

**USING TASK-BASED INSTRUCTION TO INCREASE
STUDENTS' SPEAKING SKILL**
(An Experimental Study at First Years Students of MAS Al-Manar Aceh Besar)

THESIS



Submitted by

NURUL HUSNA
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324203

FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM-BANDA ACEH
2018 M/1439 H

THESIS

Submitted of Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

By:

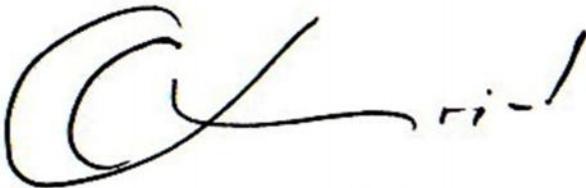
NURUL HUSNA

**Students of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324203**

Approved by:

Main Supervisor,

Co-Supervisor



Khairiah Syahabuddin,

S. Ag., M.HSc. ESL., M.TESOL, Ph.D,



Syamsul Bahri, S.Ag., MA.TESOL

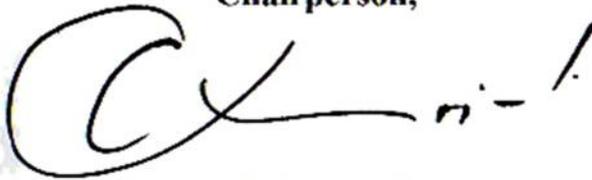
It has been defended in *Sidang Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana Degree S-1 on Teacher Education*

On:

Monday, January 29th, 2018 M
Jumadil Awwal 12th, 1439 H

Darussalam - Banda Aceh

Chairperson,



Khairiah Syahabuddin,

S. Ag.,MHSc. ESL.,M.TESOL,Ph.D,

Member,



Syamsul Bahfi, S.Ag.,MA.TESOL

Secretary,



Fithriyah, M.Pd

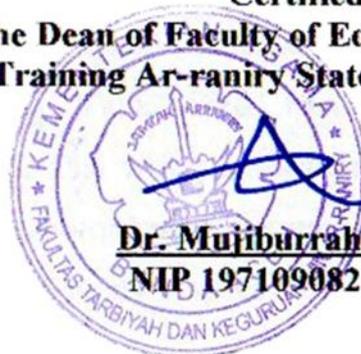
Member,



Azizah, M.Pd

Certified by:

The Dean of Faculty of Education and Teacher
Training Ar-raniry State Islamic University



Dr. Mujiburrahman, M.Ag

NIP 197109082001121001

ACKNOWLEDGEMENT



Alhamdulillah, first of all I would like to thank Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures, Allah always blesses and gives me health, strength and passion to accomplish my thesis. Peace and salutation may we always granted to the noble prophet Muhammad SAW whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

Second, I would like to dedicate my uncounted thank to my parents, my beloved father Bantarisyah and my beloved mother Siti fatimah who always support me with their endless love and always fight the best for me. Then, for my lovely sister Nur Fajri Yanti and Hayatun Rizqa, and also for all of my family members who always support me with love.

Then, I would like to dedicate my deepest gratitude and appreciation to my beloved supervisors Ms. Khairiah Syahabuddin, S. Ag., MHSc. ESL., M.TESOL, Ph. D. and Mr. Syamsul Bahri, S.Ag., MA.TESOL, for their valuable guidance, advices, supports, kindness, insightful comments, and immense knowledge in completing this thesis entitled: **“Using Task-based Instruction to increase students’ speaking skill”**. The writer is extremely grateful to be supervised by them, if there is a word more honored than thank you very much, I will choose it to express my respects. The meaning and the purpose of the written of this thesis

is to fulfill the requirement to achieve fresh graduate degree of Department of English Language Education, Faculty of Education and Teacher Training UIN Ar-Raniry.

Also, the writer appreciation is addressed to the Head of English Language Education Department of Faculty of Education and Teacher Training, Dr T. Zulfikar, M.Ed and all staff of English Language Education Department, her academic advisor Ms. Khairiah Syahabuddin, S. Ag., MHSc. ESL., M.TESOL, Ph. D. and all lecturers, both English Language Education and non-English Language Education Department who guided and helped her during her study in English Language Education Department of UIN Ar-Raniry.

Furthermore, the writer deeply thanks to the teachers who given permission to conduct my research in her/his class Ms. Nova Linda,S.Pd, Mr. Amsal Bunaiya, S.Pd, and Ust Farhan, my research participants from Senior High School MAS Al-Manar, Ule Kareng-Aceh Besar.

The writer also addresses her thanks to all of my friends in English Language Education Department unit 2 (2013). Also, my special thank for my best friend Mery Miranda, Suci Pidia Sari and Nurul Khasanah who always helps, supports, and also share the joy and sorrow with her and all people who supported and helped me in writing this thesis that she cannot mention one by one.

Banda Aceh, January 02th 2018

Nurul Husna

TABLE OF CONTENTS

THESIS COVER	
APPROVAL LETTER FROM SUPERVISOR	
SIDANG MUNAQASYAH-EXAMINER SIGNATURE	
ACKNOWLEDGEMENT.....	i
TABLE OF CONTENTS.....	iii
LIST OF TABLES	v
LIST OF APPENDICES	vi
DECLARATION OF ORIGINALITY	vii
ABSTRACT	viii
CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Question.....	6
C. The Aim of Study.....	7
D. Significance of Research	7
E. Hypothesis.....	7
F. Terminology.....	7
G. Previous Studies.....	9
CHAPTER II : LITERATURE REVIEW	
A. Speaking.....	12
1. Definition of Speaking	12
2. Basic Type of Speaking	14
3. Components of Speaking	15
4. Speaking Difficulties in Foreign Language Learning.....	18
5. Teaching Speaking	18
6. Teaching Speaking for Young Learner	20
B. Task-based Instruction	20
1. Definition of Task-based Instruction	20
2. Components of the Task-based Instruction.....	23
3. Task-based Instruction in Productive Skills.....	25
CHAPTER III : RESEARCH METHODOLOGY	
A. Research Design.....	27
B. Population and Sample.....	28

C. Technique of Data Collecting	29
D. Technique of Data Analysis	30
E. Procedures of Experimental Teaching	34
F. Brief Description of Research Location.....	35
CHAPTER IV : DATA ANALYSIS	
A. Data Analysis of Test.....	36
B. Examining Hypothesis	48
C. Analysis of the Questionnaire.....	54
D. Discussion	58
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
A. Conclusions.....	60
B. Suggestions	61
REFERENCES	62
APPENDICES	66

LIST OF TABLES

Table 4.1 The Score of Pre-test and Post-test of Experimental Class	38
Table 4.2 The Score of Pre-test and Post-test of Control Class	42
Table 4.3 The difference score of Pre-test and post-test of Experimental Class ...	48
Table 4.4 The dfference score of Pre-test and Post-test of Control Class.....	50

LIST OF APPENDICES

1. The Consent Letter by The Dean of Tarbiyah and Teacher Training Faculty
2. The Recommendation Letter of Conducting Research From Kementrian Agama
3. The Confirmation Letter of Conducting Research From MAS Al-Manar Aceh Besar
4. Pre-test and Post-test
5. Questionnaire
6. Rubric
7. Lesson Plan
8. Autobiography

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurul husna

NIM : 231324203

Tempat/Tanggal Lahir : Aceh Besar, 09 Mei 1995

Alamat : Jl. Tgk. Abdul Wahab, No. A 45 Desa Limpok,
Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul *“Using Task-based Instruction to Increase Students’ Speaking Skill (An Experimental Study at First Years Students of MAS Al-Manar Aceh Besar)”* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, January 2, 2018

Saya yang membuat pernyataan,


(Nurul Husna)

ABSTRACT

Task-based Instruction is an approach that emphasizes on the use of pedagogical task and enables the students to produce the target language through the completion of communicative task. In this study, the writer conducted a research entitled “**Using Task-based Instruction to Increase Students’ Speaking Skill**”. The purposes of this study are to find out that Task-based Instruction can increase students’ speaking skill and investigate students’ responses in implementing Task-based Instruction. The study was conducted in the first grade at MAS Al-Manar Aceh Besar, involving 48 students as the sample divided into two classes, there are X-A and X-C classes. The respondents were students in X-A which consists of 31 as control class, and class X-C which consists of 17 as experimental class. This research used test and questionnaire to collect the data. The result of this research showed that Task-based Instruction increases students’ speaking skill. It was proved that based on the data from students t-score of experimental class and control class. It was shown that the students t-score in experimental class higher than control class, t-score of experimental class is 6.75 and control class is -7.39 as well as t_{table} at significant level of $\alpha = 0.05$ was 1.74. Therefore, the experimental class $T_{score} > T_{table}$, and the control class $T_{score} < T_{table}$. In other words, Based on the students’ responses in questionnaire, they considered that Task-based Instruction was a suitable approach applied to increase students’ speaking skill.

Keyword: *Communicative Task, Pedagogical Task, Speaking Skill, Task-Based Instruction.*

CHAPTER I INTRODUCTION

This chapter presents introduction. It consists of seven subchapters. They are background of study, research question, the aims of study, significant of study, hypothesis, terminology, and previous studies.

A. Background of Study

English as one of international languages plays a very important role in the world. The importance of English is in the government, economic, business, technology and education. In government, by using English will support for international relations between some countries. Also English is very influential to increase of economic a country. For business, by using English can promote the product of the company and also can develop of the business networking. And then the most aspect that very impact of English is education. Education is a process or activity aimed at changing habits (behavior) human and also the process to get more knowledge or information. If English education is good in one of the country, it is make the country have a certain quality. It is reasonable that English is programed as the first foreign or second language in many countries on this world and also in present global era.

In Indonesia, English is deemed as a foreign language instead of a second language. However, as our local communities are becoming more global, coupled with our country's booming economy, learning and mastering English has become a must. Policy makers in Indonesia were well aware that English could serve a very important role as a tool in the development of the country. With English

teaching learning to our students will make them know the information in the world and also give them motivation to overcome in this era with English.

In English teaching learning, we must learn some aspects in English such as grammar, writing, listening, reading and speaking. The aspects can't be avoided when English teaching learning, because it is can influence our English. Although English is placed as the foreign language in Indonesia, the competency of learner in this subject is very important to overcome the national development goal. One of aspects in English learning is that the students need to have a good speaking for communication in social environment especially in foreign language environment. However, to teaching English is one of challenges for teachers to make students be interested and motivated in learning English especially in speaking. Speaking plays important the role in teaching English, because in English teaching learning of course we speak or communicate by English. So, when we can communication with English, it will easy to teach English for students.

In addition, teachers play a great role in transferring knowledge and educating student. The method that teachers use in teaching learning process has great impact on students' motivation and achievement in learning beside other influential things. Moreover, the teachers who teach English should have good techniques or methods for playing her role in the classroom. So, in teaching English the teachers must be has some strategies to teach English in the classroom to overcome the challenges of teaching English. Actually, there are many ways

how to teach and created interesting condition in class while study English especially in speaking.

