

## THE IMPLEMENTATION OF TASK-BASED LEARNING METHOD TO IMPROVE GERMAN LANGUAGE SPEAKING SKILLS

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### ABSTRACTS

*This paper explains the implementation of a task-based learning method to improve the German language speaking skills of the 10<sup>th</sup>-grade students of MIPA 1 in the first semester of 2019-2020 school year at SMA Negeri 1 Baros. Researchers corresponding to the purpose of the study purposively chose the subjects. The purpose of the study is to determine the process and results of the improvement of German speaking skills. The action research model used in this study refers to the Kemmis & Mc Taggart model, which describes a learning cycle, consists of 1) planning 2) acting 3) observing and 4) reflecting. The collecting data method includes observation sheets, and speaking skills performance. On the qualitative data analysis stage, the writer takes notes, collects, sorts, classifies, synthesizes, and makes conclusions. Data analysis with descriptive statistics is presented in the form of tables or graphs to find out the significance of the difference between German speaking skills before and after the action. The results of the study at the pre-action stage illustrate the 72% of student learning outcomes are incomplete, and only 28% get a complete score. The cycle 1 phase described an increase of 47% of students not completing, and 53% complete. In cycle 2, there was a much better improvement, namely 86% complete and 14% incomplete. The mastery value of students, which reached 86%, shows that the task-based learning method can improve students' skills in speaking German.*

**Keywords:** German, Speaking Skills, Action Research; Learning Method, Task-Based Learning

## INTRODUCTION

Speaking skills (*Sprechen*) is one of the language skills that emphasize the skills of articulating sounds or words to express, state and utter opinions or thoughts and feelings to a person or group verbally, whether face to face or at a distance. As stated by (Nurul Lailatul Khusniyah & Lustyantie, 2017), through language we can communicate and share information, comprehend, and understand perspectives in relationships. Formal speaking skills require intensive training and direction. Mulyani (2019) states that the need for effective communication is considered as essential to achieving the success of every individual or group. At school, the listeners will more easily understand students who have good speaking skills. However, the problem that occurs in the field is that not all students have good speaking skills. Many of them do not have the will to speak, only listen passively, and speak only when the teachers asked them to. Regarding the low motivation and unwillingness to

speak, Douglas (2004) states that “*one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible.*”

It can be concluded from Brown's statement, that the main obstacles of learners in learning to speak are the anxiety to make mistakes, fear of looking stupid, and worry that their words cannot be understood.

The weakness of students in speaking German, especially in terms of grammar, which is disparate from Indonesian and English. German is a flexion language, where words in German change in shape according to differences in time, gender, number, and articles/*Artikel* (*der, das, die*). The grammatical differences cause students to be afraid of arranging words when they speak. Another reason for the students' reluctance in speaking is that numerous German vocabularies consist of three to four consonants in just one word such as *Schwarz, Enstschuldigen, Pfeiffer, Pferd, Gebracht*. The pronunciation of these words sounds strange and

seems difficult to pronounce for beginner level learners, causing them to be afraid of saying the correct word. The unwillingness of the students to speak is due to many factors such as being ashamed of being laughed at by classmates for making mistakes, lacking the courage to speak, or because educators give so little opportunity to speak in class. These factors make students' speaking skills low and not well developed.

The low speaking skills of students in speaking German is also affected by the incompatibility between learning methods and the material being taught. Educators have so far used conventional methods in German speaking learning, namely the lecture, and question and answer method. The conventional method emphasizes the interaction that occurs between educators and students is one-way (teacher-centered), the center of learning is at the teacher and puts students as objects in learning. Educators in this case act as versatile people and learning sources. Additionally, in the classroom learning process, educators do not create much creativity by not

preparing varied tasks to do while learning to speak German. The learning outcomes using conventional methods for the students can be seen in the lack of their language skills.

Learning foreign or second languages, in this case, German, is not like learning the first language, because learning the second language is influenced by many factors, including psychology, physical, and sociological as well as differences in the structure of the second language and the first language (Fromkin et al., 2018). Chaer (2003) also mentions other determinants that can determine the success or failure of second language learning, namely motivation, age, formal presentation, first language, and environment. Formal presentations in language learning relate to methods of learning speaking skills.

The task-based learning method is a method of interactive speaking activities that are shaded by a communicative approach. The communicative approach is oriented to the function of language as a means of communication, where language learning given to students does not

emphasize the accuracy of grammar, but rather the mastery of effective communication. Task-based learning methods have many advantages to help students develop their cognitive processes, creative thinking, and problem-solving skills. When an educator applies a task-based learning method, students will have many activities to do in the classroom. Thus, students have many opportunities to use the target language in the classroom because educators have prepared pair work and group work discussions. This is consistent with the results of research conducted by Hashemi, Azizinezhad, & Darvishi (2012) titled *Using task-based language teaching, learning practically in English classes*, which states that task-based language learning is increasingly popular in the world and especially in English classes as is happening in Iran today. Task-based teaching creates real goals for language use and provides a natural context in language learning.

This study introduces how task-based teaching includes three sets of tasks: pre-task, main tasks, and post-task in classroom learning. Task-

Based Language Teaching / TBLT (task-based language learning) includes many activities on how teachers and students engage in learning. Making it possible for students to work at their own pace and within their levels and areas of interest to process and restructure their language. TBLT introduces students' freedom and autonomy into the learning process.

