

**THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON
STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF
SMAN 1 BANDAR LAMPUNG**

(A Script)

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ABSTRACT

THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 1 BANDAR LAMPUNG

By

Kory Dita Iswari

The aims of this study are to find out (i) the effect of Task-Based Language Teaching (TBLT) on students' speaking achievement of the first grade students of SMA N 1 Bandar Lampung and (ii) the constraints of teaching speaking using Task-Based Language Teaching. This research was conducted through quantitative and qualitative approaches. The quantitative approach used a one group pretest-posttest design, while the qualitative one used a descriptive method.

The subjects were the students of the first grade of SMA N 1 Bandar Lampung. The researcher chose one class as the research sample. The class consisted of 29 students. Speaking tests, observation and interview sheets were used to collect the data of the students' performance.

The results of the research showed that (i) there was a statistically significant effect of the implementation of TBLT on students' speaking achievement of the first grade students in SMA N 1 Bandar Lampung. The result of computation showed that t-ratio in each aspect was higher than t-table (3.090, 6.425, 2.847 > 2.045) at significance level of 0.00 (< 0.05) which meant the H1 hypothesis was accepted; (ii) the constraints of teaching speaking using TBLT were the role of teacher in giving instruction, the role of task itself, and students' background knowledge.

From the results above, it can be concluded that TBLT improved the students' speaking achievement. This method helped the students express their idea through real communicative tasks. By doing the real word tasks, they sharpen their analytical thinking by themselves. Besides, TBLT could make them more active in the class.

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SMAN 1 BANDAR LAMPUNG**

**By:
Kory Dita Iswari**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
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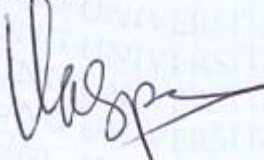
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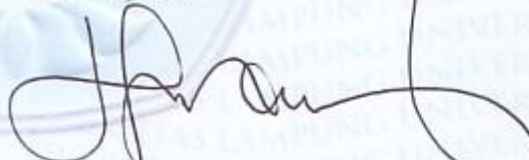
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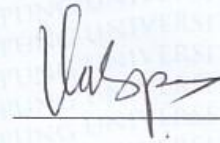


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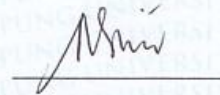
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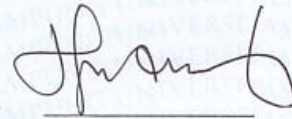
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CURRICULUM VITAE

The writer's name is Kory Dita Iswari. She was born in Bandar Lampung on May 27th 1995. She is the third daughter of an incredible couple Suparno and Sri Raherni. She has two sisters named Widowati Pusparini and Kory Dian Iswari.

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DEDICATION

This script is fully dedicated to:

My beloved parents

My lovely sisters

My friends in English Department 2013

My Alma mater, Lampung University

MOTTO

اهدِنَا الْمُسْتَقِيمَ

Guide us to the straight path

(Al-Fatihah:6)

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Hopefully, this undergraduate thesis would give a positive contribution to the educational development or those who wish to carry out further research.

Bandar Lampung, 2 October 2017

Kory Dita Iswari

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I. INTRODUCTION

This chapter describes the following points: background of the problem, formulation of the problem, objectives, uses, scope, and definition of key terms.

1.1. Backgrounds of the Problem

Language is a means of communication. Every human being communicates each other every day. Without communication, one cannot last longer. Since almost all of the people use oral communication to communicate, speaking is preferred rather than writing for simply maintaining communication. Speaking is used to bridge one to other individuals in their environment.

Speaking is a process of producing and receiving meaningful sound using organ of speech and non verbal symbols like gesture and facial expression. Brown (in Burns and Joyce, 1997) states that speaking is an interactive process of constructing meaning involving producing, receiving and processing information. Speaking is a very important thing when it comes to the learning process, especially in learning English. As a student in EFL class, one should be able to speak in English. However, mastering speaking is not easy since students need to pay attention to its aspects such as fluency, accuracy and complexity.

Various kinds of speaking activities cannot be split from learning process of mastering English. However, most schools in Indonesia still use a traditional method to teach English to the students. They emphasize on the use of grammar than speaking activity in class. Lack of tasks in speaking skills is the problem why many students find it hard to speak English. This idea is strengthened by Le, Do, and Tran (in Ho and Long, 2014) who found that even though the teaching and learning English have been thrived progressively, the students' oral performance is not fully developed.

Although the world of English teaching and learning have developed, there are still many learners failed in speaking. Richards (1990:233) states that the failure is caused by lack of curriculum focusing on speaking skills, limited proficient English teachers in English proficiency, monotonous class atmosphere, minimum practice done outside the class, and the examination system which does not emphasize on speaking skills.

Usually, teachers do not give various and meaningful speaking tasks to the students. The tasks are usually not in natural concept. This causes the students lean on memorizing, not fully understanding and applying the tasks. To make students speak more in the class, teachers need to use a method which encourages them to speak in class.

Based on the pre-observation at SMAN 1 Bandar Lampung, most of the students got difficulties in speaking English. They were shy and afraid of making mistakes in producing utterances. Consequently, they just spoke with a few words or even remained to keep silent. Besides, lack of vocabularies was another reason why

they seldom spoke English. According to those reasons, the researcher claims that this school was suitable to be the research place.

Based on those reasons, students of SMAN 1 Bandar Lampung need to be given more than just a traditional method to learn English speaking since it is very important for the students to develop and build their communicative competency in speaking skills. They should be given a kind of real communicative tasks in order to make their speaking ability better. To make as naturally as possible tasks for students, a teacher should choose a proper method to apply. Then, it is better for the teacher to make the students as the actors in the learning activity; in other words the method should emphasize on the students contributions in the learning activity.

