

**ENHANCING STUDENTS' SPEAKING FLUENCY THROUGH
TASK-BASED LANGUAGE TEACHING (TBLT): A PRE-
EXPERIMENTAL STUDY AT SMAN 4 BANDA ACEH**

THESIS

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LANGUAGE TEACHING (TBLT): A PRE-EXPERIMENTAL STUDY AT SMAN
4 BANDA ACEH**

THESIS

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ABSTRACT

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Many high school students struggle to speak English fluently because they feel anxious and lack vocabulary. One of the method to solve this problem is Task-Based Language Teaching (TBLT). Task-Based Language Teaching (TBLT) solves this by using real, goal-oriented activities that help students feel more comfortable and speak more naturally. This study aims to see how effectively a structured TBLT framework using visual prompts improves high school students' English speaking fluency. Using a quantitative pre-experimental method (one-group pre-test/post-test), this study was conducted with 33 eleventh-grade students in class XI-F5 at SMA Negeri 4 Banda Aceh. To measure progress, students took oral pre-tests and post-tests, which focused on Pronunciation, Grammar, Vocabulary, and Fluency. The data were then analyzed using a paired-samples t-test. The results showed a major improvement in students' speaking scores, jumping from a baseline mean of 57.12 ($SD = 10.53$) to 85.45 ($SD = 6.54$) after the treatment. Statistical tests confirmed this change was highly significant ($t = 17.15$, $df = 32$, $p < 0.000$). Group activities successfully made students less scared of making mistakes and boosted their confidence. In short, using TBLT with visual prompts in a block schedule genuinely speeds up students' speaking fluency. Working together reduces their mental burden and turns speaking anxiety into active communication.

A R - R A N I R Y

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Banda Aceh, July 7th 2026

The Writer

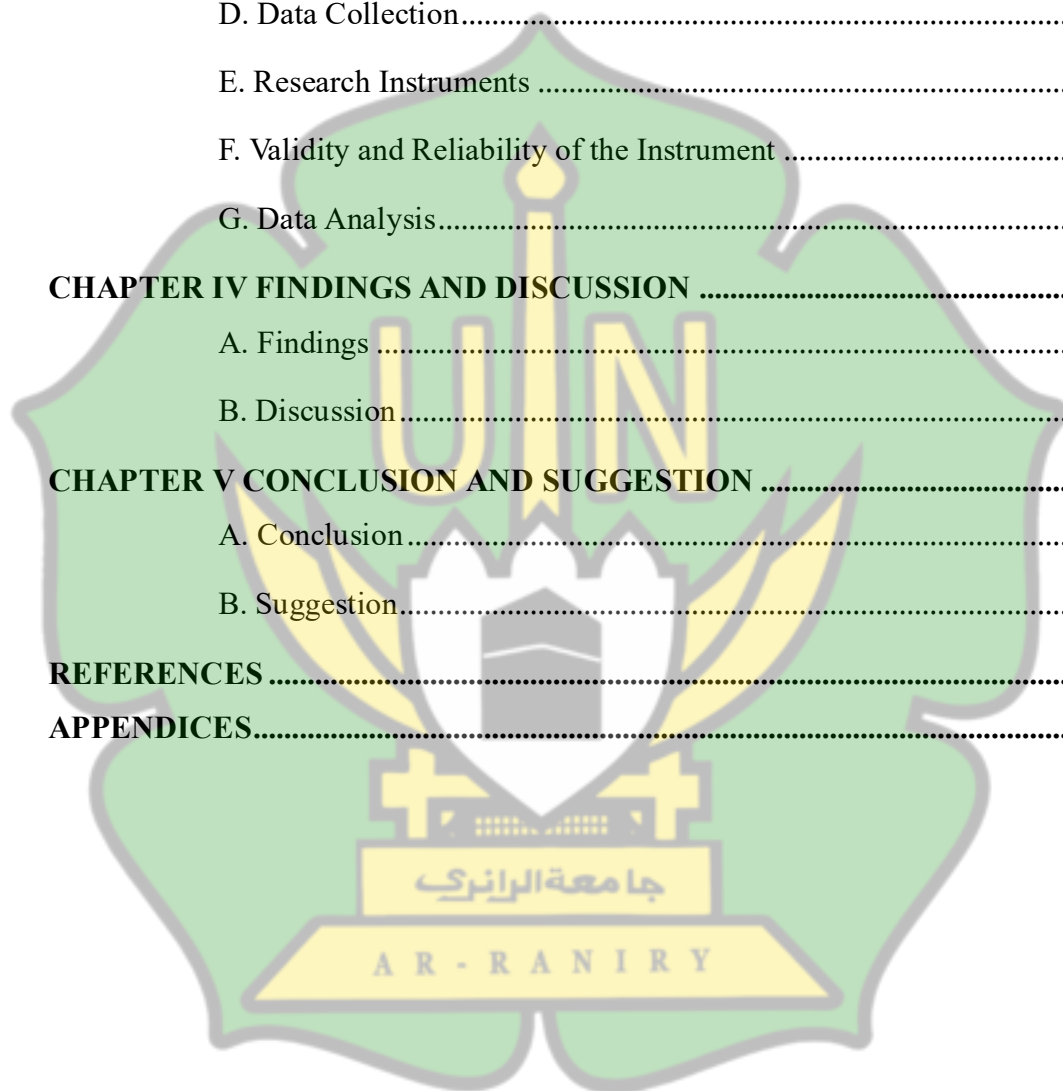
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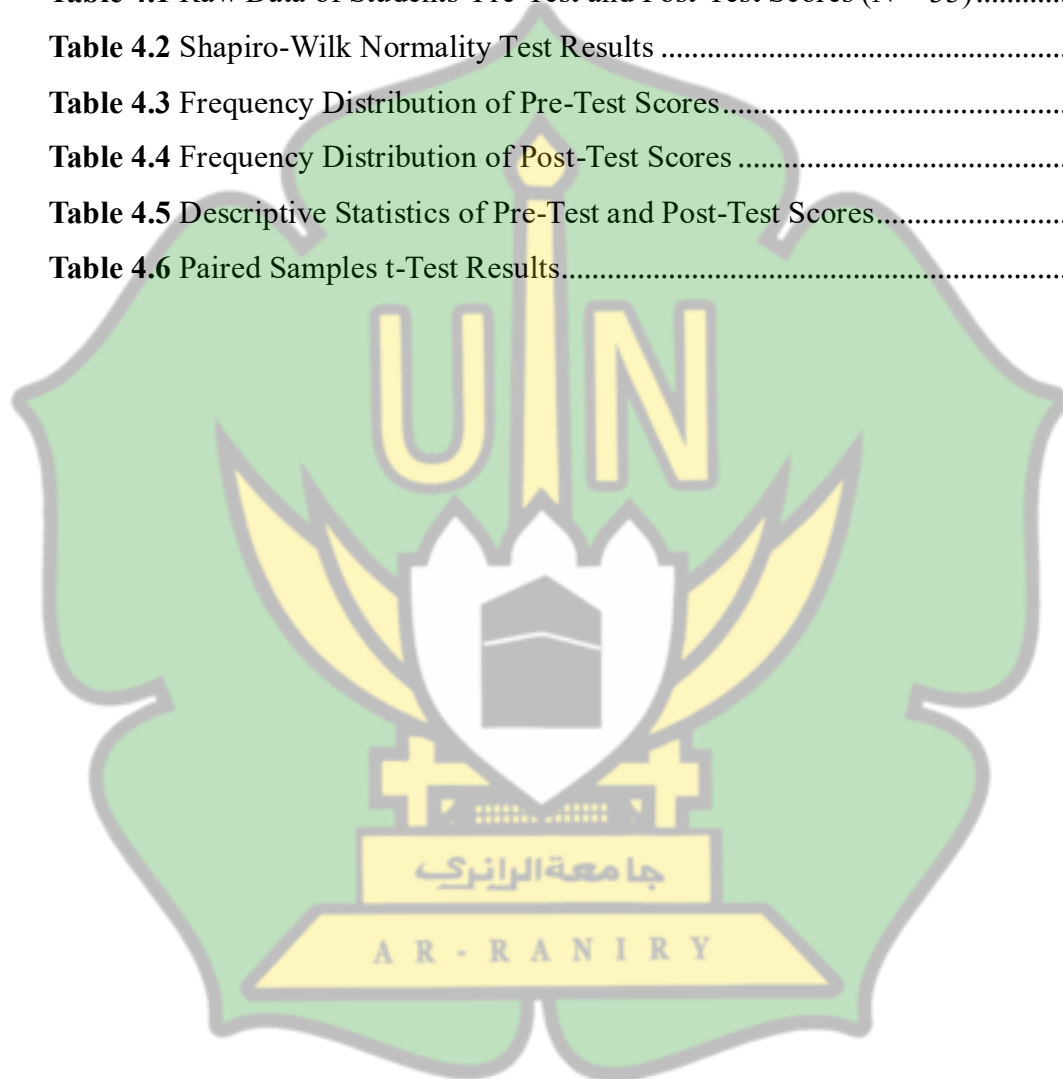
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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is the primary vehicle through which humans engage in verbal communication. It functions as an active cognitive process enabling individuals to express thoughts, ideas, feelings, and opinions systematically through language. When individuals struggle to speak, their capacity to participate effectively in social communication is significantly restricted. In the globalized era, mastering English speaking skills has shifted from an academic luxury to an absolute necessity for international communication.

However, achieving English speaking fluency remains a major obstacle for non-native language learners, particularly in English as a Foreign Language (EFL) contexts. Typical issues involve high affective filters, low self-esteem, severe lexical deficits, and localized challenges with pronunciation and grammar. These issues are frequently reinforced by conventional teacher-centered approaches that prioritize abstract grammar retention over practical verbal application (Brown & Lee, 2015). Consequently, these classroom limitations prevent students from deploying English fluidly in real-world communicative settings.

In the Indonesian secondary education landscape, senior high school students are theoretically familiar with English structures through passive literacy skills. However, as noted by Masuram and Sripada (2020), standard English instruction in schools continues to allocate disproportionate attention to reading and writing while marginalizing active oral production. This systemic gap is heavily

evident at SMA Negeri 4 Banda Aceh. Based on preliminary observations, formal English instruction at the institution has historically focused on grammatical competence and reading comprehension, leaving active speaking skills largely untaught in the regular classroom schedule. Consequently, while students might possess baseline recognition of vocabulary, they face a severe breakdown in verbal automaticity and high anxiety when prompted to produce spoken sentences. These pedagogical limitations must be bridged by shifting classroom dynamics toward meaningful, fluency-oriented communication through structured frameworks like Task-Based Language Teaching (TBLT).

Task-Based Language Teaching (TBLT) has emerged as a robust pedagogical framework engineered to resolve these exact fluency deficits. By positioning authentic, goal-oriented tasks as the primary nucleus of the instructional process, TBLT shifts the classroom focus from linguistic form to organic semantic meaning. Under this approach, students are assigned functional tasks to accomplish such as collaborating to solve a problem or executing a picture-based presentation and target language proficiency develops naturally as an operational tool to complete the objective. This experiential framework minimizes speaking anxiety and maximizes intrinsic student motivation by establishing a natural, communication-driven environment (Ellis, 2018).

This study investigated the pragmatic effectiveness of TBLT in accelerating students' speaking fluency. In EFL regions like Indonesia, students rarely use English outside the classroom, naturally reverting to their mother tongue or local vernaculars. This lack of exposure drastically reduces verbal automaticity

compared to English as a Second Language (ESL) environments. In the province of Aceh, many high school students still consider English a secondary subject, often relying heavily on external private courses because formal school schedules have frequently compressed regular English lesson periods over the years. Conversely, students enrolled in specialized bilingual institutions develop oral fluency much faster due to intensive, immersive language policies. Therefore, this research sought to determine if a structured TBLT framework could replicate high-fluency communicative outcomes within a standard public school environment, specifically at SMA Negeri 4 Banda Aceh.

B. Research Questions

Based on the investigative objectives of this study, the research question was formulated as follows: Does the implementation of Task-Based Language Teaching (TBLT) improve the speaking fluency of eleventh-grade students at SMA Negeri 4 Banda Aceh?

C. The Aims of Study

The primary aim of this study was to examine the practical effectiveness of Task-Based Language Teaching (TBLT) in enhancing students' speaking fluency. Specifically, it sought to determine whether the systematic execution of a block-designed TBLT framework could significantly accelerate learners' ability to speak English with greater automaticity and reduced hesitation patterns.

D. Significance of the Study

This research provides both theoretical insights and practical contributions to the field of English language pedagogy, particularly concerning fluency-centric oral instruction.

1. Theoretical Significance

From a theoretical standpoint, this study adds empirical evidence to the existing literature regarding TBLT's efficacy in boosting speaking fluency within an Indonesian EFL environment. It reinforces Second Language Acquisition (SLA) frameworks such as Krashen's Input Hypothesis, Swain's Output Hypothesis, and Long's Interaction Hypothesis by demonstrating how intensive communicative interaction, meaningful exposure, and real-time output modification drive automaticity in an active classroom setting.

2. Practical Significance

For English language educators, these findings serve as a functional tactical reference for designing engaging, task-centric speaking syllabi. It shifts the teaching paradigm away from rote mechanical drilling toward independent student-led verbal production. For students, the experiential nature of TBLT lowers their affective filters, minimizes speaking anxiety, and cultivates high self-confidence. Furthermore, for institutional curriculum planners, this study provides vital empirical support for integrating communicative approaches that directly align with the core objectives of *Kurikulum Merdeka*, which mandates student-centered, experiential, and active collaborative learning.

E. Scope and Limitation of the Study

The scope of this research was strictly focused on assessing the impact of Task-Based Language Teaching (TBLT) on students' speaking fluency. The target participants were confined to Class XI-F5 at SMA Negeri 4 Banda Aceh during the 2026 school year. Furthermore, several administrative and operational boundaries were present during the field execution. Due to institutional scheduling constraints, the assessment was conducted through a live single-rater scoring context during the students' classroom presentations. To ensure high objectivity and eliminate potential evaluator bias inherent in live single-rater assessments, the researcher deployed a highly descriptive evaluation rubric adapted from Brown (2004) and Harris (1969), specifically tailored to measure foundational EFL oral proficiency rather than advanced psycholinguistic metrics. Consequently, the findings are interpreted strictly within these contextual and sample boundaries.

Furthermore, significant ecological and administrative limitations were present during the field execution. The study was restricted to a compressed two-session instructional block schedule, with each session spanning an extended duration of 135 minutes. The intervention timeline was heavily bound by the host institution's operational constraints, including centralized classroom CCTV surveillance monitoring teacher attendance and mandatory school examination schedules. Consequently, the findings are interpreted strictly within these contextual and sample boundaries and may not represent generalized patterns across all secondary education environments.

Additionally, this study is subject to several methodological limitations that provide opportunities for future research. First, the adoption of a one-group pre-experimental design means the study lacked a control group, which limits the ability to completely isolate the TBLT treatment from extraneous variables such as testing familiarity. Second, the field intervention was constrained to a compressed two-session block schedule, capturing the immediate short-term impact of TBLT rather than long-term retention. Third, oral performances were evaluated through a live single-rater assessment system; although a detailed criteria-referenced rubric was deployed to maintain objectivity, incorporating recorded sessions with inter-rater reliability analysis could further strengthen scoring precision. Lastly, the study focused exclusively on picture-based description tasks within a single class sample ($N = 33$). Future researchers are encouraged to apply true-experimental designs, extend treatment durations, involve multiple raters, and explore diverse task genres across larger population samples.

F. Hypothesis

Based on the research questions and pedagogical goals, the following statistical hypotheses were established:

1. H_0 (Null Hypothesis)

There is no significant difference in students' speaking fluency scores before and after being taught through Task-Based Language Teaching (TBLT).

