IMPROVING STUDENTS' SPEAKING SKILL THROUGH COMMUNICATIVE TASKS AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PALOPO
(A Classroom Action Research)

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of
State College for Islamic Studies (STAIN) of Palopo
in Partial Fulfillment of Requirements for the
Degree of Sarjana Pendidikan (S.Pd)

By

SERLINAH TANRA BUNGA
09.16.3.0181

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014

IMPROVING STUDENTS' SPEAKING SKILL THROUGH COMMUNICATIVE TASKS AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 8 PALOPO
(A Classroom Action Research)

A THESIS

Submitted to the English Studies Program of Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan (S.Pd)

By

SERLINAH TANRA BUNGA
09.16.3.0181

Supervised by:

1. Dr. Masruddin, S.S., M.Hum.
2. Wisran, S.S., M.Pd.

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

CHAPTER I

INTRODUCTION

A. Background

In English, there are four skills that should be mastered, they are listening, speaking, reading, and writing. Among the four skills, speaking is the fundamental and instrumental act. [1]

According to Harmer in his book, the four skills are divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skill where students actually have to produce language themselves.[2] The four skills are crucial but the most crucial is speaking which seems to naturally be the most important.

However, in fact there are still cases at which the students still hardly understand this skill although they have been learning English for quite long time and have passed the English final exam in elementary and high school but they have not possessed good basics English in speaking.

And this condition is getting worse because most of the English teacher can not create the communicative situation in the classroom in order to encourage the

---

[1] Akbar, *The Effectiveness of Oral Drill in Improving Speaking Skills (Unpublised Thesis).* (Palopo; STAIN Palopo, 2009), p. 1.

[2] Jeremy Harmer, *The Practice of English Language Teaching (Fourth Edition)*, (England: longman, 2002), p. 265.

students to promote their speaking ability. The care of the teachers towards the quality of teaching and learning process which has been managed is the beginning of the problem that has to be solved.

Based on the observation when the researcher did the teaching practice, it was found out that in SMP Negeri 8 especially in eighth grade, the students' quality in practice speaking is still in low level. The students in the classroom seem not confident and only can produce a simple conversation. They can not deliver many ideas because their skill or ability is poor. The students claimed that speaking is difficult for them, and they felt that they have no enough practice to improve their skill, especially for them who has no motivation in learning English. Some students even stated if they avoid to be involved very much in studying English, because they don't like if teacher ask them something and they can not answer it.

The teacher also stated that there only less than 10 students in the classroom who can improve their speaking in to a better stage, but the others still need to be treated more intensively to see their change. So, the teacher has to increase or find another interesting method to improve the students' motivation.

The students need to be motivated to participate in the meaningful interaction and to stimulate the maximum participation in the lesson. But it will only happen if teacher can find and apply the good and appropriate method in improving students' speaking skill, especially the students in SMP Negeri 8 Palopo.

In teaching English, there has been many development and approaches to be used by the teacher. There are a lot of researches and theories in the last twenty years

on the use of tasks in language teaching, particularly tasks which involve interaction between learners.

The students who should have better English skill especially speaking skill cannot even speak one sentence in English because they do not find themselves being encouraged to speak.

Communicative tasks have been used widely all over the world since they improve students' for learning English, enhance the fluency and construct many social skills as well. It involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Communicative tasks also can be adapted in everyday life, at work, at play and other activities. Such as filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, making a hotel reservation writing a check, finding a street destination and helping someone across the road. As we can see if communicative tasks can be implemented in simple activities for students to practice it.

Therefore, how to design the implementation of effective communicative tasks in English teaching especially in speaking class to solve the problems and to develop the learners' communicative competence is a main purpose is the focus of this research.

And all these factors that mentioned above, lend the researcher reason to conduct this research and to compose a draft which is entitled: ***Improving the***

Students' Speaking Skill through Communicative Tasks at the Eighth Grade Students of SMPN 8 Palopo".

B. Problem Statements

Based on the explanation in the back ground above the researcher formulates the researcher question, as follows :

"How is the appropriate implementation of Communicative Tasks in improving the students' speaking skill at the eighth grade of SMPN 8 Palopo?"

C. Objective of the Research

In related to the problem statement above the objective of the Research are:

"To find out the appropriate implementation of Communicative Tasks in improving the students' speaking skill at the eighth grade of SMPN 8 Palopo."

D. The Significance of the Rresearch

1. Practically

The result of this study is expected to be useful information for all the English teacher in order to developing their method of teaching and make revolution in teaching speaking.

2. From the result of this research, the researcher expects that it will be useful for all the English practitioner and as a reference for a deeper research.
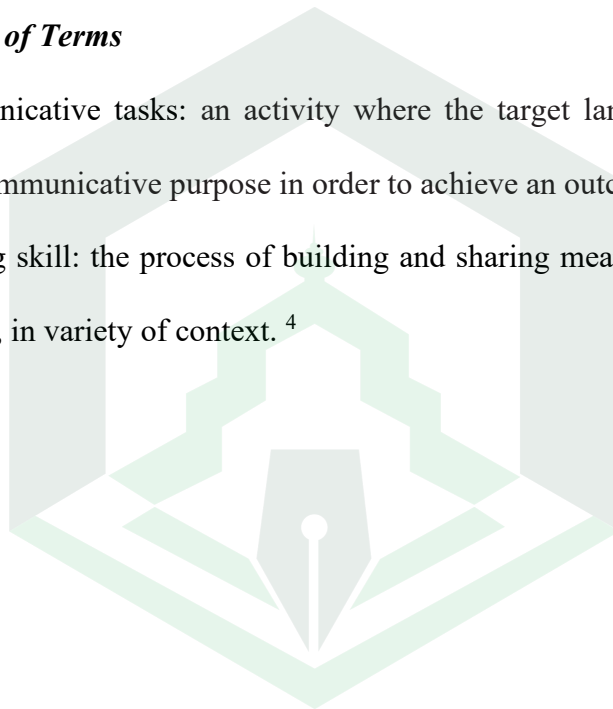
E. Scope of the Research

This research is focused on the using Communicative Task approach in this case role play by teaching speaking class. And it applied an appropriate learning design in this case applying role play to improve the speaking skill.

F. Definitions of Terms

1. Communicative tasks: an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome. [3]

2. Speaking skill: the process of building and sharing meaning trough the use of verbal symbols, in variety of context. [4]

---

[3] http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/MOE/baproject/version2/Ch13%20Developing%20speaking%20skills%20through%20communicative%20tasks%20.pdf.

[4] Swust. *Teaching Speaking., http://zyswust.net.cn/06/1/zxyyjcjf/unit9 teachingpeaking.htm, 2008.*

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Research Findings*

1. Muhammad Ma'ruf in his thesis: "The Speaking Ability of the eleventh Grade Students of SMAN1Karanganyar Demak in the Academic Year 2012/2013 Taught by Using Task Based Learning" concluded that there is significant difference between the speaking ability of eleventh grade students of SMA N 1 Karanganyar Demak in the academic year 2012/2013 before and after being taught by using Task Based Learning, where the result after using Task Based Learning is higher than before.[1]

2. Siti Nurhayati in her thesis: "Teaching Speaking Skill Through Communicative Language Teaching (An Experiment Study in the first Grade of MA Pembangunan UIN Jakarta)" concluded that there was improvement of the students' speaking skill in actively communicative by using communicative Language Teaching of the students' speaking skill in actively communicative by using Communicative Language Teaching.[2]

Based on the previous research findings above, the researcher find out and believe that communicative tasks is effective to improve the students' speaking skill.

---

[1] Muhammad Ma'ruf, *The Speaking Ability of the eleventh Grade Students of SMAN1Karanganyar Demak in the Academic Year 2012/2013Taught by Using Task Based Learning. Thesis.* Kudus: Universitas Sunan Muria Kuddus, 2012.

[2] Siti Nurhayati, *Teaching Speaking Skill through Communicative Language Teaching. Thesis.* Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2011.