Methods which enable students to communicate actively in effective and meaningful activities in the classroom are believed as the answers to solve this problem. Those classifications are found in Task-Based Language Teaching (TBLT) method. The terms of Task-Based Language Teaching have become well-known in pedagogical area as the teaching learning method. TBLT is teaching a second/ foreign language that seeks to engage the learners in interactionally authentic language use by having them perform a series of tasks. According to Ellis (in Sofyana, 2015), a method called Task-Based Language Teaching (TBLT) is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation. TBLT is based on the real world or target task by using language. Since this method is students-centered, it demands students' involvement and creativity in the speaking activity.

In line with the explanation above, TBLT emphasizes on the real-world activities. It means that TBLT focuses on interaction and communication among the students who do the tasks using the appropriate language at the correct time. Even though the language used by the students is not always grammatically correct, it is still fine if the meaning does not change. It is because the meaning is the central conveyance in this method.

In TBLT, students are encouraged to do tasks spontaneously and creatively. The tasks are usually in form of performance tasks and problem solving since the purpose of TBLT is making the students more active by themselves. The assesment system is prominently based on the task outcome.

Problem solving is a process of applying a method – not known in advance to a problem that is subject to a specific set of condition and that the problem solver has not seen before in order to obtain a satisfactory solution. Ormrod (2006:111) notes that problem solving is using existing knowledge and skills to address an unanswered question or troubling situation. Problem solving demands students to think creatively. Students should express their own opinion to give solution based on the problem appeared.

Based on the previous research conducted by Fandana (2013) entitled “Increasing Students’ Speaking Ability through Problem Solving at the First Grade of SMAN 1 Simpang Pematang”, problem solving can increase students’ speaking ability better and overcome the problem given to them during the treatment of teaching learning process. The highest progress was the students’ fluency and comprehension in speaking. On the other hand, the lowest progress was

pronunciation. This findings is in line with Hedge's (2000) who claims that the teacher will say that pronunciation is one of the most difficult area for students

Another research conducted by Sofyana (2015) entitled *Task-Based Language Teaching in Improving Students' Speaking Skill through Cartoon Story Maker accomplished at Tenth Grade Students* shows that the implementation of TBLT through Cartoon Story Maker effectively improved the students' speaking ability. The data collected from the observation showed that the students enthusiastically participated in learning activity through cartoon story maker in TBLT and TBLT also encouraged them to speak English without hesitation. Since the research of TBLT through problem solving had not been conducted in the previous research yet, the researcher wanted to try to apply TBLT through problem solving in this research.

Based on the previous studies that have been stated above, the current study focused on finding out whether there was an effect of TBLT on students' speaking achievement and the constraints of teaching speaking using TBLT. Therefore, this research is entitled *The Effect of Task-Based Language Teaching on Students' Speaking Achievement at the First Grade of SMAN 1 Bandar Lampung*.

1.2. Formulation of the Problems

Based on the background explained above, the research questions presented by the researcher are as follows:

1. What is the effect of Task-Based Language Teaching on students' speaking achievement at the first grade students of SMA N 1 Bandar Lampung?
2. What are the constraints of teaching speaking using Task-Based Language Teaching at the first grade students of SMA N 1 Bandar Lampung?

1.3. Objectives

Based on the formulation above, the objectives of the research are:

1. To find out the effect of Task-Based Language Teaching on students' speaking achievement of the first grade students of SMA N 1 Bandar Lampung.
2. To investigate the constraints of teaching speaking using Task-Based Language Teaching at the first grade students of SMA N 1 Bandar Lampung.

1.4. Uses

The researcher expects the results of this research can be used:

1. Theoretically, as information to the readers about the effect of Task-based Language Teaching on students' achievement in learning speaking. Moreover, this research can be used as reference for other researchers who are conducting research on the same field.
2. Practically, the research is expected to be beneficial:

- a. as a contribution to the further research development in educational field;
- b. as a reference to the educational practitioners, especially English teachers to use Task-based Language Teaching method in the learning activity in the classroom.

1.5. Scope

This research was conducted in SMA Negeri 1 Bandar Lampung. The researcher chose one class randomly as the sample of the research based on the simple random sampling technique by using a lottery. Since the purposes of this research are to find out the effect of Task-Based Language Teaching on students' speaking achievement of the first grade students of SMA N 1 Bandar Lampung and to find out the constraints of teaching speaking to the students using Task-Based Language Teaching, the researcher used quantitative and qualitative research methods. The research was conducted in two meetings. The researcher focused on the aspects of Task-Based Language Teaching including complexity, accuracy and fluency. In collecting the data for the first research question, the researcher compared the students' speaking pre-test and post-test score and for the second research question, the researcher analyzed, interpreted, and drew a conclusion from observation and interview data.

1.6. Definition of Key Terms

1. Speaking is an interactive process of constructing meaning involving producing, receiving and processing information (Burns and Joyce, 1997).

2. Task-Based Language Teaching is a form of teaching that treats language primarily as a tool for communicating rather than as a subject for study or manipulation (Ellis, 2003).
3. Problem solving is using existing knowledge and skills to address an unanswered question or troubling situation (Ormrod, 2006).

II. LITERATURE REVIEW

This chapter discusses about the following points: review of previous research, speaking, component of speaking, types of speaking, teaching speaking, task-based language teaching, problem solving, teaching speaking using task-based language teaching through problem solving, advantages and disadvantages of using task-based language teaching, theoretical assumption and hypothesis.

2.1. Review of Previous Studies

Speaking is a very important thing when it comes to the learning process, especially in learning English. Even though speaking is considered to be important, most of people find it difficult to study. Nowadays, a method called Task-Based Language Teaching (TBLT) becomes well-known to be the solution in teaching English as a foreign language, especially in speaking skills. There are some previous studies related to Task-Based Language Teaching (TBLT). The research conducted by Sofyana (2015) entitled *Task-Based Language Teaching in Improving Students' Speaking Skill through Cartoon Story Maker accomplished at Tenth Grade Students* shows that the implementation of TBLT through Cartoon Story Maker effectively improved the students' speaking ability. The data collected from the observation showed that the students enthusiastically participated in learning activity through cartoon story maker in TBLT and TBLT also encouraged them to speak English without hesitation. Therefore, it can be

assumed that TBLT has a great influence to the pedagogical area and it can improve students' speaking ability.