One of basic competences of language is speaking. Speaking is a basic skill in learning English which must be practiced by English as Foreign Language. With speaking we can express our idea to communication with other people. Speaking skill is taught to students to make them capable of communicating by using English correctly. Speaking skill is the ability to produces sound's articulation and to produces words, to express, to state, and to deliver thought, ideas and feeling. Thornburry (2005) says that speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face to face dialogs; therefore speaking involves interaction. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2001).

Speaking as a syllabus in Indonesia is designed to further develop students' knowledge and understanding of the culture English and providing them with opportunities to gain a broader and deeper understanding of Indonesian and extend and refine their communication skills and can focus how communicate well in English. With speaking as a syllabus in Indonesia can develop communication competences. However, most people believe that to developing speaking skill in Indonesia is most difficult and will be the biggest challenges for EFL students, because the status of learning environment is not the area where the English is spoken and it is not our mother tongue.

There are some issues faced by students in improving their speaking skill such as lack of motivation and inadequate chance to practice their speaking in classroom. Schneider (2001) stated that some intermediate students may not recognize about speaking obstacles such as having had a little opportunity to use or to express the target language. Indeed, learners need more time to practice English since speaking is one of important skill in mastering English. And also the most English teachers face some varieties of problem in teaching English as a foreign language. It is very difficult to persuade students to learn English. They don't want to study seriously when they have an English class. When speaking someone of course has the problems. The example of speaking problems such as stuttering, nervous, reluctance, shyness, fear of committing oral mistakes, besides that the students show poor speaking ability and they lack peers or social circles with whom they can explore their speaking potentials and anymore. To solve the problems the writer considers using one of approach in English speaking, it is Task-based Instruction.

Task-based instruction is one of approach that was developed by Prabhu (1987) to support the communicative language teaching. And also Prabhu stated he believed that students may learn more effectively when their minds are focused on the task rather than on the language they are using.

According to Richards and Rodgers (2001) Task-based Instruction is referring to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task-based Instruction focuses on the ability to perform a task or activity without explicit teaching of grammatical structure

(Rahimpour, 2008). Task Based Instruction is considered to be an effective approach that fosters a learning environment in which learners are free to choose and use the target language forms which they think are most likely to achieve the aim of accomplishing defined communicative goals (Ellis, 2003). The Task-based emphasized the fact that teaching should be conducted with real life tasks (Lin, 2009).

The impact of language theory and the type of teaching method is very significant to the learner of language. It is from the method of teaching, and everything that is associated with it, that the student is able to grasp concepts of a language. In this research using Task-based Instruction as an approach in classroom or language teaching is very recommend, because Task-based Instruction have some advantages. There are Students tend to be active and participate with great motivation towards tasks and activities in a Task-based Instruction environment. It offers a platform for students to display their skills through their efforts and develops them further. Language learners work and cooperate with each other in groups which builds bonds between them. When working in groups they are able to display and produce meaningful interaction on a given topic. Also the class work together and assess the whole outcome of the lesson.

In conclusion, based on the theory above about Task-based Instruction is teaching learning process by using tasks. In teaching learning process teachers give some tasks to students and that students must be do that by themselves, pair or group. It is mean that in the classroom teachers just as facilitator or supervisor

and monitoring for students, because the method focuses of learner activities (students-center). Advantages of Task-based Instruction are learner-centered, this approach give chances to the students to plan their own activities so that they get involved with great enthusiasm, the task involved in the activity enhances the creativity of learners, and then it help the learners to learn from the real life situations.

So, based on the theory above, I would like suggest to using Task-based Instruction in English teaching learning especially in speaking class to help students' increasing of speaking skill. In case I am interested to research about the issue under title **“Using Task-based Instruction to increase students' speaking skill”**.

B. Research Question

1. What is the effect of using task-based instruction in increasing students' speaking skill?
2. What are the students' responses in implementing task-based instruction to increasing their speaking skills?

C. The Aims of Research

The purposes of this research are to find out whether Task-based Instruction increase students' speaking skill and to find out students' responses of using Task-based Instruction in increasing their speaking skill.

D. Signification of Research

The significant of this research is hopefully to give information and suggestion to writer and learners that English is very important language in the world. And this research has a significant contribution in quality improvement of the language teaching. In this research can enrich alternative instruction in teaching speaking by using Task-based instruction as a unit of planning. In other hand, it will help the English teacher to choose the appropriate approach in teaching learning process especially in teaching speaking.

E. Hypothesis

H₀: using task-based instruction in increasing students' speaking skill doesn't affect the test score of students

H_a: using task-based instruction in increasing students' speaking skill affects the test score of students

F. Terminology

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are:

a. Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2001). Speaking ability is an essential process for learning English. Speaking tasks are helpful to fulfill the conditions to practice the target language communicatively. According to

Nunan (2003) speaking involves producing systematic verbal utterances to convey meaning. Speaking is of central concern in second language teaching and learning as it is one of the two productive skills that generally considered as difficult to master as it takes rigorous and regular practice and strong determination to achieve high proficiency.

b. Task-based Instruction

Task-based instruction, also known as Task-based Language Teaching is an approach focuses on asking students to do meaningful tasks using the target language. These tasks help them to face real life situations. A task is defined by David Nunan as an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Task-based instruction activities provide methods to promote student's language development because the students can get the language learning experience while in the classroom in different situations. Task- based Instruction is a student-centered approach (Ellis, 2003; Nunan, 2004; Richards & Rodgers, 2001); it includes certain constituents such as goal, procedure, and specific result (Murphy, 2003; Nunan, 2004; Skehan, 2003); it supports content-based and meaning- based tasks instead of linguistic forms (Carless, 2002; Littlewood, 2007)

In Task-based Instruction the learner should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it. One clear purpose of choosing Task-based Instruction is to increase learner activity; Task-based Instruction is concerned with learner and not teacher activity and it

lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play.

G. Previous Studies

The previous studies about knowing the using Task-based Instruction to increase students' speaking skill have been conducted by 3 researchers from those previous studies, the researcher can take lessons and also their discrepancies on the basis on the found gabs, the recent study is done.

First, the research was conducted by Ni Putu Era Marsakawati (2014) with title "Task-based Learning to Improve Students' Speaking Competency". This research used true experimental design. The instruments used were speaking test, teacher's digital diary and video camera. The result showed that the task-based learning could improve the students' speaking competency in the Reception Course. It is indicated by the gained scores obtained from the first cycle to the second cycle. The average score of the first cycle was 68.9, which was categorized as having enough competencies. Meanwhile, the average score of the second cycle was 78.8 which means was categorized to be in a good competency. The research was conducted at DIII Bahasa Inggris at Ganesha University of Education in the academic year of 2013/2014.

Second, the research was conducted by Baris Kasap (2005) with the title “The effectiveness of Task-based Instruction in the improvement of learners” speaking skills. This research used true experimental design. Oral pre- and post-tests were administered to both classes comprising 45 students total. The teacher’s perceptions of TBI were explored in pre- and post-treatment interviews, and a post-treatment interview was also conducted with a focus group from the experimental class. The participants are one English teacher working at Anadolu University School of Foreign Languages (AUSFL) and 45 students of this teacher in two lower intermediate speaking classrooms. The findings of the paired samples t-tests for pre- and post-treatment test results showed that the control group improved significantly when compared to the experimental group.

Third, the research was conducted by Evi Yuniarisda H (2014) with title “The implementation of task-based language teaching to teach speaking descriptive to the first graders of 26 State Junior High School”. The design of this research is a qualitative research. To conduct the research, field notes were used as the instrument which components are descriptive part and reflective part. The data collected was a descriptive data which focus on words rather than numbers or statistics. Source of the data were field notes which described the detail of the implementation of task-based language teaching and students’ transcription which describes the students’ speaking ability. The research subjects were the teacher and the students of 26 Junior High School Surabaya, especially the students of VII F Class. The result of this research is that the implementation of task-based language teaching to teach speaking descriptive was conducted properly and

successfully according to the framework suggested by Ellis. It was very engaging and motivating because the students were challenged to complete a communicative task. There was a good interaction among the students. Students' speaking ability after the implementation of task-based language teaching on the first and on the second meeting was satisfying.

The differences between this research and their research were the location, time and also the sample of the research. The writer was conducted this research in senior high school of MAS Al-Manar, Ulee Kareng- Aceh Besar. The sample of this research was the students in first grade, class X-A which consist of 31 students as experimental class and class X-C which consist 17 students as the control class. So, the samples in this research were 48 students. This research, the writer focus two class to compare T-score between experimental class and control class. The writer gathered the data by using the test and questionnaire. The questionnaire that consists of 12 questions. The questionnaire was adopted from familiar resources.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Some experts give several meanings on the term 'speaking'. Speaking is a process of using language between speaker and listener to convey some information. Howarth (2001) define, speaking is as a two way process involving a true communication of ideas, information or feeling. Thornburry (2005) said that speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogs; therefore speaking involves interaction. According to Hornsby (2008) said that; Speaking means to make use of word in an ordinary voice, then teaching speaking is giving instruction to a person in order to communicate. Sinclair (2007) said that, speaking is defined as the way that someone is describing something. Moreover, as Chaney (2006) says that speaking is the process of building and sharing meaning through the use of symbols, in a variety of contexts.

In communicative process, speakers need to learn to adapt their talk to the listener: use a range of way to express themselves: use talk to clarify their ideas and sustains their talk to develop thinking and reasoning. Speaking is thus regarded as a critical skill in learning second language by most language learner, and their success in learning a language is measured of their accomplishment in oral communication (Nunan, 2001). And also Liao (2009) stated that speaking is

the most important parts of everyday interaction, while the first impression of the people is based on the ability to speak fluently and comprehensibly.

Based on the theory above, the writer includes that speaking is a process of using language in order to share the information, knowledge, idea, and opinion to the other person.

Speaking skill has some aspect, according to expert one of them is language feature, it is necessary for spoken production involves. According to Harmer (2001) said the feature are connected speech, expressive devices, lexis and grammar, and negotiation language. First, connected speech is conveying fluent connected speech including assimilation elision, linking 'r', contractions and stress patterning. Second, expressive devices such as pitch, stress, speech, and volume, physical non-verbal means for conveying meaning. Third, lexis and grammar are supplying common lexical phrases for different function such as agreeing, disagreeing, expressing shock, surprise or approval. Fourth, negotiation language; in order to seek clarification and to show the structure of what we are saying. Speaking is not the oral production of written language, but involves learner in the mastery of a wide range of sub-skill, which, added together, constitute an overall competence in the spoken language (McDonough & Shaw, 2003).

According to Bashir, et.al (2011) explained that language learners need to recognize that speaking involves in three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): it is the ability to use the right order with the correct pronunciation.

- b. Functions (transaction and interaction): it is about the knowledge when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pause between speakers, relative roles of participants): it refers to the understanding of how to take into account who is speaking to whom, in what circumstances, about what, and for what reasons.