And according to the result of the research above, both of them conclude that there is an improvement after using communicative task approach in the research.

B. *Speaking*

1. Theory of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. According to Richards and Willy A. Renandya said that speaking is one of the elements of communication.[3] Where communication is first of all exchanging opinions, information, nations of social, cultural, political and other aspects of everyday life.

As Kang Shumin in Richards said that:

"Communication in the classroom is embedded in meaning-focused activity. This requires teacher to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skill develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication".[4]

Therefore, in formal environment between teacher and learners have to always interact to make communication so that everything can be under controlled which is related to our daily communication. Being able to interact in a language is very

---

[3] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (First Edition; South Africa: Cambridge University Press, 2002), p. 210.

[4] *Ibid.,* p.

essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner-learner interaction as the key to teach language for communication because it derives essentially from interaction.

Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do thing for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. And they select and utter a sentence they will bring just this effect.

2. Definitions of Speaking

Speaking is one of the branch English skills which should be mastered by students. By speaking students may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for something. Some people suppose that somebody master English well if they have a good performance in speaking. Speaking is the process of building and sharing meaning trough the use of verbal symbols, in variety of context. This definition explain that focusing speaking should have partner, thus somebody can share their mind and thought to each other so that communication among of them will occur.[5]

---

[5] Swust. *Teaching Speaking.,* http://zyswust.net.cn/06/1/zxyyjcjf/unit9 teachingpeaking.htm*, 2008.* Acceseed on 25th September 2013.

Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensively. So, teachers have responsibility to prepare the students as much us possible to be able to speak in English in the real world outside the classroom and the testing room. Speaking is a skill, just like swimming, driving a car or playing ping-pong. Too often, in the traditional classroom, the learning of English has been relegated to linguistic knowledge only with little or no attention paid to practicing language skills.[6]

3. The Role of Speaking in Communication

According to Djamarah, speaking is a means of communication. Communication is contact relation between human beings individually or groups.[7] Furthermore, we can also say that communication is an activity of expressing ideas and feelings or of giving people information. According to Richard and Willy A. Renandya that is speaking is one of the central elements of communication. The function of spoken language are interaction and transactional because of our daily communication remain interaction.[8] As we know that, language is the main tool of communication for human beings that consists of four language skills, they are

---

[6] *Ibid.*

[7] Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif suatu Pendekatan Teoritis ,* (Jakarta: Rineka Cipta, 1997).

[8] *Ibid*

listening, speaking, reading and writing. Point out by reference to the actively for the user, speaking and writing are said to be active or productive skill, where as listening and reading are said to be passive or receptive skills. Therefore, as students of English we should be active in finding out the suitable way in order to be able to express what we have in our mind. As the active or reproductive skill, the main goal of speaking is to maximize students' opportunities to speak English in class. This is done through, but no limited too, the use of pair work, group work, role plays, dialogues, speeches, skits and plays about everyday life, school, family, feelings, and nay other topics the classroom teachers feel appropriate.[9]

4. Teaching Speaking

In Indonesia, as it generally happens in the most country in the world, speaking lesson is the most favorite one among other, even though some students assume it as "haunted" to be worried. Although it is interesting in the other view, but some admit that the lesson is hard to be practiced. Because of speaking lesson is interrelates to the other abilities, so the writer Jodih Rusmajadi in his book says that speaking lesson explanation is longer than other. He also says that although a student has been studying English for less six year in the high school and few years taking course, but the ability in speaking English is still disappointing. By other words, why is in English found a failure in teaching English and why could it be happened? There are some causes why the English of high graduation are not satisfying, as follows:

---

[9] J. A. Foley, *New Dimension in the teaching of Oral Communication*, (Singapore: SEAMEO Regional Language Centre, 2005), p. 244.

a. In some high school in Indonesia, in English class, the more frequent attention for the teaching process emphasized on the mastery of grammar and reading comprehension than communication competence. It shows that teachers are not giving opportunity to the students to upgrade creativity in speaking. While the teachers are only acting as preacher, then the students being passive.

b. Mostly teaching process and English practice takes place in a classroom, where the teachers act as the only one input of language source. Rarely or never take an outdoor class or send their students to English competition.

c. Learning objective is national examination oriented. So that, all the efforts are directed to get the maximal examination result. The examination materials do not cover fluency of grammar. If the speaking practice is applied, it is only making sentences grammatically. The activities in the class dominated by doing essays and reading comprehension activity, explaining grammar or vocabularies.

d. The failure is considered from the teachers' factor. There are still teachers who can not communicate orally. If there some able to communicate orally, but they are still unwell and clumsy in the pronunciation, that is why it does not sound well. Do not forget, that a language must be spoken out and must be well sounded. The beauty of speaking English is the pronunciation words and sentences by sentences well and furthermore has good intonation and the stressing as well.[10]

According to Darwis Sasmedi, students' learning outcome, which is still considered as unsuccessful, has always been the focus of criticism towards the failure

---

[10] Jodih Rusmajadi, *Terampil berbahasa Inggris*, (Jakarta: Indekx, 2010), p. 52.

of teaching of English in Indonesia. As a consequence English teachers are demand to be responsible for the failure in making the students capable of using English for communication both productively and receptively. To alleviate this ordeal, educators, practitioners and policy makers quite often pay very much attention to research dealing with the curriculum, methodology and teachers excluding such significant variables as the leaner perspective. They have rarely taken the learner perspective into consideration as a very important contribution to the learning process. Does the failure have any relation to these factors? Some English textbooks written for young learners seem to neglect these factors. As a matter of fact, many research findings have shown the powerful role of the students in improving their learning outcome.

Teaching speaking in Indonesia is considered to be the most difficult, pronunciation, structure, discourse, and the social context of culture and situation. In short, it needs the mastery of the linguistic and the cultural competence. Besides, as speaking is difficult, more effort is required on the part of the students and teachers. It is not enough fro the students to listen or to speech only. The teachers need to give the students' activities to practice the new speech among the four basic skills of language. Bourdons in Nunan stated that spoken language needs the mastery of vocabulary habit. This means that practice speaking needs much time to fulfill the requirements of the mastery of spoken English, either from school or the environment.

Teaching English at Senior High School in Indonesia as stated in Curriculum 1994 that revised in 1999 covers abilities of language. One of them is speaking

ability. Paultson and Brunder stated that the objective of the language teaching is the production of the speaker's competence to communicate in the target language. Rivers stated that the teacher should give the students opportunities to practice speaking, that if the students are able to practice the new speech habit throughout as the children do in his native language, the problem of speaking fluency of foreign language would be lessened.

Teaching speaking at Senior High School in Indonesia is one of the main focuses in the English teaching. The principle of teaching English is all processes of teaching should be communicative because the graduates of the students of Senior High School are directed to have life skill for communication to meet the need job opportunity, besides they can continue their study to the higher level. Therefore the English teachers should find out the effort on searching and creating a new model in presenting material, in order to increase the students' ability to speak English.[11]

Relate to the cases above, the writer concludes that failure of students in studying is not only from themselves but also from the teachers' factor. Language teacher should really consider the students' feeling since at the beginning learning a foreign language often makes students feel uncomfortable and depressed. Comfortable feeling can be created if first language classes are enjoyable and the students can maintain their self esteem. Language learners begin to speak in the target

---

[11] Darwis Sasmedi, *Improving the Students' Ability to Speak English Using Their Own Pictures through Pair Work. http"//www.lpmpsulsel.net/v2/index,* 2010.

language by producing one or two words, they often begin to speak by responding to yes/no questions.

C. Theory of Teaching

1. Definition of Teaching

Generally teaching is not only transferring knowledge or tough to the students, but it is guiding the students in order that they are able to be success. The process of teaching has three main components, the components are teacher who teach and students who accept the knowledge and the last is material or knowledge itself which is taught. Menwhile R, Kohlshocker and Herber in their book "teaching involves the ability to entertain the class, keep the students alert, and show them as a god interesting aspects of what they are supposed to learn".