Besides, Thompson and Millington (2012) also conducted task-based research with the title *Task-Based Learning for Communication and Grammar Use*. The purpose of the research was to investigate whether an oral interactive task could be designed with the use of limited resources and implemented with a large class to promote target language (L2) interaction and grammar use. Then, the result of their research showed that ordering and sorting tasks were successfully designed to elicit L2 interaction and use of English articles, and Task-Based Learning was achieved with limited financial resources and time. Furthermore, adapting the storylines of ordering and sorting tasks for different groups of learners and then implementing them through Willis' (1996) framework can help to facilitate L2 use across different groups and minimize some of the classroom management issues for teaching L2 speaking in large classes.

Lochana and Deb's (2006) research entitled *Task Based Teaching: Learning English without Tears* also revealed evidence in support of a task-based approach to language teaching and learning. They developed an experiment in which non-task-based textbook activities were converted into task-based ones in order to test two hypotheses: (1) task-based teaching enhances the language proficiency of the learners', and (2) tasks encourage learners to participate more in the learning processes. Their findings suggest that TBLT is beneficial to learners not only in terms of proficiency enhancement but also in terms of motivation.

In short, there are some differences between this research and those previous studies. One of the purposes of this research is to see the effect of Task-Based Language Teaching through problem solving on students' speaking skills. Since those studies have not investigated problem solving, the researcher then conducted research related to the effect of TBLT through problem solving. Problem solving is believed to stimulate students' analytical thinking and their own perspective of seeing problems. Sofyana (2015) has successfully conducted TBLT through a Cartoon Story Maker research to the tenth grade students, therefore, the researcher wanted to see whether this topic was successfully implemented to the same grade students or not. Besides, in this research, the researcher also searched and investigated the constraints of teaching speaking using Task-Based Language Teaching.

2.2. Speaking

Speaking is one of the four basic skills which the language learners should master. Speaking is the second skill a language learner usually masters after mastering listening. Speaking skill itself can be stated as the skill to use a language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

There are many definitions of speaking proposed by the experts in terms of language learning.

According to Chaney (1998:13), speaking is the process of creating and sharing meaning in a variety of context using verbal and non-verbal symbols. When

someone creates and shares their meaning, they directly build communication. Other experts, Richards and Renandya (2002), note that effective oral communication demands the ability to use the appropriate language in the social environment consisting both verbal communication and paralinguistic elements of speech such as intonation, stress and pitch. Furthermore, gesture, body language and expression included in nonlinguistic elements are also required in delivering message directly without any accompanying speech.

Moreover, based on Oxford Advanced Dictionary, speaking is “to express or communicate opinions, feeling, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stage.”

As speaking is the form of oral communication, it is used to bridge one to other individuals in their environment. To make the communication run well, one has to know the key of effective and successful communication. According to Nunan (1989:32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly;
- b. mastery of stress, rhythm, intonation patterns;
- c. an acceptable degree of fluency;
- d. transactional and interpersonal skills;
- e. skills in taking short and long speaking turns;
- f. skills in the management of interaction;
- g. skills in negotiating meaning;

- h. conversational listening skills (successful conversations require good listeners as well as good speakers);
- i. skills in knowing about and negotiating purposes for conversations;
- j. using appropriate conversational formulae and fillers.

Furthermore, to explain more about the speaking activity, Brown (2001:271) mentions micro skills of oral communication:

- a. Produce chunks of language of different lengths;
- b. Orally produces differences among the English phonemes and allophonic variants;
- c. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours;
- d. Produce reduced forms of words and phrases;
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose;
- f. Produce fluent speech at different rates of delivery;
- g. Monitor your own oral production and use various strategic devices (pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message;
- h. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms;
- i. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences;
- j. Express a particular meaning in different grammatical forms;

- k. Use cohesive devices in spoken discourse;
- l. Accomplish appropriately communicative functions according to the situation, participants and goals;
- m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations;
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- o. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings;
- p. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

By mastering the skills of speaking, the students are expected to have a better speaking achievement. Furthermore, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2.3. Aspects of Speaking

An attempt to translate these aspects of linguistic performance into more tangible terms has been undertaken by Skehan and Foster (1999). Skehan and Foster (1999: 96-97) define linguistic complexity, accuracy and fluency as the following:

a. Accuracy

Skehan (1996a: 46) also states that accuracy is the elaboration or ambition of the language that is produced, the same as his explanation on complexity. Moreover, Ellis (2003: 339) believes that accuracy refers to the extent to which the language produced in performing a task conforms with target language norms. It is the ability to avoid error in performance, possibly reflecting higher levels of control in the language, as well as a conservative orientation, that is, avoidance of challenging structures that might provoke error.

b. Fluency

Skehan (1996b: 22) points out that fluency can be stated as the learner's capacity to produce language in real time without undue pausing and hesitation. In other words, fluency refers to the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems. Moreover, according to Ellis (2003: 342), fluency refers to the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation.

c. Complexity

According to Skehan (1996b: 22), complexity is the elaboration or ambition of the language that is produced. Moreover, Ellis (2003: 340) states that the extent to which the language produced in performing a task which is elaborated and varied is called complexity. Complexity refers to the capacity to use more advanced language, with the possibility that such language may not be controlled so effectively. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area is also taken to correlate with a

greater likelihood of restructuring, that is, change and development in the interlanguage system.

In short, these aspects of speaking above are important for the learners to master English for communication because speaking is an ability to express idea, feeling, and emotions to other people. Besides, the speaker has to use appropriate language to make the listeners understand.