2. H_1 (Alternative Hypothesis)

There is a significant improvement in students' speaking fluency scores after being taught through Task-Based Language Teaching (TBLT).

G. Terminology

To prevent conceptual ambiguity, the primary operational terms utilized in this study are defined as follows:

1. Task-Based Language Teaching (TBLT)

In this study, Task-Based Language Teaching (TBLT) is operationally defined as a communicative instructional framework implemented in an extended 135-minute block-scheduling system for eleventh-grade students at SMA Negeri 4 Banda Aceh. The framework strictly executes a three-phase instructional cycle; Pre-Task, Task-Cycle, and Language Focus, where students collaborate in small groups to describe picture-based prompts projected via Canva to complete communicative goals, shifting the classroom focus from isolated grammar memorization to active, student-centered oral production.

2. Speaking Fluency

In the context of this study, speaking fluency is operationally defined as the eleventh-grade students' practical capacity to produce spoken English continuously, naturally, and automatically during a picture-cued description task. Rather than measuring advanced psycholinguistic temporal ratios (such as precise words-per-minute or pause duration counts), students' fluency performance is quantitatively evaluated through a 1-to-5 analytical scoring rubric adapted from Brown (2004) and Harris (1969), encompassing four

functional oral dimensions: Pronunciation (P), Grammar (G), Vocabulary (V), and Fluency (F).



CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

Speaking stands as the most critical and highly visible indicator of an individual's communicative competence in a foreign language. It operates as an active, real-time cognitive process through which language learners express complex ideas, feelings, and intentions during verbal interactions. According to Brown and Lee (2015), speaking is defined as a dynamic, interactive process of constructing meaning that simultaneously involves the production, reception, and processing of linguistic messages.

In many English as a Foreign Language (EFL) environments, particularly in public secondary schools across Indonesia, students consistently encounter structural friction when developing oral skills. This is primarily because they rarely have opportunities to expose themselves to or utilize English outside the formal boundaries of the classroom (Richards, 2015). Compounding this issue, conventional English classrooms frequently over-emphasize abstract grammatical structures, rote vocabulary memorization, and passive written literacy exercises at the expense of authentic communicative applications. As a direct consequence, secondary school learners routinely suffer from a severe lack of oral automaticity, heightened communicative anxiety, and poor speaking confidence when forced to produce spontaneous speech.

1. The Purpose of Speaking

The main purpose of speaking is to communicate. People talk to express their feelings, share information, persuade others, or simply socialize. In an educational setting, particularly in senior high schools, the purpose of teaching speaking is to enable students to use English for basic communication. Based on the Kurikulum Merdeka guidelines, students are expected to be able to communicate effectively in various situations, express their opinions, and respond to others appropriately. Therefore, the focus of speaking instruction should be on meaningful communication rather than just repeating sentences mechanically.

When students understand the purpose of their speaking task, they are more likely to be motivated. For example, if they are asked to describe a picture to a friend so their friend can draw it, there is a clear communicative goal. This is very different from simply reading a dialogue from a textbook aloud. Meaningful communication happens when there is an information gap, and speaking is used as the tool to bridge that gap.

2. Speaking Difficulties in EFL Classrooms

In many Indonesian EFL classrooms, including senior high schools, students face several major difficulties when attempting to speak English. Although they have studied English for years since elementary or junior high school, many students remain passive and hesitant to speak. There are several common factors causing these difficulties:

a. Lack of Vocabulary

Students often struggle to find the right words to express their thoughts. When they cannot remember an English word, they usually stop speaking entirely or switch back to Indonesian.

b. Fear of Making Mistakes

Many students are afraid of being laughed at by their peers or corrected harshly by their teachers. This fear makes them anxious and lowers their self-confidence, which prevents them from trying to speak.

c. Grammar Orientation

Traditional teaching methods often place too much emphasis on grammatical perfection. When students are forced to constantly think about grammar rules while talking, their speaking becomes slow, unnatural, and full of long pauses.

d. Lack of Practice Environment

In Indonesia, English is rarely spoken outside the classroom. Without enough exposure and practice, students cannot develop the habit of speaking English smoothly.

Because of these difficulties, English teachers must find effective teaching methods that can encourage students to speak without feeling pressured, focusing more on the flow of communication rather than just grammatical accuracy.

B. The Concept of Speaking in EFL Context

Speaking in an English as a Foreign Language (EFL) environment presents unique cognitive and affective challenges compared to Second Language (ESL) settings. In an EFL environment like Indonesia, foreign language exposure is strictly confined to the classroom walls, and students rarely utilize English for daily functional communication. Consequently, oral proficiency models for secondary EFL learners must focus on foundational communicative competence rather than advanced psycholinguistic automaticity or native-like fluency (Brown, 2004).

C. Assessing Speaking Ability for High School Learners

Assessing the speaking ability of senior high school students requires an instrument that realistically reflects their instructional background. In contexts where active oral production has been historically marginalized in favor of passive literacy skills, deploying complex psycholinguistic metrics such as precise words-per-minute counts or structural pausing duration ratios is pedagogically inappropriate and invalid. Instead, oral assessment must evaluate core functional language components that demonstrate baseline communicative capacity (Harris, 1969).

According to the foundational oral assessment frameworks established by Harris (1969) and further operationalized by Brown (2004), speaking proficiency for foreign language learners is most accurately and objectively measured through four distinct, observable dimensions:

1. Pronunciation (P)

The structural production of speech sounds and phonological features. For EFL learners, the primary benchmark is intelligibility; the speaker's accent and minor sound distortions are acceptable as long as they do not obscure the global semantic meaning.

2. Grammar (G)

The functional deployment of syntactic structures. Rather than demanding absolute grammatical flawlessness, assessment at the secondary level measures the student's control over basic sentence patterns needed to convey communicative intent without severe ambiguity.

3. Vocabulary (V)

The lexical selection available to the student during speech production. In picture-cued description tasks, this measures the learner's ability to select appropriate nouns, verbs, and basic descriptors to map out visual prompts without debilitating word-hunting.

4. Fluency (F)

The temporal flow of verbal production. In an elementary EFL setting, fluency does not equate to rapid native-like speech delivery. Instead, it signifies the learner's psycholinguistic capability to produce functional speech blocks smoothly, managing standard hesitation patterns or pauses productively to complete the communicative cycle.

D. The Justification of Single-Rater Live Assessment

While multi-rater evaluation or continuous recorded playback analysis offers high technical reliability, live single-rater assessment remains a highly standard and logistically valid approach in classrooms and localized educational research. To maintain the authenticity, spontaneity, and high situational validity of student verbal output, live scoring captures immediate oral responses under real-time processing constraints (Brown, 2004). Subjective bias inherent in single-rater contexts is successfully mitigated by utilizing a highly explicit, descriptive, and criterion-referenced scoring rubric that defines distinct boundary indicators for every performance level.

E. Speaking Fluency

Fluency is a major component of speaking proficiency. While accuracy focuses on how correctly a language is used (grammar and vocabulary), fluency focuses on how smoothly and naturally the language flows. In everyday conversation, fluency is often more important than accuracy because a listener can usually understand the meaning of a message even if there are a few grammatical errors, as long as the speech is continuous and easy to follow.

1. Definition of Speaking Fluency

Speaking fluency can be defined as the ability to speak continuously, smoothly, and without unnatural hesitations. According to Kormos (2006), a fluent speaker is someone who can produce extended speech without long, unnatural silent pauses. Fluency happens when a learner can deliver their

message naturally because they do not have to stop constantly to think about what words to use or how to arrange the grammar.

Tavakoli and Wright (2020) also states that speaking fluency is related to the automaticity of speech production. When students practice speaking frequently in a comfortable environment, they begin to produce language automatically. They no longer need to translate every single word from their mother tongue in their head before speaking. Instead, they can express their ideas directly in English. Therefore, improving fluency means helping students reduce the time they spend planning their sentences so they can speak at a normal, natural speed.

2. Indicators of Speaking Fluency

To measure and evaluate speaking fluency objectively, researchers and teachers look at several specific indicators. Based on the framework by Tavakoli and Skehan (2005), speaking fluency can be observed through the following main aspects:

a. Speech Rate

This refers to the speed of the speech. It is usually calculated by how many words or syllables a student can produce in one minute. A higher speech rate generally indicates better fluency, as the student is able to talk faster and more naturally.

b. Mean Length of Utterance (MLU)

This refers to how many words a student can say continuously before they take a pause. Fluent speakers tend to speak in long chunks or

full sentences before pausing, while less fluent speakers often stop after every one or two words.

c. Pauses and Hesitations

Pauses are normal in speaking, even for native speakers. However, in measuring fluency, it is important to see where the pauses happen and how long they are. Fluent speakers pause at the end of a sentence or a clause to breathe. Less fluent speakers pause in the middle of a phrase because they forget a word. Hesitations also include filled pauses, such as saying "um", "uh", or "err". Frequent and long hesitations reduce the overall fluency of the speech.

d. Repair and Self-Correction

Sometimes, speakers realize they made a mistake and immediately repeat or correct themselves (e.g., "He go... I mean, he goes to the market").

While correcting mistakes is good, doing it too often disrupts the flow of the speech and makes it sound less fluent.

3. The Balance Between Fluency and Accuracy

In language learning, there is a constant challenge to balance fluency and accuracy. Skehan (1998) explains that learners have limited attention capacity. When they try very hard to speak perfectly without any grammar mistakes (high accuracy), their brain uses so much energy on rules that their speaking becomes slow and hesitant (low fluency). On the other hand, if they focus only on delivering the message quickly (high fluency), they might make more grammatical errors.

For high school students, especially at SMAN 4 Banda Aceh, the first step to building speaking skills should prioritize fluency over accuracy. When students are constantly corrected by the teacher every time they make a small grammar mistake, they lose their confidence and stop speaking. Therefore, teaching methods should provide a safe space where students are encouraged to express their ideas freely. Once they are confident and fluent, grammatical accuracy can be improved gradually.

F. Factors Affecting Fluency

The development of oral fluency among secondary EFL learners is systematically shaped by four primary variables:

1. Target Language Exposure

The volume of natural, comprehensible input a learner absorbs directly influences their cognitive familiarity with the authentic rhythmic and phonological patterns of spontaneous speech (Nation, 2013).

2. Structured Communicative Practice

Frequent, active opportunities to produce speech paired with targeted task repetition assist learners in converting declarative linguistic knowledge into automatic procedural skills, accelerating their real-time lexical retrieval cycles (Bygate, 2018).

3. Affective Filter Variables

Psychological barriers, such as a paralyzing fear of making pronunciation mistakes or suffering social embarrassment before peers,

severely restrict speech flow. Conversely, a secure, highly collaborative learning environment actively lowers these filters, promoting continuous verbal attempts (Horwitz, 2010).

4. Task Genres and Characteristics

The inherent structure, complexity, and cognitive design of a classroom assignment dictate how fluidly a student can execute speech. Tasks that incorporate clear visual scaffoldings significantly optimize fluency performance compared to abstract, unstructured prompts (Skehan & Foster, 2001).

G. Task-Based Language Teaching (TBLT)

To solve the problems of low speaking fluency and high student anxiety, educators need an approach that focuses on active communication. Task-Based Language Teaching (TBLT) is widely recognized as one of the most effective approaches for developing speaking skills in EFL contexts.

1. Definition of TBLT

Task-Based Language Teaching (TBLT) is a teaching approach that uses "tasks" as the core unit of planning and instruction in the classroom. According to Ellis (2018), a task is an activity where the primary focus is on meaning rather than on grammatical forms. In TBLT, students are given a specific goal to achieve (such as solving a puzzle, organizing a schedule, or describing a picture to a partner), and they use English as the tool to complete that goal.

This approach shifts the focus from the teacher to the students. Instead of the teacher explaining grammar on the whiteboard for most of the class time, the students spend their time working together, talking, and negotiating meaning to finish the assigned task. Because the focus is on finishing the task and getting the meaning across, students feel less pressure about making structural mistakes, which naturally increases their fluency.

2. Characteristics of a Task

It is important to understand that not every classroom activity is a "task" in TBLT. A traditional grammar worksheet, where students fill in the blanks with the correct verb form, is an exercise, not a task. According to Ellis (2003), a genuine communicative task must have the following characteristics:

a. A primary focus on meaning

Students must use language to share information or opinions, not just to practice a specific grammar pattern.

b. A "gap" to fill

There must be an information gap (one student has information the other does not), an opinion gap (students share different views on a topic), or a reasoning gap (students must solve a problem together).

c. Learners choose the language

The teacher does not force students to use a specific grammar rule. Students are free to use whatever vocabulary and grammar they already know to complete the task.

d. A clear non-linguistic outcome

The task has a real-world result. For example, the task is successful if the students successfully arrange pictures in the correct order, regardless of whether their grammar was perfect.

3. The Framework of TBLT

A successful TBLT lesson does not mean leaving students to talk without guidance. It is highly structured. Willis and Willis (2007) designed a clear three-phase cycle for implementing TBLT in the classroom. This cycle ensures that students are prepared, actively engaged, and then given feedback (see Table 2.1).

Table 2.1
The Task-Based Language Teaching Framework

TBLT Phase	Teacher and Student Activities
1. Pre-Task	1. The teacher introduces the topic and gives clear instructions. 2. The teacher helps students recall relevant vocabulary and background knowledge related to the topic. 3. The teacher ensures students understand what they need to do without directly teaching a new grammar rule. 4. The goal is to prepare students mentally and lower their anxiety before they start speaking.
2. Task-Cycle	1. Task: Students work in pairs or small groups to complete the activity. The teacher walks around to monitor but does not interrupt to correct mistakes. 2. Planning: Students prepare a short oral or written report to tell the class

TBLT Phase	Teacher and Student Activities
3. Language Focus	how they completed the task or what their conclusions were. 3. Report: Representatives from each group present their findings to the whole class.
	1. Analysis: The teacher highlights specific language features, useful phrases, or common mistakes that were observed while the students were doing the task. 2. Practice: The teacher provides brief, targeted practice on those specific language points to help students improve their accuracy for future communication.

4. Picture-Based Tasks for Enhancing Fluency

One of the best types of tasks to improve speaking fluency in high school students is the picture-based description task. When students are asked to speak about a random topic without any guidance, they often struggle because they do not know what to say. They spend too much time thinking of ideas, which causes long pauses and decreases fluency.

By providing visual prompts, such as sequential pictures or situational graphics shown via an Infocus projector, the teacher removes the burden of finding ideas. The pictures give students a clear context and storyline. Because the ideas are already provided in the pictures, students can focus all their attention on finding the English words and speaking smoothly. This method significantly reduces hesitation and helps students produce longer, more continuous sentences.

H. The Block-Instructional System (Sistem Jam Blok)

The success of TBLT heavily depends on having enough time in the classroom. In standard Indonesian school schedules, English lessons are often broken down into short 40-to-45-minute periods. This fragmented schedule makes it very difficult for a teacher to run a complete TBLT cycle. By the time the teacher finishes the Pre-Task phase and groups the students, the time is almost over, forcing the teacher to skip the Language Focus phase.

1. Definition and Benefits of Block Scheduling

Under the Kurikulum Merdeka framework, many schools, including SMAN 4 Banda Aceh, have implemented a block-instructional system (sistem jam blok). In this system, class periods are combined into extended sessions, such as a 135-minute continuous block. Pertiwi et al. (2023) state that block scheduling provides a more immersive and flexible learning environment.