From the statements above shows that teaching is the unique way to create the good situation in teaching learning process; teacher will keep students paying attention about what teacher is conveyed. Thus, the material can be easier obtained by students. Teaching also one of the effort of teacher in guiding the students in learning and also facilitating everything which has related to the material. Teaching also can be defined as creating the condition for learning. As H. Douglas Brown states in his book "teaching is guiding and facilitating learning, enabling the learner to learn getting the condition for learning."

D. *Concept of Communicative Task*

1. Definition of Communicative Task

Communicative comes from communication (from Latin "*communis*", meaning *to share*) is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing, or behavior.

In Merriem-Webster Learner's Dictionary communicative means the willing to talk to people.[12]

One of the most widely quoted definitions for task is offered by Long (1985). He refers to a task as a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, making a hotel reservation writing a check, finding a street destination and helping someone across the 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.[13]

Another well-known definition is provided by Nunan (1989). He considers a task as any classroom work which involves learners in comprehending, manipulating,

---

[12] Meriem Webster, *Learners Dictionary*. Retrieved on http://www.learnersdictionary.com/search/communicative.

[13] Principles of Communicative Language Teaching and Task-Based Instruction http://www.pearsonhighered.com/samplechapter/0131579061.pdf.

producing, or interacting in the target language while their attention is principally focused on meaning rather than form.[14]

More recently, Skehan (1998) summarizes the parameters for a task activity in the following way: "(a) meaning is primary, (b) learners are not given other people's meanings to regurgitate, (c) there is some sort of relationship to comparable real-world activities, (d) task completion has a priority, and (e), the assessment of tasks are done in terms of outcome".[15]

From these definitions, despite the various interpretations, several common design features can be identified. These features include: All three definitions emphasize the importance of focus on meaning. This criterion supports the notion that conveying an intended meaning is the essence of language use.

Nunan defines the communicative task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form", defines it as "an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome".[16]

2. Characteristic of Communicative Tasks

Harmer (2001) also identifies the following characteristics of communicative tasks:

---

[14] *Ibid*

[15] *Ibid*

[16] http://www.moe.gov.om/Portal/sitebuilder/sites/EPS/English/MOE/baproject/version2/Ch13%20Developing%20speaking%20skills%20through%20communicative%20tasks%20.pdf.

a. Communicative tasks should provide a desire to communicate

b. Communicative tasks should provide a purpose to communicate

c. They should focus on meaning rather than form

d. They should provide freedom to use the language

e. No teacher intervention

f. No material control[17]

And this approach to language teaching is characterized by the following features;

a. An emphasis on learning to communicate through interaction in the target language

b. The introduction of authentic texts into the learning situation

c. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself

d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning

e. An attempt to link classroom language learning with language activation outside the classroom.

3. Designing Communicative Task

It is often helpful for teachers to ask themselves a few questions when preparing for communicative activities:

a. Setting the scene/create a context.

---

[17] *Ibid.*

Try to picture a realistic situation where the language forms you have been teaching might be used. Try to imagine both the location of the conversation and the relationship between those involved.

b. The purpose of the task.

Within the context that you have thought of, try to imagine why the participants would be talking. What would their objectives be? How do you think they would respond to each other? For example, if the task involves giving advice to a sick friend, perhaps he or she has already considered some of the friend's suggestions.

c. Generate interest in the activity.

There is no doubt that activities go better when students are interested in them. Depending on the activity, there are various ways you can generate student interest. Providing personal examples may be helpful. Modelling the activity in an enthusiastic way may help. Having students reflect on similar experiences they are familiar with may also work.

d. The requirement of preparation time for students.

Most research these days suggests that students perform better if they have been given preparation time. This is pretty logical when you think about it. Without preparation time, students are required to do two things at once: use their English language resources effectively and be creative. Preparation time can often take care of some of the pressure that comes with having to be creative while using the language spontaneously.

e. The appropriate type of groupings.

Would the activity work best with students in pairs or groups? Should they be seated or standing? Should they be facing each other or not?

f. Type of exchanges for the student.

This may well be the most crucial element of the planning process. Perhaps the best way to gain a sense of the language the students will need to produce in order to complete the activity is to write out a sample dialogue. Communicative activities often throw up language needs for which the class work has not prepared the students. Writing out a sample dialogue can often highlight these needs. It can also enable the teacher to get a sense of potential demands in the activity. This kind of planning allows the teacher to identify potentially useful conversational gambits, and to consider what is needed to ensure a reasonably natural flow to the conversation.[18]

E. *How to Develop Speaking Skills through Communicative Tasks*

Communicative language teaching aims to promote the ability to use the language for effective communication. The development of speaking skills has been awarded particular importance in CLT, and this is also reflected in the new Basic Education curriculum for English that is being implemented in some countries.

Communicative tasks can impact the students' speaking in the way suggested in the literarutre. They created a desire among learners to communicate, and one

---

[18] http://www.tefl.net/esl-articles/esl-communicative-tasks.htm. Accessed on 13th September 2013.

reason for this is that the topics are interesting to the learners and allow them to use ideas from their own experience and knowledge.

Nunan suggests that the development of speaking is facilitated when learners are actively trying to communicate; this seemed to be the case here, as learners in all tasks were engaged in trying to communicate meanings orally.[19]

Harmer's second criterion is that communicative tasks should provide a purpose to communicate. This was clearly also the case here. Learners had to do the tasks by speaking to one another and they had to use the information they obtained to complete a table or some similarly concrete task. The information gap also created a reason for learners to communicate. Harmer does in fact says that the information gap is central to enhancing both communicative purpose and the desire to communicate.[20]

Harmer's next two criteria state that communicative tasks should focus on meaning rather than on form and the learners should have freedom to use the language. The tasks encouraged learners to focus on the messages they needed to convey without excessive concern for accuracy; learners were at the same time encouraged to express themselves in any ways that they could.

Harmer's last two criteria for communicative tasks - no teacher intervention and no materials control - applied to some extent here; teacher minimizes the interventions and gives learners space to use their own ideas, although obviously the

---

[19] Fatima Salim Al-Farsi. *Developing Speaking Skills throuhg Communicative Tasks.*Oman; Batinah North region, 2003, p. 120.

[20] Jeremy Harmer, *What is Communicative?*ELT Journal Volume 36/3 April 1982.

materials being used were designed and selected the teacher. All learners had the chance to speak during the tasks and this meant the overall quantity of talk by learners also increased.[21]

Although learners' contributions are sometimes inaccurate, the amount of class time spent on positive, useful oral practice was still more than it would normally have been in whole-class teaching. The teacher's language too, consisted of open and/or referential questions rather than being dominated in the customary way by close display questions. The communicative task then impacts significantly on the quality and quantity of classroom discourse.

F. Definition of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.[22]

In this case, Gillian Porter Ladousse illustrated that when students assume a *'Role'* they play a part (either their own or somebody else) in specific situation.

---

[21] *Ibid.*

[22] Paul Procter (Ed.), *Cambridge International Dictionary of English*, (New York: Cambridge University Press, 1996), p. 123.

'Play' means that is taken on in a safe environment in which students are as an inventive and playful as possible.[23]

According to Crookal and Oxford, there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are, simulation, games, role play, simulation game, .role play simulation, and role playing game.[24]

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play also included in simulation as well.