2.4. Types of Speaking

Brown (2004:271) describes six types of speaking. Those six types of speaking are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

In this research, the researcher will select responsive and interpersonal speaking types since they seem to be the appropriate one for TBLT through problem solving.

2.5. Task-Based Language Teaching

According to Ellis (2003) Task-Based Language Teaching is an approach to teaching a second/foreign language that seeks to engage the learners in interactionally authentic language use by having them perform a series of task. It

aims to facilitate language learning by engaging learners in interactionally authentic language use. The following explanations are related to the TBLT concept as follows:

2.5.1. Characteristics of TBLT

Willis (1996:97) suggests that TBLT is seen as a method fostering a learning environment that finds appropriacy in all skills and often combines more than one skill in the same task. Moreover, Willis and Willis (2012:1) notes that TBLT is a pedagogy premised on the belief that the most effective way to teach a language is by engaging learners in real language use through teacher designed tasks that require learners to use the language for themselves.

Task-Based Language Teaching (TBLT) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom. It requires a primary focus on meaning but it also provides for a focus on form. Its strength lies in the fact that attention to form is contextualized in learners' own attempts to make meaning. TBLT provides and enables contexts for acting and achieving goals through completing authentic tasks.

TBLT proposes that the primary unit for both designing a language programme and for planning individual lessons should be a 'task'. Various definitions of a 'task' have been provided, but most of these indicate that for a language-teaching activity to be a 'task' must satisfy the following criteria:

1. The primary focus should be on ‘meaning’ (which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
2. There should be some kind of ‘gap’ (i.e. a need to convey information, to express an opinion or to infer meaning).
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

As Nunan (2004) states in *Task-Based Language Teaching*, the pedagogical principles and practices of TLBT have been strengthened as follows:

- a. A needs-based approach to content election;
- b. An emphasis on learning to communicate through interaction in the target language;
- c. The introduction of authentic texts into the learning situation;
- d. The provision of opportunities for learners that focuses not only on language but also on learning process itself;
- e. An enhancement of the learners’ own personal experiences as important contribution elements to classroom learning.

The linking of classroom language learning with language use outside the classroom. According to Ellis (2003:64) the main characteristics of TBLT are the following:

- a. 'Natural' or 'naturalistic' use of language;
- b. Learners - centered rather than teacher controlled learning;
- c. Focus on form (attention to form occurs within the context of performing the task; intervention while retaining 'naturalness');
- d. Tasks serve as the means for achieving natural use of language;
- e. Traditional approaches are ineffective.

2.5.2. Differences between Tasks and Exercises

An English teacher must be able to distinguish between exercises and tasks. They have different purposes and yield different results. One of the most salient characteristics of new methodologies of English language teaching is the focus on tasks and real-world activities. Syllabus designers are concerned more on how to satisfy learners needs to be able to communicate appropriately in real-world context than on only insisting on the accurate linguistic use. Most textbooks now include tasks and activities that have a communicative outcome as well as language exercises that yield accurate use of language. The differences between task and exercise are explained as follows:

a. Task

A task is a communicative act that does not usually have a restrictive focus on a single grammatical structure and has a non-linguistic outcome. There is also a further distinction between a real-life task and a pedagogical task. The latter is

devised mainly for pedagogical purposes within the classroom setting. Real-world tasks, however, are communicative tasks that are achieved through language outside the classroom. The following are the main characteristics of tasks.

- a. Tasks are free. Students are given free will to use language for communicative purposes;
- b. Focus on multiple skills rather than on one;
- c. Tasks are used in context;
- d. Tasks are communicative and usually authentic;
- e. Tasks are meaningful and focus is on content;
- f. Correction of tasks is delayed and is done through observation and awareness raising.

b. Exercise

An exercise usually has a restrictive focus on a single language element, and has a linguistic outcome. The following are the main characteristics of exercise.

- a. A language exercise is guided and controlled by the teacher;
- b. An exercise usually has a restrictive focus on a single language element, and has a linguistic outcome;
- c. The focus is usually on a single skill;
- d. There is no reference to the context;
- e. A language exercise is not communicative and usually not authentic;
- f. It is not meaningful and the focus is on form rather than on content;
- g. Correction is usually done immediately.

Since TBLT demands real-world task, the terms of tasks is appropriate one. Tasks are more meaningful than exercises and tasks cover several skills rather than one skill.

2.5.3. Types of Task in TBLT

Willis (1996: 149) lists the following types of tasks of TBLT:

a. Listing

Listing includes a brainstorming and fact-finding, the outcome is a completed list or mind-mapping draft. This type of task can help train students' comprehension and induction ability.

b. Ordering or sorting

This type of task includes sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

c. Comparing

This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhance students' ability of differentiation.

d. Problem solving

This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

e. Sharing experience

Sharing experience tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

f. Creative tasks

These include brainstorming, fact finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

Moreover, Ellis (2003) states that there are two kinds of tasks. They are:

a. Unfocused tasks

Unfocused tasks has the same aim with focused tasks; to stimulate communicative language use. However, it may predispose learners to choose from a range of forms but they are not designed with the use of a specific form in mind.

b. Focused tasks

The goal of focused tasks to introduce learners to process, receptively, or productively, some particular linguistic features. Moreover, it has two aims: to stimulate communicative language use and to target the use of a particular, predetermined target feature.

2.6. Problem Solving

Problem solving is a process of applying a method – not known in advance to a problem that is subject to a specific set of condition and that the problem solver has not seen before in order to obtain a satisfactory solution. Ormond (2006:111) states that problem solving is using existing knowledge and skills to address an unanswered question or troubling situation.

Problem solving is one of the techniques which provides the chance for students to deliver and give their solution and opinion based on the problem given. Moreover, it helps students to learn language in an interesting way.