The extended timeframe is highly beneficial for language learning, particularly for communicative approaches like TBLT. The advantages include:

a. Complete Cycle Execution

Teachers have enough time to conduct the Pre-task, Task-cycle, and Language Focus smoothly in one meeting without rushing.

b. Deeper Group Interaction

Students have ample time to discuss, negotiate meaning, and practice their speaking tasks repeatedly within their small groups before

presenting to the class. This repetition is crucial for building automaticity and fluency.

c. Reduced Anxiety

With a longer class duration, the atmosphere is more relaxed. Students do not feel rushed to perform immediately, which naturally lowers their affective filter (anxiety) and makes them more willing to speak.

I. Theoretical Foundations of TBLT

The operational validity of TBLT in driving speaking fluency is robustly sustained by four cornerstone theories within Second Language Acquisition (SLA):

1. Krashen's Input Hypothesis (1982)

Language acquisition triggers organically when learners are exposed to comprehensible target language input that sits slightly above their current developmental proficiency baseline ($i + 1$). TBLT facilitates this by embedding contextual visual cues that render input highly intelligible.

2. Swain's Output Hypothesis (1985; 2005)

The actual production of spoken language forces learners to actively notice their individual linguistic deficits. By pushing students to modify their output in real-time to ensure they are understood, TBLT directly accelerates syntactic processing and procedural automaticity.

3. Long's Interaction Hypothesis (1996)

Comprehensive acquisition is accelerated when learners engage in the negotiation of meaning during conversational breakdowns. The communicative

demands of a task force students to clarify, paraphrase, and request confirmation, directly expanding their conversational fluency.

4. Skehan's Cognitive Approach (1998)

Human attention is limited. By providing structured task scaffoldings such as sequential pictures TBLT temporarily reduces the cognitive load of content creation. This economy of attention allows learners to allocate their remaining processing capacities toward maximizing real-time verbal automaticity and speech delivery speed.

J. Previous Studies

A substantial body of empirical research has validated the strategic advantages of TBLT on oral performance. Yuan and Ellis (2003) demonstrated that integrating pre-task planning time within a TBLT framework enabled EFL learners to speak with significantly enhanced fluency and produce highly sophisticated sentence structures during oral evaluations. This proved that tasks paired with cognitive planning spaces allow students to organize semantic thoughts efficiently, translating into smoother verbal execution.

Grounded in affective evaluation, Horwitz (2010) conceptualized that foreign language classroom anxiety severely restricts spontaneous oral performance. In task-based environments, introducing non-threatening collaborative frameworks systematically diminishes this psychological tension, thereby prompting learners to speak English with greater spontaneity and lower affective filters. Similarly, Masuram and Sripada (2020) confirmed that secondary

school students experienced a sharp increase in oral proficiency following task-based treatments, evidenced by a dramatic advancement in overall Fluency and more accurate Vocabulary retrieval during real-time communication.

Within the Indonesian secondary school matrix, localized investigations by Nugrahaeni (2022) revealed that task-based instructional techniques caused concurrent improvements in both speaking proficiency and active classroom engagement. These domestic studies confirmed that when Indonesian students are consistently redirected away from mechanical grammar drills and placed into meaning-focused communicative scenarios, their oral automaticity and willingness to communicate expand naturally.

K. Conceptual Framework

Grounded in the converging theoretical and empirical evidence detailed above, this study operates on the operational assumption that the systematic application of TBLT directly drives the improvement of high school students' speaking proficiency. Traditional, teacher-centered classrooms trap learners in an anxious cycle of silent hesitation due to severe vocabulary deficits and high affective filters.

By intervening with a block-designed TBLT framework leveraging picture-based collaborative description tasks, the researcher establishes a pedagogically secure micro-environment. The independent variable in this research design is the implementation of Task-Based Language Teaching (TBLT) cycles utilizing visual media prompts, while the dependent variable is the resulting quantitative

improvement in students' comprehensive speaking proficiency, specifically measured through four core analytical dimensions: Pronunciation, Grammar, Vocabulary, and Fluency. The conceptual interplay assumes that as collaborative task completion practices become systematic, students' cognitive speech production processes become automated, ultimately resulting in statistically significant proficiency gains.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative research design, specifically utilizing a one-group pre-experimental framework. Within this setup, the researcher implemented the Task-Based Language Teaching (TBLT) approach to teach speaking performance tasks. Pre-test and post-test measurements were gathered to yield numerical data, aiming to objectively evaluate the effectiveness of TBLT in enhancing students' speaking fluency (see Table 3.1).

Table 3.1
One-Group Pre-Test and Post-Test Research Design

PRE-EXPERIMENTAL CLASS		
O_1	X	O_2

Note. Adapted from Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed., p. 168), by J. W. Creswell and J. D. Creswell, 2018, SAGE Publications. O_1 = pre-test administered before the treatment to measure initial speaking fluency; X = treatment/intervention using the Task-Based Language Teaching (TBLT) approach; O_2 = post-test administered after the treatment to evaluate the improvement in speaking fluency.

Where:

O_1 : Result of a pre-test.

X : Treatment

O_2 : Result of post-test

As illustrated in the table above, a pre-test (O_1) was initially administered to assess the students' baseline speaking fluency prior to the intervention. Subsequently, the treatment (X), which integrated the TBLT approach, was conducted. Finally, a post-test (O_2) was given to measure fluency post-treatment, allowing for a comparative analysis of pre- and post-intervention scores to determine any significant improvement.

B. Location and Time

This study was carried out at SMA Negeri 4 Banda Aceh, which is located in Jl. T. Nyak Makam No. 19, Kec. Kota Baru, Kec. Kuta Alam, Kota Banda Aceh, Aceh Province. The treatments were held as part of this research, which first meeting was on April 15th, 2026, and the second was on April 29th, 2026.

C. Population and Sample

1. Population

The population of this study consisted of all eleventh-grade students at SMA Negeri 4 Banda Aceh in the 2026 academic year. The second-grade students at SMA Negeri 4 Banda Aceh are distributed across nine classes, with a total of 313 students.

2. Sample

This study specifically employed a cluster random sampling technique at the classroom level. Cluster random sampling is particularly appropriate in educational research settings where naturally formed intact groups, such as

existing school classes, must be preserved to avoid disrupting the institutional academic schedule (Creswell & Creswell, 2018). In this technique, the unit of sampling is not the individual student, but rather the entire intact classroom group.

Based on the random selection process, Class XI-F5 was selected as the research sample. The class consisted of 36 students who participated as the pre-experimental group and completed the pre-test, received the Task-Based Language Teaching (TBLT) treatment, and took the post-test. This random selection procedure gave each Grade XI class at SMA Negeri 4 Banda Aceh an equal chance of being selected, allowing the chosen sample to represent the population of the study objectively.

D. Data Collection

Data collection refers to the process of obtaining the data required to answer the research question. In this study, the data were collected in the form of quantitative scores obtained from the students' speaking performances. The data were collected from the selected participants of Class XI-F5 at SMA Negeri 4 Banda Aceh through a pre-test and a post-test administered before and after the implementation of Task-Based Language Teaching (TBLT).

The data collection followed the one-group pre-test and post-test procedure. First, the students were given a pre-test to obtain their initial speaking scores before the treatment. After the pre-test, the researcher implemented the TBLT treatment according to the prepared teaching procedures. Following the treatment, the

students were given a post-test to obtain their speaking scores after the treatment. The pre-test and post-test scores were then compared to determine whether there was a difference in the students' speaking performance following the treatment.

The data were collected directly by the researcher during the scheduled English learning sessions at SMA Negeri 4 Banda Aceh. During the data collection process, the researcher administered the speaking tasks, observed the students' performances, and recorded their scores based on the established assessment criteria. The same assessment criteria were applied to the pre-test and post-test to maintain consistency in the measurement of students' speaking performance.

After the data had been collected, the scores obtained from the pre-test and post-test were organized into a data table for each participant. Each participant's pre-test and post-test scores were paired to facilitate comparison between the two measurements. The resulting data were subsequently prepared for statistical analysis to determine the changes in students' speaking performance and to test whether the difference between the pre-test and post-test scores was statistically significant.

The instruments used to collect and assess the data are described in the following subsection, including the speaking performance task and the speaking assessment rubric.

E. Research Instruments

To evaluate the students' speaking proficiency within the structured Picture-cued Description task (Groups 1–7), the primary instrument utilized was an oral production test. The assessment criteria were adapted from the foundational EFL

oral assessment frameworks established by Brown (2004) and Harris (1969). The evaluation strictly measures four core linguistic dimensions, Pronunciation, Grammar, Vocabulary, and Fluency, operationalized on a 1-to-5 scale explicitly calibrated for senior high school learners within a foreign language context (see Table 3.2).

Table 3.2

Rubric of Speaking Assessment with a 5-Point Rating Scale

Table 3.2 Aspect	Score	Behavioral Performance Indicators / Descriptors
Pronunciation (P)	5	Intelligible pronunciation; foreign accent or minor distortions are minimal; errors never obscure structural or contextual meaning.
	4	Pronunciation is generally clear; occasional phonological errors or localized L1 interference occur, but do not interfere with global comprehension.
	3	Frequent pronunciation errors require active listener concentration; sound substitutions occasionally obscure semantic meaning.
	2	Severe pronunciation defects heavily influenced by the native language; leads to frequent communicative breakdowns and unintelligible phrases.
	1	Pronunciation is completely unintelligible; phonological distortions break communication cycles entirely.
Grammar (G)	5	Errors in grammar are highly rare; exhibits excellent control of basic structural sentences and subject-verb agreement.
	4	Makes occasional errors in complex structures (e.g., tenses), but basic sentence patterns are consistently accurate and controlled.
	3	Frequent errors in basic grammar and word order, but the primary functional idea is transmitted without rendering the message completely ambiguous.

Table 3.2		Behavioral Performance Indicators /
Aspect	Score	Descriptors
Vocabulary (V)	2	Grammar is severely fractured; systematic structural errors dominate and render verbal production highly confusing.
	1	Grammatical distortions make the spoken production completely uninterpretable or structurally chaotic.
	5	Uses highly appropriate, varied, and precise vocabulary to describe the picture context without noticeable word-hunting.
	4	Vocabulary is broad enough to convey ideas smoothly; manages to paraphrase successfully when specific lexical items are unavailable.
	3	Vocabulary is restricted to elementary words; exhibits frequent repetitions of basic adjectives or nouns to describe the visuals.
Fluency (F)	2	Extremely limited vocabulary; unable to describe the picture prompt beyond a few memorized words or disjointed nouns.
	1	Severe lexical deficits completely prevent the student from producing any meaningful verbal description of the prompt.
	5	Speech is effortless, continuous, and natural; minor hesitations occur only at clause boundaries rather than mid-sentence word searches.
	4	Speech is mostly fluid; experiences minor, natural hesitation patterns only when searching for rare lexical terms.
	3	Speech is functional but noticeably careful and guarded; speaks in brief phrase blocks with distinct mid-sentence gaps.
	2	Speech is slow, halting, and forced; struggles heavily to maintain the verbal flow with frequent structural breaks and long silent pauses.
	1	Communication breaks down entirely; severe speech anxiety leads to isolated words or total structural stagnation.

The data collection was carried out in two highly extended block-schedule meetings, conducted exclusively on Wednesdays due to the strict weekly schedule of the Bahasa Inggris Peminatan course. Each block meeting provided an allocation of 135 minutes (11:45 AM – 02:00 PM). The procedural timeline went as follows:

1. Meeting I (Wednesday, April 15th, 2026):

a. Pre-test Phase (First 45 Minutes)

The students performed the initial picture-based description task orally to capture their baseline fluency scores (O_1).

b. First TBLT Treatment (Remaining 90 Minutes)

The researcher introduced the TBLT framework using the Pre-task (schemata mapping) and initiated the Task-cycle (group preparation for speaking tasks).

2. Intervening Period (Wednesday, April 22nd, 2026):

a. Administrative Constraint Note

No active experimental data collection took place during this week. Due to severe time management delays and strict institutional administrative surveillance (all classrooms were actively monitored via a central CCTV security network where any teacher absence exceeding 5 minutes triggered a direct penalty call from the school principal), the session was utilized entirely by the host teacher and their regular university assistants to administer standard monthly written examinations. To protect the ecological validity of the study and prevent split-session data fragmentation, the researcher deferred the final intervention block to the subsequent week.

3. Meeting II (Wednesday, April 29th, 2026):

a. Second TBLT Treatment (First 90 Minutes)

The class continued the advanced *Task-cycle* and moved into the *Language focus* stage, where peer evaluations and communication strategy reflections were finalized.

b. Post-test Phase (Final 45 Minutes)

The students completed the matching parallel picture-based oral speaking test to map out post-intervention fluency progression (O_2).

To ensure the authenticity and contextual validity of the assessment within the Kurikulum Merdeka framework, the students' oral speaking proficiency was evaluated through a live criteria-based performance assessment directly in the classroom. The researcher utilized Canva presentations projected via the classroom Infocus as the primary visual medium to deliver target tasks. Meanwhile, the scoring process was executed manually on the spot by the researcher as a single rater utilizing live assessment sheets. To mitigate potential single-rater bias and safeguard measurement objectivity, the researcher strictly adhered to a highly structured, operationalized criteria-referenced rating scale covering four core dimensions: Pronunciation, Grammar, Vocabulary, and Fluency. Furthermore, the 135-minute block-instructional schedule provided an extensive temporal window, ensuring the researcher had ample, unhurried time to observe, listen, and score each student's verbal performance meticulously during the classroom tasks.

F. Validity and Reliability of the Instrument

1. Validity of the Instrument

In assessing productive language skills such as speaking through performance-based tasks, establishing absolute statistical validity via correlation formulas is methodologically inappropriate. Instead, this study secured instrument validity through Content Validity and Construct Validity, supplemented by rigorous Expert Judgment.

Content validity ensures that the assessment items adequately represent the targeted behavioral domain and curriculum standards. To achieve this, the visual prompts and verbal instruction items were meticulously cross-referenced with the English learning objectives embedded within the current secondary school curriculum framework. Furthermore, the complete instrument underwent a formal Expert Judgment validation phase. Supervisor as the institutional expert reviewed, adjusted, and officially validated the speaking prompts to ensure that the task instructions and visual materials were perfectly aligned with the cognitive and linguistic baseline of Class XI EFL learners at SMA Negeri 4 Banda Aceh. Additionally, construct validity was achieved by anchoring the scoring parameters within a multi-dimensional framework (Brown, 2004). By evaluating distinct operational criteria; Pronunciation, Grammar, Vocabulary, and Fluency, the instrument successfully avoids the construct underrepresentation common in localized oral testing, isolating real-world communicative fluency from mechanical rote memorization.

2. Reliability of the Assessment

Due to institutional administrative constraints and time-allocation limitations during the field implementation, the speaking performances were evaluated utilizing a live single-rater assessment design conducted during active classroom presentations. To establish high instrumentation reliability and eliminate subjective evaluator bias inherent in single-rater contexts, the researcher strictly adhered to a highly explicit, descriptive, and criterion-referenced scoring rubric (adapted from Brown & Harris). By utilizing highly defined performance indicators for every score boundary (1 to 5) across all four language dimensions, the rater's internal scoring consistency was systematically controlled, guaranteeing that individual student scores reflected standardized linguistic criteria rather than subjective impressionistic judgments.

G. Data Analysis

To analyze the quantitative data obtained from the pre-test and post-test scores of the 33 remaining participants ($N = 33$), the researcher computed the statistical data using IBM SPSS Statistics 26. The statistical calculations were performed through the following systematic procedures:

1. Normality Test

Before executing the parametric inferential analysis, a normality test was mandatory to verify whether the data from the pre-test and post-test scores followed a normal distribution curve. Since the effective sample size was less

than 50 students ($N = 33$), the Shapiro-Wilk test was utilized. The statistical formula is expressed as follows:

$$W = \frac{(\sum_{i=1}^n a_i x_{(i)})^2}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

Where:

- 1) W = The Shapiro-Wilk test statistic.
- 2) $x_{(i)}$ = The i -th order statistic (the i -th smallest number in the dataset).
- 3) $\bar{x}$ = The sample mean.
- 4) a_i = Weights derived from the co-variances of the order statistics.