A study entitled *The implementation of task-based teaching in an online Chinese class through web conferencing*, by Guo & Möllering (2016), about the implementation of task-based teaching in Chinese online classes through web conferences. This study aims to improve the mastery of Chinese writing and pronunciation, through a task-based language learning approach using web conferencing, where interaction between students can facilitate their second language learning. This study has a dual purpose: 1) to explore how teachers and students use many modes (video, audio, text chat, voting, hand raising functions, emoticons, and whiteboards) in carrying out

meaningful learning using web conferencing, and 2 ) to check whether students are involved in negotiating meaning in completing assignments in web conferences.

The research data were taken from 67 entry-level Chinese language course participants. The task-based language teaching method (TBLT) is considered conducive to stimulating and enabling the interaction of students in learning Chinese.

Refer to the results of the study entitled *Implementation of Task-based Language Teaching in Iran: Theoretical and Practical Considerations*, by Najjari (2014). Research on the application of Task-Based Language Teaching (TBLT) for Iranian students by paying attention to two main topics namely (1) the nature of innovation, and (2) the suitability and legitimacy of utilizing linguistic-oriented materials for communicative purposes, the success of TBLT response is inseparable from the role teacher in adjusting the material arranged according to student characteristics.

The Task-Based Learning (TBL) method is one of the methods

in communicative learning where the teaching and learning process is focused through stages called tasks. In language learning, this method develops into Task-Based Language Teaching (TBLT). The use of this task-based learning method is corresponding with the basic principles of learning a foreign language that is to provide as many opportunities as possible for students to practice using the target language (language learned) for functional purposes (Van den Branden, 2006). Meanwhile, Nunan (1989) mentions that there are two advantages of task-based learning methods in first language education; this method provides a language learning experience in the classroom. Second; Task-based learning methods focus on students using language naturally with assignments that are done together in pairs or groups. Another advantage in the task-based learning method, Ellis (2012) states, among others: this method is very compatible with the process of cognition in the acquisition of a second language, students feel a very strong togetherness, and thirdly, the tasks

given are designed according to the level of student needs.

Therefore, to improve students' German speaking skills, the writer conducts action research using task-based learning methods at high school level students in Banten provincial government environment, which has never been done by previous researchers to improve the quality of foreign languages learning and teaching, especially German. Action research is conducted because it provides a solution to the problems faced by researchers and students in the classroom.

## LITERATURE REVIEW

### A. The Concept of Action Research

#### 1. The Definition of Action Research

Action research was initially developed to find solutions to social problems (including education). Action research begins with a systematic study of a problem. The results of this study form the basis for developing a work plan (action) to overcome the problem. The next

activity is the implementation of actions followed by observation and evaluation. The results of observation and evaluation are used as input to reflect on what happened during the action. The results of reflection are then used as a basis for determining the improvement and refinement of further actions.

According to Elliot (1991), action research is the study of social situations aiming to improve the quality of actions in it. The whole process, analysis, diagnosis, planning, implementation, monitoring, and influence creates the necessary relationship between self-evaluation of professional development. A similar opinion was indicated by Kemmis, McTaggart, & Nixon (2014) which states that action research is a form of collective self-reflection carried out by participants in social situations to improve the reasoning and fairness of these practices and the situations in which these practices are carried out. Action research is a form of self-reflection research conducted by participants in social situations (including education) to improve self-practice (Kemmis et al., 2014).

## 2. Action Research Model

There are several action research models that so far are often used in education, including: (1) Kurt Lewin's Model, (2) Kemmis & Mc Taggart's Model, (3) Stringer Model, (4) Piggot-Irvine Model, (5) The John Elliot Model, and (6) the Dave Ebbutt Model. In this study, the authors chose a model of action from Kemmis & Mc Taggart.

Stephen Kemmis and Robin Mc Taggart developed this model in 1988. They use four components, namely planning, action, observation, and reflection in a spiral cycle that is interrelated (Sukardi, 2003). It consists of four components, including 1) planning, 2) Action, 3) Observation, and 4) reflection. After the cycle has been implemented and reflected, then it is followed by the re-planning, which is carried out in the form of a separate cycle. The most important thing in the planning stage is to prepare a good learning plan, as stated by (Mulyaningsih, 2020) which states that the preparation of a learning plan is a must, a mandatory

to get a general description of learning.

## B. Action Model Concept

### 1. German speaking Skills

#### a. German speaking Skills Concept

Speaking is one of the language skill aspects, which is a process of communication, the process of changing the form of thoughts or feelings into meaningful sounds or speech that is conveyed to others.

Speaking skills require several components, namely vocabulary, grammar, and sound. The sounds produced or spoken must be true and the speaker conveys following the sound system so that the listener can understand what. Stock et al., (2009) state, "*Ein wichtiger Aspekt ist die Aussprache. Eine schlechte Aussprache kann in der Kommunikation ziemlich störend wirken*". According to Schatz, pronunciation (*Aussprache*) is an important aspect of communication. Pronunciation refers to articulation (*Artikulation*) and intonation (*Intonation*). The incorrect pronunciation will hamper communication.