In problem solving, the teacher should make the activity clear for the students. The order of problem solving activity has to be appropriate on each step. In accordance to Fandana (2013) the steps of problem solving process are as follows:

- a. Introducing the problem to the students;
- b. Reading or watching the story;
- c. Comprehension check on students;
- d. Discussing the solution of problem appeared;
- e. Performing their opinion and solution about the problem.

There are two kinds of problem solving, i.e. real problem and imaginative problem. Real problem usually seems more difficult when it is used by the students as a learning instrument. On the other hand, imaginative problem is a fiction story which usually contains problem in it. imaginative problem is more appropriate for students because when teacher uses an imaginative problem, they can make such a suitable fiction story to learn in students' age. Therefore,

imaginative problem is selected by the researcher to be the instrument for the teaching learning activity since it is more interesting for the students.

The example of imaginative problem which was used in this research is as follows.

Dear Gaby,

My life is a constant danger thanks to Broxton Bronco, the school bully. He follows me home from school and yells rude things at me and even threatens to hurt me if I tell. He steals my lunch money regularly and insists that I let him copy my homework. I have tried talking to my teacher about this, but she says that I shouldn't be a tattletale and that I should just ignore Broxton. Please help me!

Signed,

Peter

(Taken from Developing Reading Comprehension Skills and Strategies by Suparman, 2012)

2.7. Teaching Speaking Using Task-Based Language Teaching through Problem Solving

The researcher used Task-Based Language Teaching (TBLT) in conducting research on students' speaking skills through problem solving. In teaching learning process of TBLT, a teacher should motivate the students to make connection between knowledge and its application on their real life.

In TBLT class, the teacher is suggested to make a heterogeneous learning class. In this context, the teacher should divide the students into some pairs or groups in doing tasks. In a group, they can share their ideas, information, and knowledge to others. To get the description of students' improvement or ability in speaking

skills in TBLT through problem solving, the teacher needs to assess the students since assessment is important to measure the students' knowledge and skill.

Talking about real life, problem solving technique seems appropriate to be implemented in Task-Based Language Teaching. Problem solving presents real-world task which is suitable to be implemented in speaking task in terms of TBLT.

The design of a task-based lesson involves consideration of the stages of a lesson that has a task as its principal component. Even though various designs have been proposed, they all have in common three principal phases as follows:

1. Pre-task refers to supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson, asking students to observe a model of how to perform the task, engaging learners in non-task activities designed to prepare them to perform the task and strategic planning of the main task performance to generate the ideas and organize the ideas.
2. During task denotes to setting and prepare the ideas to be spoken, and deliver their opinions orally.
3. Post-task concerns with evaluating students' speaking, providing an opportunity for a repeat performance of the task; encouraging reflection on how the task was performed; and encouraging attention to form, in particular to those forms that proved problematic to the learners when they performed the task that deals mainly with:
 - a. Listening and understanding the problem given

- b. Responding to the problem by giving opinion and solution

Referring to the statement above, the researcher used the steps that consist of pre-task, speaking, and post-task. The procedures of teaching speaking in TBLT through problem solving are as follows:

1. Pre-Task

- a. The teacher asks some questions to the students related to the topic about their daily life as the brainstorming.
- b. The teacher asks students' problems and their opinion and solution about them.
- c. The teacher gives a imaginative picture and asks the students to observe the picture of teenager's problem in their daily life.
- d. The teacher asks the students to express their opinion about the picture.

2. During task

- a. The teacher distributes texts about students' daily life problem to the students.
- b. The teacher asks the students to ask for their chairmate opinion and solution about the problem given to them.
- c. Students share their ideas about the problem given each other in order to train their fluency in speaking.
- d. Students are asked to collect the solution based on their pair work individually.
- e. Students prepare to give their opinion about the problem given to them and the solution of the problem as well.

- f. Students are asked to come up in front of the class and present their solution.

3. Post-Task

- a. Students' speaking activities are discussed and checked by the teacher in terms of the forms (form focused e.g. grammar and syntax) to provide them feedback.
- b. The teacher gives feedback to the students' performance in terms of accuracy, fluency and complexity.
- c. The teacher and students reflect the lesson that they have learnt.

2.8. Advantages and Disadvantages

Task-Based Language Teaching has some advantages in teaching learning activity, such as:

1. Task-Based learning is useful for moving the focus of the learning process from the teacher to the student;
2. It gives the student a different way of understanding language as a tool instead of as a specific goal.;
3. It can bring teaching from abstract knowledge to real world application;
4. A task is helpful in meeting the immediate needs of the learners and provides a framework for creating classes, interesting and able to address to the students needs;
5. Students are encourage to do the task creatively;

6. As tasks are likely to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning;
7. TBLT helps the students by strengthening the speaking and writing skill as TBLT is to integrate all four skills and to move from fluency to accuracy plus fluency.

On the contrary, Task-Based Language Teaching also has some disadvantages, such as:

1. There is no acquisition of new grammar or vocabularies features;
2. Everything is left to the teacher;
3. Not all students are or will be motivated by TBLT;
4. Some students need more guidance and will not or cannot notice language forms (grammar) or other elements of accuracy;
5. Students typically translate and use a lot of their L1 rather than the target language in completing the task.

2.9. Theoretical Assumption

There are many methods of English teaching used by teachers in teaching learning process. All those methods are expected to be helpful to increase the students' ability to use English as a means of communication. To develop students' speaking ability, practicing speaking seems to be the most thing to give bigger influence. However, there are only several methods that can increase the students' speaking ability.

Task-Based Language Teaching is selected in this research since there are many opinions saying that TBLT can increase students skills, especially in speaking. Most schools in Indonesia still use a traditional method which only emphasizes on the use of grammar than speaking activity in class to teach English to the students. Lack of tasks in speaking skills is the problem why many students find it hard to speak English. Then, by using TBLT as the method in English teaching learning activity, students are emphasized on learning to communicate through interaction in the target language. Therefore, students get more chance to have speaking session in the classroom.