Another definition is stated by Joanna Budden in British Council Teaching English (BBC) on her article with the title .Role Play.. She said that role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.[25]

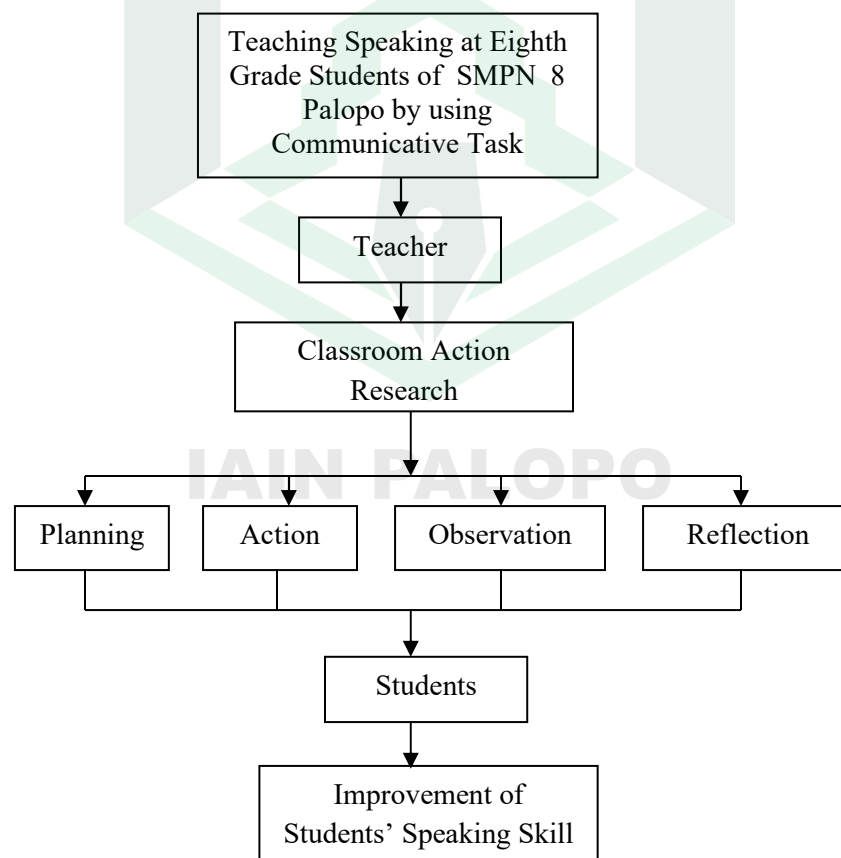[23] Gillian Porter Ladusse, Role Play: Resources Books for Teacher Series, (New York: Oxford University Press, 1995), p. 5.

[24] Crookal,D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming . In D. Crookal and R. L. Oxford (Eds.), Simulation, Gaming, and Language Learning,* (New York: Newbury House, 1990), p. 3

[25] Joanna Budden, *Role Play*, (BBC . British Council Teaching English).

From those explanation above, the researcher views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

G. Conceptual Framework

```
┌─────────────────────────────┐
│  Teaching Speaking at Eighth │
│  Grade Students of  SMPN  8  │
│       Palopo by using        │
│     Communicative Task       │
└─────────────────────────────┘
              │
              ▼
       ┌────────────┐
       │  Teacher   │
       └────────────┘
              │
              ▼
     ┌────────────────┐
     │ Classroom Action│
     │    Research     │
     └────────────────┘
              │
   ┌──────┬──────┬──────┬──────┐
   ▼      ▼      ▼      ▼
┌────────┐┌────────┐┌────────────┐┌────────────┐
│Planning││ Action ││Observation ││ Reflection │
└────────┘└────────┘└────────────┘└────────────┘
              │
              ▼
       ┌────────────┐
       │  Students  │
       └────────────┘
              │
              ▼
   ┌──────────────────────┐
   │   Improvement of     │
   │ Students' Speaking Skill│
   └──────────────────────┘
```

The framework above explains about the step of the research. The researcher taught speaking in eighth grade students of SMPN 8 Palopo by using communicative task approach. This research was conducted through classroom action research that consisted of two cycles.

The researcher applied four steps in classroom action research, namely planning, action, observation, and reflection. In planning the researcher had to prepare all the instruments of the research such as: lesson plan, the material, interview lists and questionnaire.

In action, the researcher applied all the steps that was arranged according to the principle of communicative tasks that had been modified in to role play by giving the chance to the students to make a presentation in front of their friend that was examined by the teacher based on their pronunciation, delivery and performance.

After conducting the action step, the researcher then made observation, to review all the process that had been done and found out the real problem that students faced in cycle 1. And the researcher formulated some solution to be executed in cycle 2. The result and weakness in cycle 1 were improved in next cycle, and so on. From the steps, the researcher found out the better result in the next cycle.

The researcher believes that communicative task is good method and after the whole process in the classroom action research, the researcher found that the students' speaking skill was improved.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Approach

This research followed the principal working of Classroom Action Research CAR that contains of four steps, that are: planning, action, observation and reflection.

This research was conducted in two cycles. Each cycle is the series of some activities that had close relation. Where the realization of the second cycle was continued and repaired from the first cycle.

B. Research Setting

This research was held at the eighth grade students of SMP Negeri 8 Palopo academic year 2013/2014. The researcher researched and collected data for about two weeks or at least 4 meetings.

C. Data Sources

In this research, the researcher got data and information from:

1. Teacher, as the source of information about learning process in the classroom.

2. Students, as research object which give information about problem in speaking.

3. Partner, helps the researcher complete the data by supporting the research process.

D. *Procedures of the Research*

The method that was used in this research is classroom action research (CAR) method. It has four stages that are: planning, action, observation, and reflection. This research was conducted in two cycles. They are first and second cycle. The result and weakness in cycle 1 was continued and repaired in cycle 2, and so on.

Steps of the class action research can be seen in this picture :
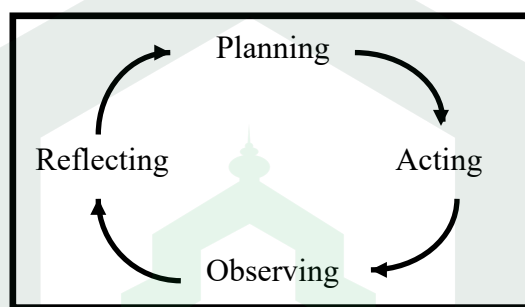
Picture 1. Action Research Process
(Model Kurt Lewin)

1. Planning

a. In this section, the researcher prepares the material that was given to the students.

b. Making lesson plan based on the curriculum, and arrange the material of lesson plan that was oriented to communicative tasks.

c. Making all the instruments of data collection that was used to get information that are: observation list, list of interview, questionnaire.

2. Acting

a. Explaining the aim of the learning process, especially the usage of communicative tasks to improve speaking sill.

b. Giving motivation and stimulate students to be active in the class.

c. Explaining to the students what have to be done in learning process related to application of communicative task in teaching process.

d. Giving material based on the lesson plan and gives tasks to the students.

e. While doing the tasks the researcher can observe the class and students or interrupt to give some suggestions or advise.

3. Observation

a. The researcher identifies and makes note about all the problem, situation, and condition that is got when teaching and learning process.

b. Doing some evaluations which use the result of the study to know the level of students' speaking skill.

c. Giving the students a chance for giving suggestion in action research.

4. Reflecting

From the result of the data was continued and discussed with partner or teacher to be a planning for the next cycle.

E. *Technique of Data Collection*

To collect data and information the researcher uses:

Field research is a method for collecting data by observing and interviewing students and teacher.

F. Instruments of Data Collection

The instruments of data collection in this research provide observation, interview, questionnaire and documentation.

1. Observation: is used to collect data about the situation and condition in the classroom while researcher is teaching.

2. Interview: is used to get data about the problems that is faced by the students in leaning speaking.

3. Questionnaire: is a method that will be use some question lists that was given to the students or respondents by letter and was answered by choosing alternative choices of answer.

4. Documentation : is taking the picture of students and the researcher activity in the classroom.

G. Technique of Data Analysis

To give score or get nominal percent was analyzed by using percentage formula that is :

$$P = \frac{F}{N} \times 100\%$$

Where:

F = Cumulative frequency

N = total number of respondent

P = percentage.[1]

---

[1] Ridwan, *Skala Pengukuran Variable-Variable Penelitian*, (Bandung: Alfabeta, 2009), p. 9.