Harmer (2007) argues that speaking skills not only require the characteristics of language knowledge but the willingness to process information and language when the conversation takes place. The elements needed in speaking include two aspects, namely language features, and the mental or social process.

Mastery of speech in addition to grammar and using phrases that are appropriate to the situation and understanding of the subject must receive special attention so that the message or information to be conveyed can be understood well by the listener. To achieve this goal, one must not only know a set of linguistic rules but also cultural rules.

Based on previous explanations, it can be concluded that speaking skills are the skills to say a series of sounds or words in conveying or expressing thoughts, ideas, and feelings.

## **b. German speaking Skills**

### **Learning**

Learning language skills requires students to work together with the interlocutor to produce a

two-way and interactive dialogue. Bygate in Nunan (1989) stated that in learning speaking skills, students need to develop skills in managing interactions and negotiating the meaning. Managing interactions with the interlocutor involve several things, such as how to attract responses from other person, to introduce a topic or change the topic, to invite others to talk, and to develop a conversation.

Students conduct foreign language speaking activities with the guidance of an educator, and following the three principles namely a) rehearsal, students have many opportunities in class to use the target language freely in a discussion activity. Educators help students to feel and get used to communicating using the target language; b) feedback, students get feedback to explore students' speaking skills and to find out the difficulties of students in speaking skills training. Thus, students feel satisfied, happy, and confident to learn more in German; c) engagement (motivation), students need motivation and encouragement to continue to practice speaking



German so that they have courageous and do not hesitate to speak in the target language.

### c. German speaking Skills

#### Assessment

The assessment of German speaking skills is carried out during the learning process. Educators have begun to monitor the progress of students promptly using the observation format. Assessment does not need to wait until the mid or end of the semester. During the learning process, educators observe students' knowledge, how they complete the task, until the final results. Thus, educators will know the specific skills of students, which students are fast and slow, and which students need special treatment. The results of this continuous observation can be conveyed to students so that they know their speaking skills and then can be used to improve their performance. Furthermore, Douglas (2004) argues that assessment is an ongoing process of measuring student performance in learning. Assessments that refer to criteria are designed to provide feedback to students.

The assessment of speaking skills in this study refers to *Oral English Rating and Speaking Assessment Scale* (Brown, 2010), Teachers can choose aspects of speaking skills that are assessed according to needs, for example, aspects of pronunciation, vocabulary, grammar (grammar), fluency and accuracy in speaking.

## 2. Task-Based Learning Method

### a. Learning Method Concept

. A method is a plan to present the whole material in a systematic order based on a certain approach, as stated by Richards & Rodgers (2014) that the learning method is a comprehensive plan in presenting a language learning material and is based on a language approach. It relates to the roles and behavior of educators and students, the objectives, materials, and learning techniques used in class. Therefore, the method is procedural.

Learning methods play the most role in learning. An educator can strive for an optimal teaching and learning process by choosing the right learning method for students. The

selection of methods to be used in the learning process must be oriented towards the learning objectives to be achieved and must be in accordance with the type of material to be taught, as well as the characteristics of the students and the conditions under which the learning process takes place.

## **b. Task-Based Learning Method**

### **Concept**

Task-based learning method, also called Task-Based Language Teaching (TBLT) is a task-based language learning method. Richards & Rodgers (2014) states that "Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching". The task in task-based learning methods has an important role in planning and teaching for language learning. This method provides students with many opportunities to practice using the target language to communicate directly in social interactions and build a variety of language knowledge in a functional task activity. Activities in the task

support and stimulate a variety of target language knowledge of students in understanding and conveying information in German. Understanding the task in TBLT is an activity that requires students to use the target language, which emphasizes the meaning of using the language to achieve learning objectives. Nunan stated that Task is an activity in the classroom that involves students in raising, producing, or interacting using the target language that is more focused on the meaning rather than the form of language (Nunan, 2001). Educators provide sufficient opportunities for students to develop their target language skills (target language), especially for communicative purposes, all of which are summarized in a task activity that is carried out during language learning in the classroom.

Nunan outlines some of the characteristics of a task-based learning method, as follow a) based on the need for material selection, b) emphasizes learning to communicate through interactions in the target language, c) include authentic

readings in the learning situation, d) provide opportunities for students to focus not only on the target language but also the learning process itself, e) an increase in students' personal experiences in learning in the classroom, and f) the relationship between learning in the classroom with the use of the target language outside the classroom (Nunan, 2001).

It can be concluded from several opinions above that the task-based learning method is a language learning method that aims to develop students' fluency in speaking by using functional and communicative language functions in social interactions. The purpose of using tasks is for communication purposes. In task-based learning, students are required to actively use language and act as language users, while educators have the role of preparing and choosing assignments based on learners' needs according to the level of learner's language skills.

### C. Relevant Researches

There are many results of research on the task-based learning approach to improve students' speaking skills, including:

A study entitled *Task-based teaching approaches of Chinese as a foreign language in Second Life through teachers' perspectives* (Lin et al., 2014). The research conducted by Tsun-Ju Lin and colleagues on the use of task-based teaching approaches of Chinese as a foreign language in Second Life online game application through the teacher's perspective was carried out as an effort to improve Chinese-speaking skills for students in Australia. This study describes a task-based language teaching approach (TBLT) using a 3D Multi-user virtual application (MUVE) Second Life on Chinese language students conducted in Australia and Taiwan. The results showed a significant increase in students' speaking skills in Chinese after attending task-based Chinese learning using the Second Life online game application. Students have many opportunities to obtain, produce, and provide feedback in speaking Chinese practices. Students have many opportunities to obtain, produce, and provide feedback in practice speaking Chinese. It shows that task-based Chinese learning has proven to be

effective in increasing students' skills in speaking Chinese.