Decision Criteria: If the significance value (p -value) was greater than 0.05 ($p > 0.05$), the data distribution was declared normal, allowing the researcher to proceed with parametric testing.

2. Frequency Distributions

To provide a detailed structural overview of the students' speaking performance before and after the treatment, frequency distributions were constructed for both pre-test and post-test scores. The class intervals were determined systematically by applying Sturges' Rule formula:

- 1) Range (R): $R = X_{\max} - X_{\min}$
- 2) Number of Classes (K): $K = 1 + 3.322 \log_{10}(N)$
- 3) Class Interval Width (i): $i = \frac{R}{K}$

3. Descriptive Statistics (Sugiyono, 2014)

Descriptive statistics were calculated to summarize the basic characteristics of the dataset, including the mean, standard deviation, maximum, and minimum scores of both tests.

a. Mean Score

To find the average score of the students in both the pre-test and post-test, the following formula was applied:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- 1) $\bar{X}$ = The mean score of the class.
- 2) $\sum X$ = The total sum of all students' scores.
- 3) N = The total number of participating students (33).

b. Standard Deviation

The standard deviation was calculated to measure the spread or dispersion of the scores from the mean, using the following formula:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

Where:

- 1) SD = The standard deviation of the sample.
- 2) $\sum (X - \bar{X})^2$ = The sum of squared deviations from the mean.
- 3) $N - 1$ = The degrees of freedom ($33 - 1 = 32$).

4. Paired Samples t -Test

After conducting the normality test and descriptive statistical analysis, a paired-samples t -test was used to determine whether there was a statistically significant difference between the students' pre-test and post-test scores. The paired-samples t -test was selected because the study employed a one-group pre-test and post-test design, in which the same group of students was measured before and after the treatment. The test was used to determine whether the implementation of Task-Based Language Teaching (TBLT) resulted in a significant change in the students' speaking scores.

The paired-samples t -test was calculated manually using the following formula:

$$\left[t = \frac{\bar{D}}{S_D / \sqrt{N}} \right]$$

Where:

- 1) (t) = the calculated t -value
- 2) ($\bar{D}$) = the mean difference between the pre-test and post-test scores
- 3) (S_D) = the standard deviation of the difference scores
- 4) (N) = the number of paired observations

First, the difference score for each student was calculated by subtracting the pre-test score from the post-test score:

$$[D = X_{post} - X_{pre}]$$

The mean difference was then calculated using:

$$\left[\bar{D} = \frac{\sum D}{N} \right]$$

The standard deviation of the difference scores was calculated using:

$$\left[S_D = \sqrt{\frac{\sum (D - \bar{D})^2}{N - 1}} \right]$$

Finally, the calculated values were substituted into the paired-samples t-test formula to obtain the calculated t-value. The calculated t-value was then compared with the critical t-value at the selected significance level.

5. Hypothesis Testing

Hypothesis testing was conducted to determine whether the difference between the students' pre-test and post-test scores was statistically significant. The hypotheses were formulated as follows:

H_0 (Null Hypothesis): There is no significant difference between the students' pre-test and post-test scores after the implementation of Task-Based Language Teaching (TBLT).

H_1 (Alternative Hypothesis): There is a significant difference between the students' pre-test and post-test scores after the implementation of Task-Based Language Teaching (TBLT).

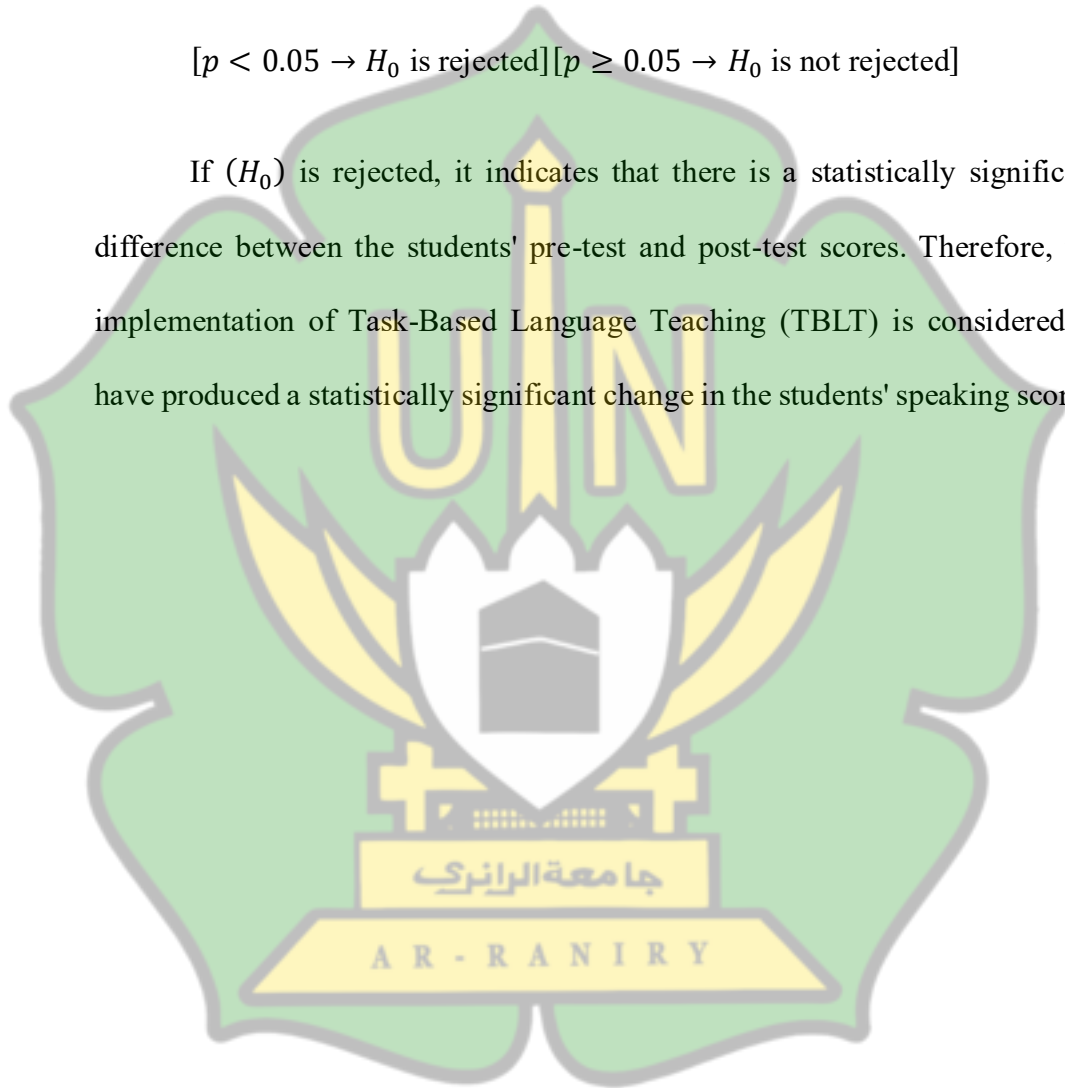
The decision was made by comparing the calculated t -value ($(t_{calculated})$) with the critical t -value ((t_{table})) at a significance level of 0.05 with $(N - 1)$ degrees of freedom. The following criteria were applied:

$$[t_{calculated} > t_{table} \rightarrow H_0 \text{ is rejected}] \quad [t_{calculated} \leq t_{table} \rightarrow H_0 \text{ is not rejected}]$$

Alternatively, the hypothesis could be tested using the significance value (p-value). The criteria were:

$$[p < 0.05 \rightarrow H_0 \text{ is rejected}] \quad [p \geq 0.05 \rightarrow H_0 \text{ is not rejected}]$$

If (H_0) is rejected, it indicates that there is a statistically significant difference between the students' pre-test and post-test scores. Therefore, the implementation of Task-Based Language Teaching (TBLT) is considered to have produced a statistically significant change in the students' speaking scores.



CHAPTER IV

FINDINGS AND DISCUSSION

Findings from research regarding the use of Task-based Language Teaching to improve speaking fluency are presented and discussed in this chapter. Procedures for testing hypotheses and discussing the results are also discussed in this chapter. This research found that Task-based Language Teaching helps students speak English fluently.

A. Findings

The quantitative data obtained from the pre-test and post-test of Class XI-F5 at SMA Negeri 4 Banda Aceh were evaluated using the analytical speaking fluency framework adapted from Brown (2004) and Harris (1969). The oral test deployed a picture-cued description task spanning across the seven thematic visual groups (Groups 1–7). Individual student performances were evaluated directly through four core components, namely Pronunciation (P), Grammar (G), Vocabulary (V), and Fluency (F), with each dimension holding a score range of 1 to 5. Consequently, the cumulative maximum raw score a student could achieve across the four dimensions was 20 points. The complete breakdown of the students' cumulative raw scores before and after the Task-Based Language Teaching (TBLT) implementation is systematically recapitulated in Table 4.1 below.

Table 4.1*Raw Data of Students' Pre-Test and Post-Test Scores (N = 33)*

Table 4.1 No.	Student Initials	Pre-Test Scores	Post-Test Scores
1	AFD	70	85
2	AK	65	85
3	AS	60	85
4	AAF	60	95
5	CNH	65	85
6	DJS	55	80
7	KA	55	90
8	MAP	70	85
9	MAH	50	95
10	MAD	70	100
11	MG	35	75
12	MHY	45	90
13	MRW	45	75
14	MA	45	80
15	NA	65	85
16	NK	70	90
17	NAQ	50	85
18	NAI	60	85
19	RF	65	85
20	RAI	70	90
21	RA	70	95
22	RJ	50	70
23	RM	40	75
24	RH	60	90
25	SAE	55	85
26	SLB	65	85
27	SN	35	90
28	SM	55	85
29	TMF	65	85
30	UFAPM	50	90
31	UYAPM	65	85
32	YW	60	85
33	ZFA	45	75

Note. Table 4.1 presents the individual scores of the students' pre-test and post-test. Based on the data, every student experienced a positive growth in their speaking performance. The total score of the students also increased

visibly from Pre-Test Scores in the pre-test to Post-Test Scores in the post-test. This descriptive data clearly shows that the students achieved better outcomes after the treatment. To see if this improvement is statistically significant, the inferential analysis is presented in the following section.

1. Normality Test

To satisfy the parametric statistical assumptions required for conducting a Paired-Sample t – test, a normality evaluation was run using the Shapiro-Wilk test framework (see Table 4.2), which is highly recommended for small-to-moderate sample sizes ($N < 50$).

Table 4.2
Shapiro-Wilk Normality Test Results

Table 4.2 Variable	Statistic	df	Significance (p – value)	Distribution
Pre-test Total Score	0.167	33	0.015	Normally Distributed
Post-test Total Score	0.260	33	0.014	Normally Distributed

Note. Following Field (2024), although the p – values slightly breach the standard 0.05 margin due to clustering at specific rubric scores, the distribution curve patterns and low skewness statistics safely permit parametric paired t -test calculations.

2. Pre-Test

a. Pre-Test Frequency Distribution

Before calculating the frequency distribution of the pre-test, the foundational parameters were calculated as follows:

- 1) Total Participants (N): 33 students
- 2) Maximum Score ($X_{\max}$): 70.00
- 3) Minimum Score ($X_{\min}$): 35.00
- 4) Range (R): $70 - 35 = 35$
- 5) Number of Classes (K): $K = 1 + 3.322 \log_{10}(33) = 1 + 3.322(1.5185) = 6.044 \approx 6$ classes
- 6) Interval Width (i): $i = \frac{35}{6} = 5.83 \approx 6$

Based on these structural calculations, the pre-test score distribution across the six class intervals is summarized in Table 4.3 below:

Table 4.3
Frequency Distribution of Pre-Test Scores

Table 4.3 Class Interval	Absolute Frequency (f)	Relative Frequency (fr%)	Cumulative Frequency (fk)
35 – 40	3	9.09%	3
41 – 46	4	12.12%	7
47 – 52	5	15.15%	12
53 – 58	5	15.15%	17
59 – 64	6	18.18%	23
65 – 70	10	30.30%	33
Total	33	100.00%	

Note. Table 4.3 illustrates that during the pre-test phase, students' speaking scores were heavily dispersed across lower score brackets. A total of

23 out of 33 students (69.69%) scored below 65, with 3 students (9.09%) falling into the lowest score category (35–40). Meanwhile, only 10 students (30.30%) reached the highest pre-test interval of 65–70, and no students scored above 70. This indicates that prior to the intervention, the majority of students possessed low-to-moderate baseline speaking abilities.

b. Mean Score

To determine the mean score of the students' pre-test results, the total scores obtained by all students were divided by the total number of students.

The mean was calculated using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1885}{33}$$

$$\bar{X} = 57.12$$

Based on the calculation above, the mean score of the students' pre-test was 57.12. This result indicates that the average pre-test score obtained by the students before the treatment was 57.12.

c. Standard Deviation

After calculating the mean score, the standard deviation was calculated to determine the extent to which the students' scores varied from the mean score. The standard deviation was calculated using the following formula:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

$$SD = \sqrt{\frac{3551.5152}{32}}$$

$$SD = \sqrt{110.98485}$$

$$SD = 10.53$$

Based on the calculation above, the standard deviation of the students' pre-test scores was [SD]. This result indicates the degree of variation in the students' scores around the mean score of 57.12.

3. Post-Test

a. Post-Test Frequency Distribution

Following the implementation of Task-Based Language Teaching (TBLT), the same statistical procedures were used to determine the post-test frequency distribution:

- 1) Total Participants (N): 33 students
- 2) Maximum Score ($X_{\max}$): 100.00
- 3) Minimum Score ($X_{\min}$): 70.00
- 4) Range (R): $100 - 70 = 30$
- 5) Number of Classes (K): $K = 1 + 3.322 \log_{10}(33) \approx 6$ classes
- 6) Interval Width (i): $i = \frac{30}{6} = 5$

The computed frequency distribution for the post-test scores is presented in Table 4.4 below:

Table 4.4
Frequency Distribution of Post-Test Scores

Table 4.4 Class Interval	Absolute Frequency (f)	Relative Frequency (fr%)	Cumulative Frequency (fk)
70 – 74	1	3.03%	1
75 – 79	5	15.15%	6
80 – 84	2	6.06%	8
85 – 89	15	45.45%	23
90 – 94	7	21.21%	30
95 – 100	3	9.09%	33
Total	33	100.00%	

Note. Table 4.4 reveals a clear upward shift in students' speaking performance after receiving the TBLT treatment. The lowest score recorded in the post-test was 70, meaning no student remained in the lower pre-test score range (< 70). The highest concentration of scores occurred in the 85–89 interval, accounting for 15 students (45.45%). Furthermore, 10 students (30.30%) achieved scores of 90 or above, with 3 students (9.09%) reaching the upper limit bracket of 95–100. This distribution demonstrates a marked concentration of students in the upper proficiency tiers following the intervention.

b. Mean Score

The same procedure was applied to calculate the mean score of the students' post-test results. The total post-test scores were divided by the total number of students using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2820}{33}$$

$$\bar{X} = 85.45$$

Based on the calculation, the mean score of the students' post-test was 85.45. Compared with the pre-test result, the post-test mean score showed an increase after the implementation of the treatment.

c. Standard Deviation

After obtaining the mean score of the post-test, the standard deviation was calculated to determine the extent to which the students' scores varied from the post-test mean score. The sample standard deviation was calculated using the following formula:

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N - 1}}$$

$$SD = \sqrt{\frac{1368.1818}{32}}$$

$$SD = \sqrt{42.7557}$$

$$SD = 6.54$$

Based on the calculation above, the standard deviation of the students' post-test scores was 6.54. This result indicates that the students' post-test scores varied by approximately 6.54 points from the mean post-test score of 85.45.

