobile-assist task to both pre and posttest experiment. Quantitatively, the findings showed that this approach was significantly influenced to both the students' writing competency and students motivation in writing's tasks. The researcher then concluded that the use of mobile-assisted task was functionally effective to have the students motivated. Both the academic papers are differently occupied in term of methodological design; the previous study attempted experimental design while the latest article focuses on qualitative method.²

Third, to explore the current situation, problems and English needs' development in case of teaching evaluation model. The researcher in this formal document concerned with task-based learning which aimed to develop writing ability and creative thinking. This study focused on applying a structured interview form, an English

¹ Chen & Wang, "Effect of Task-based Learning Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course," *English Language Teaching*. (12 (3), 2019).

² Dewi et al, "Mobile-Assisted Task-based learning Learning, Writing Competency, and Motivation," *JPI*. (9 (1), 2020).

writing form, test of creative thinking, and questionnaire to gain the objective result. The study resulted that the type of TBL approach which had 7 units: principles, objectives of the learning and evaluation report, English indicators' learning, selected method, setting performance goal, formulating the evaluation report, setting report of the task, formulating the evaluation criteria were done effectively. The similar spot of formal research is focusing on the use of Task-Based Learning approach³

Fourth, to consider the significant aspect of linguistic vocabulary in gaining the speaking competence, the use of drilling method to improve the students' aptitude for vocabulary aspect is empirically important. The study focused on enriching students' vocabulary by the application of drilling's method is quantitatively effective. The study was conducted at MTs An-Nuriyah Semarang which they were ended in 6 cycles by the use of t-test. The result then showed that there was a significant result between the students' achievement in learning vocabulary and its method applied where the students were excited and helpful during the lesson served. The research wasn't similar in methodological design where it planned through experimental study while this proposal of the study is

³ Srimunta et al, "Development of the English Teaching Evaluation Model Focusing on Task-Based Learning to Develop English Writing Ability and Creative Thinking in Language for Sixth Grade Students in Thailand," *Educational Research and Reviews*. (15 (7), 2020).

intentionally conducted qualitatively. Whereas, the issue of the study was equal as far as the output discussed the students' vocabulary.⁴

Fifth, an improvement of the students' ability in learning English is mainly proposed by means of Task-Based Learning where Sofiana & Mubarok concerned with fulfillment of the learners' needs and teachers in 2013 curriculum. This study was a research and development which they were in both theoretical and practical studies. The researchers objectively collected the data through the procedure of observation, questionnaire, and assessment checklists. This report finally showed that the theory could improve students' English proficiency through the approach of task-based learning. This research was different in what type the study conducted as this was close with research and development design while the study is qualitative design with the same issue: Task-based Learning in developing the learners' English.⁵

B. Literature Review

The researcher within this academic thesis goes to review both some scientific books and journal articles to objectively accomplish the relevance information. They encompass 1) task-based learning approach, 2) speaking competence, and 3) teaching pronunciation. Their description are as follows:

⁴ Rofi'ah, Y. A & Huda, K., "The Effectiveness of the Drilling Method on Enriching Students Vocabulary" *Journal of English Education and Technology* (Vol. 1, No. 2, 2020), p. 78-91.

⁵ Sofiana, N & Mubarok, H., "Task-Based Learning; Learning Model for Improving Students Ability in English" *International Conference on Education and Social Science Research* (Vol. 287. 2018), p. 123-130.

1. Task-Based Learning Approach

The following literatures' review highlights both notion and procedure of Task based learning approach which help the researcher to gain the accurate points. They are as follows:

a. The Conception of Task-based Learning

To conceptually acknowledge the prominent interpretation of TBL's theme, Nunan asserts that the term "Task-based Learning Teaching" based on the single term of "task" that terminology stated as follow;

"A piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letter, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road, in other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between".⁶

According to communicative output, this philosophy based on Chen and Wang, TBL is authentic students' materials, communicative engagement, and effective interlocutor's feedback to gain very possible chance in language application.⁷ Likely, this schema is also recognized as the techniques to create the task itself as the center students' activity in order to

⁶ Nunan, *Task-based Learning Teaching*, (Cambridge University Press, 2004), p. 2.

⁷ Chen & Wang, "Effect of Task-based Learning ...", p. 119.

achieve language learning.⁸ Correspondingly, TBL in Kris's opinion has similarly defined; it terminologically belongs to the pupils' centered approach which pedagogically applied to reach a possible students' potency.⁹ Shortly, the idea of TBL in teaching and learning field is broadly operational to fill the learners' necessary.

Furthermore, this theme characterizes the students as the most actor of actualization of language knowledge which the process of learning emphasizes on the task to completely expect an advance improvement of linguistics competence.¹⁰ Obviously, TBL is acknowledged as the effective way to have the students engaged in English activity; its collaborative point, this model specializes a confidence with basic of linguistics context.¹¹ In general, this notion is then possibly affirmed that TBL focuses on the learners' progress to act the procedural assignment.

⁸ Kafipour et al, "The Effect of Task-based Learning Teaching on Analytic Writing in EFL Classroom," *Cogent Education* (5. 2018), p. 2

⁹ Branden, "The Role of Teachers in Task-based Learning Education," *Annual Review of Applied Linguistics*, (36. 2016), p. 164.

¹⁰ Evi, "The Implementation of Task-Based Language ... , p. 3.

¹¹ Ellis, *Reflection on Task-based Learning Teaching*, ristol ; Blue Ridge Summit, PA: Multilingual Matters. Second Language Acquisition, (125. 2018), p. 3.

b. The technique of Task-based Learning Approach

Task-based learning technique has been broadly applied in certain teaching and learning which in advance addresses on students' performance, e.g., the learners are continuously required to have numerous potential tasks to develop their communicative language. To accurately achieve their procedural employment, Chain proposes Ellis' perception what the students are basically going to do with the prerequisite of TBL.¹²

The following image represents how the tasks within the students' activities for certain languages' acquisition which adapted from Nunan. Here it is as follows:

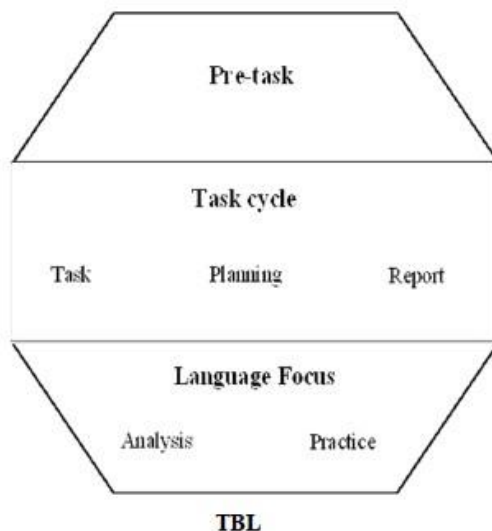


Figure 2.1: Structure of Task-Based Learning

¹² Chen & Wang, "Effect of Task-based Learning ...", p. 120.