A study titled *Teaching Requestive Downgraders in L2: How Effective are Written vs. Oral Output-Based Tasks?* (Samar & Ahmadi, 2014). Research conducted by Reza Ghafar Samar and Abdol Hossein Ahmadi aims to examine task-based language learning that is focused on developing students' pragmatic competencies in improving listening skills by using DIG assignments (*Dictogloss / dictation and interpretation techniques*) and recast. On the DIG and Recast assignments, the lecturer reads a short discourse to students at normal speed and students write as many words as they can. Students then work together in small groups to reconstruct discourse based on fragments of words they have written. The research data were 147 Iranian students who were studying English as a foreign language at the Azad Islamic University. In conducting this research, the researcher divided 60 students into two groups. The groups then randomly carry out instructional tasks, namely DIG (*Dictogloss /*

*dictation and interpretation*) and recast / repair tasks. The results showed that the participants' pragmatic competence in both assignments was significantly better formed in the post-test than in the pre-test.

Last, a study conducted by (Gunawan, 2013) titled "*Penerapan Model Pembelajaran Berbasis Tugas (Task-Based Learning) Bagi Peningkatan Keterampilan Berbicara Bahasa Inggris.*" This is an experimental research conducted at higher education institutions in Bandung: English Literature study program at Pasundan University, English Language Study Program at Siliwangi College of Education and Education (STKIP) Siliwangi, and English Language Study program at State Islamic University (UIN) Sunan Gunung Djati.

This experimental research explores task-based teaching and learning as an instructional approach that focuses on learning. The results showed that the task-based learning method proved effective in helping students improve their ability to speak English.

*Novelty:*

Several things distinguish this research and the researches mentioned above, including; in this research, the research subjects were high school students who had never known or studied German previously.

#### **D. Theoretical Framework**

Based on the theories described previously, the author compiles a conceptual framework. The conceptual framework in this study includes the nature of speaking skills and the nature of task-based learning methods.

Speaking skills are the students' skills in conveying ideas, thoughts, ideas, and feelings with pronunciation, structure, and vocabulary that are appropriate to the context and the skills to understand the intentions of the interlocutor's ideas. While the task-based learning method is a learning method used by educators by providing opportunities for students to think more creatively,

critically, and freely, and work together in completing a task.

#### **METHOD**

This research was conducted at SMA Negeri 1 Baros, Serang Regency, Banten Province from August to October 2019, semester one of the 2019-2020 school year. The model used in this study is the Kemmis & Mc Taggart research model. The object of research is the 10<sup>th</sup>-grade students of MIPA 1 semester one of the 2019-2020 schoolyear at SMA Negeri 1 Baros, as many as 36 students, i.e 16 male students, and 20 female students.

#### **Action-Research Procedure**

The action-research procedure in this research is an adaptation Kemmis & Mc Taggart's cycle of action-research, explained in the following table:

**Table 1. Action Research Procedure**

Cycle I	Planning	<ul style="list-style-type: none"> <li>• Determining research location</li> <li>• Managing license</li> <li>• Make initial observation</li> <li>• Interview (<i>pre-test</i>)</li> <li>• Problems identification</li> <li>• Problem-solving</li> <li>• Planning cycle I activity</li> <li>• Determine collaborator</li> <li>• Creating evaluations format</li> <li>• Creating observation format</li> </ul>
	Acting and Observing	<ul style="list-style-type: none"> <li>• Implementing actions refer to the prepared lesson plan</li> <li>• Conducting observation</li> <li>• Evaluating (post-test)</li> </ul>
	Reflecting	<ul style="list-style-type: none"> <li>• Reflections on cycle I activity</li> <li>• Identify things that need to be improved in the cycle II action plan</li> </ul>
Cycle II	Planning	<ul style="list-style-type: none"> <li>• Identify things that need to be improved in the cycle II action plan</li> </ul>
	Acting and Observing	<ul style="list-style-type: none"> <li>• Implementing actions refer to the prepared lesson plan</li> <li>• Conducting observation</li> <li>• Evaluating (cycle II post-test)</li> </ul>
	Reflecting	<ul style="list-style-type: none"> <li>• Reflections on cycle II activity</li> <li>• Determining whether the research has succeeded or need improvement in cycle III</li> </ul>

### **Data Collection Techniques**

in this study consisted of qualitative and quantitative data. Qualitative data were obtained through observation sheets and documentation, while quantitative data were obtained through speaking scores. To get preliminary data, the authors conducted an interview test to find out the profile of students' speaking skills in German.

### **Data Validation**

in qualitative research, the data is considered valid and reliable if there is no difference between the data collected and the actual situation. To get the validity and reliability of the data that has been collected, the authors do three ways, namely: observation, triangulation, and peer examination. Observations were made separately to observe the phenomena that occur when the learning process takes place. Observations were made by the authors and collaborators at each stage of the action and each meeting. Data triangulation is the most commonly used way of checking the validity and reliability of data.

