TEACHING LISTENING THROUGH TASK BASED LANGUAGE TEACHING IN DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA AL-KAUTSAR BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

TEACHING LISTENING THROUGH TASK BASED LANGUAGE TEACHING IN DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMA AL-KAUTSAR BANDAR LAMPUNG

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The aim of the study was to find out the effect of Task-Based Language Teaching (TBLT) on students' listening achievement of the first grade of SMA Al-Kautsar Bandar Lampung. This research was conducted through a quantitative approach with a one group pretest-posttest design.

The subjects were the students of the first grade of SMA Al-Kautsar Bandar Lampung. The researcher chose one class as the experimental class. The class consisted of 30 students. The data were collected through a pre test and a post test, in the forms of listening tests.

The results of the research showed that there was a statistically significant difference in listening achievement at pre test and post test after being taught by using Task Based Language Teaching (TBLT) of the students at the first grade SMA Al-Kautsar Bandar Lampung with the significance level of 0.05. It is proved from the statistical result in which t-value (9.523) was higher than t-table (2.045) and the significance value (0.00) was lower than (0.05).

From the results above, it can be concluded that TBLT has a good effect on students' listening achievement.

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A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree of Education
In English Education Study Program,
Linguistics and Arts Education Department

By

Khoirun Nisaa' Arnoi

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018

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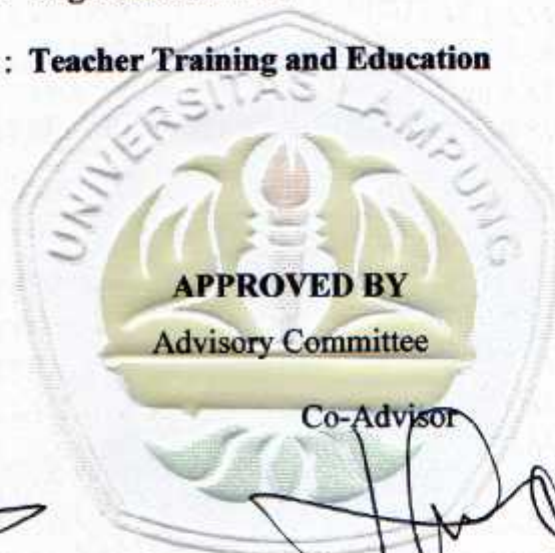
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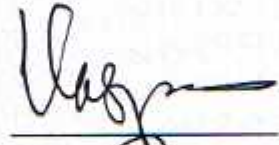NIP 19850924 201404 1 001

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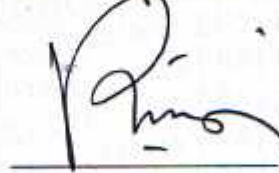NIP 19620203 198811 1 001

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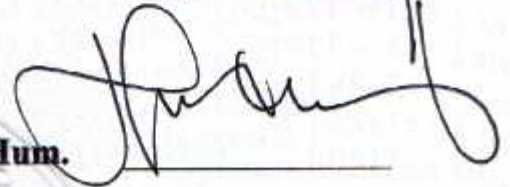1. Examination Committee

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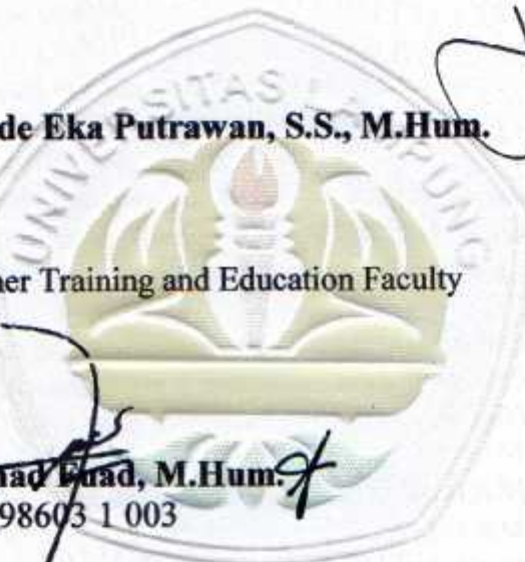
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CURRICULUM VITAE

The writer's name is Khoirun Nisaa Arnoi. She was born in Wonogiri on July 11th, 1996. She is the first daughter of Giarno and Giyarni. They have two children named Khoirun Nisaa Arnoi and Ayogi Ibnussalim Arnio. Her formal educational background began at TK Pertiwi Eromoko in 2000. She continued her education at SD Islam Ibnu Rusyd Kotabumi North Lampung in 2002 and graduated in 2008. In the same year, she continued her study at SMPN 7 Kotabumi North Lampung and graduated in 2011. Then, she continued her study at SMA Al-Kautsar Bandar Lampung and graduated in 2014.