This practice underlies several goals of language's framework, e.g., target tasks, enabling skills, and pedagogic assignment. To monitor their procedures, the following numbers have been explored. They are as follows:

1) Pre-task stage

This section is on the motivation behind presenting new points or topics of the assignment, planning of learners with efficient setting structures and types of language, setting up a model of what and how the learners will be needed to do the errand.

This unit is where the teachers are as the main instructors as well as facilitators to give the big chance to students so the valid expectation of language's task is accomplished. They are as follows:

a) Stage 1 (Understanding the background of the study)

This segment, the tasks that well-prepared with some contextual themes are served to make the learners understand. Besides, this such important information is earlier given so the students are ready to come with learning process. Otherwise, absence of foundation data could be an impediment for L2 student in the handling of obtaining a subsequent language and an explanation behind lessening understudies' inspiration in perusing.¹³

¹³ Chen & Wang, "Effect of Task-based Learning ...", p. 120.

Some relevance techniques could be sure solution to handle that problem, e.g., the teachers are kindly preparing with the suitable students' background which it enables to assist them such inviting the learners to note some significance videos or showing the picture of students' surrounding.

It is thought to build up understudies' open abilities and self-self-rule, just as improve their inspiration in a more significant level perusing. Now, the instructor isn't an "information supplier" however a "data provider", which two things are vital to be recognized, on the grounds that not at all like in the customary model educator doesn't get information to class a unidirectional route rather they invigorate understudy to gain information without anyone else learning.

b) Stage 2 (Exploration and explanation)

This procedure, chain classifies that there are at least three to accommodate the learners with this instrument of task: a systematic, relentless, and engaging. is especially customized to students' learning and consideration needs, which isn't clarification however demonstrating and guided practice. Unequivocal guidance empowers the learners to unravel the data, appreciate them and coordinate little units into significant

wholes whose cycle underpins students to disguise new structures and abilities.

c) Stage 3 (Students' activity)

These students show with certain a set of given instructional purposes. Chain explores two major characteristics where one is that the students essentially are given the errand work plan and left to choose for themselves what to design, while the other is that they are given direction in what to design. For my anxiety, I built up a solution of answer for this stage. The students need to meet the essential errand prerequisites on the reason for growing either phonetic or intellectual capability, yet they are left to arrange for what substance to place in the spot and how they will play out the undertaking.¹⁴

2) During Students' Task

This is an opportunity where the students are going to perform how the tasks are done in addition to the focus of language output is fluency where a communication among the participants are without falling into L1 unless it is urgent. This method intends at least 2 styles that will be delivered to the students.¹⁵ They are as follows:

¹⁴ Chen & Wang, "Effect of Task-based Learning ...", p. 121.

¹⁵ Chen & Wang, "Effect of Task-based Learning ...", p. 122.

1) Students' group presentation

This demands a group of students to approximately have a chance to collaboratively engage with some tasks: such the students in each gathering were allowed around 20 minutes altogether to convey a discourse with the substance of the cycle of planning, the meetings with imparted insights, and the discoveries after the meeting. The substance of their report generally relies upon what experiences they have on various issues.

2) Individual task

The model of providing the assignment could be individually given like where the learners report their discoveries independently as a readied discourse or force point introduction inside 3 minutes. Either in gathering or individual introduction, the crowd is urged to propose any basic inquiries after the introduction on the off chance that they have any to challenge the speaker.

During this stage, the teachers could themselves investigate the students' process by a distance. They students are free to use their own insight abstaining from posing inquiries to the instructor constantly. Subsequent to carrying out the responsibility, the understudies get ready and plan how they are going to

introduce what they did, what they discovered and their fundamental decisions.¹⁶

This second is significant in light of the fact that the understudies plan cautiously what they are going to present, focusing on the language they use: formal structures, vocabulary and substance.

3) Students' report

In the report stage, the educator should commend all the positive angles and urge understudies to keep working since understudies' presentation isn't probably going to be local speaker-like. In the last stage, language center, they talk about and break down the etymological angles that surfaced during the errand. There is an attention on the structure; understudies practice the etymological structures that showed up inside the setting and in a characteristic manner.¹⁷

c. The advantages of Task-based learning

The thought of TBL's application within teaching atmosphere enable to carry the class more interactive, contextualized, and authentic where that paradigm is purposefully addressed to the students' learning process. According to several strengths

¹⁶ Costa, "Task-Based Learning (TBL) and Cognition", *An e-Journal of Teacher Education and Applied Language Studies*. (7. 2016), p. 112-113.

¹⁷ Costa, "Task-Based Learning (TBL) ... p. 113.

which encourage the learners to emerge as a language user.¹⁸

They are as follows:

1) To interact spontaneously

By means of this methodology, the learners are suddenly engaged with a natural interaction as this schema of contextual tasks pushes them to have a sure activeness.

2) It stresses meaning over form

3) It offers learners a fertile input of target language

4) It is consistent with a learner-focused educational philosophy

5) It contributes to the improvement of communicative fluency

d. Drilling vocabulary through Task-based learning

Teaching vocabulary places a primary evaluation in teaching English; this seems significant because of its influence to the learners' capacity. In this regard, maximizing a project through accustoming a task-based learning, i.e., giving the learners a chance to create language through an assignment given and uses the language to unravel correspondence issue.¹⁹

Furthermore, the teachers are within teaching vocabulary encouraged to apply a proper method which it, at the end, motivates the learners to master English, e.g., drilling a group

¹⁸ Tan, "Benefits and Implementation Challenges of Task-based Learning Teaching in the Chinese EFL Context," *An International Journal for Innovation Education and Research* (4 (3) 2016), p. 3

¹⁹ Sofiana, N & Mubarak, H., "Task-Based Learning; Learning Model for Improving Students Ability in English" *International Conference on Education and Social Science Research* (Vol. 287. 2018), p. 124

of students to repeat or practice a new vocabulary.²⁰ Likely, according to Jamal, drilling method allows the teachers to serve certain activities such a training.²¹ Similarly, Johar & Hanum perceive that a drill technique is a way of instructing understudy does works out, the understudy has the aptitude and skilled are higher than what did they realize.²²

Moreover, the learners are hopefully, on the main task, getting serious to engage with an authentic assessment. Such the following verities:²³

- 1) **Backward build-up drill (expansion drill).** These series of drill are to break down the troublesome sentence into smaller parts. The teachers start with the end of the sentence and have the class repeating just the last two words.
- 2) **A Repetition Drill.** The tasks are to listen carefully and attempt to mimic the teachers' models as accurately as possible.
- 3) **Chain Drill.** To give the students on opportunity to say the lines individually and let the students use the expression in

²⁰ Rofi'ah, Y. A & Huda, K., "The Effectiveness of the Drilling Method on Enriching Students Vocabulary" *Journal of English Education and technology* (Vol. 1, No. 2, 2020), p. 79.