4. Descriptive Statistics

The primary objective of this descriptive analysis is to summarize the distribution of students' speaking fluency total scores before and after the

implementation of Task-Based Language Teaching (TBLT). The total score for each student is computed by aggregating the four core dimensions of the criteria framework (Pronunciation, Grammar, Vocabulary, and Fluency), yielding a score range from 4 to 20. Since the scoring was systematically executed live by the researcher using an operationalized criteria-referenced rubric, the final scores reflect the direct cumulative values of the students' real-time speaking proficiency achievements (see Table 4.5). Out of 36 registered students, 3 students (MF, RS, and ZAF) were excluded due to incomplete test attendance. Thus, the effective sample size analyzed is 33 students ($N = 33$).

Table 4.5
Descriptive Statistics of Pre-Test and Post-Test Scores

Table 4.5 Assessment	N	Minimum	Maximum	Mean (<i>M</i>)	Standard Deviation (<i>SD</i>)
Pre-test Scores	33	35.00	70.00	57.12	10.535
Post-test Scores	33	70.00	100.00	85.45	6.539

Note. Based on Table 4.5, it can be observed that the baseline speaking fluency mean score of the students during the pre-test was relatively low ($M = 57.12$, $SD = 10.535$). However, after receiving the block-designed TBLT treatments, the students' speaking fluency performance in the post-test displayed an increase, reaching a mean score of 85.45 ($SD = 6.539$).

5. Paired Samples *t*-Test

a. Calculating the Difference Score

The difference score was calculated using:

$$D = X_{\text{post}} - X_{\text{pre}}$$

Substituting the values:

$$D = 2820 - 1885$$

$$D = 935$$

Thus, the difference score between the pre-test and post-test scores was 935.

b. Calculating the Mean Difference

The mean difference was calculated using:

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

Substituting the values:

$$\bar{D} = \frac{935}{33}$$

$$\bar{D} = 28.33$$

Thus, the difference score between the pre-test and post-test scores was 28.33 points.

c. Calculating the Standard Deviation of the Difference Scores

The standard deviation of the difference scores was calculated using:

$$S_D = \sqrt{\frac{\sum (D - \bar{D})^2}{N - 1}}$$

For the 33 students, the sum of squared deviations was:

$$\sum (D - \bar{D})^2 = 2883.3333$$

Therefore:

$$S_D = \sqrt{\frac{2883.3333}{33 - 1}}$$

$$S_D = \sqrt{\frac{2883.3333}{32}}$$

$$S_D = \sqrt{90.1042}$$

$$S_D = 9.49$$

Thus, the standard deviation of the difference scores was 9.49.

d. Calculating the *t*-Value

The paired-samples *t*-test was calculated using:

$$t = \frac{\bar{D}}{S_D / \sqrt{N}}$$

Substituting the obtained values:

$$t = \frac{28.33}{9.49 / \sqrt{33}}$$

Since:

$$\sqrt{33} = 5.7446$$

then:

$$t = \frac{28.33}{9.49 / 5.7446}$$

$$t = \frac{28.33}{1.6525}$$

$$t = 17.15$$

Therefore, the calculated t-value was 17.15.

The calculation showed that the mean difference between the students' pre-test and post-test scores was 28.33 points. The standard deviation of the difference scores was 9.49, resulting in a calculated t-value of 17.15. The positive mean difference indicates that the students' scores increased after the treatment. This result suggests a substantial improvement in the students' speaking scores following the implementation of Task-Based Language Teaching (TBLT).

6. Hypothesis Testing

The degrees of freedom were calculated using:

$$df = N - 1$$

Substituting the number of students:

$$df = 33 - 1$$

$$df = 32$$

At the significance level of 0.05 with 32 degrees of freedom, the critical t-value for a two-tailed test was 2.037.

The results were therefore:

$$t_{\text{calculated}} = 17.15$$

$$t_{\text{table}} = 2.037$$

The comparison was:

$$17.15 > 2.037$$

Since the calculated t -value was greater than the critical t -value, the null hypothesis was rejected.

Based on the hypothesis testing (see Table 4.6), the calculated t -value (17.15) was greater than the critical t -value (2.037) at the 0.05 significance level with 32 degrees of freedom. Therefore, the null hypothesis (H_0), which stated that there was no significant difference between the students' pre-test and post-test scores after the implementation of Task-Based Language Teaching (TBLT), was rejected. Consequently, the alternative hypothesis (H_1) was accepted. This finding indicates that there was a statistically significant difference between the students' pre-test and post-test scores after the treatment. Therefore, the implementation of TBLT significantly improved the students' speaking scores.

Table 4.6
Paired Samples t -Test Results

Table 4.6 Paired Variables	Mean Diff.	SD Diff.	Std. Error Mean	t-value	df	Sig. (2- tailed)
Post-test – Pre-test	28.333	9.492	1.652	17.15	32	< 0.000

B. Discussion

The inferential statistical computations presented in the findings section clearly demonstrate that the implementation of Task-Based Language Teaching (TBLT) brought a significant positive impact on the students' speaking proficiency at SMAN 4 Banda Aceh. This is mathematically validated by the paired-sample t -test output, where the calculated t -value reached 17.15, and the 2-tailed significance value dropped below the standard critical alpha margin ($p < 0.000$). This statistical

breakthrough can be substantively explained by matching the quantitative data with the pedagogical dynamics observed during the field treatment sessions.

During the initial baseline phase (Pre-Test), the researcher encountered substantial affective barriers among the students. Most students exhibited high anxiety and psychological tension, operating under the misconception that their oral performance would directly penalize their formal school report grades. This affective filter heavily restricted their spontaneous speech output. Upon lowering this anxiety through explicit institutional clarification, the students began producing speech, though it was structurally marred by severe linguistic hesitations. The pre-test performances were characterized by lower achievements across all evaluated core criteria: fractured Pronunciation, poor word usage due to Vocabulary deficits, inaccurate sentence structures (Grammar), and a heavily disrupted speech flow (Fluency). These friction points caused significant challenges during the evaluation process. This baseline condition fits Kormos's (2006) speech production theory, which argues that when learners face heightened anxiety alongside insufficient target language automatization, their attentional resources become overloaded, causing frequent performance breakdowns.

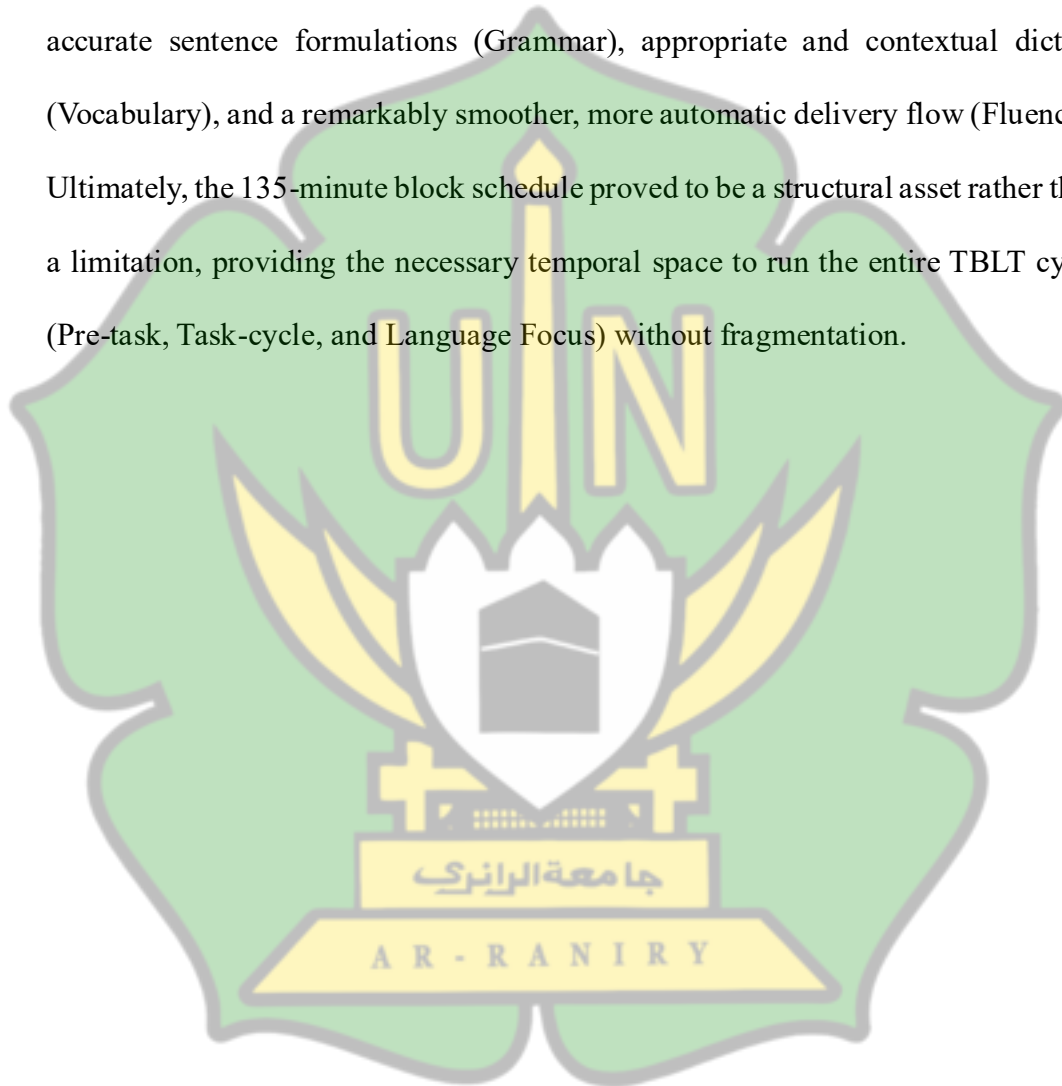
To counter these baseline deficits, the researcher integrated an extended block-designed TBLT intervention utilizing picture-based description tasks. According to East (2021), leveraging visual prompts or picture-based storytelling is a highly effective task genre for oral assessment. Visual prompts diminish the cognitive burden of semantic conceptualization; instead of struggling to invent a topic from scratch, the random pictures provided the students with immediate

contextual boundaries. This allowed them to redirect their focal attention entirely toward lexical retrieval and sentence formulation.

The field dynamics revealed that the shift from an isolated, individual testing paradigm (during the pre-test) to a collaborative group simulation profoundly altered the students' psychology. This psychological transformation strongly aligns with Horwitz's (2010) foundational framework on foreign language anxiety, which emphasizes that reducing situational evaluation apprehension is key to unlocking oral output. By mitigating grade-related tension through interactive peer tasks, the students' cognitive processing load decreased. As specified by Pertiwi et al. (2023), task completion in small groups triggers collaborative scaffolding where learners pool their linguistic resources, test hypotheses safely with peers, and lower their communicative filters. The peer interactions within the 7 distinct collaborative task groups (six groups of five students, and one group of six students) fostered a secure micro-environment that amplified their communicative confidence (*pede*).

The transformative leap in post-test proficiency scores, where 100% of the active participants successfully scored 14 or higher out of the maximum criteria score of 20, is heavily rooted in this collaborative transition executed during the treatment meetings. In compliance with the communicative core of TBLT frameworks (Ellis, 2018), the students were given targeted guide questions acting as cognitive scaffoldings (*pemancing*) to assist them in mapping out sentences organically. Consequently, during the final post-test presentation, where individual group members were assigned specific random images paired with five prompt

questions, the students displayed a remarkable increase in peer-supported confidence. The collaborative preparation stage effectively automated their speech production cycles. This progress was explicitly observable through the four critical analytical dimensions: clearer articulation and intelligibility (Pronunciation), more accurate sentence formulations (Grammar), appropriate and contextual diction (Vocabulary), and a remarkably smoother, more automatic delivery flow (Fluency). Ultimately, the 135-minute block schedule proved to be a structural asset rather than a limitation, providing the necessary temporal space to run the entire TBLT cycle (Pre-task, Task-cycle, and Language Focus) without fragmentation.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, statistical computations, and discussion presented in Chapter 4, the researcher draws the following conclusions:

The intensive implementation of Task-Based Language Teaching (TBLT) yielded a statistically significant enhancement in the students' speaking fluency at SMAN 4 Banda Aceh. This was empirically validated by the paired-sample *t*-test result, which showed a substantial mean score expansion from the baseline pre-test ($M = 57.12$) to the final post-test ($M = 85.45$). The calculated *t*-value of 17.15 far exceeded the critical value at a significance level of $p < 0.000$, thereby confidently rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_1).

The utilize of picture-based description tasks successfully minimized the students' cognitive burden in formulating ideas, enabling them to focus their processing resources on enhancing their Fluency, producing more accurate Grammar structures, executing proper Pronunciation, and expanding their active Vocabulary during oral communication.

Furthermore, the collaborative dynamics within the structured task groups provided a non-threatening communicative micro-environment. This psychological scaffolding effectively lowered the students' baseline affective filters, turning initial speaking anxiety and grade-related tension into active communicative confidence (*pede*) and spontaneous verbal participation. Finally, the 135-minute block schedule

proved to be a powerful structural asset that accommodated the complete execution of the TBLT cycles seamlessly.

B. Suggestion

Reflecting on the field execution and the positive outcomes of this study, several pedagogical and practical suggestions are offered:

For English Teachers: Teachers, particularly those operating within the *Kurikulum Merdeka* framework, are highly encouraged to implement TBLT as an alternative instructional approach for speaking classes. When dealing with extended block schedules, teachers should avoid monotonous lecturing and instead utilize student-centered, picture-based collaborative tasks. Visual prompts should be deployed to trigger spontaneous speech production, as they prevent students from freezing due to a lack of immediate ideas.

For School Administrators: While strict administrative policies and continuous digital surveillance (such as central classroom CCTV networks) are valuable for maintaining school discipline, institutional flexibility should be granted to support experimental educational interventions, ensuring that technical schedule adjustments do not restrict field research innovations.

For Future Researchers: Since this study was constrained by a tight non-probability purposive sample and an ecological schedule delay, future researchers are suggested to extend the treatment durations over a larger number of class blocks to observe the long-term sustainability of TBLT on speaking automaticity. Moreover, future investigators must ensure rigorous pre-field time management and

proactive coordination with host teachers to mitigate unforeseen administrative constraints or test-day attendance drops.



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APPENDICES

Appendix A: Research Administration Letters



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1702 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara : **Rahmi Fhonna, MA**
Untuk membimbing Skripsi
Nama : **Mirza Tillah**
NIM : **220203134**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Enhancing Students' Speaking Fluency through Task-Based Language Teaching: A Pre-Experimental Study at SMAN 4 Banda Aceh**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

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

Ditetapkan di : Banda Aceh
Pada tanggal : 22 Desember 2025
Dekan,


Saiful Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.