In 2014, she was registered as a student of English Education Study Program at the Faculty of Teacher Training and Education at Lampung University through SNMPTN. In July to October she did KKN in Way Tuba, Way Kanan and Teaching Practice Program (PPL) at SMPN 2 Way Tuba, Way Kanan. Then, she did her research at SMA Al-Kautsar Bandar Lampung from January 29th to February 26th, 2018.

MOTTO

Success is walking from failure to failure with no loss of enthusiasm.

(Winston Churchill)

DEDICATION

This script is fully dedicated to:

Giarno, My Dad

Giyarni, My Mom

Ayogi Ibnussalim Arnio, My Brother

My Best friends

My Friends in English Department 2014

My Alma mater, Lampung University

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All friends in English Department: Rudi, Zizi, Esa, Lia, Dera, Reni, Eva, Ririn and others whose names I cannot mention one by one. Then, my KKN mates: Wahyu, Siska, Heni, Maida, Nobel, Mba Gewe, Maman, Astri. Thank you for the love, jokes, and laughter. May our friendship last forever.

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

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Bandar Lampung,   August 2018
The Writer

Khoirun Nisaa Arnoi

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LIST OF TABLES AND GRAPHS

I. INTRODUCTION

This chapter is concerned with some points. Backgrounds of the research, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms are described in this chapter.

1.1. Background of the Problem

Listening is one of language skills that students need to master. The importance of listening skill is discussed by Rivers (1986) that we have to spend much of our time through listening activities. He estimates that the time adult spends in communication activities is 45 percent for listening. This indicates that listening plays crucial skills in learning English. It makes a sense as in learning a language the first step is listening.

Listening also plays an important role in text comprehension. However, students find difficulties in understanding the main idea when texts take the form of listening. This also suggests that students' capability of listening needs to be improved.

Based on the record of the students' scores at the first grade in Al-Kautsar high school, some students got low scores in English, especially in listening comprehension. With reference to an interview during the pre-observation at the school, most of the students said that they are not accustomed to listening

activity. Their teacher seldom teaches listening to students. Then, the teacher has not found a good method for teaching listening yet although listening is a very important thing in learning English. If we have a good listening skill, we can communicate with other people and get the information from other people easily.

A method which can present effective and meaningful activities in a classroom is Task-Based Language Teaching (TBLT). Willis (1996:97) suggested that TBLT is seen as a method fostering a learning environment that finds appropriacy in listening skills and often combines more than one skill in the same task. With TBLT, the students will become an active learner because TBLT is known as communicative language teaching which can help the students to learn English, especially in listening comprehension. TBLT can make students learn in a different way, they will not assume that listening is the most difficult subject. As thought by the students, listening is a boring subject and they find difficulties in getting the information from the recording. Task-Based Language Teaching (TBLT) will become a method to make them become more active and easier to get information through listening. According to Ellis (2003), a method called TBLT (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. TBLT is based on the real world or target task by using language.

The term 'task' which is one of the key concepts in TBLT is defined as a piece of work undertaken for oneself or for others, freely or for some reward (Long, 1985:95). Therefore, the task is the main focus to help the students to learn

listening more easily. Somehow, the teacher should give meaningful listening tasks to encourage their learning. TBLT is appropriate to be applied in listening comprehension because it can develop authentic texts into the learning situation.

According to Ellis (2003), listening tasks provide an excellent means for measuring whether learners have acquired the feature in question. Further, listening tasks can be devised to facilitate the acquisition of the targeted feature. Listening tasks, then, provide means of investigating the effect of different kinds of input modification. For teachers, listening tasks provide the obvious starting point for a task-based course designed for low-proficiency learners.

English teachers have moral burden to encourage their students to gain success in listening. Based on school-based curriculum, the standard competence in senior high school is to understand the meaning in interpersonal and transactional oral text, both formally and informally in the form of some texts e.g. descriptive, narrative, procedure, etc, in the context of daily life. In this research, the researcher focused on descriptive text of listening comprehension because descriptive text is mostly used in listening which is simple and easier than other texts.

A research conducted by Rahmah (2016) was aimed at finding out the improvement of students' listening skill after being taught through Task-Based Language Teaching. The result of the research showed that the listening skill of the students of IX F at SMPN 8 Yogyakarta improved through the use of Task-Based Language Teaching. There were some improvements in the teachers' performance and students' enthusiasm in cycle two. The material was more

interesting and the recording speed was suitable for students' level and the tasks were more interesting. Based on the students' works analyses, all the activities applied in cycle two could improve the students' ability and their enthusiasms in listening.

The second research was conducted by Iswari (2017) at SMA N 1 Bandar Lampung. The aims of this research were to find out the effect of Task-Based Language Teaching (TBLT) on students' speaking achievement and the constraints of teaching speaking using Task-Based Language Teaching (TBLT). The results of the research showed that there was a statistically significant effect of the implementation of TBLT on students' speaking achievement of the first grade in SMA N 1 Bandar Lampung and the constraints of teaching speaking using TBLT were the role of teacher in giving instruction, the role of the task itself, and students' background knowledge.

