**ABSTRACT**

HASRUNG, *The Effect of Task-Based Language Teaching on the Speaking Skill Improvement of the Second Year Students of MTs. No. 20 Bontosunggu Kec. Gantarang Kab. Bulukumba* (supervised by H. Haryanto and H. Syarifuddin Dollah).

 The objectives of this research were: to know (1) whether or not the use of Task-Based Language Teaching (TBLT) improve the students’ speaking skill (2) and the students’ attitude toward the use of Task-Based Language Teaching (TBLT).

This research employed *Quasi Experimental Method,* with non-equivalent control group design. This research assigned two groups namely experimental group and control group. Experimental group taught by using Task-Based Language Teaching and control group taught by using conventional method. Each group consisted of 30 students. The sample was taken by using simple random sampling technique. The data obtained through the speaking test and attitudinal scale then analyzed by using descriptive statistics and inferential statistics through SPSS program version 17.0. In conducting the research, the researcher applied task-based language teaching to develop the students’ speaking skill which covered the three components of speaking. They are accuracy, fluency and comprehensibility. Besides, the researcher used attitudinal scale to see the students’ attitude toward the application of task-based language teaching.

The result of the data analysis showed that (1) there was significant difference between the students’ score who were taught by using Task-Based Language Teaching and conventional method. It is proved by the mean score of posttest of the experimental group is higher than control group (70.37 > 59.81). Moreover, the result of test of significant analysis indicates that the use of Task-Based Language Teaching significantly improve the students’ speaking skill, (2) the students have good attitude toward the use of task-based language teaching. It is showed by the mean score of the students’ attitude was 89.30 which was categorized as strongly positive.

**ABSTRAK**

HASRUNG. *Pengaruh Pengajaran Berbasis Tugas terhadap Kemampuan Berbicara Siswa di MTs. No. 20 Bontosunggu Kec. Gantarang Kab. Bulukumba* (dibimbing oleh H. Haryanto dan H. Syarifuddin Dollah).

Penelitian ini bertujuan untuk melihat (1) apakah pengajaran berbasis tugas memberi pengaruh pada kemampuan berbicara siswa (2) dan sikap siswa terhadap pengajaran berbasis tugas.

Penelitian ini menggunakan metode quasi-experimental dengan menerapkan kelompok kontrol dan kelompok experiment. Setiap kelompok terdiri dari 30 siswa dimana sampelnya ditentukan dengan menggunakan tehnik simple random sampling. Data yang diperoleh dari hasil tes skala sikap dianalisa dengan menggunakan statistik deskriptif dan inferential melalui SPSS 17.0 program. Dalam melaksanakan penelitian peneliti mengaplikasikan pengajaran berbasis tugas untuk meningkatakan kemampuan berbicara siswa yang meliputi tiga komponen yaitu ketepatan, kelancaran dan kebermaknaan. Disamping itu peneliti juga menggunakan angket untuk melihat sikap siswa terhadap pengaplikasian pengajaran berbasis tugas.

Hasil penelitian menunjukkan bahwa (1) ada perbedaan yang signifikan antara skor siswa yang belajar dengan menggunakan task-based language teaching dan conventional method. Hal ini dibuktikan dengan nilai rata-rata posttest dari kelas eksperimen lebih tinggi daripada kelas control (70.37 > 59.81). Selain itu, hasil uji signifikan menunjukkan bahwa penggunaan task-based language teaching meningkatkan kemampuan belajar siswa secara signifikan, (2) sikap siswa sangat bagus dengan penerapan task-based language teaching. Nilai rata-ratanya ditunjukkan dengan skala 89,30 yang dikategorikan sangat positif.