2. Basic Types of Speaking

The basic type of speaking is divided into five categories (Brown, 2004), namely:

a. Imitative

Imitative is the ability to simply imitate a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included the criterion performance. For example, “Excuse me.” Or “Can you help me?” for clarity and accuracy.

b. Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements, intonation, stress, rhythm, and juncture. Examples of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion.

c. Responsive

Responsive included interaction and test comprehension but at somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments.

d. Interactive

The different between responsive and interactive speaking is in the length and complexity of interaction, which sometimes included multiple exchanges and/or multiple participants.

e. Extensive

Extensive (monologue) type included speeches, oral presentation, and story-telling during which opportunity for oral interaction form listener is either highly limited or ruled out altogether. This type needs more action and interaction to the listener. Informal Monologues such as casually delivered speech, for example: my vacation in the mounting, etc.

3. The Component of Speaking Skill

Speaking English can be particularly difficult because, unlike reading and writing, speaking happens in “real time,” it require the simultaneous se of number of abilities which often develop at different rates. McKay (2006) classifies as a productive skill which has several important aspects in it. According Syakur (2000) and McKay (2006) there are at least five components of speaking skill such as, comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Oral communication certainly requires a subject to respond, to speech as well as to initiate. Gower, Phillips and Walters (2005) state that when speaking fluently, students should be able to get the message across with whatever they have got the resources and abilities, regarding of grammatical and other mistake.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The ability of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

One cannot effectively communication or expresses their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used communication.

d. Pronunciation

Pronunciation is the way the students produce clearer language when they speak (Hornby, 2010). It deals with the phonological process that refers to the component of a grammar make-up of the elements and principles that determine how sound vary and patter in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pause and “ums” or “errs”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

4. Speaking in Second Language

There is no difference between speaking in first language and speaking in second language. Second language speaker also produces speech through a process of conceptualizing, formulating, and then articulating, during which there is a process of self-monitoring (Thornbury, 2005). Thornbury also states that the difference is on the language itself. The knowledge of second language speakers is not as extensive and as established as their knowledge of the first language. Second language speakers tend to formulate utterances in the first language and, then, translate it into the second language.

According to Brown (2001), there are main reasons for getting student to speak in classroom. Firstly, speaking activities provide good opportunities-chance to practice real-life speaking in the safety of classroom. Secondly, speaking tasks in which students try to use any languages they know to provide feedback for both teacher and students. Aughes (2002) as quoted Brown (2001) states that there are three basic aspects of spontaneous speech which language learners need to be made aware of, and which language teacher may find it helpful to reflect on.

5. Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the foreign language is not as knowing about this language. The difference between the knowledge of how things must be done and the ability to do these things is crucial the learning process. Learners often find some difficulties when practicing the speaking skill, even for those who know about the system of foreign language. The teachers must perform a series of task that aim at providing learners with the confidences and skills required to take advantage of the classroom opportunities in order to speak English effectively.

6. Teaching Speaking

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, proving with the knowledge, causing to know or understand (Brown, 2000). Teaching speaking means the process of teaching students knowledge about the target language and skill in using the knowledge orally in communication. In other hand, Nurmaida (2011) clarified that teaching speaking course about cannot be separated from conversation itself. So, the students will be directly involved in speaking activities whenever they are conducting a conversation.

Moreover, a professional teacher should create the teaching learning process well. In this case, Kayi (2006) suggested some opinion for English language teachers while teaching speaking, they are:

- a. Reducing teacher speaking time in the class while increasing students speaking time.

- b. Avoiding correcting students' pronunciation mistakes very often while they are speaking because correcting should not distract students from his or her speech.
- c. Circulating around classroom to ensure that students are on the right track and see whether they need teachers' help while they work in group or pair.
- d. Providing the vocabulary beforehand that students need in speaking activities.
- e. Diagnosing problem faced by students who have difficulty in expressing themselves in the target language and
- f. Providing maximum opportunity to the students to speak the target language by providing a rich environment that contains collaborative work, authentic and task, share knowledge.

Baker and Wesrtup (2003) also put forward reasons to practice speaking during a lesson:

- a. Speaking activities can reinforce the learning of new vocabulary, grammar, functional language.
- b. Speaking activities give students the chance to use the new language they are learning.
- c. Speaking activities give more advanced students the chance to experiment with the language they already known on different situations and on different topics.

7. Teaching Speaking for Young Learner

Brown (2001) explained that teenagers are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. One of the most important concerns of English teachers is to keep students' self-esteem.

According to Lightbown (2000) "Teacher should avoid embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competition between classmates, and encouraging small-group work share risks can be takes more easily by a teen. The age factor will give better effects as the teacher begins to teach". Based on above statement, the writer concludes teacher has role to help students for fixing their speaking problems.

B. Task-based Instruction

1. Definition of Task-based Instruction

According to Xiangyang Zhang and Shu-Chiung Hung (2013) Task-based Language Teaching and Learning (TBTL) proposed and developed mainly based on research into second language acquisition has received the most pedagogic attention in the field of second/foreign language pedagogy since 1980s. Task-based instruction is one of approaches that were developed by Prabhu to support the communicative language teaching. And also Prabhu stated he believed that students may learn more effectively when their minds are focused on the task rather than on the language they are using.

Task-based Instruction can be defined as an approach in which communicative and meaningful task play the central role in language learning and in which the process of using language in communication carries more importance than more production of correct language form. Therefore, Task-based Instruction is viewed as one model of Communicative Language Teaching (CLT) in terms of regarding real and meaningful communicative as the primary feature of language teaching (Richards & Rodgers, 2001).

In addition to real language use, which is a common feature both in CLT and Task-based Instruction, other critical dimensions define Task-based Instruction “input and output processing, negotiation of meaning and transitionally focused conversation” (Richards & Rodgers, 2001). Task-based instruction focused on the ability to perform a task or activity without explicit teaching of grammatical structure (Rahimpour, 2008). According to Nunan

(2004) states that Task-based Instruction itself is an approach which emphasize on the process of learning communicate through interaction in the target language. Her also state that Task-based Instruction represents a realization of communicative language teaching philosophy. Malihah (2010) states that the communicative language teaching focuses more on language learning as interaction, and meaningful communication became the main point rather than the complexity of grammar rules. Dailey (2009) also believes that Task-based Instruction has its valuable points and is a new, exciting and interaction approach to improve communication competence. Ellis (2000) also states that tasks are also viewed as important research tools as well as the basis for language instructional approaches.

According to Iwashita and Li (2012) pointed out that Task-based Instruction encouraged learners to participate in classroom interaction by giving each other feedback. This can lead them to recast non-target utterances, and also, to more successfully incorporate that feedback in the production of modified output. Moreover, Task-based Instruction contributes to shaping and improving learners' oral skills such as fluency, listening comprehension, and vocabulary building skills (Chacon, 2012); increasing learners' use of the target language (Tinker Sachs, 2007), and enhancing learners' ability to transfer what they learned in the classroom to the outside world (Macias, 2004).

Task-based Instruction provides many benefits to aid foreign language learning. Hismanonglu, M and Hismanonglu, S. (2011) lists these benefits as follows:

- a. Task-based instruction provides the opportunity for ‘natural’ learning within the classroom context.
- b. It stresses meaning over form; however, it can also emphasize learning form.
- c. It offers learners a fertile input of target language.
- d. It is intrinsically motivating.
- e. It is consistent with a learner-focused educational philosophy but also give permission for teacher input and guidance.
- f. It contributes to the improvement of communicative fluency while not disregarding accuracy.
- g. It can be deployed together with a more traditional approach.

2. Components of the Task-based Instruction Framework

The Task-based Instruction framework consists of their phrases; provide 3 basic conditions for language learning, as following Ellis (2003) the framework is:

1. Pre-task (including topic and task) prepares learners to perform task in ways that promote acquisition.
2. Task cycle: offer learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher’s guidance while planning their reports on the task.

There are three components of a task cycle:

- a. Task: learners use whatever language they can master, working simultaneously, in pair or small group to achieve goals of the task.
- b. Planning: learners plan their reports effectively and maximize their learning opportunities.

- c. Report: is the naturally condition of task cycle: in this stage learners tell the class about their findings.
3. Post-task stage: provides an opportunity for students to reflect on their task and encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

On other hand, according to Nunan (2005) define task components as follows:

- a. **Goals** are the general intentions behind any given task. They may relate to a range of general outcomes or may directly describe teacher or learner behavior.
- b. **Input** refers to the data that form the point of departure for the tasks.
- c. **Activities** specify what learners will actually do with the input.
- d. **Teachers and learners roles** refer to the part that learners and teachers are expected to play in carrying out the task as well as the social and interpersonal relationships between the participants.
- e. **Setting** refers to the classroom arrangements specified and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom.

There are many tasks which can be used on speaking activities based on Task-based Instruction. According to Prabhu (1987) there are three basic types of tasks: Information gap, reasoning gap and opinion gap. on other hand, before Implementing this approach, the teachers should be acquainted with the types of task to be presented to the students. Futhermore, Willis (1996) has categorized them into six types of tasks which are:

- a. Listening: brainstorming, fact-finding
- b. Ordering and Sorting: sequencing, ranking, categorizing, classifying
- c. Comparing: matching, finding similarities and differences
- d. Problem Solving: analyzing real or hypothetical situations
- e. Sharing Personal Experiences: narrating, describing, exploring and explaining opinions, reactions
- f. Creative Task: brainstorming, fact-finding, ordering and sorting, comparing problem solving etc.

3. Task-based Instruction in productive skills

According to Crystal (2010) “it is language, more than anything else, which makes us feel human”. Each society in this world has a particularly language, and this unified language usage determines that speech community making identity of the speakers. Language is an important tool and it has various functions but the most vital function of language is to communicate with fellow human being (Pozzi, 2004). There are four basic language skills such as listening, speaking, reading and writing.

Another division of language skills is the productive skill (speaking and writing) and receptive skills (listening and reading). Willis and Willis (2007) categories speaking as an interpersonal skill and writing as the transactional skill. The productive skill in Task-based Instruction are writing and speaking;

a. Writing skill

Based on journal of the title “A Task-based Approach to developed the writing skill in English of students at college level” by K. Sunthara Vall and N. S. Vishnu Priya. States that; writing is productive skill. It needs more participation and interest. When it comes to teaching to write, teachers encounter some problems with the learners as they may lack interest and motivation. Unlike traditional method where the teacher is the dictator and the learners are passive listeners, in the Task-based Approach, it paves way for the learners to get involved in the learning process by actively engaging them in the task planned by the teachers. Task-based Approach is proved to be successful approach to develop the students writing skills at any level. It can keep up the students’ interest and help them achieve their goal.

b. Speaking skill

Based on journal of title “The effectiveness of Task-based Instruction in the improvement of learners’ speaking skills” by Baris kasap (Bilkent University). States that; imply that task-based instruction is partially effective in improving students’ speaking skills and could be viewed as an alternative teaching method that can be intergraded with current methods for all students and, perhaps, used more extensively with those students who respond to Task-based Instruction most positively.