Based on the literature review above, the researcher assumes that Task-Based Language Teaching can give effect on students' speaking ability.

2.10. Hypothesis

Based on the theories and the assumptions explained above, the researcher would like to formulate the hypotheses as follows:

H₀ : There is no effect of the implementation of Task-Based Language Teaching on students' speaking achievement of the first grade student in SMA N 1 Bandar Lampung.

H₁ : There is an effect of the implementation of Task-Based Language Teaching on students' speaking achievement of the first grade student in SMA N 1 Bandar Lampung.

III. METHOD

This chapter describes the following points: research design, population and sample, data collecting technique, research procedures, instruments, validity and reliability, data analysis, and hypothesis testing.

3.1. Research Design

In this research, the researcher used quantitative and qualitative research methods since the purposes of this research are (1) to find out whether there is an effect of Task-Based Language Teaching on students' speaking achievement of the first grade students of SMA N 1 Bandar Lampung; and (2) to find out the constraints of teaching speaking using Task-Based Language Teaching.

To answer the first research question, the researcher used a quantitative method. According to Crowl (1991:10) quantitative research is conducted to test the research question that can form the answer by collecting statistically analyzing data that are in numerical form. The design of this research was one group pre-test post-test design. The researcher used a pre-test, treatments and a post-test. The design is as follows:

T1 X1 T2

Notes:

T refers to pre-test

X refers to treatments (teaching speaking using TBLT through problem solving)

T2 refers to post-test

(Setiyadi, 2006)

The treatment was conducted in two meetings. The time allocation provided was 2 x 45 minutes each meeting.

Then, to answer the second question, a qualitative method was implemented in this research. Setiyadi (2006) states that qualitative method is a research procedure in which the result of the research is descriptive data made of the written description of oral people, event, opinion, attitude and environment, economic, cultural or the combination of these aspects that can be observed. The result of the second question is in form of descriptive explanation.

3.2. Population and Sample

The population of this research was the first grade students of SMAN 1 Bandar Lampung in academic year 2016/2017. The researcher took Class X MIPA 2 as a treatment class or the sample of this research. Selection of the class was taken by the researcher using the simple random sampling technique through lottery because all the classes had the same chance to be the sample of the research.

3.3. Data Collecting Technique

The researcher used six techniques in collecting the data, as follows:

1. Pre-test

The aim of pre-test is to see the students' ability in speaking skills before getting the Task-Based Language Teaching as a treatment in their learning. Meanwhile, before giving the pretest to the students, the researcher explained the topic and information which would be examined. The test focused on oral test since the aim of this research is to see the effect of TBLT in students'

speaking achievement. While the students were performing the task, the researcher recorded the students' performance. The time allocation provided for the students was 2 x 45 minutes.

2. Treatment

The treatment dealt with Task-Based Language Teaching in problem solving activity. The class was given the treatments with two lesson plans in different topics. The topic was about the problems in daily activities. Each lesson plan took one meeting.

3. Post-test

This kind of test was given after the students got the treatments. It aimed to see the students' development after getting the treatment. As in pre-test, the researcher recorded the students' performance while they were performing the task in post-test. The time allocation provided was 2 x 45 minutes.

4. Observation

Observation is observing and measuring the world around the researcher, including observations of the people and other measurable events. It was conducted during the teaching-learning process. The researcher observed the implementation of Task-Based Language Teaching in order to see the constraints of teaching speaking using TBLT. As stated by Setiyadi (2006:239) the purpose of observation is to explain the situation being investigated, the activities, the person or individuals who are involved in the activity and the relationship among them.

5. Interview

The researcher used interview in order to know the specific information about students' personal opinions, experiences, and feelings about the teaching and learning process and treatment using TBLT. The researcher set the process the interview after pre-test, treatments, and post-test were done. The process of interview was done to representatives of the students.

The researcher used an in-depth interview technique with semi-structured or unstructured as the type. In-depth interview is an effective qualitative method for getting people to talk about their personal feelings, opinions, and experiences and also an opportunity for the researcher to gain insight in how people interpret and order the world. Furthermore, the process of interview was conducted in Bahasa Indonesia in order to avoid misunderstanding between the researcher and the students. The process of interview was recorded by the researcher to help the researcher gain the data.

6. Video Recording

The researcher used video recording in order to give the drawing of the effect of Task-Based Language Teaching on students' speaking ability and to strengthen the facts in the field, including interview. It was conducted during the pre-test and post-test implementation. The researcher recorded the students' pre-test and post-test speaking in order to see the improvement of students' speaking ability before and after TBLT was implemented in learning activity. Besides, the interview session was also recorded by the researcher.

3.4. Research Procedures

The procedure of this research is as follow:

1. Selecting and determining the population and sample

The researcher chose one out of several classes in the selected school of the first year students as the research sample. The chosen class was selected as a treatment class.

2. Arranging the teaching material

The teaching material was arranged based on the Curriculum of 2013 for the first year of senior high school students in students' book. The material emphasized on their analysis and solution of the problems

3. Giving a pretest

Giving the pretest was aimed to find out the level of capability of the students in speaking skills so that the researcher found it easier to measure the development of the students' achievement after getting the treatment in the posttest result. The pretest was given in oral form.

4. Conducting treatments and observation

The researcher taught the sample of the research by using Task-Based Language Teaching method twice using imaginative problem solving. The students were demanded by the researcher to give their solution and opinion in order to solve the problems given to them. There were two treatments in this research and each treatment was held for 90 minutes. While conducting treatments, the researcher also observed the activities of teaching and learning using Task-Based Language Teaching through problem solving.

5. Conducting a post-test

The post-test was administered after administering the treatments. The result of the post-test was compared with the result of pre-test in order to see the effect of treatment using TBLT through problem solving to the students. The researcher used the scoring system proposed by Skehan and Foster (1999).