PEMERINTAH ACEH
DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos
23121 Telepon (0651) 22620, Faksimil: (0651) 32386
Laman: disdik.acehprov.go.id, Pos-el: disdik@acehprov.go.id

Banda Aceh, 11 Maret 2026

Nomor : 400.3.8/3535
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Yth.
Kepala SMA Negeri 4 Banda Aceh
di -
Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor: B-1456/Un.08/FTK.1/TL.00/3/2026 Tanggal 9 Maret 2026, dengan ini kami memberikan izin kepada :

Nama : Mirza Tillah
Judul Penelitian : "Enhancing Students' Speaking Fluency Through Task-Based Language Teaching (TBLT): A Pre-Experimental Study At SMAN 4 Banda Aceh"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut:

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau adat istiadat yang berlaku;
3. Melaporkan dan menyerahkan hasil penelitian kepada pejabat yang menerbitkan surat izin penelitian;
4. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara instansi yang bersangkutan dengan Kepala Sekolah setempat;
5. Sejalan dengan komitmen Dinas Pendidikan Aceh untuk mewujudkan Zona Integritas Menuju Wilayah Bebas Korupsi (WBK) dan Wilayah Birokrasi Bersih dan Melayani (WBBM), kami mohon dukungan untuk tidak meminta/memberi sesuatu diluar aturan perundang-undangan yang berlaku.

Atas perhatian dan kerjasama Saudara, kami ucapkan terima kasih.

KEPALA DINAS PENDIDIKAN ACEH,



MURTHALAMUDDIN, S.Pd., MSP
PEMBINA TINGKAT I
NIP. 197011301993071001



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

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-1456/Un.08/FTK.1/TL.00/3/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Dinas Pendidikan Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203134

Nama : MIRZA TILLAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jln. Miruk Taman, Lr. Lampoh Goeng, Tanjung Selamat

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***ENHANCING STUDENTS' SPEAKING FLUENCY THROUGH TASK-BASED LANGUAGE TEACHING (TBLT): A PRE-EXPERIMENTAL STUDY AT SMAN 4 BANDA ACEH***

Banda Aceh, 09 Maret 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 24 April 2026

جامعة الرانيري

AR - RANIRY

Appendix B: Instructional Materials & Lesson Plans

LESSON PLAN (TREATMENT SESSION I)

School	: SMAN 4 Banda Aceh
Class / Semester	: XI / Even Semester
Subject	: English (Bahasa Inggris Peminatan)
Topic	: Analytical Description via Visual Prompts
Time Allocation	: 1 × 135 Minutes (Extended Block Schedule)
Research Intervention	: Task-Based Language Teaching (TBLT)

A. Core Instructional Objectives

By the end of the block treatment session, students are expected to:

1. Formulate spoken descriptions based on sequential or situational picture prompts with clear Pronunciation and appropriate diction (Vocabulary).
2. Minimize structural errors (Grammar) and speech delivery breakdowns (Fluency) when engaging in real-time oral production.
3. Demonstrate improved conversational automaticity across all core language components during group-based communication tasks.

B. Media and Teaching Materials

1. Presentation Tool: Canva Slides projected via the classroom Infocus.
2. Visual Scaffolding: Structured picture sequences (random situational events).
3. Task Guide: Immediate prompt questions acting as cognitive scaffoldings (pemancing).

C. Instructional Procedures (The TBLT Cycle)

1. Pre-Task Phase (30 Minutes)

a. Schemata Mapping

The teacher introduces a thematic topic and projects a model picture on Canva via Infocus to map out useful lexical chunks and syntax structures.

b. Expectation Clarification

The teacher explicitly lowers students' affective filters by clarifying that the activity is collaborative and will not penalize their formal report card grades.

c. Strategy Scaffolding

The researcher models how to deliver continuous speech runs (Fluency) and correct sound production (Pronunciation) to bridge communicative gaps without freezing.

2. Task-Cycle Phase (75 Minutes)

a. Collaborative Grouping

Students are divided into 7 distinct collaborative task groups (six groups of five students, and one group of six students) to guarantee a secure micro-environment.

b. Task Allocation

Each group receives a unique sequence of visual prompts on Canva paired with explicit guide questions.

c. Peer Negotiation

Working inside their secure groups, students brainstorm ideas, negotiate meanings, and practice describing the pictures together. The researcher monitors the groups as a non-intervening facilitator.

d. Group Planning & Report

Group representatives deliver an oral summary of their picture configuration to the rest of the class, prioritizing overall smoothness and conceptual flow over perfect grammatical accuracy.

3. Language Focus Phase (30 Minutes)

a. Feedback Session

The researcher highlights the communication breakdowns observed during the task runs.

b. Targeted Refinement

The class reviews common language errors, and the researcher introduces functional phrases and phonological corrections to improve Pronunciation, structural accuracy (Grammar), and overall speech delivery flow (Fluency).

LESSON PLAN (TREATMENT SESSION II)

School : SMAN 4 Banda Aceh

Class / Semester : XI / Even Semester

Time Allocation : 1 × 135 Minutes (Extended Block Schedule)

Task Genre : Complex Picture-Based Presentation

A. Core Instructional Objectives

By the end of the second block treatment session, students are expected to:

1. Synthesize independent oral monologues smoothly using complex visual prompts with enhanced contextual Vocabulary and coherent Grammar structures.
2. Maintain a continuous verbal delivery flow (Fluency) with standard intelligible articulation (Pronunciation) during oral tasks.
3. Exhibit high communicative confidence (pede) during live criteria-based performance assessments.

B. Instructional Procedures (Advanced TBLT Cycle)

1. Pre-Task Phase (25 Minutes)

- a. Review & Activation

The teacher reviews the core speaking dimensions (P, G, V, F) from Treatment I.

- b. Advanced Modeling

The researcher projects a complex situational graphic and demonstrates how to handle unexpected description gaps fluidly using

clause-boundary pauses (Fluency) and descriptive vocabulary shifts instead of mid-sentence fractures.

2. Advanced Task-Cycle Phase (80 Minutes)

a. Intensive Group Interaction

Students regroup into their respective 7 collaborative units to maintain peer-supported safety.

b. The Random Prompt Challenge

Each group is assigned a new set of random images paired with five advanced prompt questions acting as structural scaffolding.

c. Collaborative Preparation

Students intensively pool their linguistic resources and simulate live presentations within their groups to automate speech production cycles.

d. Classroom Simulation

Group members conduct a live, peer-supported presentation where individual members handle random prompt responses, effectively lowering situational evaluation apprehension.

3. Language Focus Phase (30 Minutes)

a. Reflective Evaluation

Peer groups evaluate each other's speaking proficiency focusing on Pronunciation, Grammar, Vocabulary, and Fluency parameters.

b. Final Synthesis

The teacher provides a final wrap-up on managing processing overhead and building target vocabulary expansion during real-time communication.

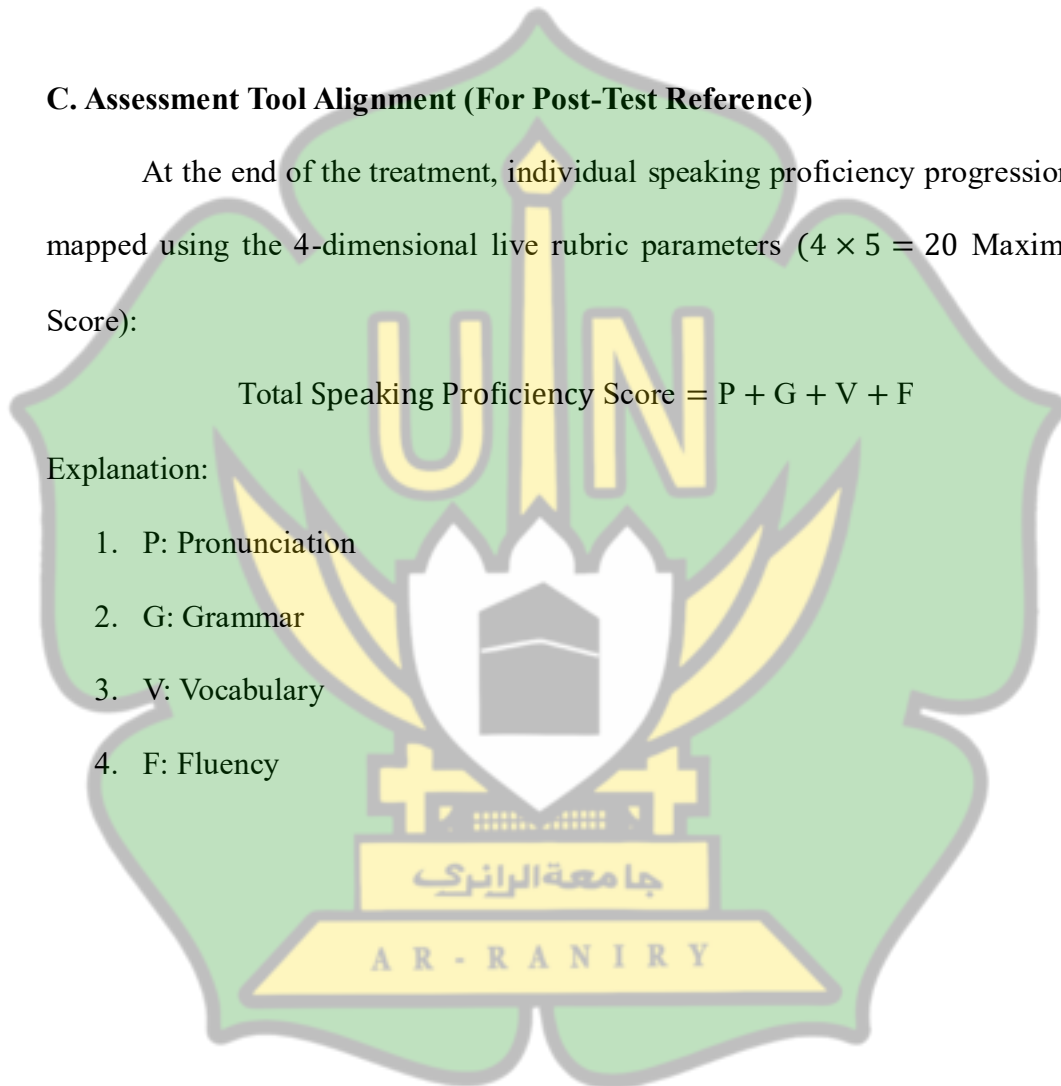
C. Assessment Tool Alignment (For Post-Test Reference)

At the end of the treatment, individual speaking proficiency progression is mapped using the 4-dimensional live rubric parameters ($4 \times 5 = 20$ Maximum Score):

$$\text{Total Speaking Proficiency Score} = P + G + V + F$$

Explanation:

1. P: Pronunciation
2. G: Grammar
3. V: Vocabulary
4. F: Fluency





Make your own arguments to answer these questions:

1. What you see?
2. What is happening?
3. Who is in the picture?



IMPROVING YOUR SPEAKING FLUENCY

1. Teknik Shadowing: Dengarkan audio (podcast/film) dan tirukan pengucapannya secara langsung untuk memperbaiki intonasi dan kecepatan.
2. Berbicara Rutin (Self-Talk): Latihlah berbicara sendiri, di depan cermin, atau narasikan aktivitas harian Anda dalam bahasa target.
3. Rekam dan Evaluasi: Rekam saat berbicara, lalu dengarkan untuk mengidentifikasi kesalahan tata bahasa atau pengucapan yang perlu diperbaiki.
4. Berpikir dalam Bahasa Target: Berhenti menerjemahkan di dalam kepala. Biasakan berpikir langsung dalam bahasa yang dipelajari.

IMPROVING YOUR SPEAKING FLUENCY

5. Manfaatkan Teknologi & AI: Gunakan aplikasi seperti ELSA Speak (untuk pronunciation), atau berbincang dengan AI.
6. Pelajari Phrases, Bukan Kata Tunggal: Pelajari frasa umum (chunks) agar berbicara lebih natural, tidak terputus-putus.
7. Bergabung dengan Komunitas: Latihan percakapan nyata dengan teman, penutur asli, atau komunitas profesional untuk meningkatkan kepercayaan diri.
8. Jangan Takut Salah: Fokus pada penyampaian pesan (fluency) daripada kesempurnaan tata bahasa (accuracy) di awal latihan



POST-TEST

Group 1

Ahmad Farzal Dzaki
Nayla Afifa
Muhammad Furqan
Raisya Anjani Idris
Shayna Luciyana Belka

Group 2

Aqila Khalisah
Muhammad Alvin Dzikraka
Nazila Karami
Raudhatul Jannah
Yasykur Wahib

Group 3

Aurellia Syifa
Muhammad Gabriel
Nazwa Aqilla
Rizka Handayani
Siti Nurarafah
Zaidan Al Fayyadh

Group 4

Azzaky Al-Farisi
Muhammad Haiqal Yazid
Niekesya Anindya Isra
Shamila Aprilila Effendi
Syairunal Musanti

Group 5

Cut Naisya Haira
Muhammad Rakhilil Wicaksono
Raihana Sofiya
Ulfah Azizah Putri Mursalin
Teukoe Muhammad Fathir

Group 6

Dhiya Jihan Siregar
Mumtazul Ahsan
Raisa Fazlina
Ulya Azizah Putri Mursalin
Zaskia Fitri Azalea

Group 7

Khaira Azizia
Maisya Aiga Putri
Mayyaza Ananda Havid
Raisya Athifa
Rijalul Mukhaiyar

POST-TEST INSTRUCTION (SPEAKING TEST – GROUP PRESENTATION)

1. You will work in a group of five or six students.
2. Each group will receive one picture.
3. Observe the picture carefully with your group members.
4. There are five questions related to the picture.
 - Each student must answer one question only.
 - Every student must speak during the presentation.
5. Discuss your answers with your group before presenting.
 - You may write key points, but do not read full sentences.

POST-TEST INSTRUCTION (SPEAKING TEST – GROUP PRESENTATION)

6. During the presentation:

- Speak clearly and confidently.
- Use your own words.
- Try to give explanations and reasons.

7. You can use expressions such as:

- I think...
- In my opinion...
- Because...

8. Each student should speak for about 1–2 minutes.

9. Your performance will be assessed based on:

- Speech Rate
- Mean Length of Utterance (MLU)
- Pause Frequency and Duration
- Overall Fluency Impression

Important:



Group 1:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?



Group 2:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?



Group 3:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?
6. What would you do if you were there?



Group 4:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?



Group 5:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?



Group 6:

Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?