Types of tasks that used in this research are: jigsaw, information-gap, problem-solving, decision-making and opinion exchanges. Jigsaw tasks have learners construct a whole from different informational parts. Each part is held by different group of students who cooperatively contribute to constructing the whole. Information-gap task encourage groups of students who have different section of a text to share text information with each other in order to form a complete text. Problem-solving tasks provide a problem and some information and instruct learners to find a solution to a problem. In decision-making tasks, learners are given problem with a set of solutions, and the attempt to make a joint decision by negotiating and discussing these solutions. Finally, opinion exchanges tasks also promote discussions among learners. Learners are expected to share their own ideas and understand others' opinion in regards to some topics.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method. It focuses the method used in conducting this study. The decision covers research design, population and sample, technique of data analysis, technique data collecting data, procedures of experimental teaching, and brief description of research location.

A. Research Design

In this research, the writer used experimental research as research design. The purpose of the experimental research is to determine cause and effect between independent and dependent variable (Sugiyono, 2015). According to Wiesman (2001) states that experimental research is the situation that has at least one experiment variable which will be accrued in this experimental group that the conditions in the experimental group are controlled by writer.

According to Creswell (2012) an experimental design is an approach for conducting quantitative research. The quantitative research was applied in this study in order to find out the influence of the treatment; using Task-based instruction to increase students' speaking skill. The design covers a quantitative research in analyzing data. According to Sugiyono (2010), quantitative research method is a research method used to observe specific sample or population by using numerical data in analyzing the data. Technique of sampling, the data collection uses research instrument, and analyzing data in quantitative or statistic term. Quantitative approach is used for analyzing the statistic data students' pre-test and post-test score.

There are four main types of experimental research design, true experimental, quasi experimental, pre-experimental, and single subject design (Creswell: 2014). In this research type of experimental design is quasi experimental, which using control. Which the writer implementing Task-based Instruction in experimental class, while in the control class was not implementing Task-based Instruction but also give pre-test and post-test.

B. Population and Sample

a. Population

Creswell (2008) states that a population is a group of individual who have the same characteristic. According to Sugiyono (2015) population is a general area including of object/subject which has specific quality and characteristic decided by the writer to be studied and concluded. The population in this research is all the first year students at MAS Al-Manar Boarding School. The total number of population was 68 students and they were divided into three classes.

b. Sample

According to Arikunto (2006) states that sample is a small part of the total population that is take for representative of the entire total population that becomes the object of the research. Besides, that Creswell (2008) argues that sample is a subgroup of the target population. In this research, the writer used intact classes not random sampling. According to Mackey and Gass (2005: 142) “intact classes are commonly and often by necessity used in research for the sake of convenience”. The sample of this research was students in class X-A as control

class which consist of 31 students and class X-C which consist 17 students as experimental class. So, the samples in this research were 48 students.

C. Techniques of Data Collection

Collecting the data, the author used some steps that are:

1. Experimental Teaching

To gain the data, the writer performed experimental class at MAS AL-Manar Cot Irie by using Task-based Instruction for four meetings. In this case, the writer conducted experimental teaching (quasi-experimental) and gave pre-test and post-test.

2. Test

According to Prasetyo and Miftahuljannah (2010); a test is an instrument used to measure competence, knowledge, intelligence, and ability possessed by individual or group to collect data. In this research, two kinds of test were conducted in both classes, there are pre-test and post-test. The pre-test was given to see students' prior knowledge, and post-test was given to see students' achievement of speaking skill after doing the treatment. In this study, the test is used to answer the first research question.

3. Questionnaire

According to Brown (2010) as cited in Mackey and Gass (2005); questionnaire can be defined as written instrument which gives a sequence of question or statement to provided answer. Questionnaire is a way to collect the data from respondents ad usually consists of several question related to the topic. Questionnaire is a document containing question and other types of items designed to solicit information (Babbie, 2010). The writer used questionnaire to subject under study to investigate the problems faced by students in increasing students' speaking skill by using Task-based Instruction.

D. Techniques of Data Analysis

In analyzing the data collected, the writer used statistic calculation. The statistical formula is used based on Sudjana (2005) in analyzing the data. Score of pre-test and post-test, the writer used formula:

1. Test

In order to analyze the result of the test, the author used statistical formula. The purpose of the test is to find out the range of the data, interval, class number and mean.

a) Range

The purpose of range is to find out the gap between the highest score and the lowest score, the formula is:

$$\mathbf{R = H - L}$$

R = the range score

H = the highest score

L = the lowest score

b) Interval

Interval is a set of real numbers with the property that every number is between two numbers in the repertoire also included in the set.

$$I = \frac{R}{CN}$$

Where:

I = interval

R= range

CN = class number

However, before the author calculates the interval, the author should calculate the class number, the formula is:

$$CN = 1 + 3,33 \log n \text{ (total sample)}$$

c) Mean

Mean is the average score of the student. Mean is calculated by using following formula:

$$x = \frac{\Sigma fix_i}{\Sigma fi}$$

Where:

\bar{X} = mean

$\sum Fix_i$ = the total result of multiplying between midpoint and the each frequency

F_i = frequency

By using the mean score of the pre-test and post-test, the writer could compare the score of the students before and after treatments.

d) Standard Deviation, formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where:

SD : Standard Deviation

D² : Total of difference score

e) T-test

T-score is used to see the significant differences between two means.

The formula is:

$$T_o = \frac{MX - MY}{SX - Y}$$

Where:

T : t-test

MX : the mean score of deviation experimental class

MY : the mean score of deviation control group

Sx-y : standard error of the mean difference between two variables X (experimental class) and Y (control group).

2. Questionnaire

The acquired of the questionnaire is also analyzed statistically by counting the percentage of students' answer in each item of the questionnaire. To count the percentage of to answer chosen by the participant, the writer refers to *Metode Statistika* which was written by Sudjana (2008).

The formula is:

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

Note:

P : Percentage

F : Frequency of respondents

N : Number of sample

100% : constant value

E. Procedures of Experimental Teaching

The writer did experimental teaching during research. This research used quasi-experimental design which had an experimental class and control class. Thus, this design did have a control class to compare with the experimental class. It will held in five meetings to teach the students how to promote their speaking skill by using Task-based Instruction It was conducted in MAS Al- Manar, Ulee Kareng, Aceh Besar. The procedures of the meetings are as follows:

The first meeting, pre-test was given to the students in order to measure their proficiency in mastery speaking skill and the writer explained the material from the pre-test. Second meeting, the writer provided the students into two groups and explained the material related to the topic of speaking. The writer asked to the students did the task in work on the allotted task that designed to make their discussing easier. After discussion in group, their started to debate. Third meeting, the writer provided the students in pair to performance the material about advertisement. Before performance, the writer asked to the students did the task related to the topic and they can performance in front of class. The fourth meeting is the last meeting in applying the treatment. In this meeting provided the students into five group, each group have different topic. The topic was given related with “The Problems and Solutions”. Fifth meeting, in this meeting is the last meeting. The writer did not present the material as the exercise anymore because this meeting was held for administering to the post-test and gave the questionnaire in order to collect data of students’ responses.

F. Brief Description of Research Location

The writer conducted a research at senior high school of MAS Al-Manar. The research focused on the using Task-Based Instruction to increase students' speaking skill. This school is one of boarding schools in Aceh Besar, where the students live in the school. Al-Manar located in Jl. Blang Bintang lama Lampermain Cot Irie Aceh Besar.

MAS Al-Manar, Ulee Kareng Aceh Besar has a number of rooms for administrasi, classroom, and teaching supporting facilities. It has one room for the head masters office, one room for the teacher. There are also six classrooms used for teaching learning process. The first year has three classrooms, the second year has two classrooms and the third year has one classroom. To support the teaching and learning activities, the school also has one multimedia room, and one library.

CHAPTER IV

DATA ANALYSIS

This chapter present and discusses data description and data analysis. They are: the data analysis of test, examining hypothesis, analysis of the questionnaire, and discussion.

A. The Data Analysis of Test

The data was given to the students to measure their peaking skill before and after the treatment. Following the experimental teaching, the writer analyzed the data by using a statistical formula. There were two tests in which the students participated; the pre-test and post-test. The writer took two classes as sample which the class X-A as control class and X-C as experiment class. To obtain the result of Mean, Standard Deviation, and T-test, the writer did several steps:

1. Mean

- a. Finding the range of score, formula:

$$\mathbf{R = H - L}$$

Where:

R : the range of the score

H : highest score

L : lowest score

- b. Finding the interval class, formula:

$$\mathbf{CN = 1 + 3.3 \log n \text{ (total sample)}}$$

Where:

CN : Class Number

n : The amount of sample

c. Finding the space (length) of interval class, formula:

$$I = \frac{R}{CN}$$

Where:

I : interval space
R : the range of score
CN : Class number

d. Finding the Mean score, formula:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

X : Mean
 x_i : the middle score of interval class
 f_i : frequency
 $f_i x_i$: the amount of the multiplication between frequency and middle interval

2. Standard Deviation, formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Where:

SD : Standard Deviation
D² : Total of difference score

3. T-test

$$T_o = \frac{MX - MY}{SX - Y}$$

Where:

T : t-test
MX : the mean score of deviation experimental class
MY : the mean score of deviation control group
Sx-y : standard error of the mean difference between two variables X (experimental class) and Y (control group).

1.1 The result of pre-test and post-test in experimental class

The table below is the score of pre-test and post-test in experimental class from 17 students.

Table 4.1*The Scores of Pre-test and Post-test of Experimental Class*

No	Initial's Name	Experimental Class	
		Pre-test	Post-test
1	AA	45	55
2	AA	70	75
3	BM	50	65
4	CP	50	65
5	DD	70	80
6	DH	55	70
7	DF	75	85
8	LM	50	65
9	NS	60	65
10	NA	55	50
11	N	75	85
12	PR	70	75
13	SF	75	85
14	TA	60	65
15	TM	45	75
16	ZA	65	70
17	MW	50	60

1.1.1 Pre-test score of experimental class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find

the result, the researcher used the following formula:

$$\mathbf{R = H - L}$$

Where:

R: Range of the score

H: Highest score

L: Lowest score

Based on table 4.1, it can be seen that the highest score is 75 and the lowest score is 45. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 75-45 \\ &= 30 \end{aligned}$$

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$\mathbf{CN= 1+3.3 \log n \text{ (total sample)}}$$

$$\begin{aligned} CN &= 1+ (3.3) \log 17 \\ &= 1+ (3.3) (1,23) \\ &= 1+ 4.059 \\ &= 5.0589 \text{ (it can be taken 5)} \end{aligned}$$

c. Interval is amount of class and to find the score, the researcher used the following formula:

$$\mathbf{I = \frac{R}{CN}}$$

$$I = \frac{30}{5} = 6$$

Where:

I = interval

R = range

CN = class number

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.1.1

The Frequency's Table of Pre-test in Experiment Class

Interval Class	<i>F_i</i>	<i>X_i</i>	<i>Fixi</i>
45-49	2	47	94
50-54	4	52	208
55-59	2	57	114
60-64	2	62	124
65-69	1	67	67
70-79	6	72	432
Total	17	357	1039

Based on the table 4.1.1, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1039}{17} \\ &= 61, 11 \end{aligned}$$

1.1.2 Post-test score of experimental class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$R = H - L$$

Where:

R : Range of the score

H : Highest score

L : Lowest score

Based on table 4.2, it can be seen that the highest score is 85 and the lowest score is 50. Thus, the range is:

$$\begin{aligned} R &= H - L \\ &= 85 - 50 \\ &= 35 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN = 1 + 3.3 \log n \text{ (total sample)}$$

$$\begin{aligned} CN &= 1 + (3.3) \log 17 \\ &= 1 + (3.3) (1.23) \\ &= 1 + 4.059 \\ &= 5.059 \text{ (it can be taken 5)} \end{aligned}$$

- e. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

$$\begin{aligned} I &= \frac{35}{5} \\ I &= 7 \end{aligned}$$

f. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.1.2

The Frequency's Table of Post-test in Experiment Class

Interval Class	<i>F_i</i>	<i>X_i</i>	<i>Fixi</i>
50-54	1	52	52
55-59	1	57	57
60-64	1	62	62
65-69	5	67	335
70-74	2	72	144
75-79	3	77	231
80-85	4	82	328
Total	17	469	1209

Based on the table 4.1.2, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{\sum f_i X_i}{\sum f_i} \\ &= \frac{1209}{17} \\ &= 71,11 \end{aligned}$$

1.2 The result of pre-test and post-test in control class

The table below is the score of pre-test and post-test in control class from 30 students.