Triangulation is done by comparing some data to express the objectivity of the data that has been collected. In this study, the data will be taken from the results of values, observations, and documentation. Peer examination is carried out by exchanging ideas about the results of action activities with collaborators and fellow German language educators. This technique is done by reviewing the perceptions, views, and data analysis that is being used.

### **Data analysis techniques**

used in this study are qualitative data analysis and data analysis with descriptive statistics. Qualitative data analysis consists of three stages, namely: first, data reduction, namely selecting data by focusing on simplifying or abbreviating data, theory, and the method in the form of a clear and systematic description so that it is easy to understand. The second is the presentation of data or display, used to describe data that has been classified and sorted based on the assessment table, then described. The third is the conclusion, which is

done after all data collected is accompanied by notes in each cycle.

Data analysis with descriptive statistics is presented in the form of tables and graphs to see the significance of the difference between German speaking skills before and after the action. Data analysis with descriptive statistics was done by comparing the percentage of German speaking skills test results during pre-action with the results of the post-test in the activities of the first cycle, and the post-test cycle II.

## RESULTS AND DISCUSSION

This research was conducted on 36 10<sup>th</sup> grade students of MIPA 1 in SMAN 1 Baros. The measured variable includes the learning process of students' German speaking skills using a task-based learning method in two cycles. The following are the results of action research in the form of data on improving students' German speaking skills presented through pictures. Improved students' speaking skills can be seen from the results of the initial test, test results after cycle 1, and test results after cycle 2.



Table 2. Results of Increased Speech Ability in Pre-Action, Cycle 1 and Cycle 2

No.	Siswa	PRA TINDAKAN						SIKLUS 1						SIKLUS 2					
		Pelafalan	Kosakata	Kelancaran	pemahaman	Jumlah	Skor	Pelafalan	Kosakata	Kelancaran	pemahaman	Jumlah	Skor	Pelafalan	Kosakata	Kelancaran	pemahaman	Jumlah	Skor
1	AMI	3	4	2	3	12	60	4	4	3	3	14	70	4	4	4	4	16	80
2	ALI	2	2	1	1	6	30	3	3	2	2	10	50	3	3	2	3	11	55
3	ASI	4	4	2	3	13	65	4	4	3	4	15	75	5	4	4	4	17	85
4	CAO	3	2	2	1	8	40	4	3	3	3	13	65	4	4	3	4	15	75
5	EJI	4	4	4	3	15	75	4	5	4	4	17	85	4	5	5	4	18	90
6	FIA	3	3	3	3	12	60	3	4	3	4	14	70	4	4	3	4	15	75
7	FRI	4	4	3	4	15	75	5	4	4	4	17	85	5	5	4	4	18	90
8	FYI	3	3	3	3	12	60	4	4	3	4	15	75	5	4	4	4	17	85
9	HTA	4	4	4	4	16	80	4	4	4	5	17	85	4	4	5	5	18	90
10	IMH	3	3	3	3	12	60	4	3	3	5	15	75	4	3	4	5	16	80
11	IMM	2	2	2	1	7	35	3	3	2	3	11	55	4	4	3	4	15	75
12	ITS	2	2	2	2	8	40	3	3	2	3	11	55	5	3	3	4	15	75
13	INA	4	3	4	4	15	75	4	4	4	4	16	80	4	4	4	5	17	85
14	KTA	3	4	3	2	12	60	3	5	4	3	15	75	4	5	4	3	16	80
15	KRA	4	3	2	3	12	60	4	4	3	4	15	75	4	4	4	4	16	80
16	LPH	3	2	2	3	10	50	4	4	3	3	14	70	4	4	3	4	15	75
17	MRH	3	4	4	4	15	75	4	4	4	4	16	80	5	4	4	4	17	85
18	MHN	3	2	2	1	8	40	4	2	2	3	11	55	4	4	3	4	15	75
19	MRI	2	3	2	1	8	40	3	3	2	2	10	50	3	3	3	4	13	65
20	RNI	4	3	4	4	15	75	4	4	4	4	16	80	4	5	4	4	17	85
21	RSA	3	1	3	2	9	45	3	2	3	2	10	50	3	3	3	3	12	60
22	RAI	3	2	1	2	8	40	4	3	3	3	13	65	4	4	4	4	16	80
23	SBA	3	2	1	2	8	40	3	3	2	2	10	50	3	3	2	3	11	55
24	SHS	3	3	2	2	10	50	4	4	3	3	14	70	4	4	4	3	15	75
25	SHT	2	2	1	2	7	35	3	3	2	3	11	55	4	4	3	4	15	75
26	SSG	4	4	3	4	15	75	4	5	4	4	17	85	4	5	4	5	18	90
27	SPN	2	2	1	2	7	35	3	2	2	3	10	50	3	4	3	3	13	65
28	SRN	3	2	2	1	8	40	4	3	3	3	13	65	5	3	3	4	15	75
29	SNC	3	4	3	4	14	70	4	4	3	4	15	75	4	4	4	4	16	80
30	SCA	3	4	4	4	15	75	3	4	4	5	16	80	3	4	5	5	17	85
31	SFA	4	4	4	3	15	75	5	4	4	4	17	85	5	4	5	4	18	90
32	SNH	4	3	3	3	13	65	5	3	3	4	15	75	5	4	3	4	16	80
33	SLH	2	3	3	4	12	60	3	4	3	4	14	70	3	4	4	4	15	75
34	SPS	3	3	3	3	12	60	5	3	3	4	15	75	5	3	4	4	16	80
35	SLI	3	4	2	3	12	60	4	4	3	4	15	75	4	4	4	4	16	80
36	WII	4	4	3	4	15	75	5	4	3	4	16	80	5	4	4	4	17	85
Jumlah		112	108	93	98	411	2055	137	129	110	127	503	2515	147	141	132	143	563	2815
Average		3,11	3,00	2,58	2,72	11,42	57,08	3,81	3,58	3,06	3,53	13,97	69,86	4,08	3,92	3,67	3,97	15,64	78,19