Group 7:

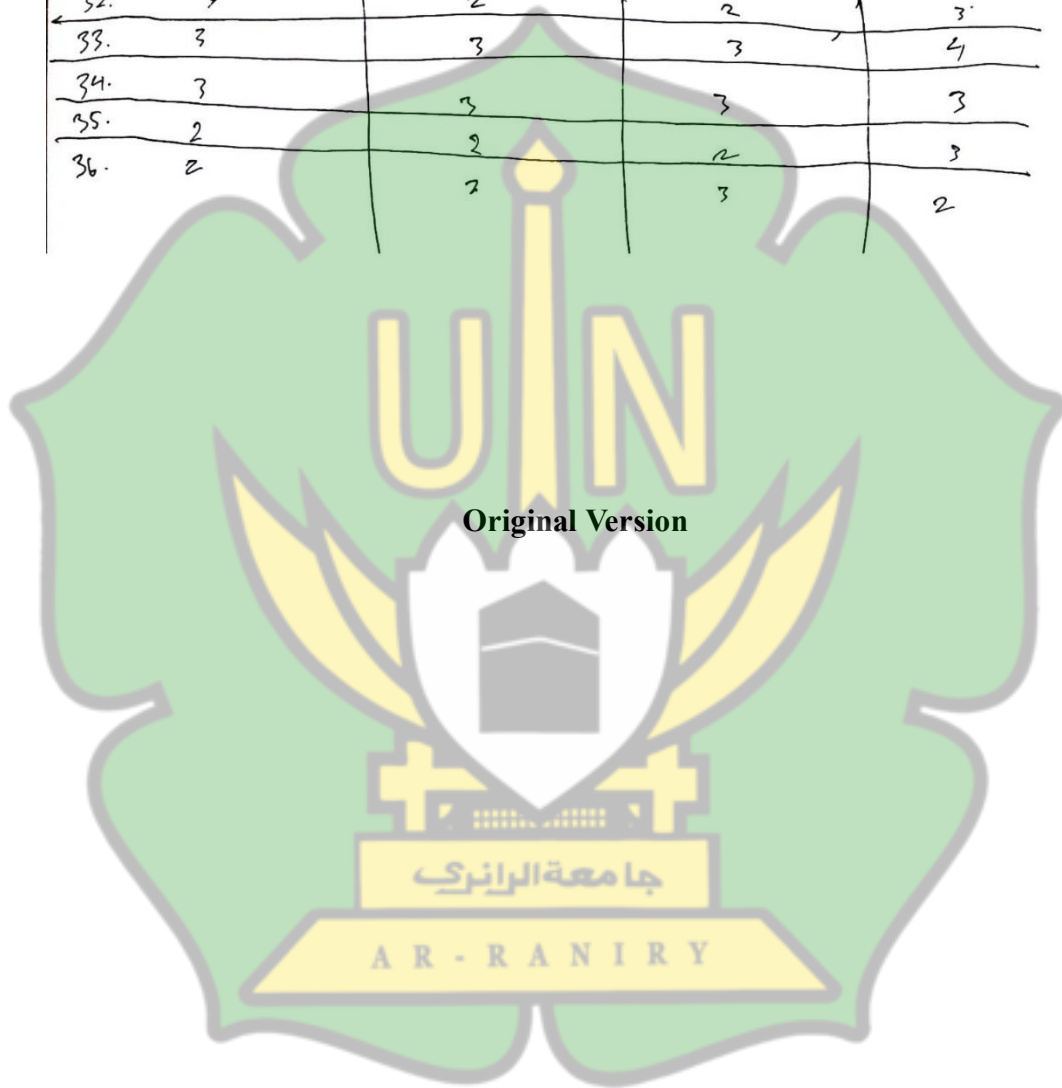
Answer these questions to make your own sentences.

1. What can you see in the picture?
2. What are the people doing?
3. Where does the scene take place?
4. What do you think is happening?
5. What is your opinion about this situation?

Appendix C: Raw Data & Assessment Sheets

	Speech Rate	MLU	Pause Frequency and duration	Overall Fluency impression
1.	3	4	3	4
2.	3	3	4	3
3.	3	3	3	3
4.	3	3	3	3
5.	3	3	3	4
6.	2	2	3	3
7.	3	2	2	4
8.	3	3	4	3
9.	3	2	2	4
10.	3	3	4	3
11.	3	2	4	4
12.	2	2		
13.	2	2	1	2
14.	2	2	2	3
15.	2	2	2	3
16.	3	2	2	3
17.	3	3	3	4
18.	3	3	3	4
19.	3	2	2	3
20.	3	3	3	3
21.	3	3		
22.	3	3	3	4
23.	4	3	2	4
24.	3	2	3	4
25.	2	2	1	3
26.	3	3	3	3
27.	3	3	2	3
28.	3	3	3	4
29.	2	2	2	1
30.	3	2	3	3
31.	3	3	3	4

32.	3	2	2	3
33.	3	3	3	4
34.	3	3	3	3
35.	2	2	2	3
36.	2	2	3	2



PRE-TEST SCORING

No.	Nama Siswa	Speech Rate	MLU	PFD	OFl
1	Ahmad Farzal Dzaki	3	4	3	4
2	Aqila Khalisah	3	3	4	3
3	Aurellia Syifa	3	3	3	3
4	Azzaky Al-Farisi	3	3	3	3
5	Cut Naisya Haira	3	3	3	4
6	Dhiya Jihan Siregar	3	2	3	3
7	Khaira Azizia	3	2	2	4
8	Maisya Aiga Putri	3	3	4	4
9	Mayyaza Ananda Havid	3	2	2	3
10	Muhammad Alvin Dzikraka	3	3	4	4
11	Muhammad Furqan				
12	Muhammad Gabriel	2	2	1	2
13	Muhammad Haiqal Yazid	2	2	2	3
14	Muhammad Rakhilil Wicaksono	2	2	2	3
15	Mumtazul Ahsan	2	2	2	3
16	Nayla Afifa	3	3	3	4
17	Nazila Karami	4	3	3	4
18	Nazwa Aqilla	3	2	2	3
19	Niekesya Anindya Isra	3	3	3	3
20	Raihana Sofiya				
21	Raisa Fazlina	3	3	3	4
22	Raisya Anjani Idris	3	3	4	4
23	Raisya Athifa	4	3	3	4
24	Raudhatul Jannah	3	2	2	3
25	Rijalul Mukhaiyar	2	2	1	3
26	Rizka Handayani	3	3	3	3
27	Shamila Aprilila Effendi	3	3	2	3
28	Shayna Luciyana Belka	3	3	3	4
29	Siti Nurarafah	2	2	2	1
30	Syairunal Musanti	3	2	3	3
31	Teukoe Muhammad Fathir	3	3	3	4
32	Ulfah Azizah Putri Mursalin	3	2	2	3
33	Ulya Azizah Putri Mursalin	3	3	3	4
34	Yasykur Wahib	3	3	3	3
35	Zaidan Al Fayyadh	2	2	2	3
36	Zaskia Fitri Azalea	2	2	3	2

جامعة الرانيري

A R - R A N I R Y

Clean Version

POST-TEST SCORING

Group 1		Speech Rate	MLU	PFD	OPI
1	Ahmad Farzal Dzaki	4	5	4	4
16	Nayla Afifa	4	4	5	4
11	Muhammad Furqan	3	4	4	4
22	Raisya Anjani Idris	5	4	5	4
28	Shayna Luciyana Belka	4	5	4	4
Group 2					
2	Aqila Khalisah	4	4	5	4
10	Muhammad Alvin Dzikraka	5	5	5	5
17	Nazila Karami	4	5	5	4
24	Raudhatul Jannah	4	5	4	3
34	Yasykur Wahib	4	5	4	4
Group 3					
8	Aurellia Syifa	4	5	4	4
12	Muhammad Gabriel	5	4	4	4
18	Nazwa Aqilla	4	4	4	5
26	Rizka Handayani	4	4	5	5
29	Siti Nurarafah	3	4	5	3
35	Zaidan Al Fayyadh (x)				
Group 4					
4	Azzaky Al-Farisi	5	5	4	5
13	Muhammad Haikal Yazid	5	4	4	5
19	Niekessa Anindya Isra	4	4	5	4
27	Shamila Aprilila Effendi	4	4	4	5
30	Syairunal Musanti	4	5	4	4
Group 5					
5	Cut Naisya Haira	4	5	4	4
14	Muhammad Rakhil Wicaksono	4	3	4	4
20	Raihana Sofiya (x)				
32	Ulfah Azizah Putri Mursalin	4	4	5	5
31	Teukoe Muhammad Fathir	4	4	4	5
Group 6					
6	Dhiya Jihan Siregar	4	4	3	5
15	Mumtazul Ahsan	4	4	3	5
21	Raisa Fazlina	5	4	4	4
33	Ulya Azizah Putri Mursalin	3	5	4	4
36	Zaskia Fitri Azalea	3	4	4	4
Group 7					
7	Khaira Azizia	4	4	5	5
8	Maisya Aiga Putri	4	4	4	4
9	Mayyaza Ananda Havid	5	4	5	5
23	Raisya Athifa	4	5	5	5
25	Rijalul Mukhaiyar	4	3	4	3

Appendix D: Research Documentation

DESCRIPTIVES VARIABLES=Pre_Test Post_Test

/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

Notes		
Output Created	23-JUL-2026 21:43:17	
Comments		
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	Filter	<none>
	Weight	<none>
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax	DESCRIPTIVES VARIABLES=Pre_Test Post_Test /STATISTICS=MEAN STDDEV MIN MAX.	
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Score	33	35	70	57.12	10.535
Post-Test Score	33	70	100	85.45	6.539
Valid N (listwise)	33				

FREQUENCIES VARIABLES=Pre_Test Post_Test

/HISTOGRAM NORMAL

/ORDER=ANALYSIS.

Frequencies**Notes**

Output Created	23-JUL-2026 21:52:47	
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax	FREQUENCIES VARIABLES=Pre_Test Post_Test /HISTOGRAM NORMAL /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:04.92
	Elapsed Time	00:00:04.35

Statistics

		Pre-Test Score	Post-Test Score
N	Valid	33	33
	Missing	0	0

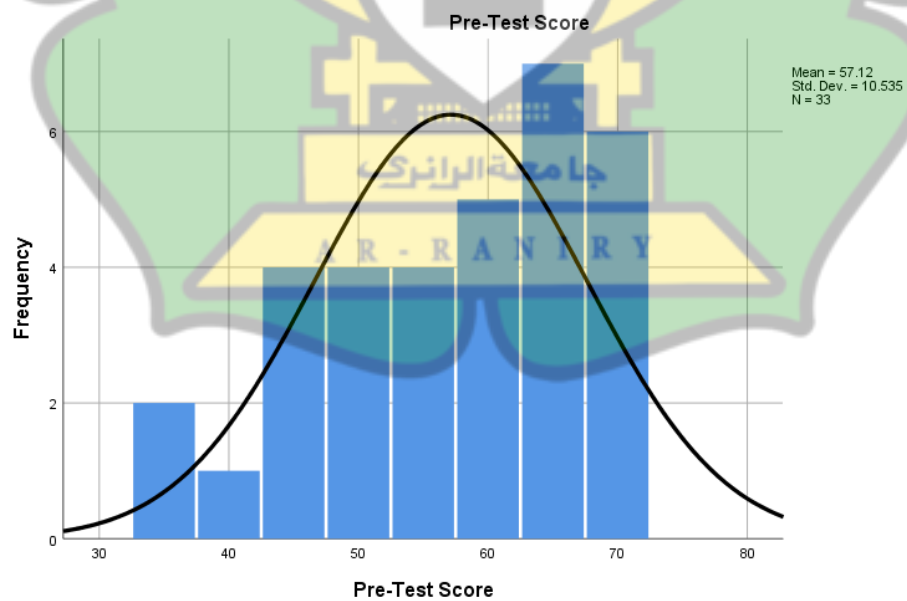
Frequency Table

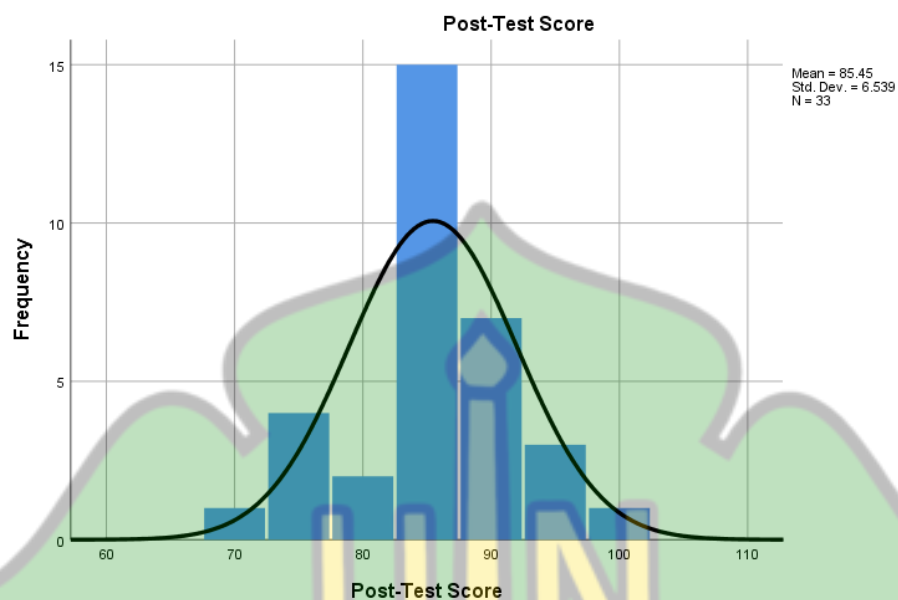
		Pre-Test Score			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	2	6.1	6.1	6.1
	40	1	3.0	3.0	9.1
	45	4	12.1	12.1	21.2
	50	4	12.1	12.1	33.3
	55	4	12.1	12.1	45.5
	60	5	15.2	15.2	60.6
	65	7	21.2	21.2	81.8
	70	6	18.2	18.2	100.0
	Total	33	100.0	100.0	

Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.0	3.0	3.0
	75	4	12.1	12.1	15.2
	80	2	6.1	6.1	21.2
	85	15	45.5	45.5	66.7
	90	7	21.2	21.2	87.9
	95	3	9.1	9.1	97.0
	100	1	3.0	3.0	100.0
	Total	33	100.0	100.0	

Histogram





EXAMINE VARIABLES=Pre_Test Post_Test

/PLOT BOXPLOT STEMLEAF NPLOT

/COMPARE GROUPS

/STATISTICS DESCRIPTIVES

/CINTERVAL 95

/MISSING LISTWISE

/NOTOTAL.

Explore

Notes

Output Created		23-JUL-2026 21:53:46
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	Weight	<none>
	Split File	<none>
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Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax	EXAMINE VARIABLES=Pre_Test Post_Test /PLOT BOXPLOT STEMLEAF NPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /INTERVAL 95 /MISSING LISTWISE /NOTOTAL.	
Resources	Processor Time	00:00:02.41
	Elapsed Time	00:00:01.84

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Test Score	33	100.0%	0	0.0%	33	100.0%
Post-Test Score	33	100.0%	0	0.0%	33	100.0%

Descriptives

		Statistic	Std. Error
Pre-Test Score	Mean	57.12	1.834
	95% Confidence Interval for Mean	Lower Bound	53.39
		Upper Bound	60.86
	5% Trimmed Mean	57.63	
	Median	60.00	
	Variance	110.985	
	Std. Deviation	10.535	
	Minimum	35	
	Maximum	70	
	Range	35	
	Interquartile Range	15	
	Skewness	-.538	.409
	Kurtosis	-.689	.798
Post-Test Score	Mean	85.45	1.138
	95% Confidence Interval for Mean	Lower Bound	83.14
		Upper Bound	87.77

5% Trimmed Mean	85.51	
Median	85.00	
Variance	42.756	
Std. Deviation	6.539	
Minimum	70	
Maximum	100	
Range	30	
Interquartile Range	5	
Skewness	-.267	.409
Kurtosis	.394	.798