CHAPTER IV

FINDINGS AND DISCUSSION

A. *The Activity before Research*

The researcher did some pre-observation. The researcher hopes through doing pre-observation there would be some information that helped the researcher to formulate the research design through communicative tasks. So, the researcher doing some interviews with the students and teacher about the situation and condition in the classroom related to the English learning process especially the speaking practice. The researcher did some pre-observations as well, and saw directly how the situation in the class during the students received the material from the English teacher.

Before did the research, the researcher had conducted the teaching practice in this school for about two months ago, that was why the researcher chose SMPN 8 Palopo because the researcher had recognize with the teacher and environment in this school.

The teacher gave explanation that the students accepted material of English, responsively in some activities. But in speaking material most of them can not speak well and tend to be quiet, only some students can show their ability and response. Besides, the common situation in the class such as noisy, unorganized, and laughing in somebody each other often made the class were not comfortable to teach. There fore, the teacher would remind the students to reduce their bad behavior if they acted like that, and the students usually obey the teacher or they would be punished.

After asked the information from the teacher, the researcher continued with doing pre-observation in the class, and saw that the students were excited to work together and finished the task together. They were looked not active enough if they were given an individual task. Besides observing the students, the researcher also tried to interview some students, especially they who were looked uninteresting and not active in doing learning activities.

After interviewing some students, the researcher could find out that most of the students are not interesting to work the task personally. They preferred to work together. Some reasons were explained, such us: doing tasks personally is not comfortable especially when they faced some difficult questions. If they were in a team or group, they can discussed each other and share their knowledge.

All of this information and data was analyzed to solve the problem. The researcher made some pre conclusion that the students needed not also some interesting methods in studying speaking but they also needed direction and guidelines how to be managed in ideal learning process.

Figure 1. The first situation in class

B. Findings

1. The First Cycle

The researcher had explain before that the focus of the research was to find out the appropriate implementation of communicative tasks in improving the students' speaking skill. So, the researcher determined that speaking skill had particular step that would be different from usual method.

a. Planning

To conducted the class action research was required different tools that had been created and developed previously, namely: lesson plan, the supporting instruments such as: observation sheets, camera, and tests. In this step, the researcher prepared what have to do in the action step, paper work students, and design of speaking teaching and test.

For speaking test, the researcher provided some topics to be given and chosen by the students. Each student picked one topic to be presented in group or team. The guide lines of observations consisted of some indicators list that had been prepared by the researcher.

b. Action

Before start the every step in action level, the researcher explained briefly to the students how to implement the communicative task in speaking practice by explaining the steps that would be done. The researcher also explained to the students the aspects or indicators that would be observed and examined from the

students' attitude during the class begun. Here the action steps of communicative tasks that were implemented in learning speaking.

In speaking practice, before doing test to the students the researcher taught the students how to suggest idea, how to give a question and how to perceive the material. As the researcher had explained before, that in speaking test each group picked one topic to be presented in front of their friends by preparing a short conversation and information about their topic. The next step, the researcher pointed toward the group randomly to present their topic. After presenting the task, the others students were given chance to give questions and responses related to the topic. The researcher gave some times to the students to comment their friend presentation, after that the researcher gave score to the group.

While the students present the topic, the researcher filled the observation sheet which covered some indicators that would give information and data about students' performance. And in the middle of discussion the researcher took note about the students' performance that would be used as evaluation for students' scoring.

Figure 2. The Action Step in cycle 1

c. Observation

While conducting the step in cycle 1, the researcher also observed students by filling the observation sheet and took note about the students' situation and condition in the classroom while studying process, and the researcher obtained data and information as follows:

1) In the cycle 1, the student still did not understand the concept of communicative task. The classroom was crowded enough. Even though they were active enough but learning situation become not interested because some students tent to play joke in the class and laughed each other.

2) Some students are difficult to understand quickly about the direction from the teacher, made the teacher had to explain repeatedly when they asked back.

3) The teacher still had to remind and warn the students repeatedly about their bad habits in making noisy, unorganized table, moving and walking while the teacher was in the class, and talking each other while the teacher explaining something.

4) All the students basically had enough knowledge in English, even though some of them were really quiet in speaking learning.

5) After evaluating the students' test in speaking in the cycle 1, the results shown that some of the students still in low score.

These tables below showed the result of students' achievement in cycle 1.

Table 1
Score of Speaking Skill Test in Cycle 1

No.	Students' Code	Pronunciation (30)	Delivery (30)	Performance (40)	Total
1.	01	10	20	25	55
2.	02	10	20	25	55
3.	03	15	20	25	60
4.	04	10	15	20	45
5.	05	20	15	25	60
6.	06	25	15	30	70
7.	07	10	20	20	50
8.	08	10	20	20	50
9.	09	15	25	25	65
10.	010	15	25	25	65
11.	011	15	20	15	50
12.	012	20	15	25	60
13.	013	10	10	15	35
14.	014	15	10	15	40
15.	015	15	15	15	45
16.	016	20	10	20	50
17.	017	25	20	20	65
18.	018	10	20	15	45
19.	019	10	20	15	45
20.	020	10	15	15	40
21.	021	10	10	15	35
22.	022	10	15	15	40
23.	023	10	15	20	45
24.	024	15	15	15	45
25.	025	15	15	20	50
26.	026	10	10	25	45
27.	027	15	15	20	50
28.	028	20	25	20	65

29.	029	20	10	25	55
30.	030	15	15	20	50
31.	031	20	15	25	60
32.	032	10	10	20	40
33.	033	15	10	20	45
Total Score		475	530	670	1675
Mean Score		14.4	16.1	20.3	50.8

The researcher made 3 (there) criteria to measure the students' presentation, namely: *pronunciation, delivery and performance*. The perfect score was 100, that were divided in three segments that were mentioned above, 30 for *pronunciation*, 30 for *delivery* and 40 for *performance*. The researcher decided to measure the *delivery* and *performance* because the students' test was not only speaking, but also present their best presentation in acting or role play that would be watched by their friend. Their performance finally got the responses, comments, and some questions from their friends, whether or not they were satisfied.

The table above explains that the students' highest score in speaking test in cycle 1 was in pronunciation criteria that is 25 in scale 30, it means that the students' pronunciation are not bad enough, whereas the delivery was 25 in scale 30 and performance was 30 in scale 40. And the mean score as the accumulation of all criteria was only 50,8. It was still a low score and did not reach the success criteria that was 70,00.

d. Reflecting

After all the steps in cycle 1 were executed that covered planning, action, and observation to the process that had been held, the researcher could explain the result of reflection as follows:

1). The students were still confused and could not follow the rule on communicative task implementation in learning speaking.

2). They were still no enthusiastic, lack of activeness in finishing tasks.

3). Most of the students still communicated each other in loud voice, made the class were very noisy. Some students were noisy in positive way because they tried to practice the task. But some students were noisy because of laughing and playing joke.

5). The clever students still dominated the learning process by keep talking and asking many things, whereas the other students who seemed not confident to talk, tent to be quiet and not responsive especially in speaking session.

6). The result of students speaking test in cycle 1 was still poor, many of them were speechless at all when performed their topic, caused by nervous and not confident.

Based on the reflection above, the researcher made some repair and improvement step for the cycle 2. They are:

1). Explained intensively about aim and significance of communicative tasks, in order to students could understand well and could apply it in the learning process.

2). The researcher divided the students in to different group in order to observe their performance and achievement when they have different partners.

3). Stressed and warned the students to change their not interesting habit such as making noisy and laughing each other.

4). Gave motivation to the some students who were indicated not enthusiastic to be more confident and brave in speaking practice.

5). Announcing the group' result of each session or task in order to the students can be more motivated to be the winner.

6). Separate the clever students in to different groups in order to they can share their knowledge and stimulate the ability of other students.