²¹ Jamal, A., *Tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan)*. (Yogyakarta: DIVA Press. 2013), p. 5

²² Johar, R & Hanum, L., *Strategi Belajar Mengajar*. (Deepublish. 2016), p. 113.

²³ Fauzia, N & Lolita, Y., "The Use of Drill, Vocabulary Various and Computer Assisted Language Learning (CALL) in Learning Vocabulary" *Journal of English Teaching Adi Buana* (Vol. 3, No. 1, 2018), p. 13.

communication with someone else, even though the communication is very limited.

- 4) **Single-slot Substitution Drill.** The series of drill requires more than simple repetition in which the students will repeat a sentence from the dialog and replace a word or phrase the lecture give them. This word or phrase is called the cue which can be a picture.
- 5) **Multi-Slot Substitution Drill.** The series of drill list essentially the same type of drill as the single-slot substitution drill. However, students must recognize what part of speech the cue words and where it fits into the sentence for the cues have to be changed are the subject pronouns
- 6) **Transformation Drill.** The type of drill asks students to change one type of sentence into negative or active sentence into a passive.

Those figures are characteristically proposed as a couple of techniques whereby they are applied in drilling vocabulary at the speaking class which it enables the facilitators encourage the learners.

2. Speaking Competence

A speaking ability is broadly seen as the medium of interaction which it is continuously engaged with any contextual phenomenon to obtain the linguistics' system. This study, therefore, taxonomies some detail descriptions of how the speaking is defined among scholars as well as actioners and how to enable toward the speaking itself improve among both learners and the facilitators. The following numbers of reports are extended:

a. The Notion of Speaking Ability

Azlan views that speaking skill is obviously complex as the one of language skills where in fact many students are not capable enough of actualizing this field.²⁴ Additionally, this term of communicative aptitude aims to truly gain the communicative setting where it is dynamically exchanged.²⁵ This competence is faithfully similar with the issue of classroom' conversation, according to Douglas "The conversation class is something of an enigma in language teaching."²⁶

²⁴ Azlan et al, "Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram" *International Journal of Academic Research Business & Social Sciences* (9 (1) 2019), p. 623.

²⁵ Campo, "Improving 10th Graders' English Communicative Competence through the Implementation of the Task-Based Learning Approach," *Profile* (18 (2) 2016), p. 97.

²⁶ Brown, *Teaching by Principles: An Interactive approach to Language Pedagogy* (2nd). (Longman. 2000)

This field is as the main key of humans' communication to both orally and non-orally occurred to build good interpersonal meaning. The process of developing the concrete meaning of speaking scope can be both verbal and non-verbal symbol.²⁷ Furthermore, according to Chaney, this terminology is a way of building and sharing a meaning to other hearers.²⁸ Generally, speaking competence is the process at least two speakers to interact as well as to exchange their idea.

b. Students' Challenging of Speaking Capacity

There are a number of serious problems among students when they are attractive in speaking classroom, i.e., how the process for students to develop their capacity of communicative competence is factually trouble. In this regard, Brown classifies into some sub-parts why speaking skill is categorized as difficult engagement; they are as following description:²⁹

1) Clustering

The students are hopefully aware that standard speaking is not merely uttered word by word; yet it is

²⁷ Namaziandost and Nasri, "The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students," *Journal of Applied Linguistics and Language Research* (6 (3). 2019), p. 3.

²⁸ Chaney, *Teaching Oral Communication in Grades k-8*. (Boston: Allyn & Bacon. 1998), p. 13.

²⁹ Brown, *Teaching by Principles ...*p. 270-271.

phrasal mode. That makes students challenged to actively speak.

2) Redundancy

This term enables the interlocutors understand when the utterance is clearly meaningful; the learners are free to have this precious opportunity. However, this seems hard to fully possess its standard.

3) Reduced forms

All forms of special problem in teaching and learning speaking class such contraction, elisions, and reduced vowel are exactly hard; this special attention will bring a sure development.

4) Performance variables

The students actually benefit some possible advantages through this spoken action: expression, gestures, intonation, or so on. Those challenge them to factually act to actively produce some utterances.

5) Rate of delivery

Apart of the students' spoken manifestation, a rate of delivery characterizes the learners' speed along with its fluency. Because of its cause, the teachers surely need to assist their learners.

6) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation where these parts: stress, rhythm, and

intonation are knowingly contributed to the students' skill. Therefore, the students must take seriously in this issue.

7) Interaction

Both interpersonal and transactional conversation make the learners to very beginning prepare to have a creative of conversational negotiation. This is actually quite hard to take a part with this natural communication; both learners and teachers had better go with this case completely.

c. **Types of Speaking Performance**

The dominance of talking aptitudes in English is a need for a long-time language or on the other hand unknown dialect students. Therefore, students regularly assess their prosperity in language learning just as the adequacy of their English seminar on the premise of the amount they believe they have improved in their communicated in language capability. Oral abilities have scarcely been dismissed in EFL/ESL courses (witness the gigantic number of discussions and other talking course books in the market). In spite of the fact that how best to move toward the instructing of oral aptitudes has for quite some time been the core interest of methodological discussion.³⁰

³⁰ Richard, *Teaching Listening and Speaking: From Theory to Practice*, (Cambridge University Press. 2008), p. 19.

Instructors and reading material utilize an assortment of approaches, going from direct methodologies zeroing in on explicit highlights of oral collaboration (e.g., turn-taking, theme the executives, and addressing techniques) to circuitous methodologies that make conditions for oral association through gathering work, task work, and different systems. There will be some types of teaching speaking in class's speaking. They are as follows:³¹

1) Imitative

This type in teaching speaking intends to curiously invite the learners to typically come with the instructors; this aims for them to practice with certain vowel sounds. This may legitimately be spent generating "human tape recorder" where intentionally gains several particular elements of language forms.