The results at the Pre-Action stage above show that the students' initial skills in speaking German vary. Students with a range of grades 81-

100 or in very good criteria (*sehr gut*) are missing or 0%, a range of grades 75-80 or good criteria (*gut*) are 10 people or 28%, students with a range

of grades 61-74 or sufficient criteria (*befriedigend*) 12 people or 33%, and the rest students with a range below 60 or less criteria (*ausreichend*) as many as 14 people or 39%. The test results showed the highest value was 80, and the lowest value was 30, with an overall score of 57.08.

10 students out of 36 students who reached the Minimum Completeness Criteria (KKM) in the pre-action stage, showed that the students' speaking skills had not yet reached the target of learning objectives, in other words, the quality of German speaking skills of students at the initial condition was still low and still far from the expected target ie 75% of students reach gut criteria. To overcome this, it is necessary to make good handling in the first cycle to improve German speaking skills through task-based learning methods so that students' speaking skills become better.

The results of the first cycle showed that there were 5 students (14%) who received the highest score of 85-100

(*sehr gut*). While students who get a score of 75-80 (*gut*) a total of 14 students (39%), a score of 60-70 (*befriedigend*) are 8 students (22%), and students who score less than or equal to 55 (*ausreichend*) there are 9 students (25%). In the first cycle, an average overall score of 69.86 was obtained.

Compared to the initial test, there was an increase in students' speaking skills, namely the criteria of *sehr gut*. Compared to the initial test, there was an increase in students' speaking skills, namely the criteria of *sehr gut* increased 5 students (14%) in Cycle 1, whereas at the Pre-Action none of the students reached the criteria for *sehr gut*. The *gut* criteria in Cycle 1 increased by 4 students (10%) to 14 students, while in Pre-Action there were only 10 students. Then, the *befriedigend* criteria in Cycle 1 were reduced by 4 students (11%) to 8 students, before at the Pre-Action there were 12 students. Furthermore, on the *ausreichend* criteria, it was reduced by 5 students (14%) to 9 students, before at the Pre-Action there were 14 students.

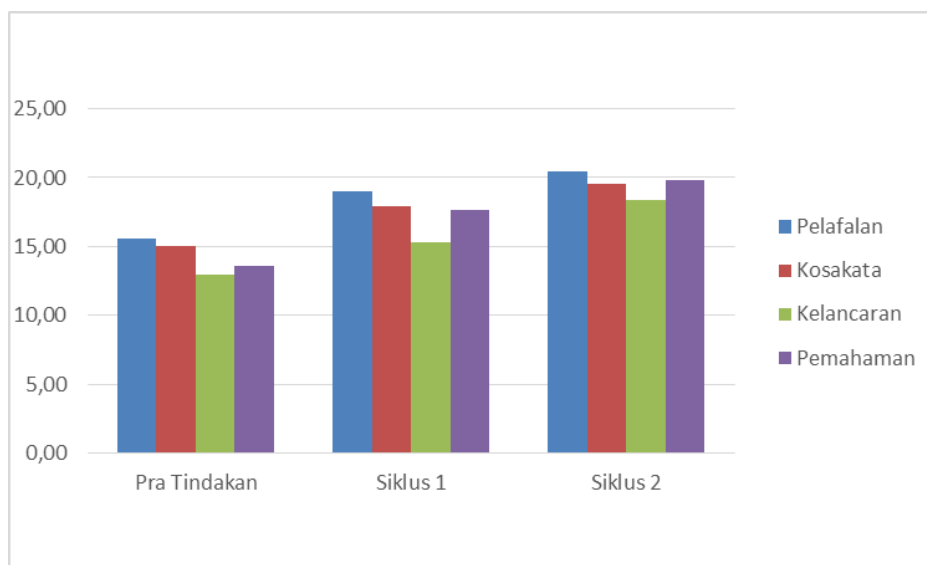
In the first cycle, the number of students who had reached KKM (Minimum Completeness Criteria) was 19 students (53%), and those who had not yet reached KKM were 17 students (47%). This shows that the results of the students' speaking skills test in cycle 1 have increased when compared with the achievement of the initial test results. However, the results of tests in cycle 1, have not reached as expected, namely, 75% of the total number of students get grades with a minimum of complete criteria. Therefore, in the second cycle, researchers expect satisfactory results regarding the level of students' speaking skills in German.