Table 4.2

The Scores of Pre-test and Post-test of Control Class

No	Initial's Name	Control Class	
		Pre-test	Post-test
1	AM	75	70
2	AA	55	50
3	FK	60	60
4	F	70	65

5	GA	75	65
6	HA	70	70
7	HF	75	55
8	HI	70	65
9	KM	65	50
10	MH	65	60
11	CY	75	70
12	MA	65	60
13	MC	70	55
14	MD	80	75
15	MH	70	65
16	MK	55	45
17	MK	60	65
18	MS	80	75
19	AL	70	60
20	MF	75	65
21	MF	70	60
22	MP	55	40
23	MR	60	55
24	MZ	75	70
25	MF	55	45
26	NK	80	75
27	RM	75	70
28	RS	75	65
29	SA	60	55
30	AA	75	70
31	IT	70	65

1.2.1 Pre-test score of control class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find

the result, the researcher used the following formula:

$$R = H - L$$

Where:

R : Range of the score

H : Highest score

L : Lowest score

Based on table 4.2, it can be seen that the highest score is 80 and the lowest score is 55. Thus, the range is:

$$\begin{aligned} R &= H-L \\ &= 80-55 \\ &= 35 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$\mathbf{CN= 1+3.3 \log n \text{ (total sample)}}$$

$$\begin{aligned} CN &= 1+ (3.3) \log 31 \\ &= 1+ (3.3) (1.50) \\ &= 1+ 4.95 \\ &= 5.95 \text{ (it can be taken 6)} \end{aligned}$$

- c. Interval is amount of class and to find the score, the researcher used the following formula:

$$\mathbf{I = \frac{R}{CN}}$$

Where:

I = interval

R = range

CN = class number

$$I = \frac{35}{6} = 5,833 \text{ (it can take 6)}$$

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2.1

The Frequency's Table of Pre-test in Control Class

Interval Class	Fi	Xi	Fixi
55-60	8	57,5	460
61-66	3	63,5	190,5
67-72	8	69,5	556
73-78	9	75,5	679,5
79-84	3	81,5	244,5
85-90	0	87,5	0
Total	31	435	2130,5

Based on the table 4.2.1, the mean is identified by using the formula

below;

$$\begin{aligned}
 \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{2130,5}{31} \\
 &= 68,72
 \end{aligned}$$

1.2.2 Post-test score of control class

In analyzing the data which was collected by giving test, the researcher calculated the score to find out Range (R), Interval (I), Class Number (CN), and Mean (X) by using statistical formula, which are:

- a. Range is the difference of the highest score with the lowest score. To find the result, the researcher used the following formula:

$$\mathbf{R = H - L}$$

Based on table 4.2, it can be seen that the highest score is 75 and the lowest score is 40. Thus, the range is:

$$\begin{aligned}
 R &= H-L \\
 &= 75-40 \\
 &= 35
 \end{aligned}$$

- b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN = 1 + 3.3 \log n \text{ (total sample)}$$

$$\begin{aligned}
 CN &= 1 + (3.3) \log 31 \\
 &= 1 + (3.3) (1.50) \\
 &= 1 + 4.95 \\
 &= 5.95 \text{ (it can be taken 6)}
 \end{aligned}$$

- c. Interval is amount of class and to find the score, the researcher used the following formula:

$$I = \frac{R}{CN}$$

$$\begin{aligned}
 I &= \frac{35}{6} \\
 I &= 5,833 \text{ (it can be taken 6)}
 \end{aligned}$$

- d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2.2

The Frequency's Table of Post-test in Control Class

Interval Class	<i>Fi</i>	<i>Xi</i>	<i>Fixi</i>
40-45	3	42,5	127,5
46-51	2	48,5	97
52-57	4	54,5	218
58-63	5	60,5	302
64-69	8	66,5	532
70-75	9	72,5	652,5
Total	31	345	1929,5

Based on the table 4.2.1, the mean is identified by using the formula below;

$$\begin{aligned} \text{Mean} &= \frac{\sum f_i x_i}{\sum f_i} \\ &= \frac{1929,5}{31} \\ &= 62,25 \end{aligned}$$

Based on the analysis of test, the result indicates that the lowest score of pre-test in experiment class is 45 and the highest score is 75. Therefore, the range is 30 and the interval is 5. In post-test, the lowest score is 50 and the highest score is 85. As a result, the range is 35 and the interval is 7. Meanwhile, the lowest score of pre-test in control class is 55 and the highest score is 80. The range and interval of pre-test in control class are 35 and 5. In post-test, the lowest score is 40 and the highest score is 75. Consequently, the range is 35 and the interval is 6.

According to the calculation, the average pre-test score of experimental class is 61,11. Meanwhile, the average score of the post-test is 71,11. Further, in pre-test of control class, the average score is 68,95. Whereas, the average post-test score of control class is 62,25. The result difference indicates that Task-based Instruction increases speaking of the first grade students of MAS Al-Manar, Ulee Kareng – Aceh Besar.

B. Examining Hypothesis

In examining hypothesis, the researcher used “T” test (t_0) to determine the significant difference in examining the students’ pre-test and post-test scores of both control and experimental class. Firstly, the hypothesis was examined as Task-based Instruction increases speaking of the first grade students of MAS Al-Manar, Ulee Kareng – Aceh Besar. Secondly, the researcher listed the pre-test and post-test scores in order to find up the difference score among the tests.

2.1 List of Pre-test and post-test of experimental class

Table 4.3

The Difference Score of Pre-test and Post-test of Experimental Class

No	Initial's Name	Experiment class			X-Y (D)	D ²
		Pre-test (Y)	Score Post-test (X)			
1	AA	45	55	10	100	
2	AA	70	75	5	25	
3	BM	50	65	15	225	
4	CP	50	65	15	225	
5	DD	70	80	10	100	
6	DH	55	70	20	400	
7	DF	75	85	10	100	
8	LM	50	65	15	225	
9	NS	60	65	5	25	
10	NA	55	50	5	25	
11	N	75	85	10	100	
12	PR	70	75	5	25	
13	SF	75	85	10	100	
14	TA	60	65	5	25	
15	TM	45	75	30	900	
16	ZA	65	70	5	25	
17	MW	50	60	10	100	
		N= 17		185	2725	

After finding the difference score of pre-test and post-test in experimental class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{2725}{17} - \left(\frac{185}{17}\right)^2}$$

$$SD = \sqrt{160.29 - (10.88)^2}$$

$$SD = \sqrt{160.29 - 118.37}$$

$$SD = \sqrt{41.92} = 6.47$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{185}{17}$$

$$M_D = 10.88$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{6.47}{\sqrt{17-1}}$$

$$SEM_D = \frac{6.47}{\sqrt{16}}$$

$$SEM_D = \frac{6.47}{4}$$

$$SEM_D = 1.61$$

Then, the score of T_0 could be calculated with this formula:

$$T_0 = \frac{MD}{SEMD}$$

$$T_0 = \frac{10.88}{1.61}$$

$$T_0 = 6.75$$

The last step was to examine the T_0 by determining degree of freedom (df) by using the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 17-1 \\ &= 16 \end{aligned}$$

2.2 List of Pre-test and post-test of control class

Table 4.4

The difference score of pre-test and post-test of control class

No	Initial's Name	Control Class			
		Score		X-Y	D ²
		Pre-test (Y)	Post-test (X)	(D)	
1	AM	75	70	5	25
2	AA	55	50	-5	25
3	FK	60	60	0	0
4	F	70	65	-5	25
5	GA	75	65	-10	100
6	HA	70	70	0	0
7	HF	75	55	-20	400
8	HI	70	65	-5	25
9	KM	65	50	-15	225

10	MH	65	60	-5	25
11	CY	75	70	-5	25
12	MA	65	60	-5	25
13	MC	70	55	-15	225
14	MD	80	75	-5	25
15	MH	70	65	-5	25
16	MK	55	45	-5	25
17	MK	60	65	5	25
18	MS	80	75	-5	25
19	AL	70	60	-10	100
20	MF	75	65	-10	100
21	MF	70	60	-10	100
22	MP	55	40	-15	225
23	MR	60	55	-10	100
24	MZ	75	70	-5	25
25	MF	55	45	-10	100
26	NK	80	75	-5	25
27	RM	75	70	-5	25
28	RS	75	65	-10	100
29	SA	60	55	-5	25
30	AA	75	70	-5	25
31	IT	70	65	-5	25
N= 31				-225	2535

After finding the difference score of pre-test and post-test in experimental class, the researcher has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{2535}{31} - \left(\frac{-225}{31}\right)^2}$$

$$SD = \sqrt{81.77 - (7.25)^2}$$

$$SD = \sqrt{81.77 - 52.56}$$

$$SD = \sqrt{29.21} = 5.40$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{-225}{31}$$

$$M_D = -7.25$$

After getting the score of Standard Deviation Difference, the researcher calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{5.40}{\sqrt{31-1}}$$

$$SEM_D = \frac{5.4}{\sqrt{30}}$$

$$SEM_D = \frac{5.40}{5.47}$$

$$SEM_D = 0.98$$

Then, the score of T_0 could be calculated with this formula:

$$T_0 = \frac{MD}{SEMD}$$

$$T_0 = \frac{-7.25}{0.98}$$

$$T_0 = -7.39$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 31-1 \\ &= 30 \end{aligned}$$

After finding the different of pre-test and post-test of both control and experimental class, the researcher has to find Standard Deviation of two variables. Based on the result of calculation, t score value of control class was -7.39 and t score value of experimental class was 6.75. Hypothesis of this study used T_{table} at significant level of $\alpha = 0.05$. According to T_{table} list, the value of distribution table at 17 as degree of freedom was 1.74. In this study the experimental class has $T_{score} > T_{table}$, $6.75 > 1.74$ and the control class has $T_{score} < T_{table}$, $-7.39 < 1.74$. Therefore, the study can be concluded that H_a was accepted and H_0 was rejected.