2) Intensive

An intensive type allows the students to engage with speaking performance to practically deal with either phonological or grammatical aspect of language. This linguistics' action can be self-initiated or it can even from part of some pair work activity.

3) Responsive

This model within teaching speaking for any level of graders could be maximized as a good performance. The

³¹ Brown, *Teaching by Principles* ...p. 271-272.

students perhaps go with a set of short replies such agreement or comments. Such the following instance:

T : How are you this morning?

S : Quite good. Thank you, and you?

4) Transactional (dialogue)

A transactional conversation or it is called as “To get something done” is surely intended to do both conveying and exchanging the detail information. See the following information!

T : What is the main idea of this paragraph?

S : This paragraph tells me about the nature of speaking ability

T : What can you take a lesson from this?

S : I get how the perform confidently during speaking class

5) Interpersonal (Dialogue)

This is a longer interaction which continuously pushes both locutor and interlocutor as the speaking classroom design. This type carries the goal of social relationships than the transmission. Like the following example:

Amy: Hi, Bob. How 's it going?

Bob : It runs very well. How about your assignment?

Amy: It seems for me quite hard to accomplish it

Bob : Do you need some services?

Amy: Could you take for me a book of English dictionary?

Bob : Sure

3. Teaching Pronunciation

A usage of pronunciation within teaching speaking is crucially needed. This makes an English interaction sounds natural when the students interactively pronounce well. The following report brings the readers to knowingly understand:

a. The notion of pronunciation

The terminology of pronunciation comes important in speaking proficiency as the standard of linguistics skill. Some definitions are proposed by linguist and researcher:

b. The factors of pronunciation

Brown proposes some relevance factors which they are naturally functional in pronouncing English.³² They are as follows:

1) Native language

This term belongs to the speakers' proficiency in pronunciation's class which is clearly influential factor. The way of a couple of pronunciation's elements is uttered by the learners; they had better to natively pronounce.

2) Exposure

This exposure could be affected since the learners adapted a foreign quality and intensity. This could be implemented in current context of Indonesian if the learners spent on demanding of pronunciation's focus.

³² Brown, *Teaching by Principles* ...p. 284-285.

3) Innate phonetic ability

This style of ability should be importance among the students where they are individually required to manifest a phonetic coding to help them easily done.

4) Motivation

Some learners are not curiously concerned with their pronunciation while other are. The extent to which learners' intrinsic motivation propels them toward an improvement of 3 majors factor mentioned. The teachers in this issue are able to assist the students to view as well as enhance that motivation by showing how clarity of speech is significant.

Those are some factors which they look significantly urgent to do well-pronounced in speaking class.

C. Conceptual framework

The following diagram is a theoretical framework that applied to conduct this study where this framework was taken from David Nunan theory. It is as follows:

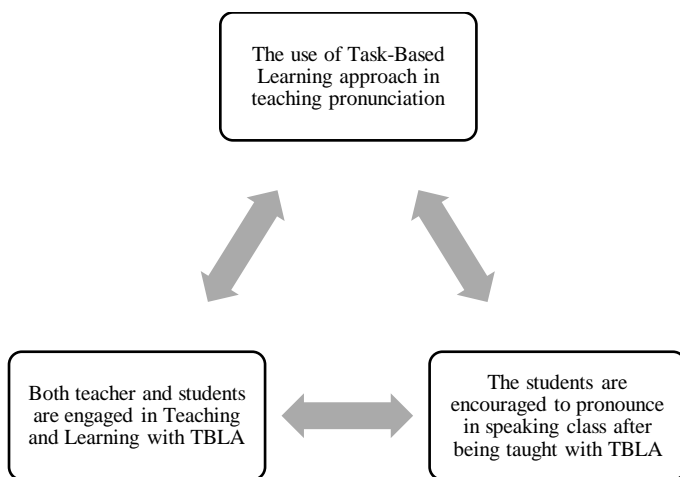


Figure 2.2 Conceptual Framework Taken from David Nunan Theory (2004)

According to the table presented, the method of Task-Based Learning Approach had applied in teaching pronunciation. Through this systemic approach, both teacher and students are practically engaged with the method. This approach then is supportive to support the students to practice pronunciation inside the class. The teachers are successful to reassure them to speak up also.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter is an overview part of the method of the research. This part procedurally attends an urgent role in research since it impacts the findings as well as the discussion of the study. Before conducting the study, the researcher systematically has to refer and apply the appropriate technique to find the accurate data. Here, the researcher of this study represents a clear description of the research design, and the subject of the study, the technique of data collection, and the procedure of data analysis.

A. Research Methodology

To methodologically do this research, the researcher preferred to apply a qualitative design to report this study as this research attempted some documents or fields' notes. This part discussed the method applied in conducting this research which consists of research design, subject of the study, techniques of data collection, procedures of the study. The research method basically was a scientific way to get data with a special purpose and use¹. Thus, the role of a method was very important and significant to determine appropriate methods in deciding research was success or failure.

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta CV, 2014), p. 2.

B. Research Design

Qualitative research (non-hypotheses) was the research done by scientists of anthropology and sociology. The writer gave understanding about definition of in universe or environment². Furthermore, the methodology of qualitative research is important and exciting. It was a highly rewarding activity because it engaged the researchers with things that matter, in ways that matter. By means of this qualitative research, the researcher could explore a wide range of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate.

The entirety of this subjective structure could be reached by utilizing strategies that praise wealth, profundity, setting, multi-dimensionality and unpredictability as opposed to being humiliated or troubled by them. Rather than altering these components out looking for the overall picture or the normal, subjective examination factors them legitimately into its investigations and clarifications. This implies it has an unmatched ability to comprise convincing contentions about how things work specifically settings. More than that however, while not every subjective scientist is set for produce 'the overall image' of how things work,

²Neolaka. A., *Metode Penelitian dan Statistik*, (Bandung: PT Remaja Rosdakarya), 2016), p.199.

the subjective propensity for personally interfacing setting with clarification implies that subjective examination is equipped for creating very much established cross-logical all of inclusive statements, as opposed to seeking to more feeble de-relevant adaptations.³

Type of this study was descriptive of qualitative method. It was a method of research conducted on the premises or location field⁴. The researcher then in this academic research did to investigate as well as report the implementation of Task-based learning Teaching to teach speaking class.