2. *Cycle 2*

In cycle 2 the researcher changed the form and position of students in different group formation. This step was done to stimulate or motivate the students who were not confident and lack of creativity to be more active and find solution together. One group was consisted of 4-5 students, and the researcher appointed one of them as the chief of the group.

a. Planning

In speaking practice the researcher provided back lesson plan and all the supporting instruments. Before testing students, the researcher taught about the way in giving question, answering questions, and giving perception. Through this material, the researcher wanted to prepare the students in the next test. For speaking test, the researcher also provided some topics to be chosen by all group. Each group had time as long as 5-7 minutes to finish their performance. The researcher would stop them if time had run out.

b. Acting

The researcher had divided the students in to some groups. The researcher let the topics to be chosen by all group. One of the students was appointed as the chief of group. The chief had job to arrange his or her partners in presenting the topic. Each group had time as long as 5-7 minutes to finish their performance. While performing their topic, the researcher also observed their appearance.

c. Observation.

During the cycle 2 were conducted, the researcher observed and took note on some significant things in learning process as follows.

1). There was improvement on students activeness and enthusiastic especially in speaking practice, especially in role play. They looked very excitement in finishing tasks together.

2). Students also reduced their habit in making noisy, caused of the warning and remaining from the researcher if theiy were observed and would affected their group's score.

3). There was the improvement of students' score in speaking test, where almost the shy students previously, could speak more than in cycle 1.

4).The appearance indicators aspect was increased as well based on the observation sheet that had been filled by the researcher.

These tables below were the result in the cycle 2.

Table 2
Score of Speaking Skill Test in Cycle 2

No.	Students' Code	Pronunciation (30)	Delivery (30)	Performance (40)	Total
1.	01	20	25	30	75
2.	02	20	25	25	70
3.	03	25	25	35	85
4.	04	20	25	25	70
5.	05	25	20	30	75
6.	06	25	20	40	85
7.	07	20	25	25	70
8.	08	20	25	30	75
9.	09	20	25	30	75
10.	010	25	30	25	80
11.	011	20	25	25	70
12.	012	25	30	35	90
13.	013	20	25	20	65
14.	014	20	25	35	80
15.	015	15	25	30	70
16.	016	25	20	25	70
17.	017	25	25	25	75
18.	018	20	20	30	70
19.	019	20	30	35	85
20.	020	20	25	35	80
21.	021	20	20	20	60
22.	022	25	25	30	80
23.	023	25	15	30	70
24.	024	20	25	25	70
25.	025	20	25	30	75
26.	026	20	20	25	65
27.	027	25	25	20	70
28.	028	25	25	20	70

29.	029	25	20	40	85
30.	030	25	25	30	80
31.	031	20	25	35	80
32.	032	20	20	30	70
33.	033	25	20	25	70
Total Score		725	785	950	2460
Mean Score		22.0	23.8	28.8	74.5

And from the chart and table above the researcher can explain that the students' ability in speaking skill was improved. It can be seen from the mean score of speaking test in cycle 2 that was 74,44 which was increased from the cycle 1. This score also had passed the success criteria that was 70,00.

d. Reflecting

Based on the whole activities and step in cycle 2, the researcher needed to make some reflections as follows:

1). The score in speaking test had been increased and passed the success criteria. Where the speaking mean score was 74,5, and it was higher than pass criteria that was 70,00.

Basically, the communicative task is playing role, where the students had to act and become somebody else when playing their role. Therefore the researcher gave some instruction to the students to divided the role and arrange some conversation based on their topic to be presented in front of classroom. So, the researcher concluded that the appropriate implementations of communicative tasks to improve the students' speaking skill were:

1). Divided the students in to groups that is consisted of 4-5 students, because group formation could stimulate and generate their confident, activeness, excitement, and all the aspects that affected their ability to enhance their skill.

2). Used many interesting and popular topic to be presented by the students in order to got comfortable and exciting feeling.

3). Maintain the students' who had self confidence problem seriously by giving intensive motivation in order to they could boost their self in to better performance.

B. Discussion

1. The Implementation of Communicative Tasks in Learning Process to Improve the Students' Speaking Skill

Based on result of in findings, the researcher could present the result of data analysis that communicative tasks implementation in teaching speaking could improve the students' speaking skill. It can be shown from the result of cycle 1 and cycle 2. As the researcher had defined that the criteria of success was 70,00. And the table below showed the mean score and improvement of all session from cycle 1 to cycle 2.

Table 3. The Improvement of Students' Speaking Score

No.	Skill Session	Mean Score (Cycle 1)	Mean Score (Cycle 2)	Improvement
1.	Speaking	50,8	74,5	46,65%

Speaking Score

Students' Score

80
70
60
50
40
30
20
10
0

Cycle 1   Cycle 2
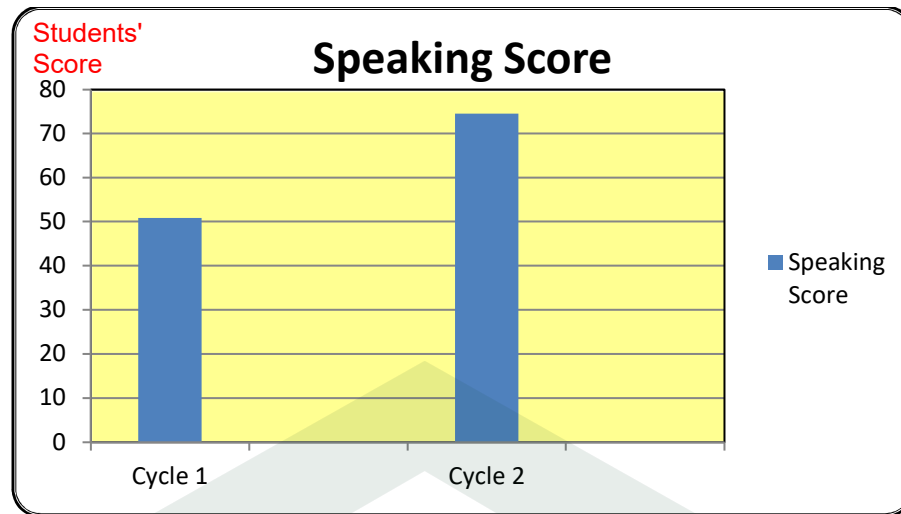
■ Speaking Score

a. Cycle 1

The researcher did some steps in cycle 1 as implementation of communicative task to improve the students' speaking skill. The steps are: 1) The researcher divided students in some group that consists of 4-5 students and appoint the group leader each of them. 2). The researcher then divided one topic for each group to be presented as the role play in front of class. 3). Each group had chance for about 5-10 minutes to arrange and practice their topic and conversation before present it in the classroom. 4). When the groups were ready, the researcher appoint randomly one group to present their presentation in front of the classroom until the last group. 5) Every presentation of the group became the assessment for the researcher to give score based on their pronunciation, delivery and performance. And the scores were written on the whiteboard to attract the students' interest. 6) At the end, the researcher announced the group that became the winner in front of class.

In cycle 1, the researcher could show that there was an improvement even though in small scale. Here is below the classification of students' speaking improvement by applying communicative tasks.
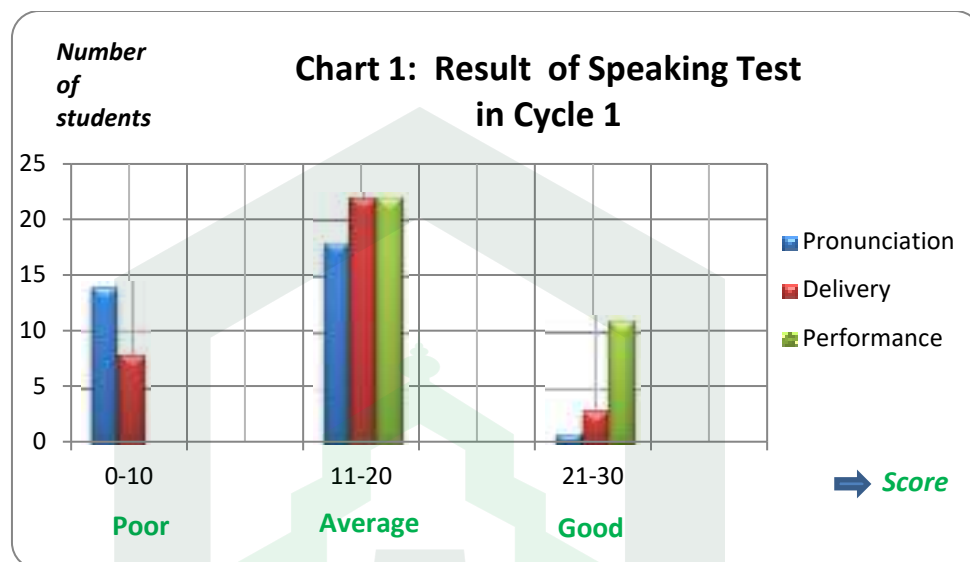