C. The Analysis of the Questionnaire

To find out the answer of the second research question about the students' response of using task-based instruction in speaking class to increase their speaking skill, the questionnaire was distributed to the students. The questionnaire consisted of twelve questions with four options to find out the students' impressing toward the learning process. The data can be seen in the following table, but in this explanation the writer divided table into four tables: 4.5, 4.6, 4.7, and 4.8. Tables 4.5 and 4.6 explained about the general of Task-based Instruction

Each the table provided 2-4 question, question of the table was similar. So, the writer divides the question into four tables to get easy explanation.

Table 4.5 (question 1,2,3 and 4)

No	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like English subject.	64.70%	35.30%	0%	0%
2	I can understand the materials when teaching learning process using tasks.	58.82%	35.30%	0%	5.88%
3	Task-based instruction materials should be meaningful and purposeful based on the real-world context.	41.18%	58.82%	0%	0%
4	Task-based instruction provides a relaxed atmosphere to promote the target language use.	41.18%	58.82%	0%	0%

Based on the table above, all of students agree with the statements about Task-based Instruction. In question number two 58.82% students agree about “I can understand the materials when teaching learning process using tasks”. Question number three 58.82% students agree about “Task-based instruction materials should be meaningful and purposeful based on the real-world context”. And Question number four 58.82% students agree about “Task-based instruction provides a relaxed atmosphere to promote the target language”.

Table 4.6 (question 5,6 and 7)

No	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
5	The task allows me to control what should I do.	64.70%	35.30%	0%	0%
6	During the task, I can make a decision about how to study to complete the task.	52.95%	47.05%	0%	0%
7	Task-based Instruction requires much preparation time compared to other approaches.	52.95%	47.05%	0%	0%

The information can be seen in the table that all of students are strongly agree that learning by using task can control them to do something before presentation or performance in speaking or anything. It can be seen from percentage question number five it is 64.70 % students strongly agree. Question number six 52.95% students strongly agree. And then students 52.95 % strongly agree with question number seven about “Task-based instruction requires much preparation time compared to other approaches before performance”. So, the writer concludes that learning by using task can control students’ performance or when they perform they can speak clearly related to the topic.

Table 4.7 (question 8,9 and 10)

No	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
8	Learning by using task can wake up my imagination in English.	64.70%	35.30%	0%	0%
9	Learning speaking by using tasks is very interesting.	47.05%	17.65%	29.42%	5.88%
10	Learning speaking by using tasks can increase my speaking.	52.95%	29.41%	17.65%	0%

Based on the table above, we can see various responses from the students. Students’ responses are strongly agree, agree, disagree and strongly disagree. But, most of students agree toward learning speaking by using task-based instruction. It showed 47.05 % of statement learning speaking by using tasks is very interesting and 52.95 % learning speaking by using tasks can increase my speaking. Therefore, the writer concludes that students were very interesting in learning by using tasks.

Table 4.8 (question 11 and 12)

No	Statements	Percentage			
		Strongly Agree	Agree	Disagree	Strongly Disagree
11	I am interested in implementing task-based instruction in speaking.	41.18%	52.95%	5.88%	0%
12	I am interested in implementing task-based instruction in the classroom.	58.82%	35.30%	5.88%	0%

Note: *'The questionnaire was adopted from Atefeh Hadi (2013): Perceptions of Task-based Language Teaching: A Study of Iranian EFL Learners'*.

The table above, showed the response of students in implementation of task-based instruction. Overall, most of students agree that task-based instruction interested in implementing in speaking. It can see percentage from question number eleven showed 52.95 % students agree of implementing task-based instruction in speaking and 58.82 % students strongly agree of implementing task-based instruction in classroom. Furthermore, none students chose strongly disagree. Thus, the writer concluded that students were agreed and interested in implementing task-based instruction in speaking.

D. Discussion

The research successfully collected the data by using experimental teaching, test, and questionnaire as instruments to answer the research question and hypothesis.

Based on the analyzed data, the writer was found some important points. The first point related to the first research question. The question was “What is the effect of using task-based instruction in increasing students’ speaking skill?”. The result showed that activated tasks before performance made students easy how to speak clearly about the material or topic. It was proved by students’ t-test score. T-score of experimental class was 6.75 and t-table was 1.74. And then, t-score of control class was -7.39 and t-table 1.74. So, in experimental class $T_{score} > T_{table}$, and the control class $T_{score} < T_{table}$. The data showed that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected. In consequence, accepted was using task-based instruction increase the speaking skill of the students in first grade in MAS Al-Manar, ule kareng Aceh Besar.

Moreover, the researcher also distributed a set of questionnaire to the students in collecting the data to get the real data about their response toward learning speaking skill by implementing Task-based Instruction. The result of the questionnaire showed that learning speaking by using task-based Instruction created teaching learning process more interesting and comfortable, facilitated students to get ideas during speaking process.

On other hand, to answer the second research question; “What are the students’ responses to implementing task-based instruction to increasing their speaking skills?. Overall, students responses was agreed, in question number 10 the writer asked the students’ responses whether the Task-based Instruction increase their speaking skill. As a result, the overall 82.39% students agree with the statement and none of them chose strongly disagree. Based on the analysis of questionnaires, the writer found the answer of the second research question. 94.13% students interested of implementing the Task-based Instruction in speaking. 94.12% students also interested of implementing the Task-based Instruction in classroom. Thus, the writer concluded that the students also agree that Task-based Instruction increase their speaking skill.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by using experimental teaching about Task-based instruction, analyzing the data, and discussing the result in the previous chapter, the writer would like to infer some conclusion:

The implementation task-based instruction in teaching speaking can develop the students' speaking skill for first grade students at MAS Al-Manar. It could be verified in students' t-score in experimental class was higher than that of the control class. In the experimental class students' t-score is 6.75 (1.74) and the control class is -7.39 (t-table 1.74). So that, the experimental class $T_{score} > T_{table}$, and the control class $T_{score} < T_{table}$. It indicated that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected.

The result from questionnaire showed that more than 85% of students had positive responses toward implementing task-based instruction in increasing their speaking skill. Finally, after considering all result of the experimental teaching, tests and questionnaire, it can be concluded that implementation of task-based instruction increase students' speaking skill of the student's in first grade in MAS Al-Manar, Ulee Kareng Aceh Besar.

B. Suggestion

According to implementation of Task-based Instruction in MAS Al-Manar and the result of tests and the questionnaire, the writer would like to provide several suggestions, there are:

The writer suggests to the teacher to apply task-based instruction as one of the approaches in teaching speaking, it can help the students to develop their speaking skill and teacher as well as educators in giving guidance or information to the students in learning and teaching speaking process. Therefore, the students are able to understand materials easily. For the students are expected to increase their skill in learning speaking through Task-based Instruction. And the last, for the next researchers, this research can be used as an additional reference with different discussion. Because the writer believed that this research was still incomplete and imperfect.

REFERENCES

- Arikunto, S. (2006). *Procedur penelitian suatu pendekatan praktik*. Jakarta: Renika Cipta.
- Bashir, M., Azeem, M., Dogar, H. A. (2011). Factor effective students' speaking skill. *British Journal*, vol: 2 (1), 38-39.
- Brown, H.D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. (2nd ed). New York: Longman, Inc.
- Brown, H. D. (2000). *Principles of language learning and teaching*, (4th ed). San Francisco: Longman.
- Brown, H. D. (2004). *Language assesment: Principles and practices*. USA: Longman.
- Baker, J and Westrup, H. (2003). *Essential speaking skill: A handbook for English language teachers*. Published by Continuum.
- Babbie, E. (2010). *The practive of social research*. Belmont: Wardsworth.
- Carless, D. (2002). Implementing task-based learning with young learners. *ELT Journal* vol: 56 (4), 389-396.
- Creswell, J. W. (2012). *Education research : Planning, conducting, and evaluation qualitative research* (4th ed). Boston: Pearson Education Inc.
- Creswell, J. W. (2008). *Research design*, (3rd ed). California: Sage Publication Inc.
- Creswell, J. W. (2014). *Research design: Quantitative, qualitative, and mixed methods approaches*. (3th ed). USA: Sage
- Chaney, A. L. (2006). Teaching speaking: Activities to promote speaking in a secong language. *International TESL Journal*, vol 12 (11).
- Crystal, D. (2010). *The cambridge encyclopedia of language*. Cambridge, UK: Amazon Publishers.
- Dailey, A. (2009). *Implementation task-based language teaching in Korean class*. Birmingham: University of Birmingham Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Ellis, R. (2000). Task-based research and language pedagogy. *Language Teaching Research*. Vol: 4, 193-220.

- Evi, Y. H. (2014). *The implementation of task-based language teaching to teach speaking descriptive to the first graders of junior high school*. English Education Department, Language and Arts Faculty, Surabaya State University. Vol: 2 (1).
- Gower, R, Phillips, D & Walters, S. (2005). *Teaching practice handbook: A guide teachers in training*. Macmillan
- Howarth, P. (2001). "Process speaking: Preparing to repeat yourself". MET. Vol: 10 (1), 39-44.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed). Essex: Pearson Education Limited.
- Hornsby, A. S. (2008). *Oxford advanced learner's dictionary of current language*. Oxford: Oxford University Press. P: 37.
- Hornsby, A. S. (2010). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.
- Hadi, A. (2013). *Perception of task-based language teaching: A study of Iranian EFL learners*. Vol: 6 (1). Islamic Azad University, Iran.
- Hismanonglu, M and Hismanonglu, S. (2011). Task-based instruction: What every ELF teacher should do. *Procidia Social and Behavioral Sciences*. Vol: 15 (46-52).
- Iwashita, N., & Li, H. F. (2012). Patterns of corrective feedback in a Task-based adult EFL classroom setting in China. In A. Shehadeh & C. Coombe (Eds.), *Task-based language teaching in foreign language contexts research and implementation* (137–163). Amsterdam: John Benjamins.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*. vol: 12(11).
- Kasap, B. (2005). *The effectiveness of task-based instruction in the improvement of learners' speaking skills*. Ankara: Bilkent University.
- Liao, G (2009). Implementation of speaking ability through interrelate skill. *English Language Teaching*. Vol 2 (3).
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, vol: 40 (3), 243-249.
- Lin, Z. (2009). *Task-based approach in foreign language teaching in China*. Retrieved from <http://minds.winconsin.edu/bitstream/handle/1793/34571/Zhu.%20Lin>.
- Malihah, N. (2010). The effectiveness of speaking instruction through Task-based Language Teaching. *Register Journal*. Vol: 3 (1), 85-101.