C. Research Participants

Before conducting research, researcher must determine the both the subject and object of data to be carried out and the steps to be taken. In qualitative research required descriptive analysis, looking at notes, verbal notes, recording observations and interviews, information from documentation material from data sources.⁵ Prastowo states that consideration of data source is based on the kind of the data determined. This study used primary source and

³ Mason Jennifer, *Qualitative Researching*, (California: The Cromwell press), 2002), p.01

⁴Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 183.

⁵ Mohamad Mustari & Taufiq Rahman, *Pengantar Metode Penelitian*, Yogyakarta : Laksbang Pressindo, 2012), p. 37

secondary source, particularly in normative research based on document source or reading material.⁶

To objectively carry out this study, the researcher had been allowed by school's principal to take a continuous procedures of data collection; they were both classroom observation and interview session. Based on the detail explanation above, the researcher went with their instruments to take a classroom observation in SMP 1 Boja Semarang in Academic Year of 2020/2021 at the level of eight graders class A and F. The participants were 2 English teachers and 28 students.

D. Technique of data collection

1. Classroom Observation

To accomplish the objective of the study, the researcher through the process of observation had to have a systematic observation sheet to gain how the method of TBL in teaching pronunciation conducted. Furthermore, the writer was going to observe two english The following instrument was the sample of observation list:

⁶Andi Prastowo, *Metode Penelitian Kualitatif dalam Perspektif Rancangan Penelitian*, (Jogjakarta: Ar-Ruzz Media, 2014), p. 207

Table 3.1: Table of Teachers' Observation

Description of classroom observation	Yes	No
To prepare the students physically and mentally		
To give the students motivation		
To serve an apperception before teaching		
To deliver the goal of the learning		
To deliver the scope of the learning		
The main teaching		
To present the materials about English issues highlighted with a drilling a continuous pronunciation		
To apply an active learning of the pronunciation by a drilling		
To manage the class well		
To require the learners with an energetic activity such as asking for the learners to engage with numerous tasks of English pronunciation: <ul style="list-style-type: none"> - Backward build-up drill (expansion drill) - A repetition drill 		
To assess the students' activity		
The end of the learning		
To conclude the learning materials		
To reflect what the materials given and to give further assignment		

That was the form of classroom observation which applied to observe how the English teachers procedurally taught an English pronunciation utilized by Task-Based Learning Approach by using a structural text to help the learners talking.

2. Interview session

The researcher through the interview session delivered some related questions toward how TBL approach in speaking classroom pushed the students to engage with scientific activities and why

TBL method was selected. The following questions were related to the form of interview for the English teachers:

Table 3.2: Table of Teachers' Interview

1	How do you see the students' pronunciation in the speaking class before they are taught with approach of Task-Based Learning?
2	How do you perceive an English pronunciation in the real-context of the students' environment?
3	Do you see any advance in teaching pronunciation stressed by Task-Based Learning Approach? Provide it with some authentic data!
4	Do you agree the implementation of Task-Based Learning Approach is very helpful to explore the students' competence in learning the pronunciation? Explain in general!
5	Do you think pronunciation aptitude in the main key of learning English? Why?

That was a group of questions which employed virtually to the English teachers of SMP 1 Boja Semarang in Academic Year of 2020/2021 at the level of eight graders class A and F. This following table represented the interview which addressed to the students of eight grade:

Table 3.2: Table of Students' Interview

No	Questions	Yes	No
1	Does your teacher provide you the opportunity to use English for authentic purposes?		
2	Does your teacher motivate you during activities?		
3	Does your teacher allow you to take your		

	responsibility for your own English tasks?		
4	Does your teacher enhance you in presentation skills?		
5	Does your teacher provide you the opportunities for learners to work with their partners?		

Those are both interview questions which served to the teacher who taught English at eight grade and the students who learnt English.

E. Procedures of the study

There were a number of procedures of how this study was conducted. They were as follows:

1. The researcher on observation session took some objectives phenomena while the teaching and learning were running.
2. The researcher then took an interview session to the English teacher how the concept of TBL was applied to drill pronunciation.
3. And the last, some collected documents were as the core of the objective data to be further analyzed and summarized.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents both the research results and the research discussions in an academic manner. The results and their presentation are linearly related to the research problems described in the first chapter of this study, with either the findings or the discussion centered on the use of a task-based learning method to drill English pronunciation for achieving speaking competence.

A. Research Findings

The researcher identified some real-life phenomena in this section, including what the detailed data from the online interview revealed and how the methodological teaching: The Task-Based Learning Approach was used to teach English Pronunciation in order to improve speaking skills.

The researcher focused on how the Task-Based Learning Approach was conceptually and functionally applied to facilitate the learning of English Pronunciation in order to achieve speaking competence. The teachers of the Eight grade at SMP N 01 Boja in the academic year of 2020/2021 were the focus of this academic report's research. The researcher then conducted an interview with an English teacher in order to address the research issues raised in Chapter 1.

Besides, both research problems were stated in chapter 1 which they were organized to know the implementation of Task-Based Learning approach in Drilling Students' Pronunciation in Speaking

Class for Eight Graders. The following sub-themes were the finding the implementation of TBLA and students' responses.

1. The implementation of TBLA

Maximizing students' pronunciation by the use of a Task-Based Learning approach to teaching English pronunciation was consciously important to be the primary goal of teaching speaking competence. As a result, the researcher provided a variety of answers to the questions posed during the personal interview.

Table 4.1 The teachers' Response

No	Questions	Teacher 1	Teacher 2
1	How do you see the students' vocabulary in speaking class before they are taught with the flash card?	They have good pronunciation but on some uncommon words, they have difficulties to pronounce.	I saw that they are low in how to fluently pronounce in English when they are engaged with some English tasks of reading.
2	How do you perceive an English vocabulary in the real context of the students' situation?	Students are able to pronounce common words well because they usually use and listen those words, may be from their teachers, films or songs. Those kinds of sources really can help students to enhance their pronunciation	English pronunciation seems significant as this competence is the main key to learn English especially for speaking skills

No	Questions	Teacher 1	Teacher 2
		because they listen and say them again and again.	
3	Do you agree the utilization of the flash card is very helpful to explore the students' competence in learning the vocabulary? Explain in general!	Yes, I agree	Yes, I do, the learners are very active with some tasks such how to pronounce words or reading longer texts
4	Do you see any advance in teaching vocabulary accompanied with the flash card? Prove it with some authentic data!	Yes, I agree	Yes, I do. This method is functional to help the learners easily learn English because this approach influences them to drill their basic competence.
5	Do you think vocabulary ability in the main key of learning English? Why?	I don't think so. Good pronunciation comes from a good practice and a hard effort to pronounce each word. More we speak English; more we train our pronunciation.	Yes, I do. Pronunciation is basic to learn English such speaking skill

The table above was the teachers' responses toward the implementation of TBLA in teaching pronunciation. Both English teachers were quite conscious with the use of TBLA and its procedure, the writer then found based on this preceding table that two teachers were focusing to transfer English pronunciation.