Table 4

The classification of students' ability in speaking skill in cycle 1

No	Poor	Average	Good	Total
1	22,2 %	62,6 %	15,2 %	100%

To get the information of students' improvement, the researcher did speaking test to the students. And there were three criteria of measurement, they were:

a). Pronunciation: to measure the students' way in producing sound in English words and sentences in English.

b). Delivery: to measure the students' ability in delivering ideas, giving questions, or answering in simple but clear sentences to be understood by the other students.

c). Performance: to measure the students ability in performing their material related to their self confident and the material mastery.

There were 22,22% students were still poor because they did not speak at all during the discussion so the researcher can not observe them. There are 62,6% of students were average category, and the students in this category were they who can delivery question or answer but still misspelling many words in English. There were 15,2 % in good category, in this thing they were who could speak clearly and confidently and only did a little mistake in pronouncing some words.

b. Cycle 2

In cycle 2, the steps that the researcher did were same in the cycle 1. The researcher only formed the different group in finishing task. The researcher formed new groups with different leader and member, made the students took time to interact briefly before present their topic.

And it had the good effect in improving students mean score and other aspect during the process in finishing task.
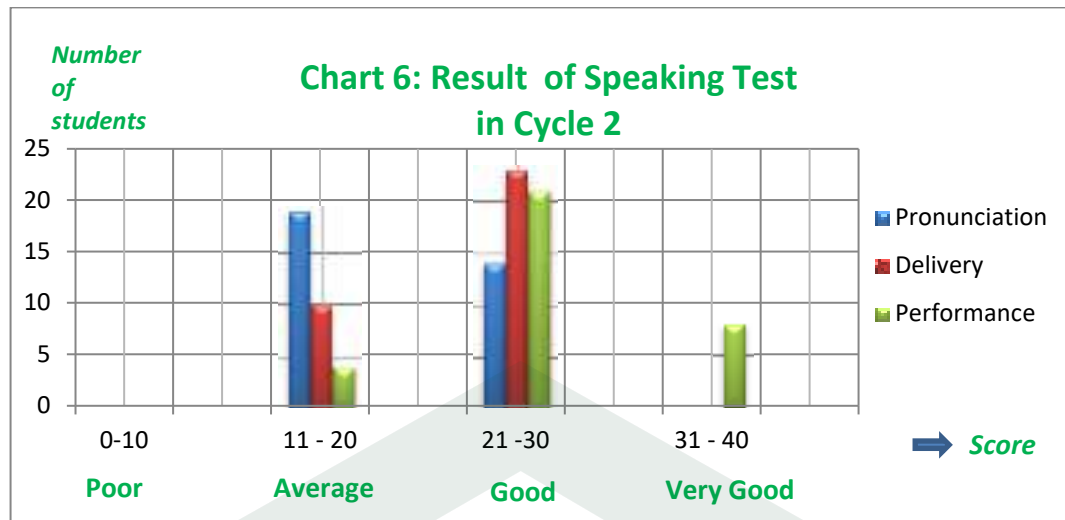
Chart 6: Result of Speaking Test in Cycle 2

Table 5
The classification of students' speaking skill in cycle 2

No	Poor	Average	Good	Very Good	Totl
1	-	33,3%	58,6 %	8,1%	100%

There were no more students in poor or average criteria, because almost all of them could speak although only to deliver a simple question but at least they could beat their shy feeling to be more confident and it was one form of improvement. The percentage of other categories was raise in significant level because the students who had good ability in speaking were divided in different group so they could support and encouraged their member group to be more active and some times they help their friends to arrange question sentences.

2. The Result of Questionnaire about Students Perception in Applying Communicative Tasks.

The researcher used questionnaire to get data and information about students' interest and perception in applying communicative tasks during the learning process. And the results are follows:

Table 6
The result of students' interest from questionnaire

Questionnaire	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	2	31	-	-	-
2	4	29	-	-	-
3	10	23	-	-	-
4	15	18	-	-	-
5	7	25	1		
6	16	17	-	-	-
7	3	25	5	-	-
8	-	-	6	23	4
9	-	-	7	24	2
10	6	25	2	-	-

Based on the table 5 above, most of respondents show positive interest towards the every item which gives or display positive statements. The statements which give positive statements are from number 1 to 7 and 10. And the statements which show the negative interest are from number 8 to 9, and there some of the statements got the uncertain interest.

There following tables are the detail descriptions or explanation of the data that were used to know the students' interest about the implementation of communicative tasks to improve their speaking skill.

Table 7
Through communicative tasks, the students can improve
their bravery in learning speaking

Classification	Frequency	Percentage (%)
Strongly Agree	2	6,06 %
Agree	31	93,93 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 6 above indicates most of the respondents gave positive response that through communicative tasks, they could improve their bravery in learning speaking. There were 2 (6,06%) respondents chose strongly agree, there were 31 (93,93%) respondents chose agree, and none of respondent chose uncertain, disagree, or strongly disagree. It means that through communicative tasks, it can improve the students' bravery in learning speaking.

Table 8
Through communicative tasks can improve the students' interest to learn
English speaking

Classification	Frequency	Percentage (%)
Strongly Agree	4	12,12 %
Agree	29	87,88 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 7 above indicates most of the respondents also gave positive response that through communicative tasks can improve the students' interest to learn speaking. There were 4 (12,12%) respondents chose strongly agree, there were 29 (87,88%) respondents chose agree, and none of respondent chose uncertain, disagree, or strongly disagree. It means that studying through communicative tasks can improve the students' interest in learning speaking.

Table 9
Studying speaking through communicative tasks is more interesting

Classification	Frequency	Percentage (%)
Strongly Agree	10	30,30 %
Agree	23	69,70 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 8 above indicates most of the respondents agree that studying speaking through communicative task is more interesting. There were 10 (30,30%) respondents chose strongly agree, and there were 23 (69,70%) respondents chose agree, and none of respondent chose uncertain, disagree, or strongly disagree. It means that studying speaking through communicative tasks is more interesting for students.

Table 10
Through communicative tasks the students can improve others knowledge which are closely related to English especially the comprehension towards the material is being taught.

Classification	Frequency	Percentage (%)
Strongly Agree	15	45,45 %
Agree	18	54,55 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

From the result of the table 9 above can be shown that most of the respondents agree that by using video, the students can improve other knowledge which are closely relate to English especially the comprehension towards the material is being taught. There were 15 (45,45%) respondents chose strongly agree, and there were 18 (54,55%) respondents chose agree, and none of respondent chose uncertain, disagree, or strongly disagree. It means that through communicative tasks, the students can improve others knowledge which are closely relate to English especially the comprehension towards the material is being taught.

Table 11
Through communicative tasks, studying speaking is more fascinating

Classification	Frequency	Percentage (%)
Strongly Agree	7	21,21 %
Agree	25	78,79 %
Uncertain	1	3,03%
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 10 above indicates if most of the respondents chose agree that through communicative tasks, studying speaking is more fascinating. There were 7 (21,21%) respondents chose strongly agree, and there were 25 (78,79%) chose agree, and there was 3(3,03%) respondents chose uncertain, and none of respondent chose disagree and strongly disagree. It means that through communicative tasks, studying speaking is more fascinating.

Table 12
Studying speaking through communicative tasks can enrich the students'
vocabulary.