6. Administering an interview

The interview session was conducted after the implementation of post-test. The researcher interviewed some students one by one in order to know the specific information about students' personal opinions, experiences, and feelings about the teaching and learning process and treatment using TBLT. The process of the interview was recorded by the researcher to help the researcher gain the data.

7. Analyzing the data

After conducting the posttest, the data of students performance in form of recording were analyzed by the researcher. The aspects scored and analyzed were the same as in rating scale such as complexity, fluency and accuracy. The data were analyzed using Repeated Measure T-Test using SPSS programme and the result was used to test the researcher's hypothesis. Besides, the researcher also analyzed the data result of the observation and also interview from the process of interview from recording.

3.5. Instruments

The instruments of collecting data in this research were speaking tests consisting of pre-test and post-test, observation and question sheet for interview. First, the

pre-test was given before the treatment in order to see the students' ability in speaking before getting the treatment. Then, the post-test was given to the students after the treatments were given. It aimed to see the significant difference of the treatment effect on the students' ability in speaking after the Task-Based Language Teaching method conducted in their learning. The researcher used one topic to be discussed in the pre-test and one different topic for the post-test. Another instrument used was question sheet for interview which was used by the researcher after the implementation of treatments and post-test using TBLT in the class which aimed to see the constraints of teaching speaking or students' activity using TBLT in the classroom.

3.6. Validity and Reliability

According to Setiyadi (2006:29) quantitative research is emphasized on the data collecting in order to make the research valid and reliable. The following points are some considerations which the researcher used in qualitative research.

3.6.1. Validity

Validity refers to the relevance of the matter. It means the test should measure and examine what should be measured. Fraenkel and Wallen (1990:26) state that validity refers to the appropriateness, meaningfulness, and useful of the inferences a researcher makes. Moreover, Setiyadi (2006:24) states that the test should cover the area to be assessed in the appropriate amounts and represent an equal sample.

To see whether a research has been good or not, the content validity and construct validity are the keys that the researcher should determine. *Content validity* is

concerned with both material and test composed which are based on the indicators and objectives in syllabus of certain curriculum. While *construct validity* refers to a kind of test that is used to examine the students' ability. It is concerned with the appropriateness of the test with the theory.

To measure the speaking skills of the students, the researcher gave score to the students' performance based on three aspects of speaking skills proposed by Skehan and Foster (1999). Based on Skehan and Foster (1999), there are three (3) aspects of speaking skills that should be tested, namely *accuracy*, *fluency*, and *complexity*.

Note:

a. Accuracy

The aspects observed in accuracy focus on grammar, vocabulary, and syntax.

Ratio of repaired errors to unrepaired errors:

$$\frac{\text{sum of repaired errors}}{\text{sum of unrepaired errors}} \times 100$$

Note:

Repaired errors: e.g. Student: "we are make a cake.. hmm we make a cake."
He makes one repaired error.

b. Fluency

Speech Rate (pruned speech):

$$\frac{\text{sum of syllables}}{\text{sum of consumed time (second)}} \times 60$$

Note:

Syllable: a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.
e.g. : water = two syllables

c. Complexity

Lexical Complexity:

$$\frac{\text{lexical words}}{\text{sum of the pronounced words}} \times 100$$

Note:

Lexical words: a word that conveys information in a text or speech act, having a culturally shared meaning in labelling an object or action. They include nouns, lexical verbs, adjectives, and adverbs.
e.g. boy (n), run (v), quick (adj), now (adv).

3.6.2. Reliability

Shohamy (1985:70) points out that reliability refers to the extent to which the test is consistent in its scores and gives an indication of how accurate the scores are. According to Heaton (1988:162), reliability is a necessary characteristic of any good test: to be valid, first, a test should be reliable as a measurement instrument. To achieve the reliability of scoring the pre-test and post-test in this research, *inter-rater* reliability was applied. There were two raters in assessing the students' speaking ability in order to reduce the subjectivity of the scoring. The raters were the researcher herself and an English teacher in the chosen school, Ms. Dewi Aluna. Both the first assessment and the second assessment were done through listening to the recording of students' performances by using the scoring system from Skehan and Foster (1999).

The statistical formula of reliability is a formula to calculate the reliability score, as follows:

$$r = 1 - \frac{6 \cdot \sum d^2}{N \cdot (N^2 - 1)}$$

r = Rank – difference
 ΣD = The sum of difference of rank correlation
 (Harris, 1974:142)

After finding the coefficient, the researcher analyzed the coefficient of reliability with the standard of reliability according to Slameto (1998:147) as follows:

A very low reliability (range from 0.00 – 0.19)

A low reliability (range from 0.20 – 0.39)

An average reliability (range from 0.40 – 0.59)

A high reliability (range from 0.60 – 0.79)

A very high reliability (range from 0.80 – 0.100)

After gaining the score, both raters compared the students' performances scores. The statistical reliability measurement of the test showed the highest reliability score. It means both raters made slightly different in total amount.

Table 3.1. Reliability of the Test

No	Types of Test in the Research	Reliability
1.	Pre-test	0,996
2.	Post-test	0,990

The table describes the reliability from both pre-test and post-test. Referring to the standard of reliability, the speaking test is considered reliable if the test reaches the range of 0.80 to 1.00 which means very high reliability. The value of the pre-test is 0.996 and the value of the post-test is 0.990. It means the reliability values are highly reliable. The result and distribution of all the students were shown on Appendix 8 and 9.

3.7. Normality Test

The aim of computing this data is to see whether the data was distributed normally or not. To find out the normality of the data, the significant level of 0.05 was used.

The hypothesis of the normal data distribution was described below.