According to question 1: the learners' competence to pronounce some words before facilitating with TBLA. In accordance with this case, the researcher knew that teacher 1 responded that several students whom she taught were fluent enough; students' ability was low for uncommon words yet. Besides, a number of students were not fully competent in how to articulate such words before they were taught with TBLA.

In agreement with the question number 2: it was about the teachers' perception toward the significant contribution of English pronunciation in the students' life. The researcher found that the 1st teacher said that students may correctly pronounce popular words because they hear and use them often, whether from their teachers, films, or songs. When they listen and say them over and over, these types of sources can really help students improve their pronunciation. Whereas the 2nd teacher argued that English pronunciation appeared to be important because it was the main key to learning English, especially for speaking skills.

The following question was required both teachers to state as well as to explore in general toward the implementation of TBLA in teaching pronunciation. The writer of this study could find from either

teacher 1 or teacher 2 where both of them agreed with its utilization to maximize the learners' competence in gaining speaking ability with English pronunciation. In detail, with certain exercises, such as learning how to pronounce words or reading longer texts, the students are really engaged and conscious with the urgency of TBLA.

Any advance progress could be seen since the use of TBLA was applied to teach pronunciation to cover speaking competence. Based on the interview, the writer could state that both of the teachers reached an agreement with the development of TBLA such this strategy was effective in assisting learners in learning English quickly because it encouraged them to practice their fundamental skills.

The last question was about the teachers' interpretation about English pronunciation in the position of speaking ability. Based on the research findings, the 1st teacher claimed that strong pronunciation is the product of a lot of practice and a concerted effort to pronounce each word correctly. We improve our pronunciation as we speak English more. While the 2nd teacher perceived that pronunciation is an important part of learning English since it allows you to communicate effectively.

Those explanation dealt with some teachers' response toward how TBLA in teaching pronunciation implemented. Then, the writer of this research generally provided field phenomenon during teaching and learning at SMP 01 Boja Semarang.

According to the observation, table the writer textually found that both teachers physically and mentally prepared the learners'

condition before conducting the teaching. This was previously teaching, the researcher viewed that this teacher gave the learners' motivation, learning apperception, the goal of the learning, also what the scope of this materials should be mastered.

When the researcher saw what the teachers were doing in the premier teaching, it could be found that such materials were stressed with some drilling of pronunciation. This teaching focused on developing the learners' continuous pronunciation. To deal with this preparation, the teachers seemed conscious to apply an active teaching by asking the students to read a load the texts followed with drilling uncommon words. This teaching then was closed with individual assessment.

Apart of this teaching and learning using of TBLA, the researcher found that the teacher concluded the materials and did the reflection at the end of activity. Those organization was about teaching and learning which taken from classroom observation.

2. Students' responses

As this study dealt with the influence of Task-Based Learning Approach in teaching pronunciation, then the learners were encouraged to ask some ideas toward the implementation of TBLA. The following table was presented to declare students' opinion toward the realization of TBLA in Secondary Lower School which reported to answer research question number 2.

The students' response showed what the teachers did during the lesson with giving the sign (V) when the teachers procedurally did or

(X) if S/He didn't do. Likely, the information was adopted from Richard's book, they were as follows:

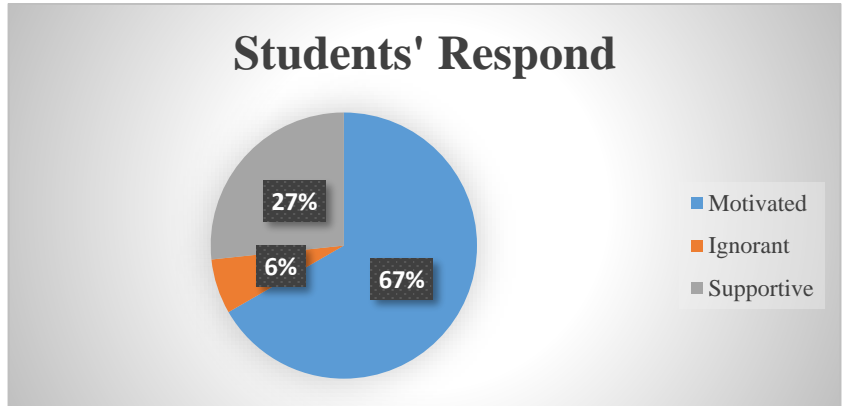
Table 4.2 The students' response

No	Questions	Yes	No
1	Providing the opportunity to use English for authentic purposes	V	-
2	Providing motivating during activities	V	-
3	Allowing the learners take their responsibility for their own English tasks	V	-
4	Enhancing the learners' presentation skills	V	-
5	Providing opportunities for learners to work with their partners	V	-

According to the table above, the most students at grade VII responded that the teachers at this situation were giving them the chance to use their target language for authentic goals. Also, the researcher found that the teachers were providing the learning motivation while giving assignment.

A part of question number 3, the researcher could find that the teachers were allowing students to take responsibility for their own English assignments while S/He was improving the learners' ability to present. At the end of question, the researcher displayed that the students were engaged with some opportunities to work collaboratively with their partners. In addition, the researcher found some students' attitude by the use of TBLA during the lesson; they were 15 students of eight graders who had been interviewed by the writer to have valid response of the feeling. Its representation could be investigated through this following chart:

Diagram 4.3 Students' Respond



According to the chart presented, the researcher found the students who were motivated (67%) were mostly existed followed with the students who support (27%) the learning situation and both students seemed confused or ignorant (6%) toward the method implemented. In addition, motivated students were the pupils who were more excited to learn and participate after being affected with certain purposes. Supported learners were some persons who enjoyed and gave some feedbacks while ignorance meant a few students who hadn't fully participated.

That was the findings of the students' responses toward the realization of teachers' tasks with TBLA.