- Macías, C. (2004). Task-based instruction for teaching Spanish to professionals. In B. L. Leaver & J. Willis, *Task-based Instruction in foreign language education: practices and programs* 142-160). Washington, DC: Georgetown University Press
- Murphy, J. (2003). Task-based learning: The interaction between tasks and learners. *ELT Journal*. vol: 57(4), 352–360
- Marsakawati, N. P. E. (2014): *Task-based learning to improve students' speaking competency*. Universitas Ganesha, Jl Udayana 11 Singaraja, *Jurnal Pendidikan dan Pengajaran*, vol: 47 (2-3), 85-93.
- McDonough, J. & Shaw, C. (2003). *Materials and methods in ELS*. Blackwell: Oxford University.
- MacKey, A. and Gass, S. M. (2005). *Second language research: Methodology and design*. London: Lawrence Erlbaum Associates, Inc.
- McKay, S, L. (2006). *Researching second language classroom*. London: Lawrence Erlbaum Associates.
- Nurmaidia, (2011). Implementation of key word tasks using cooperative stand in speaking class. *English Education Journal 2* (1), 78-95.
- Nunan, D. (2001). *Second language teaching and learning*. Beijing: Foreign language Teaching and Research Press.
- Nunan, D. (2003). *Practical English language teaching*. Singapore: Mc Graw Hill.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.
- Nunan, D. (2005). *Important tasks of English educators: Asian-wide and beyond*. *Asian EFL Journal 7* (3), 21-34.
- Prasetyo, B. & Miftahuljannah. (2010). *Metode penelitian kuantitatif teori dan aplikasi*. (1st ed). Jakarta: PT. Raja Grafindo Persada.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford: Oxford University Press.
- Pozzi, D. C. (2004). *Forms and functions in language: Morphology, syntax*. Houston, TX: College of Education, University of Houston.
- Rahimpour, M. (2008). Implementation of task-based approaches to language teaching. *Research on Foreign Language Journal of Faculty of Letters and Humanities*. Vol:41, 45-61.

- Richards, J. C and Rodgers. T. S. (2001) *Approaches and methods in language teaching*. United State of America: Cambridge University Press
- Sinclair, J. (2007). *English language dictionary*. London: Collins Publishers.
- Skehan, P. (2003). Task-based instruction. *English Language Teaching*. Vol: 36 (1), 1-14.
- Sugiyono, A. (2008). *Pengantar statistik pendidikan*. Jakarta: P. T. Raja Grafindo.
- Schneider, P. (2001). Pair taping: Increasing achievement and motivation with a fluency practice. *The Electrino Journal for English as a Second Language*, vol: 5 (2).
- Sugiyono, A. (2015). *Metode penelitian pendidikan (21st Ed)*. Bandung: CV. Alfabeta.
- Sudjana. (2005). *Metode statistika*. Bandung: PT. Tarsito
- Sudjana. (2008). *Metode statistika*. (6th Ed). Bandung: PT. Tarsito
- Syakur. (2000). *Language testing and evaluation*. Surakarta: 11 Maret University Press.
- Tinker, S. G. (2007). The challenges of adopting and adapting task-based cooperative teaching and learning in an EFL context. In K. Van den Branden, K. Van Gorp, and M. Verhelst (Eds.). *Tasks in action: Task-based language education from a classroom-based perspective* (pp. 235–264). Cambridge: Cambridge University Press.
- Thornburry, S. (2005). *How to teach speaking*. Harlow: Longman
- Valli , K. S. and Priya N. S. V. (2016). *A Task-based approach to develop the writing skills in English of students at college level*. Research Associate, School of Social Sciences and Languages, VIT University, Vellore District, Tamil Nadu, India. *International Journal of Applied Engineering Research*, vol: 11 (3), 2145-2148
- Wiesman, W. (2001). *Research method in education*. New York: Tropen.
- Willis, D. and Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press.

PSURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : UN.08/FTK/PP.00.9/12261/2016

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 7 Desember 2016

MEMUTUSKAN

Menetapkan
PERTAMA

: Menunjuk Saudara:

1. Khairiyah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D Sebagai Pembimbing Pertama

2. Syamsul Bahri, S.Ag, MA. TESOL Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nurul Husna

NIM : 231324203

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Using Task-based Instruction to Increase Students' Speaking Skill

KEDUA

: Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;

KETIGA

: Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

KEEMPAT

: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016

An. Rektor
Dekan


Dr. Muhiburrahman, M. Ag
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 8720 /Un.08/TU-FTK/ TL.00/10/2017
Lamp : -
Hal : **Mohon Izin Untuk Mengumpul Data**
Menyusun Skripsi

4 Oktober 2017

Yth,

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Nurul Husna**
N I M : 231324203
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Desa Limpok Kec. Darussalam - Aceh Besar

Untuk mengumpulkan data pada:

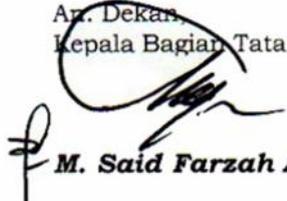
MAS Al Manar Cot Irie Ulee Kareng

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Using Task-Based Instruction to Increase Students' Speaking Skill

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,
Kepala Bagian Tata Usaha,


M. Said Farzah Ali



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR

Jalan bupati Bachtiar Panglima Polem, SH. Telpun 0651-92174. Fax 0651-92497

KOTA JANTHO – 23911

email : kabacehbesar@kemenag.go.id

Nomor : B- 700/KK.01.04/1/PP.00.01/10/2017
Sifat : -
Lampiran : -
Hal : Mohon Bantuan dan Izin Mengumpulkan Data Skripsi

Kota Jantho, 12 Oktober 2017

Kepada:
Yth, Kepala MAS Al Manar Aceh Besar

Di Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, Nomor : B-8720/Un.08/TU-FTK I/TL.00/10/2017 tanggal 04 Oktober 2017. Perihal sebagaimana tersebut dipokok surat, maka dengan ini dimohonkan kepada saudara memberikan bantuan kepada mahasiswa/i yang tersebut namanya dibawah ini:

Nama : **Nurul Husna**
Nim : 231 324 203
Pogram Studi : Pendididikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk meyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, di MAS Al Manar Aceh Besar adapun judul Skripsi:

“ USING TASK-BASED INSTRUCTION TO INCREASE STUDENTS’ SPEAKING SKILL ”.

Demikian surat ini dibuat atas bantuannya kami ucapkan terima kasih.



Sub. Bag. Tata Usaha

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
2. Arsip



KEMENTERIAN AGAMA
MADRASAH ALIYAH SWASTA AL-MANAR
KECAMATAN KRUENG BARONA JAYA
NSM : 131211060009 | NPSN : 10114252
Jln. BlangBintang Lama | GampongLampermai | KodePos : 23371
Telp. 7126361 | Email :masalmanar2004@gmail.com
ACEH BESAR

Nomor : Ma.01.048/096/XI/2017
Lamp. : -
Hal : **Telah Melakukan Penelitian**

Aceh Besar, 25 November 2017

Kepada Yth,
Dekan Fakultas Tarbiyah dan Keguruan (FTK)
UIN Ar-Raniry, Banda Aceh

Di -

Tempat

Assalamu'alaikum Wr. Wb

Sehubungan dengan surat dari Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh, Nomor : B-700/KK.01.04/1/PP.00.01/10/2017 tanggal 12 Oktober 2017, perihal Izin Melakukan Penelitian Untuk Pengumpulan Data dalam rangka menyusun Skripsi sebagai berikut :

Nama : Nurul Husna
NIM : 231 324 203
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah Melakukan Penelitian/Mengumpulkan Data yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi dengan judul :

" USING TASK-BASED INSTRUCTION TO INCREASE STUDENT'S SPEAKING SKILL ".

Demikianlah surat ini kami buat, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb



Kepala Madrasah,

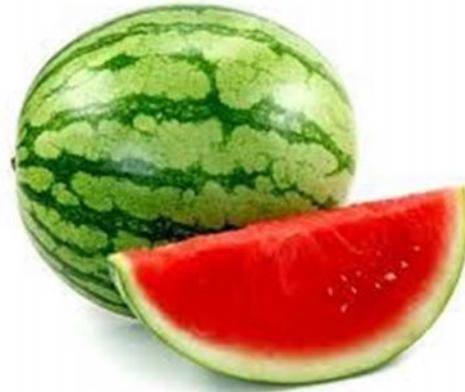
Putrayadi, S. Pd
NIP. 197208121999051001

Pre-test ad Post-test

Pre-test

Guidelines for students pre-test, each students describe one picture and speak in front of class.







Post-test

Guideline for students posttest, each students only get one topic to test their speak in front of class.

1. Tell us about special in your village?
2. Tell us about bad experience in your life?
3. Tell us about best experience in your life?
4. What is your opinion about UN (Nasional Examination)?
5. After graduation in here (al-manar), where is you will continue your study and why?
6. What do you think most Arab students do not like English?
7. Tell us about Al-Manar?
8. Tell us about your favorite place in Al-Manar?
9. Tell us about your hobby?
10. Describe about your favorite country?
11. What do you like most, why?
12. What do you hate most, why?
13. Tell us about Indonesia?
14. What do you thing about holiday?
15. Tell us about your favorite teacher?
16. Tell us about Aceh?
17. Tell us about your big dream?
18. How to be a good leader?
19. Tell us about your favorite movie?
20. Tell us about your favorite singer?
21. Tell us about your favorite animal?
22. Tell us about your favorite place in Aceh?
23. Tell us about Sabang?
24. Who is your hero in your life, why he/she is your hero?
25. Tell us about your village traditional food?
26. What is a unique thing of you?
27. What do yo to be?
28. Tell us about your best friend?
29. Tell us about your favorite food?
30. Tell us about your favorite actress/actor?

Questionnaire

Name :

Class :

Please choose the best your answer by put a tick () in the appropriate box. Give only one answer for each statement and please do not leave any unanswered questions.

No	Statement	Strongly agree	agree	Strongly disagree	disagree
1.	I like English subject.				
2.	I can understand the materials when teaching learning process using tasks.				
3.	Task-based instruction materials should be meaningful and purposeful based on the real-world context.				
4.	Task-based instruction provides a relaxed atmosphere to promote the target language use.				
5.	The task allows me to control what should I do.				
6.	During the task, I can make a decision about how to study to complete the task.				
7.	Task-based Instruction requires much preparation time compared to other approaches.				
8.	Learning by using task can wake up my imagination in English.				
9.	Learning speaking by using tasks is very interesting.				
10.	Learning speaking by using tasks can increase my speaking.				
11.	I am interested in implementing task-based instruction in speaking.				
12.	I am interested in implementing task-based instruction in the classroom.				

Note: *'The questionnaire was adopted from Atefeh Hadi (2013)'*.