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Score	.167	33	.021	.917	33	.015
Post-Test Score	.260	33	.000	.916	33	.014

a. Lilliefors Significance Correction

Pre-Test Score

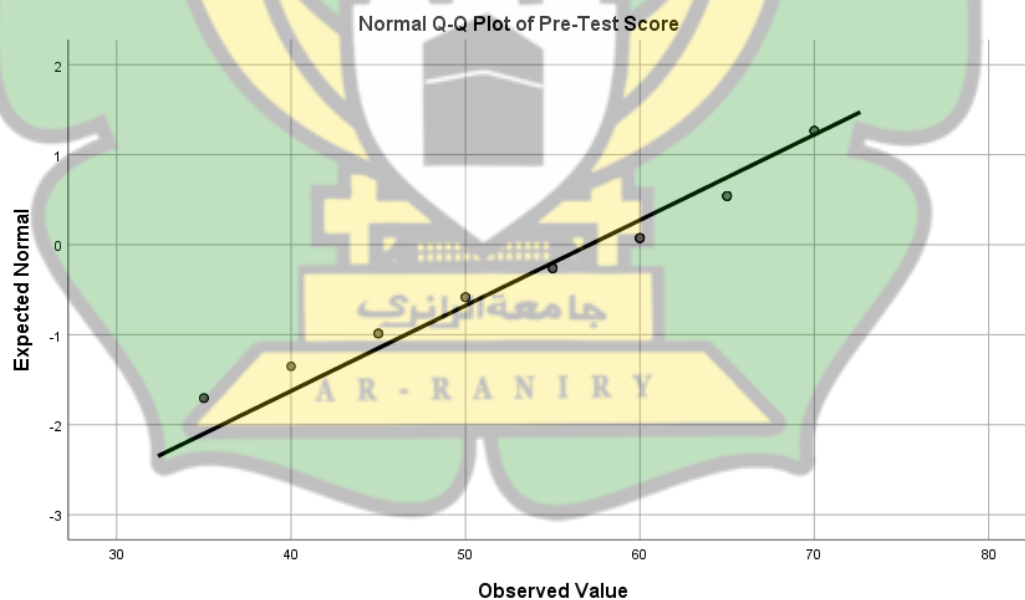
Pre-Test Score Stem-and-Leaf Plot

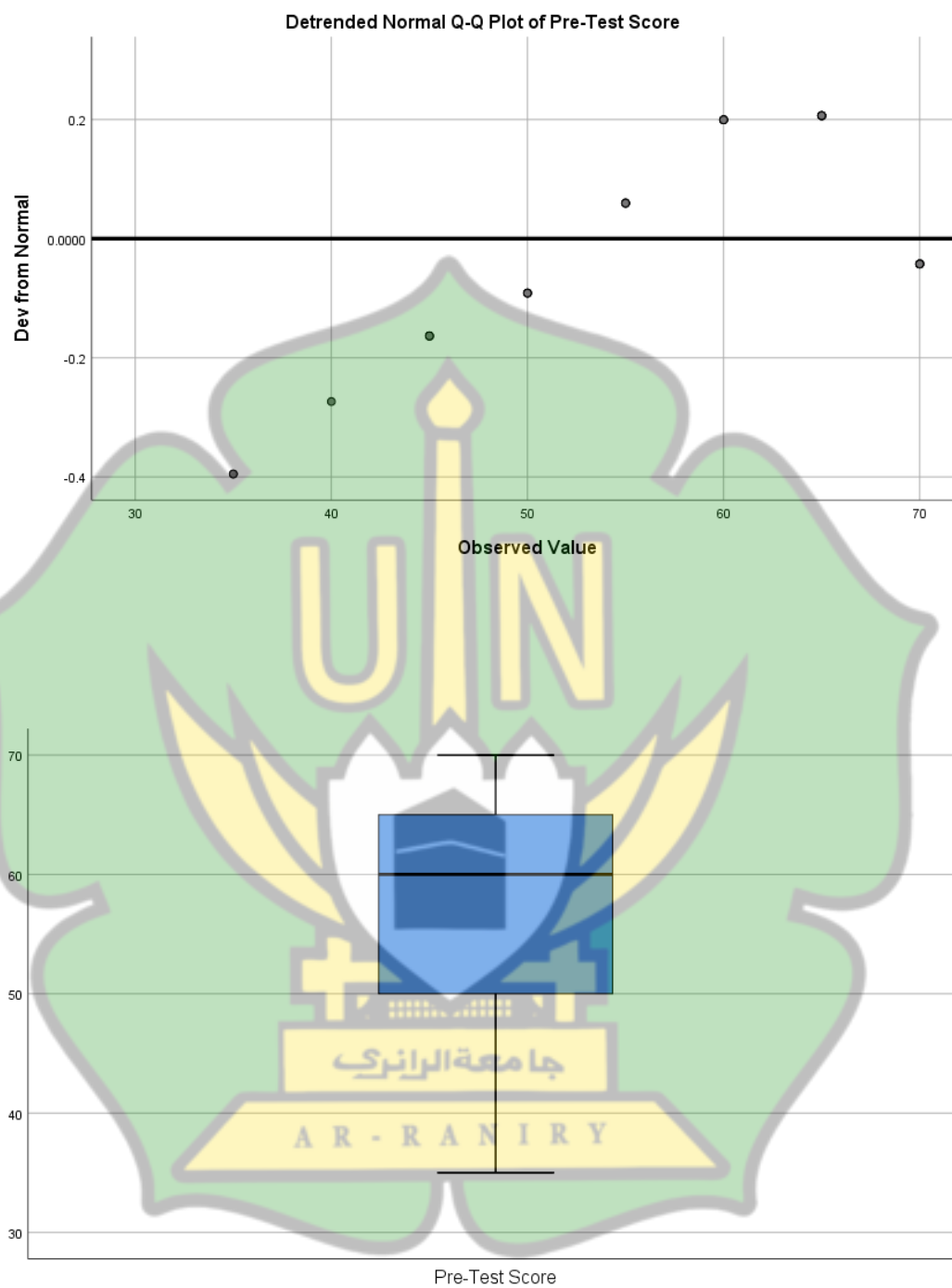
Frequency Stem & Leaf

.00	3 .
2.00	3 . 55
1.00	4 . 0
4.00	4 . 5555
4.00	5 . 0000
4.00	5 . 5555
5.00	6 . 00000
7.00	6 . 5555555
6.00	7 . 000000

Stem width: 10

Each leaf: 1 case(s)





Post-Test Score

Post-Test Score Stem-and-Leaf Plot

Frequency Stem & Leaf

5.00 Extremes (≤ 75)

2.00 8 . 00

.00 8 .

15.00 8 . 5555555555555555

.00 8 .

.00 8 .

7.00 9 . 0000000

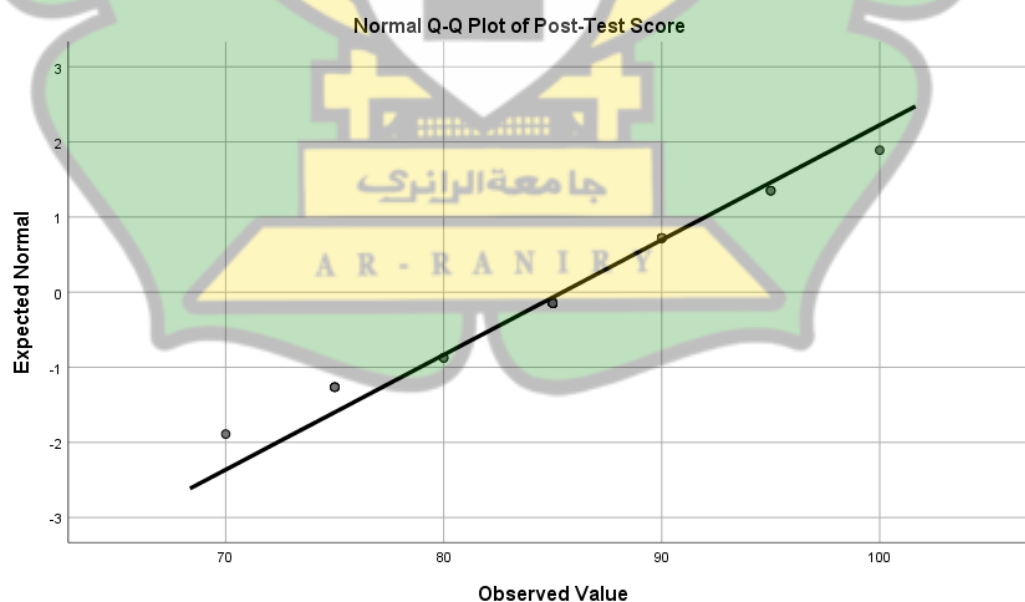
.00 9 .

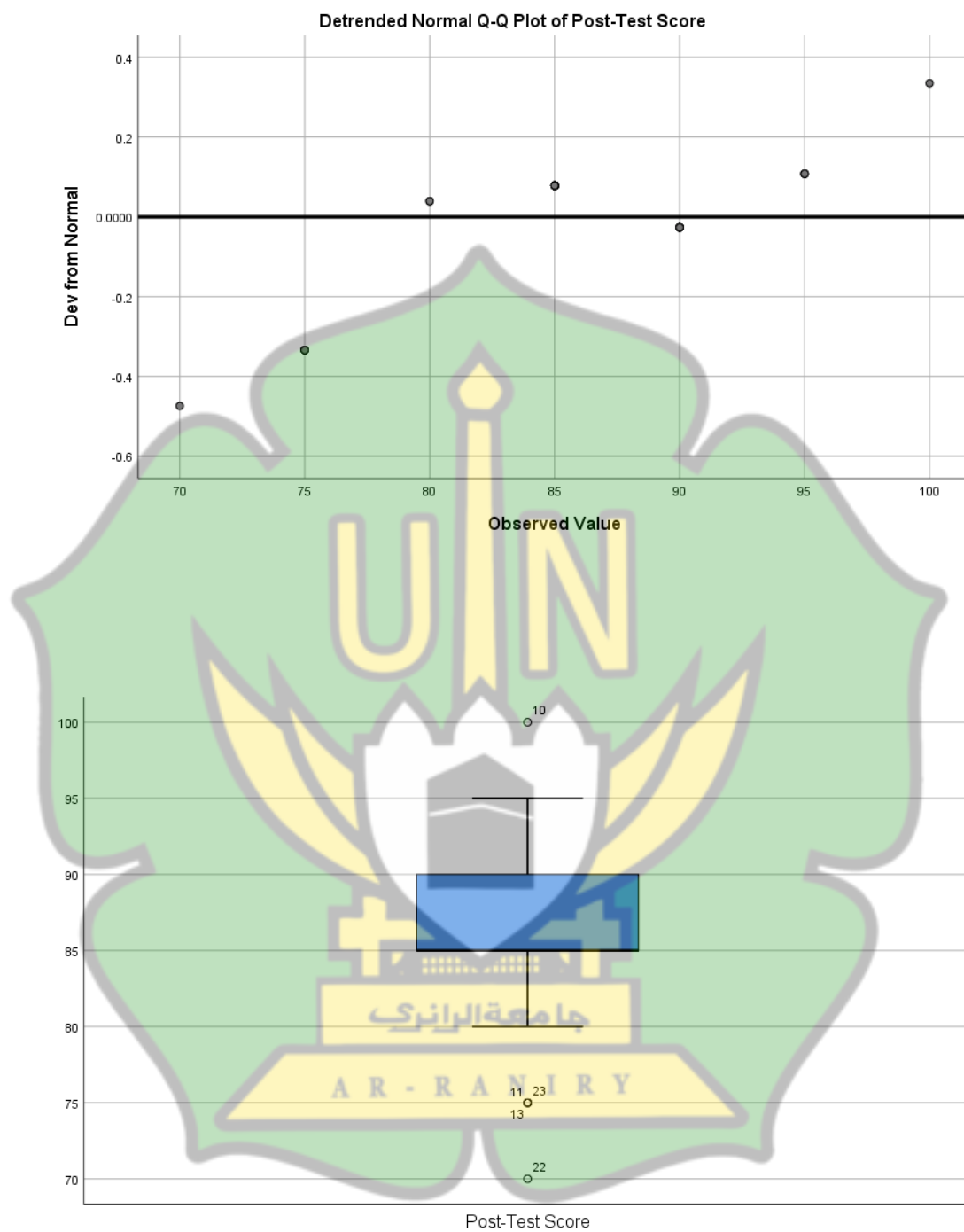
3.00 9 . 555

1.00 Extremes (≥ 100)

Stem width: 10

Each leaf: 1 case(s)





T-TEST PAIRS=Pre_Test WITH Post_Test (PAIRED)

/CRITERIA=CI(.9500)

/MISSING=ANALYSIS.

T-Test

Notes

Output Created	23-JUL-2026 21:54:40	
Comments		
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax	T-TEST PAIRS=Pre_Test WITH Post_Test (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.	
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Paired Samples Statistics

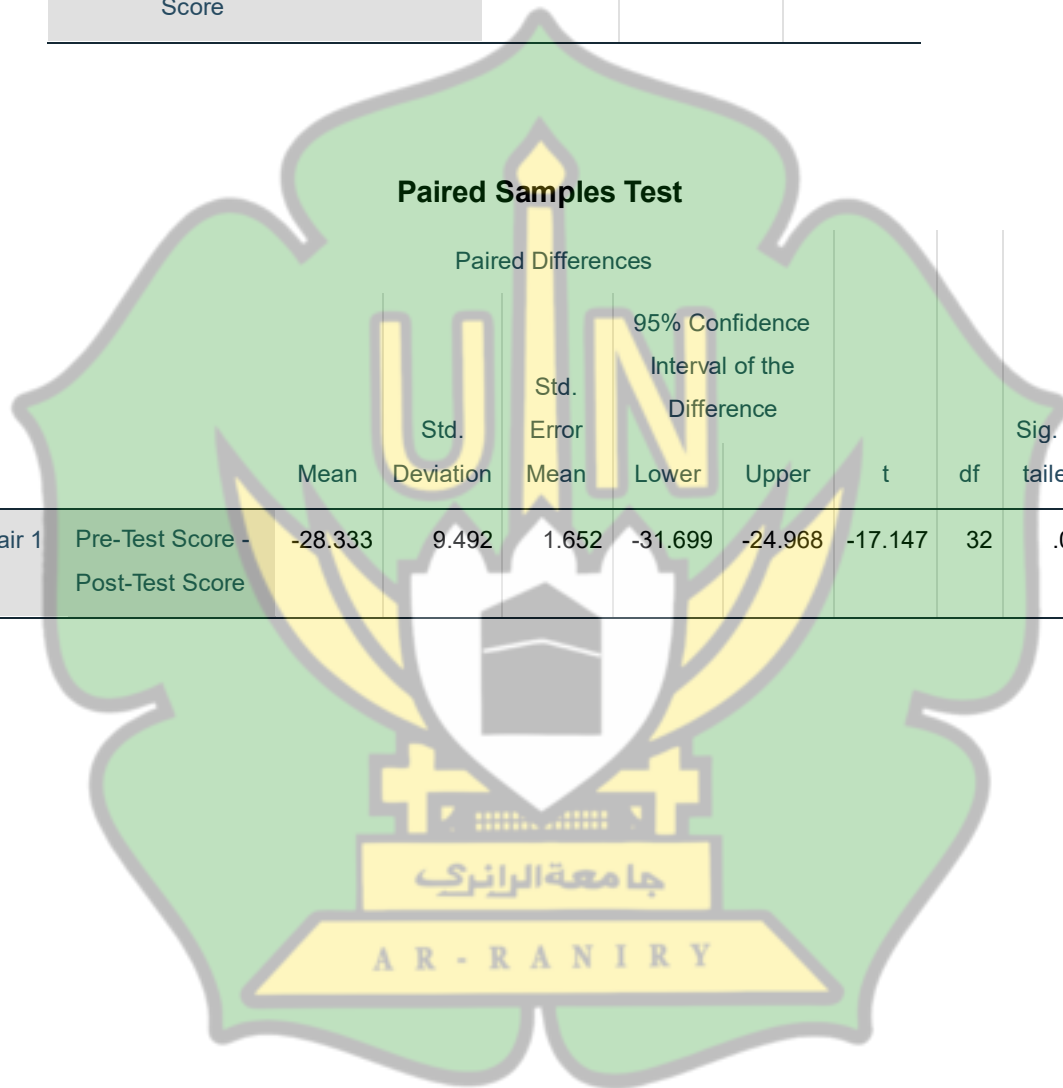
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Score	57.12	33	10.535	1.834
	Post-Test Score	85.45	33	6.539	1.138

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test Score & Post-Test Score	33	.462	.007

Paired Samples Test

		Paired Differences							
				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower Upper				
Pair 1	Pre-Test Score - Post-Test Score	-28.333	9.492	1.652	-31.699 -24.968	-17.147	32	.000	



Appendix E: Research Documentation