Based on the test results after the second cycle, it was found that there were no students who received *ausreichend* (less) or 0%, who received a score of 60-70 (*befriedigend*) of 5 students or 14%. There are 19 students (53%) who get a score of 75-80 (*gut*), and as many as 12 students or 33% who get a score of 85-100 (*sehr gut*). The average overall score was 78.19. The test

results in cycle 2 showed 86% or 31 students had reached the KKM criteria, in other words, the results of the action had reached or exceeded the 75% research target,

Compared to the test in Cycle 1, there was an increase in students' speaking skills, namely the criteria *sehr gut* increased by 7 students (19%) so that the total became 12 students in Cycle 2, whereas at Cycle 1 who achieved the criteria *sehr gut* were 5 students. *Gut* criteria in Cycle 2 increased by 5 students (14%) to 19 students, while in Cycle 1 there were only 14 students. Then, the *befriedigend* criteria in Cycle 2 was reduced by 3 students (8%) to only 5 students, previously at Cycle 1, there were 8 students. Furthermore, the number of the *ausreichend* criteria was reduced by 9 students (25%) so that none of the students were on this criterion, previously at Cycle 1, there were 9 students.

The improvement of students' skills in speaking German after taking action Cycle 1 and cycle 2 as a whole can be seen in the following figure:

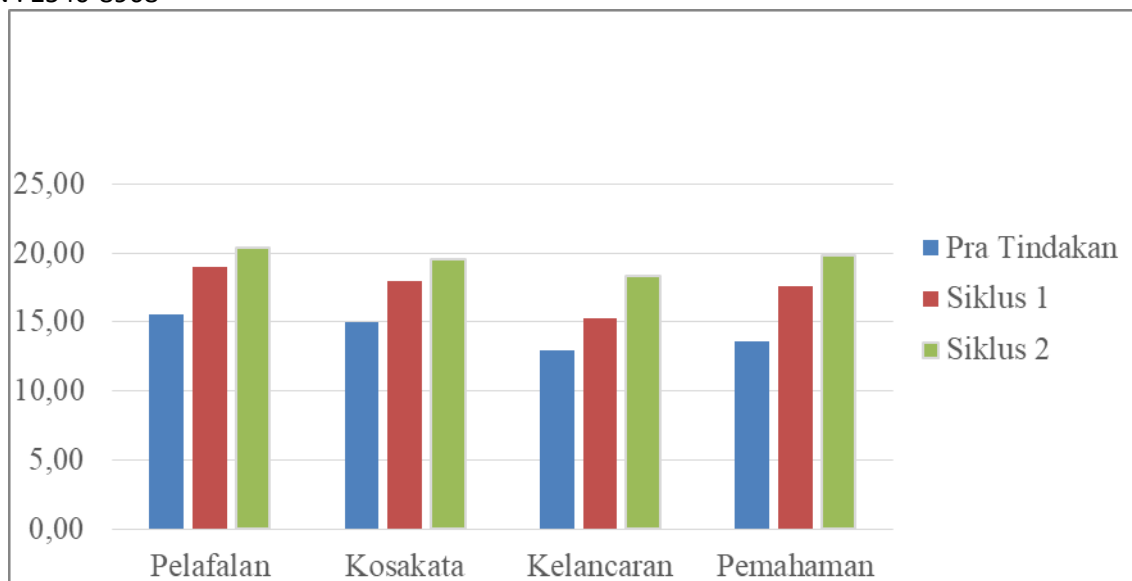


Picture 1. Results of Increased Speech Ability in Pre-Action, Cycle 1 and Cycle 2

Figure 1 above shows that in the pre-action stage, it averaged 57.08 while in the first cycle it obtained an average of 69.86. In other words an increase of 12.78 points. The average acquisition of students in the second cycle was 78.19. The results of the second cycle post-test showed an increase of 8.33 points from the results of the first cycle test. The total improvement in each aspect reached an increase of 21.11 points from the initial test. Students' speaking skills in each cycle show good improvement results. This can be seen from the average value of students who also

experienced an increase. So it can be concluded that the task-based learning method is effective in improving students' speaking skills.

Apart from the results of improvement in each action and average, students' speaking skills in each aspect of speaking both in the aspects of pronunciation, vocabulary, fluency, and in understanding aspects have increased in each cycle. The results of improving every aspect of speaking students can be seen in the following picture:



Picture 2. Results of Improved Pronunciations, Vocabulary, Fluency, and Understanding

The results in Figure 2 show that students' speaking skills in each aspect increase for each cycle. Starting from the pronunciation aspect, it increased from the initial skill, which was an average of 3.11, in cycle 1 and cycle 2, each increased to 3.81 and 4.08. In the vocabulary aspect, during the initial test students obtained an average of 3.00, and then increased to 3.58 in cycle 1 and 3.92 in cycle 2. Furthermore, the aspect of

fluency, the average on the initial test was 2.58, in cycle 1 it became 3.06, and in cycle 2, an increase of 3.67. In the aspect of understanding also increased in each cycle, the mean pre-action was 2.72, in cycle 1, it increased by 3.53 and in cycle 2 it became 3.97. Therefore, it can be concluded that the task-based learning model is effective in improving students' speaking skills.