B. Research Discussion

In this segment, the researcher discussed some recent developments in the phenomenon, highlighting the use of the Task-Based Learning Approach to teach pronunciation at the secondary lower school level, which was systematically applied to achieve speaking competence in eighth graders. The transcript of the interview, which required the teacher to give numerous perceptions toward the realization of the Task-Based Learning approach to teach English pronunciation, was used to obtain the data obtained from the interviews with the teachers and students.

Furthermore, using the Task-Based Approach in class to help the teachers' facilities was usually beneficial, as the following discussion could be shown to achieve correct pronunciation:

The discussion of teachers' perception toward the learners' situation in learning pronunciation. Before facilitating with TBLA, the learners' ability to pronounce some words. In this case, the researcher explained that teacher 1 replied that some of the students she taught were fluent enough; however, students' ability to understand uncommon terms was still poor. Furthermore, before being taught with TBLA, a number of students were not completely competent in how to express certain vocabulary.

In case of teachers' perception of an English pronunciation in the real context of the students' situation. The explanation could be such the importance of English pronunciation in the lives of students. The first teacher said that students can correctly pronounce common words because they hear and use them frequently, whether from their teachers, films, or songs, according to the researcher. These types of

sources can really help students develop their pronunciation when they listen to them and repeat them. The second instructor, on the other hand, claimed that English pronunciation was important because it was the most important aspect of learning English, especially for speaking skills.

An agreement of the utilization of the TBLA seemed very helpful to explore the students' competence in learning the pronunciation since some tasks were organized to achieve the learners' need. The researcher then discussed that in general, toward the use of TBLA in the teaching of pronunciation. The author of this study was able to obtain agreement from either teacher 1 or teacher 2 that it should be used to maximize the learners' competence in acquiring speaking capacity with English pronunciation. Specific activities, such as learning how to pronounce terms or reading longer texts, engage the students and make them aware of the urgency of TBLA.

The explanation of the position of TBLA in transferring pronunciation in speaking class, the discussion could be such since the use of TBLA to teach pronunciation to cover speaking competence, there has been some improvement. Based on the interview, the writer may conclude that both teachers agreed on the implementation of TBLA, and that this approach was effective in assisting learners in learning English quickly by encouraging them to practice their fundamental skills.

The further explanation toward the opinion of English pronunciation was as the premier key to learn English or speaking

competence. The writer's discussion was like the first instructor believed that strong pronunciation is the result of a lot of practice and a deliberate effort to pronounce each word correctly, based on the research findings. As we speak English more, we strengthen our pronunciation. Pronunciation, according to the second tutor, is an integral aspect of learning English since it helps you to communicate effectively.

Besides, the researcher could agree that the teachers were doing some progress within teaching pronunciation based on students' responses. According to the table presented, the majority of students in grade VIII believed that their teachers were allowing them to use their target language for authentic purposes in this case. In addition, the researcher discovered that teachers provided learning inspiration when assigning assignments.

Once more, the researcher discovered that teachers were encouraging students to take responsibility for their own English assignments while enhancing the learners' ability to present as part of question number 3. The researcher demonstrated that the students were engaged with some opportunities to work collaboratively with their partners at the end of the question. In addition, the figure of chart which presented the students' attitude during the lesson expressed three emotions: motivated, supported, and ignorant which gained by the writer when the investigation recorded.

Those were some explanations of how the Task-Based Learning Approach was conducted to teach pronunciation for the Secondary Lower School at SMP N 01 Boja Semarang.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents both the research conclusion and research suggestions for further analysis in a scientific manner. The study's conclusion systematically summarized the research results and discussion that were stated in the previous chapter of this research, either the research suggestion was about the recommendation of using the Task-Based Learning Method to teach pronunciation to students of grade VIII.

A. Research Conclusion

The academic focus of this study was on the implementation of the Task-Based Learning Approach in the pronunciation teaching competence of students in eighth grade, with the help of teachers. The researcher obtained authentic data from classroom observation when the teacher taught English pronunciation using supportive TBLA, as well as an English interview to inquire about why this application was used.

The first conclusion was about the implementation of Task-Based Learning Approach in teaching pronunciation for the level of Eight grade. The researcher could summarize that the realization of TBLA was widely motivative to guide the learners' need to achieve their speaking competence. This meant that the use of TBLA to teach pronunciation to cover speaking competence, there has been some improvement. Based on the interview, the writer may conclude that both teachers agreed on the implementation of TBLA, and that this

approach was effective in assisting learners in learning English quickly by encouraging them to practice their fundamental skills.

The second conclusion was about the students' response toward the implementation of teachers' practice by use of TBLA. The conclusion mostly concluded that the teachers were done using TBLA in teaching English pronunciation. Moreover, the learners were encouraged to perform their own English assignments while they were also improving their ability to practice. The researcher showed that the students were motivated to collaborate with their partners by providing them with some opportunities to do so. Besides, the use of TBLA for among the students was supportive and helpful to push them speak a lot, and they seemed motivated during the class.

B. Research Suggestion

This academic study investigated the phenomenon of using the Task-Based Learning method to teach pronunciation in order to realize speaking competence, as well as the teachers' efforts to inspire students to maintain interpersonal and intrapersonal communication at the junior high school level. Because of their extensive vocabularies, the students were able to deliver certain new terms properly while using TBLA in the case of speaking competence.

To be further suggestion of the teaching practice by the use of TBLA, the teachers could be additionally paying more attention toward the students' competence in giving their facilities by means of some assignment at the home for their reflection. In addition to the implementation of TBLA, the further research could be monitoring on

the students' skills of how the learners learn to write the texts accurately.

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APPENDIX 1

Teachers' response

No	Questions	Teacher 1	Teacher 2
1	How do you see the students' vocabulary in speaking class before they are taught with the flash card?	They have good pronunciation but on some uncommon words, they have difficulties to pronounce.	I saw that they are low in how to fluently pronounce in English when they are engaged with some English tasks of reading.
2	How do you perceive an English vocabulary in the real context of the students' situation?	Students are able to pronounce common words well because they usually use and listen those words, may be from their teachers, films or songs. Those kinds of sources really can help students to enhance their pronunciation because they listen and say them again and again.	English pronunciation seems significant as this competence is the main key to learn English especially for speaking skills
3	Do you agree the utilization of the flash card is very helpful to explore the students' competence in learning the vocabulary? Explain in general!	Yes, I agree	Yes, I do, the learners are very active with some tasks such how to pronounce words or reading longer