H_0 : the distribution of the data is normal

H_1 : the distribution of the data is not normal

H_0 is accepted if the significant level of the normality test is higher than 0.05 while H_1 is accepted if the significant level is lower or equal. The result of the normality test could be seen on the table below:

Table 3.2. Normality Test

Tests of Normality						
kelompo k	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai 1	.101	29	.200*	.983	29	.904
2	.136	29	.181	.959	29	.316

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The table shows the significant level of *Shapiro-Wilk* normality test of the pretest (1) is 0.904 and the posttest (2) is 0.316. It means the significant level of both tests are more than 0.05. It can be inferred that the data sample of the two tests are normally distributed.

3.8. Data Analysis

The first research question's data were analyzed after gaining the pretest and the posttest results. It aimed to see whether the Task-Based Language Teaching through problem solving had an effect to the students' achievement in speaking skills or not.

To analyze the data of the students' mean score in the pretest and the posttest in each aspect, the researcher calculated them by using the formula below:

$$M = \frac{X}{N}$$

Notes:

M = Mean
 X = Students' score
 N = Total number of students

(Arikunto, 1999:68)

Then, the researcher examined the students' score using the steps as follows:

1. Transcribing the students' utterances

The recording of students' utterances which the researcher took before was transcribed into written form.

2. Scoring the pretest and posttest.

The researcher scored the students' speaking performance of the test. Then, the researcher counted the average score which would be taken as the final score.

3. Tabulating the test result and finding the mean of the data.

The researcher calculated the data (the pretest and the posttest) in order to see the mean of the test. Last, the researcher compared both the pretest and the posttest to see whether there was an increase.

4. Drawing the conclusion from the tabulation of the pretest and the posttest result which was statistically analyzed using SPSS (Statistical Program for Social Sciences) in order to test the students' achievement.

Then, to analyze the data from interview and observation, the researcher used three steps in analyzing, interpreting, and describing the data based on Meleong (1991), they are:

1. Making the abstraction of collected data to be treated in one unit;
2. Unifying the data;
3. Interpreting all collected data into substantive theory and describing conclusion.

3.9. Research Process

The researcher had conducted the research at the first grade students of SMAN 1 Bandar Lampung in order to see the effect of Task-Based Language Teaching on students' speaking achievement and to see the constraints of teaching speaking using Task-Based Language Teaching. It was conducted on March 30th 2017 until May 5th 2017. The class used in this research was X MIPA 2. The class consists of 29 students. The researcher used speaking tests, video recorder, observation sheet, and interview to get the data. On the first meeting, the researcher conducted a pre-test to the students in order to see the students' speaking ability. The researcher recorded the students' performance by using a recorder.

On the second and third meetings, the researcher conducted two treatments for two weeks, one treatment each week. During the treatments, the researcher observed the students' behaviour in the learning process using observation sheet.

The observations were aimed to find out the whole learning activities in general. Besides, observations done by the researcher were aimed to see the constrains of teaching speaking to the students. In the last treatment, the researcher did an interview to the students in order to gain the students' response towards the teaching learning process using Task-Based Language Teaching. While conducting the interview, the researcher recorded the interview by using a video recorder.

On the fourth meeting, the researcher conducted a post-test in order to see the effect of Task-Based Language Teaching on students' speaking ability.

3.10. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposal in this research is accepted or not. The hypothesis was tested by using Repeated Measure T-Test of SPSS in order to see the significance of the treatment effect.

Hypothesis of this research:

H₀: There is no effect of the implementation of Task-Based Language Teaching on students' speaking achievement of the first grade student in SMA N 1 Bandar Lampung.

H₁: There is an effect of the implementation of Task-Based Language Teaching on students' speaking achievement of the first grade student in SMA N 1 Bandar Lampung.

The researcher used T-Test to see the different result of the treatments' effect. The hypothesis was analyzed at the significant level of 0.05. It meant the probability of error in the hypothesis is 5% out of 100% and the hypothesis was approved if <0.05 .

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research findings and suggestions for English teachers and future researchers who are pleased to use Task-Based Language Teaching as teaching method in speaking class or to conduct a similar research using this method.

5.1. Conclusions

Referring to the findings of the data analysis from the previous chapter, the researcher comes to the following conclusions. Teaching speaking by using Task-Based Language Teaching is very helpful for both teachers and students. TBLT serves real communicative tasks in order to make students' speaking ability better. TBLT is based on the real world or target task by using language. TBLT focuses on interaction and communication among students who do the task using the appropriate language at the correct time. Furthermore, to find out the conclusions of this research more clearly, it can be seen as follows:

- 1) TBLT is very useful to give a better effect on students' speaking ability in all aspects of speaking. It is proved from the result of computation that shows the two tail significance level in each level (0.004, 0.000, 0.008) is lower than 0.05 (>0.05). By using this method, the students can find it easier to express their idea since it emphasizes on the real communicative task. Then, by doing the

real word tasks, the students sharpen their analytical thinking by themselves. The findings support the theories from previous researches using TBLT in teaching speaking, showing the same effects which improved students' speaking ability and made them more active in the class.

- 2) The constraints of teaching speaking using Task-Based Language Teaching (TBLT) can be seen from the teacher's point of view and students' point of view. From the teacher's side, the constraints found are the role of teacher in giving instruction and delivering the tasks; and the role of the task itself. Besides that, from the students' side, the constraint found is the students' background knowledge, especially on language form and vocabulary. It appears when the students do the task in during task and in the reflection of performance session in post-task.

5.2. Suggestions

The researcher would like to give some suggestions related to this study. The researcher hopes the suggestions will be useful for:

1. English Teachers

Since the students' speaking ability has a progress after TBLT in particularly doing similar task is applied in the learning activity, English teachers are suggested to apply this method in teaching speaking. Furthermore, English teachers are suggested to use other media while applying the method.

2. Further Researchers

This study applied TBLT in particularly doing similar task to improve students' speaking ability. The findings of this study are expected to be used as a starting point for future researchers to conduct similar research in different field or task types. Since this research in form of doing similar task, the future researcher are expected to find other constraints in the teaching learning process. The future researchers are also expected to prepare the material well before applying TBLT as their research topic.

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