Classification	Frequency	Percentage (%)
Strongly Agree	16	48,48 %
Agree	17	51,52 %
Uncertain	-	-
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 11 above indicates if most of the respondents said agree that studying speaking trough communicative tasks can enrich the students' vocabulary. There were 16 (48,48%) respondents chose strongly agree, and there were 17 (51,52%) chose agree, and none of respondent chose uncertain, disagree and strongly disagree. It means that studying speaking trough communicative tasks can enrich the students' vocabulary.

Table 13
Studying speaking through communicative tasks is more relaxing for students than the other methods.

Classification	Frequency	Percentage (%)
Strongly Agree	3	9,09 %
Agree	25	75,75 %
Uncertain	5	15,15%
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 12 above indicates if most of the respondents said agree that studying speaking trough communicative tasks is more relaxing for students, than the other methods. There were 3 (9,09%) respondents chose strongly agree, and there were 25 (75,76%) chose agree, and there were 5 (15,15%) respondents chose uncertain, and none of respondent chose disagree and strongly disagree. It means that studying speaking trough communicative tasks is more relaxing for students, than the other methods.

Table 14
Studying speaking through communicative tasks is wasting time.

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	6	18,18%
Disagree	23	69,70%
Strongly Disagree	4	12,12%
Total	33	100%

The result of the table 13 above indicates that most of the respondents are disagree if studying speaking through communicative task is wasting time. There were 6 (18,18%) respondents chose uncertain, and there were 23 (69,70%) chose disagree, and there were 4 (12,12%) respondents chose strongly disagree, and none of respondent chose agree and strongly agree. The accumulation of the table above is shown negative responses. It means that studying speaking through communicative task is not wasting time.

Table 15
The students who is lacking of self confidence will be shy to practice his/her speaking through communicative tasks.

Classification	Frequency	Percentage (%)
Strongly Agree	-	-
Agree	-	-
Uncertain	7	21,21%
Disagree	24	72,73%
Strongly Disagree	2	6,06%
Total	33	100%

The result of the table 14 above indicates that most of the respondents are disagree if the students who is lacking of self confidence will be shy to practice his/her speaking through communicative tasks. There were 7 (21,21%) respondents chose uncertain, and there were 24 (72,73%) chose disagree, and there were 2 (6,06%) respondents chose strongly disagree, and none of respondent chose agree and strongly agree. The accumulation of the table above is shown negative responses. It means that the students who is lacking of self confidence will not be shy to practice his/her speaking through communicative tasks

Table 16
The students who use video of illustration in grammar, they are able to tell an activity which relates to their topic in English.

Classification	Frequency	Percentage (%)
Strongly Agree	6	18,18 %
Agree	25	75,76%
Uncertain	2	6,06%
Disagree	-	-
Strongly Disagree	-	-
Total	33	100%

The result of the table 15 above indicates if most of the respondents said agree that the students who use video of illustration in grammar, are able to tell an activity which relates to their daily activity in English. There were 6 (18,18%) respondents chose strongly agree, and there were 25 (75,76%) chose agree, and there were 2 (6,06%) respondents chose uncertain, and none of respondent chose disagree and

strongly disagree. It means that the students learning speaking through communicative tasks are able to tell an activity which relates to their topic in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusions*

After finishing the research, the researcher made some conclusion about the implementation of communicative tasks in speaking learning process. The conclusions were:

1. Applying communicative tasks in learning speaking process can improve the students' speaking skill in English language. It can be viewed from the result of students' mean score show the improvement from cycle 1 to cycle 2.

2. Developing students' speaking skill though communicative task itself during the learning process gives benefit to the students to improve their good behavior and confidence to express their mind in English

3. Most of the students perceive positively about the implementation of communicative tasks in learning speaking based on result of questionnaire.

4. And some appropriate ways to implement the communicative task in process of teaching speaking are:

a. Grouping the students, because group formation can stimulate and generate the students' activeness, excitement and confidence.

b. Giving motivation and support for the students and groups in order to always presenting their best performance, so they have effort to increase their ability and skill from time to time.

c. Observe, monitor and evaluate the students or group seriously, carefully, and consistently by visiting their tables and find their problem and try to give solution.

B. *Suggestions*

From the conclusion above, the researcher would like to give some suggestions to be considered by English teachers as follows:

1. Applying communicative task in learning speaking is on of effective way to improve students' speaking skill that can be applied by the teacher in teaching process. The teacher can apply this method by grouping students and pick up the interesting topic to be presented.

2. In applying communicative tasks, the student should use many interesting and popular topic to keep the better interest and excitement while practice speaking. They can also modify the step in applying communicative task.

3. For others researchers who want to research communicative task deeply, it can be modified in its implementation with various group formation or topic.

BIBLIOGRPHY

Akbar, *"The Effectiveness of Oral Drill in Improving Speaking Skill, an Experimental at the First Year Students Department at SMK 1 Palopo".* Unpublished Thesis: STAIN Palopo, 2009.

Al-Farsi, Fatima Salim. *Developing Speaking Skill through Communicative Tasks* Ch13%20Developing%20speaking%20skills%20through%20communicative%20task%20.pdf.

Budden, Joanna. *Role Play*, (BBC . British Council Teaching English).

Crookal,D. and Oxford, R. L., *Linking Language Learning And Simulation/Gaming . In D.Crookal and R. L. Oxford (Eds.), Simulation, Gaming, and Language Learning.* New York: Newbury House, 1990.

Foley, J.A. *New Dimension in the Teaching of Oral Communication.* Singapore: SEAMEO Regional Language Centre, 2005.

Harmer, Jeremy. *The Practice of English Language Teaching (Fourth Edition).* England: Longman, 2002.

Ladusse, Gillian Porter. Role Play: Resources Books for Teacher Series. New York: Oxford University Press, 1995.

Ma'ruf, Muhammad. *The Speaking Ability of the eleventh Grade Students of SMAN1Karanganyar Demak in the Academic Year 2012/2013Taught by Using Task Based Learning.* Kudus: Universitas Sunan Muria Kuddus, 2012.

Nurhayati, Siti. *Teaching Speaking Skill through Communicative Language Teaching.* Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2011.

Principles of Communicative Language Teaching and Task-Based Instruction http://www.pearsonhighered.com/samplechapter/0131579061.pdf.

Tukiran, Taniredja. *Penelitian Tindakan Kelas, Untuk Pengembangan Profesi Guru Praktik, Praktis, dan Mudah*, (Bandung, 2010. Retrieved Fromhttp://www.irrodl.org/index.php/irrodl/article/view/334/793

Richard, Jack C and Willy A. Renandya. *Methodology Language Teaching.* First Edition: South Africa: Cambridge University Press, 2002.

Ridwan, *Skala Pengukuran Variable-Variable Penelitian*. Bandung: Alfabeta, 2009.

Rusmajadi, Jodih. *Terampil Berbahasa Inggris*. Jakarta: Index 2010.

Sasmedi, Darwis. *Improving the Students' Ability to Speak English Using Their Own Pictures through Pair Work. 2010.* http://www.lpmpsulses.net/v2/index. speaking.htm.

Swust, *Teaching Speaking*. 2008. http://zy.swust.net.cn/06/1/zxyyjcjf/unit9teaching.

Tait, Steven. *Ingredients for Successful Communicative Tasks.* 2011. Retrieved on http://www.tefl.net/esl-articles/esl-communicative-tasks.htm (Accessed on January 18th 2013)

Tawakkal, "*Encouraging Students to Speak English by Using Picture at the Second Level Students of ESC Family Palopo (a Classroom Action Research).* Unpublished Thesis: STAIN Palopo, 2011.

Webster, Meriem. *Learners Dictionary.* 2013 Retrived on http://www.learners dictionary.com/search/communicative. (Accessed on January 18th 2013).

Yusuf. *Improving Students Speaking Skill in Retelling Story through Picture at the Third Semester Students of STAIN Palopo, 2010.* Unpublished Thesis: STAIN Palopo, 2010.

IAIN PALOPO