No	Questions	Teacher 1	Teacher 2
4	Do you see any advance in teaching vocabulary accompanied with the flash card? Prove it with some authentic data!	Yes, I agree	texts Yes, I do. This method is functional to help the learners easily learn English because this approach influences them to drill their basic competence.
5	Do you think vocabulary ability in the main key of learning English? Why?	I don't think so. Good pronunciation comes from a good practice and a hard effort to pronounce each word. More we speak English; more we train our pronunciation.	Yes, I do. Pronunciation is basic to learn English such speaking skill

APPENDIX 2

Classroom Observation

Description of classroom observation	Yes	No
To prepare the students physically and mentally	V	
To give the students motivation	V	
To serve an apperception before teaching	V	
To deliver the goal of the learning	V	
To deliver the scope of the learning	V	
The main teaching		
To present the materials about English issues highlighted with a drilling a continuous pronunciation	V	
To apply an active learning of the pronunciation by a drilling	V	
To manage the class well	V	
To require the learners with an energetic activity such as asking for the learners to engage with numerous tasks of English pronunciation: <ul style="list-style-type: none"> - Backward build-up drill (expansion drill) - A repetition drill 	V	
To assess the students' activity		
The end of the learning		
To conclude the learning materials	V	
To reflect what the materials given and to give further assignment	V	

APPENDIX 3

Students' Response

No	Questions	Yes	No
1	Providing the opportunity to use English for authentic purposes	V	-
2	Providing motivating during activities	V	-
3	Allowing the learners take their responsibility for their own English tasks	V	-
4	Enhancing the learners' presentation skills	V	-
5	Providing opportunities for learners to work with their partners	V	-

APPENDIX 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 1 Boja
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/2
Materi Pokok	: <i>Teks Personal Recount</i> ; Memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau
Alokasi Waktu	: 240 Menit (4 jam pelajaran)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menceritakan kejadian, kegiatan yang dialami secara kronologis
- Mengidentifikasi Fungsi sosial dan Generic Structure dari Teks Recount
- Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar
- Melengkapi kalimat –kalimat rumpang dengan kata-kata yang sesuai untuk menjelaskan kegiatan di waktu lampau
- Menyusun kata-kata dan Kalimat-kalimat menjadi paragraf recount teks yang padu
- Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau
- Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- ❖ **Media:** Worksheet atau lembar kerja (siswa), Lembar penilaian, Google Classroom

- ❖ **Metode :** Text Based Learning
- ❖ **Alat/Bahan:** Handphone / laptop
- ❖ **Sumber Belajar:** Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
Mengakses Google Classroom dan melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
Megaikan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : <i>Pengalaman menyenangkan di waktu lampau (Recount Text)</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (130Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Pengalaman menyenangkan di waktu lampau (Recount Text)</i>
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan factual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Pengalaman menyenangkan di waktu lampau (Recount Text)</i>
Collaboration	Peserta didik diberi kata kata acak dan diminta menyusunnya menjadi kalimat padu. Peserta didik diberi kalimat-kalimat acak dan diminta menyusunnya menjadi paragraph recount yang padu. Peserta didik menyusun recount text mereka sendiri dari pengalaman menarik di waktu lampau
Communication	Peserta didik mempresentasikan hasil kerja individu secara klasikal, mengemukakan pendapat atas presentasi

	yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan (melalui channel Youtube)
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait. <i>Pengalaman menyenangkan di waktu lampau (Recount Text)</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (15 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran. tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Kendal, 15 Juli 2021

Mengetahui
Kepala SMP N 1 Boja

Guru Mata Pelajaran

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APPENDIX 5

TEXT CONVERSATION

No	Topic of Conversation	Students' activity	Teachers' activity
1	Offering something	Students are required to have an ability to perform asking and giving offering expression with their partners.	Teachers give a topic “offering something” to their students with some procedural information, the teachers then guide them to organize the sample of text in pairs.
2	Asking and giving a help	Students are required to have an ability to perform asking and giving a help expression with their partners.	Teachers give a topic “asking and giving a help” to their students with some procedural information, the teachers then guide them to organize the sample of text in pairs.
3	Congratulations	Students are required to have an ability to perform asking and giving a congratulation expression with their partners.	Teachers give a topic “congratulations” to their students with some procedural information, the teachers then guide them to organize the sample of text in pairs.

APPENDIX 6

SAMPLES OF DRILLING OF CONVERSATION TEXT

Offering something

Student 1 : “Good evening, you look confused. Need a help?”

Student 2 : “Yes, I need to fix my phone. It was falling from my desk. Can you fix it?”

Student 1 : “Sure. Let me see!”

Student 2 : “Here you are. I hope this can be fixed.”

Student 1 : “Just wait and see!”

Asking and giving a help

Student 1 : “Excuse me, sir. Is this the correct train to Bandung?”

Student 2: “Yes, it's true. All things considered. Let me see your ticket”

Student 1: “Here it is”

Student 2: “Fortunate you. This is the corridor that you need to jump on and it appears to be your seat in the center on the correct side”

Student 1: “Thank you without a doubt, sir”

Congratulations

Student : “We are really proud of you. I heard that you achieved a gold medal
1 in the National competition of storytelling.

Student : “Thank you for saying so buddy”

2

Student : “I hope your success can influence us. just keep your best!”

1

Student : “I hope so.”

2

APPENDIX 7



SURAT KETERANGAN

Nomor : 423.6 / 095 / SMP

Kami yang bertandatangan dibawah ini Pelaksana Tugas Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Boja, Kabupaten Kendal :

Nama : **HARTANTO, S.Pd.,M.Pd**
NIP : 19700601 199412 1 001
Pangkat/Gol. Ruang : Pembina – IV/a
Jabatan : Plt. Kepala Sekolah

menerangkan dengan sesungguhnya bahwa :

Nama : Lulu Maulidia
NIM : 1603046126
Perguruan tinggi : Universitas Islam Negeri Walisongo Semarang
Jurusan /Prodi : Fakultas Ilmu Tarbiyah dan Keguruan / Bahasa Inggris

Nama tersebut diatas telah melaksanakan Penelitian di SMP Negeri 1 Boja, Untuk mencari data yang berkaitan dengan judul Skripsi :
“*Drilling Students Pronunciation in Speaking Class Using Task-based Learning for Eight Graders*” Pada tanggal : 31 Maret s.d. 06 April 2021.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Boja, 06 April 2021
Kepala Sekolah

HARTANTO, S.Pd.,M.Pd.
NIP.19700601 199412 1 001

APPENDIX 8



Pre Observation



Observation of Day 1



Observation of Day 2