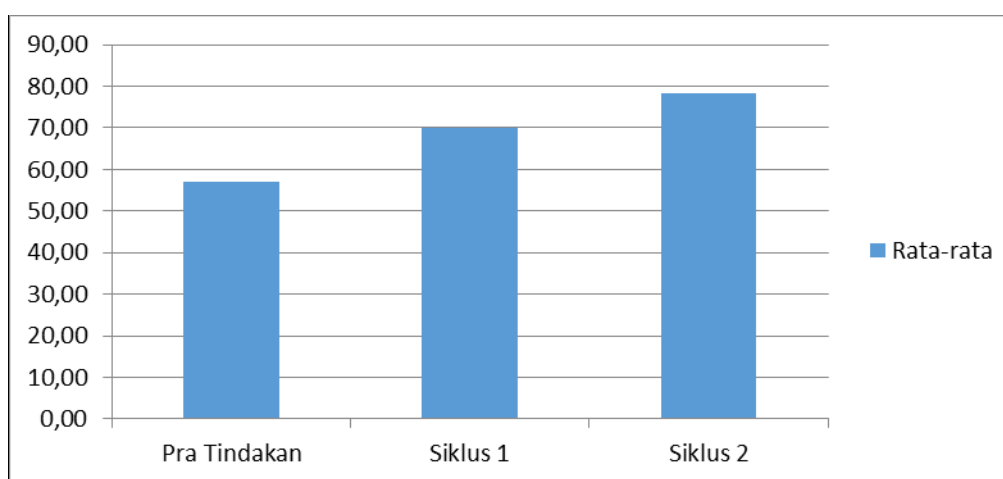
Table 3. Percentage of improvement in German speaking ability

Ketuntasan	Pra Tindakan		Siklus 1		Siklus 2	
	Prosentase	Siswa	Prosentase	Siswa	Prosentase	Siswa
Tuntas	28%	10	53%	19	86%	31
Tidak Tuntas	72%	26	47%	17	14%	5

In the pre-action stage, only 28% of students received a complete grade. The remaining 72% is 26 students who score below the KKM (Minimum completeness criteria). After the action in cycle one, there was an increase in the percentage of completeness, which was 53% of students who had completed tasks, while 17 students, 47%, had not yet reached completeness criteria. The improvement in speaking skills is getting better in the second cycle, where 86% or 31 students have

achieved the KKM score completely, and only 14% or 5 students have not reached completeness criteria.

Based on the results of the above table, it can be seen that the process of action in each cycle progresses. The success of the action in the second cycle can be seen in the completeness chart, which reaches 86%. Although there are 14% ie 5 students who are still below the mastery score, the increase that occurs in other students is pleasing.



Picture 3. The Average of Student Skills Improvement

Students' speaking skills in each cycle show good improvement results. This can be seen from the students' average score, which has also experienced an increase. The average results of each action can be seen in Figure 3.

In the pre-action stage, only 28% of students reached a completeness score. The remaining 72% is 26 students who score below the KKM (Minimum completeness criteria). After taking action in cycle one, there was an increase in the percentage of completeness, that is 54% of students had completed the tasks, while 17 students, namely 46% who had not yet reached completeness criteria. The improvement in speaking skills is getting better in the second cycle, where 86% or 31 students have achieved the KKM score completely, and only 14% or 5 students have not reached the completeness score.

Based on the results of the graph above, it can be seen that the process of action in each cycle progresses. The success of the action in the second cycle can be seen in the

completeness chart, which reaches 86%. Although there are 14% ie 5 students who are still below the mastery score, the increase that occurs in other students is fairly good.

## CONCLUSIONS AND RECOMMENDATIONS

The implementation of the task-based learning method applied in learning activities both in cycle 1 and cycle 2 went well. The process of increasing German speaking skills occurs in each cycle. In the initial stages of observation, the students' speaking skills in German showed that most students scored below the KKM 75, and only a few students who scored according to the KKM were 75.

The results of increasing students' German speaking skills can be improved by applying task-based learning methods. The data evident is obtained by authors from each of the results of the action in both cycle I and cycle II and its comparison on the value of the pre-action test, post-test cycle I and cycle II. Pre-action test results showed that of the 36 students, there were 26 students (72%) getting

grades below the KKM, and only 10 students (28%) had scores that were equal to or above 75. The average value of these pre-actions was 57,08. In cycle 1, the results of the post-test scores showed a decrease in students who received grades below the KKM of 17 students (47%), then 19 students (53%) received scores that corresponded to or more than KKM with an average value, which also increased to 69.86. The average value in cycle 1 has increased by 12.78 points compared to the average value at the time of pre-action.

In cycle 2, the results of the post-test scores of students who received grades below the KKM were only 5 students (14%). 31 students (86%) scored according to or above the KKM with an average grade which also increased to 78.19. The average value in cycle 2, an increase of 8.33 points compared to the average value at the time of the post-test cycle I, and 21.11 points when compared with the average test results before the action.

### Recommendations

In the early stages of learning, the application of task-based methods

will make students feel difficult to speak in German, therefore teachers need to innovate and variations in the themes of discourse used in learning. Learning to speak requires varied and challenging tasks as an exercise to improve German speaking skills. Therefore, teachers should arrange varied tasks well and fully prepared.

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