RUBRIC

1. Rubric of students' score in Experimental Class

a. Pre-test score

No	Initial's name	Pronunciation	Grammar	vocabulary	Fluency	Comprehension	Score (Total point x 5)
1	AA	2	1	2	1	3	45
2	AA	2	2	3	3	4	70
3	BM	2	1	2	2	3	50
4	CP	2	1	2	2	3	50
5	DD	4	2	2	2	3	70
6	DH	2	1	1	1	2	55
7	DF	3	2	3	3	4	75
8	LM	3	1	2	2	3	50
9	NS	3	1	2	2	4	60
10	NA	3	1	3	3	2	55
11	N	3	2	2	2	5	75
12	PR	3	2	3	3	3	70
13	SF	3	2	2	2	5	75
14	TA	2	2	2	2	3	60
15	TM	2	1	1	1	3	45
16	ZA	3	2	3	3	3	65
17	MW	2	1	2	2	3	50

b. Post-test score

No	Initial's name	Pronunciation	Grammar	vocabulary	Fluency	Comprehension	Score (Total point x 5)
1	AA	2	1	3	2	3	55
2	AA	3	2	4	2	5	75
3	BM	3	2	3	2	3	65
4	CP	3	1	3	2	4	65
5	DD	3	2	4	3	5	80
6	DH	3	2	3	2	4	70
7	DF	4	3	3	4	4	85
8	LM	3	1	3	2	3	65
9	NS	3	2	3	2	4	65
10	NA	2	1	3	1	3	50
11	N	3	3	4	3	4	85
12	PR	3	2	4	2	4	75
13	SF	3	3	4	3	5	85
14	TA	3	1	3	2	4	65
15	TM	3	2	4	2	4	75
16	ZA	3	2	3	3	3	70
17	MW	3	1	3	2	3	60

2. Rubric of students' score in Control Class

a. Pre-test score

No	Initial's name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Score (Total point x 5)
1	AM	4	2	3	2	4	75
2	AA	4	3	4	3	4	55
3	FK	4	3	3	4	4	60
4	F	2	1	2	4	3	70
5	GA	3	2	4	1	4	75
6	HA	3	2	3	2	3	70
7	HF	4	2	3	3	4	75
8	HI	3	2	3	2	4	70
9	KM	3	2	3	2	3	65
10	MH	3	2	3	2	3	65
11	CY	4	2	3	2	4	75
12	MA	3	3	3	2	4	65
13	MC	3	3	3	3	3	70
14	MD	4	3	2	2	4	80
15	MH	3	3	3	3	3	70
16	MK	2	1	3	2	3	55
17	MK	2	2	3	2	3	60
18	MS	3	3	3	2	4	80
19	AL	3	2	3	3	4	70
20	MF	3	3	3	3	3	75
21	MF	3	3	3	3	3	70
22	MP	2	1	3	2	3	55
23	MR	3	2	3	2	2	60
24	MZ	3	2	3	3	4	75
25	MF	2	2	3	2	3	55
26	NK	3	3	3	3	4	80
27	RM	3	3	3	3	3	75
28	RS	3	3	3	2	4	75
29	SA	3	1	3	2	3	60
30	AA	3	2	3	3	4	75
31	IT	3	2	3	2	4	70

b. Post-test score

No	Initial's name	Pronunciation	Grammar	vocabulary	Fluency	Comprehension	Score (Total point x 5)
1	AM	3	2	3	3	3	70
2	AA	2	1	2	2	3	50
3	FK	3	1	3	2	3	60
4	F	3	2	3	2	3	65
5	GA	3	2	3	2	3	65
6	HA	3	3	3	2	3	70
7	HF	2	1	3	2	3	55
8	HI	3	2	2	1	3	65
9	KM	2	1	2	3	3	50
10	MH	3	2	2	3	3	60
11	CY	3	2	3	3	3	70
12	MA	3	2	3	2	3	60

13	MC	3	1	3	2	3	55
14	MD	4	2	3	3	3	75
15	MH	3	2	3	2	3	65
16	MK	2	1	2	3	3	45
17	MK	3	2	3	3	3	65
18	MS	3	3	3	3	4	75
19	AL	2	2	3	2	3	60
20	MF	3	2	3	2	3	65
21	MF	3	2	2	2	3	60
22	MP	2	1	1	2	2	40
23	MR	2	2	2	2	3	55
24	MZ	3	3	3	2	3	70
25	MF	2	1	2	2	2	45
26	NK	3	3	3	3	3	75
27	RM	3	2	3	3	3	70
28	RS	3	2	2	3	3	65
29	SA	3	1	3	2	3	55
30	AA	3	2	3	3	3	70
31	IT	3	2	3	2	3	65

Lesson Plan

School	: MAS Al – Manar
Subject	: English
Level	: X
Skill	: Speaking
Time allotment	: 5 x 45 minute (5 meeting)

A. Standard Competence

1. Expressing meaning in transactional and interpersonal texts in the context of daily life

B. Basic Competence

1. Expressing meaning in transactional and interpersonal texts by using task-based instruction to increase students' speaking skill.

C. Indicators

1. The students are able to increase their speaking skill.
2. The students respond to the activity from the tasks.
3. The students are able to speak clearly in front of the other student by using task-based instruction method.

D. Goal

At the end of teaching learning process, the students are expected to be able to increase their speaking skill by using task-based instruction method.

E. Method / Technique

1. Method : Task-based Instruction
2. Technique : Group Discussion, and Debate.

F. Class activities

❖ Meeting I (Pre-test)

➤ Pre activities

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance.

➤ Main activities

- Teachers give pre-test in order to measure their proficiency in mastery speaking skill and the writer explained the material from the pre-test
- Students perform the pre-test based on the picture what the teacher give.

➤ Post activities

- Complimenting students' performance
- Give comment and critic to the students
- Greeting

❖ Meeting II (Debate)

➤ Pre activities

- Greeting
- Introducing self and starting the goal of the class
- Checking the students' attendance.

➤ Main activities

- Teacher provide students into 2 group, it group provide pro and contra
- Teacher write the topic in the blackboard, and then their discuss into group about the topic why they pro and contras.

➤ Post activities

- Complimenting students' performance
- Give comment and critic to the students

- Greeting
- ❖ **Meeting III** (Group discussion)
 - **Pre activities**
 - Greeting
 - Introducing self and starting the goal of the class
 - Checking the students' attendance.
 - **Main activities**
 - Teachers provide students into 5 group
 - Each group have one topic
 - Teacher ask to students to discuss about the topic, giving their opinion and problem solving of the topic, each group have 15 minute to presentation
 - And teacher call the group by random
 - **Post activities**
 - Complimenting students' performance
 - Give comment and critic to the students
 - Greeting
- ❖ **Meeting IV** (presentation about advertisement in pair)
 - **Pre activities**
 - Greeting
 - Introducing self and starting the goal of the class
 - Checking the students' attendance.
 - **Main activities**
 - Teachers provide students in pair to performace the material about advertisment
 - Teacher ask to students to discuss about the material in pair before performance
 - After discussion in pair what they want to ask for audience about the advertisement, then the performance infront the class to promotion the advertisement.

- **Post activities**
 - Complimenting students' performance
 - Give comment and critic to the students
 - Greeting
- ❖ **Meeting V** (post-test and distribution questionnaire)
 - **Pre activities**
 - Greeting
 - Introducing self and starting the goal of the class
 - Checking the students' attendance.
 - **Main activities**
 - Teachers give post-test to the students to measure their skill after treatment.
 - In post-test teacher give one topic for all students, but each student have different topic.
 - After post-test teacher distribution questionnaire for students to find out their response during teaching learning process by using task-based instruction
 - **Post activities**
 - Complimenting students' performance
 - Give comment and critic to the students
 - Greeting

G. Evaluation

Level	Score	Indicators
Pronunciation	5	<ul style="list-style-type: none"> • Speak with few traces of foreign accent.
	4	<ul style="list-style-type: none"> • Always intelligible, though one is conscious of a definite accent.
	3	<ul style="list-style-type: none"> • Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	<ul style="list-style-type: none"> • Very hard to understand because of pronunciation problem, must frequently be repeated.
	1	<ul style="list-style-type: none"> • Pronunciation problem are too severe and make speech virtually unintelligible.
Grammar	5	<ul style="list-style-type: none"> • Uses English with few (if any) noticeable error of grammar or word order.
	4	<ul style="list-style-type: none"> • Occasionally makes grammatical and word order error which do not, however, obscure meaning.
	3	<ul style="list-style-type: none"> • Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	<ul style="list-style-type: none"> • Grammar and word order errors make comprehension difficult, must often rephrase sentences and/or restrict himself to basic structural patterns.
	1	<ul style="list-style-type: none"> • Grammar and word order errors are severe as to make speech virtually unintelligible.
Vocabulary	5	<ul style="list-style-type: none"> • Use of vocabulary and idioms is virtually that of a native speaker.
	4	<ul style="list-style-type: none"> • Sometimes uses inappropriate term and/or rephrase ideas because of lexical inadequacies.
	3	<ul style="list-style-type: none"> • Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary .
	2	<ul style="list-style-type: none"> • Misuse of words and very limited vocabulary make comprehension quite difficult.
		<ul style="list-style-type: none"> • Vocabulary limitation are so

	1	severe as to make conversation virtually impossible.
Fluency	5	<ul style="list-style-type: none"> • Speech as fluent and effortless as that of a native speaker.
	4	<ul style="list-style-type: none"> • Speed of speech seems to be slightly affected by language problems.
	3	<ul style="list-style-type: none"> • Speed and fluency are rather strongly affected by language problems.
	2	<ul style="list-style-type: none"> • Usually hesitant, often forced into silence limitation.
	1	<ul style="list-style-type: none"> • Stop speaking for a long time to think of idea.
Comprehension	5	<ul style="list-style-type: none"> • Appears to understand everything without difficulty.
	4	<ul style="list-style-type: none"> • Understanding nearly everything at normal speed, although occasional repetition may be necessary.
	3	<ul style="list-style-type: none"> • Understands most of what is said at slower than normal speed with repetition, has great difficulty following what is said.
	2	<ul style="list-style-type: none"> • Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	<ul style="list-style-type: none"> • Cannot be said to understand even simple English conversation.

Score : Total point x 5

Aceh Besar, November 17, 2017

The Researcher,

Nurul Husna
Nim. 231324203

AUTOBIOGRAPHY

A. Personal Identity

Name : Nurul Husna
 Place & date of birth : Aceh Besar, 09 May 1995
 Sex : Female
 Address : Jln. Tgk. A.Wahab. No.A 45. Desa Limpok, Kec.
 Darussalam. Kab. Aceh Besar
 Religion : Islam
 Nationality : Indonesian (Acehnese)
 Marital status : Single
 Occupation : Student

B. Parents Identity

Father's Name : Bantariyah
 Mother's Name : Siti Fatimah
 Address : Jln. Tgk. A.Wahab. No.A 45. Desa Limpok, Kec.
 Darussalam. Kab. Aceh Besar

C. Educational Background

Primary School : SDN 57 Barabung Graduated: 2007
 Junior High School : SMPN 8 Banda Aceh Graduated: 2010
 Senior High School : MAN 3 Rukoh Graduated: 2013
 University : English Language Education Department of
 Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh, Entered
 in 2013.

Banda Aceh, January 2, 2018

Nurul Husna