Another research conducted by Saricoban and Karakurt (2016) was aimed at improving EFL learners' English listening and speaking skills at a State University in Turkey, School of Foreign Languages, Department of Basic English groups B1 and B1+ through task-based activities. The results of the study showed that group B1 did not get significant results from listening test and get nearly significant scores from speaking test. The mean score of the participants in group B1 can be said as insignificant since the passing grade for B1 level listening skills is at least 55/100. The mean score was below that passing score. Although two of the participants did not take the test, the minimum score was not higher than 30 points. The maximum score in the listening quiz was achieved by two students (80

points). While the listening and speaking results of group B1+ through task-based learning after the implementations were highly significant, which show that their participation in the task-based activities in the classroom reflected the results positively.

Based on the mean scores of the participants in B1+ class, it can be speculated that the results indicate a significant process in the application of task-based learning activities at this level. When the mean scores were taken into consideration, it was above 70.625 which was higher than 65, a passing grade for B1+ level EFL participants in the study. Moreover, the minimum score was 55 and the maximum was 100. Also, the students' opinions about task-based learning and teaching activities were respectively positive. As a result, it can be said that task-based activities play a significant role in improving listening and speaking skills in EFL settings.

However, there has been no research which examines listening ability through Task-Based Language Teaching (TBLT) at the senior high school level. The researcher would like to conduct research to find out the improvement of students' listening ability before and after being taught through Task-Based Language Teaching (TBLT) at SMA Al-Kautsar Bandar Lampung.

1.2. Formulation of the Problem

According to the background of the problem above, the researcher formulated the research question as follows:

1) What is the effect of Task-Based Language Teaching to the students' listening achievement between the pre-test and post-test?

1.3. Objective

The main objective of the research is as follows:

1)   To find out if there is an effect of Task-Based Language Teaching to the students' listening achievement between the pre-test and post-test

1.4. Uses

The uses of this research are as follows:

1. Theoretically, this research can be used as a contribution to the English teachers and researchers who are interested in conducting future research in the same field.
2. Practically, the result of this research might be a consideration for the English teachers or researchers that Task-Based Language Teaching (TBLT) can be an alternative strategy for teaching listening.

1.5. The Scope of the Research

This research was quantitative. It was conducted in the first grade of SMA Al-Kautsar Bandar Lampung. It was focused on task-based language teaching as a method to help students develop their listening skill. The researcher chose one class randomly as the sample of the research through a simple random sampling technique by using a lottery. A descriptive text was used as the material of the learning process. The researcher focused on the effect of students' listening achievement on the pre-test and post-test in five aspects of listening, such as finding the main idea, specific information, reference, inference, and vocabulary.

1.6. Definition of Key Terms

In order to avoid misunderstanding, the definitions of terms are provided as follows:

1. **Listening** is the ability to identify and understand what others are saying. According to Howatt and Dakin (1974), this involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

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). According to Richards and Rogers (2001:223), Task-Based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.

3. **Descriptive Text** is one of the expository texts. The description draws a picture, tries to convey the sound, taste and smell of things or objects (Corbett (1983). According to Tompkins (1994), descriptive text is as painting pictures with words. It has the purpose to describe an object or a person that the writer or the speaker is interested in.

II. LITERATURE REVIEW

This chapter discusses the following points: listening, types of listening, aspects of listening, the concept of descriptive text, task-based language teaching, advantages and disadvantages, the procedure of teaching listening using task-based language teaching, theoretical assumption, and hypothesis.

2.1. Listening

Listening is an active process of receiving and responding to spoken (and sometimes unspoken) messages. Listening is one aspect of English that should be mastered. According to Bulletin, cited in Saricoban (1999), listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Listening is very important because we can know the language and its meaning by listening to other people first. In listening activities, we listen for a purpose. We make an immediate response to what we hear. There are some visual or environmental clues as to the meaning of what is heard. Stretches of heard discourse come in short chunks, and most heard discourse is spontaneous, therefore differs from formal spoken prose in the amount of redundancy 'noise' and colloquialisms, and its auditory character.

2.2. Types of Listening

According to Wolvin and Coakley in Goh (2002:2), there are five types of listening that are used for a variety of speaking purposes and situations. Sometimes one speaking situation may require the listener to use more than one type of listening. They include discriminative, comprehensive, appreciative, empathetic and critical.

1. **Discriminative Listening** is when the listener distinguishes between the verbal and the nonverbal message. For instance, your friend may tell you that they are feeling good, but the frown on their face and their sluggish posture may tell you otherwise. This type of listening can be used for all types of public speeches.

2. **Comprehensive Listening** is listening to understand. Many situations can require us to listen for knowledge. For instance, if your boss at work tells you how to complete a specific task you would need to utilize this type of listening if you will be able to understand and complete the task as instructed. Most of the public speeches will require a listener to utilize this type of listening and it is mostly used when listening to an Informative speech.

3. **Appreciative Listening** is the process of listening to appreciate what the speaker is talking about. This type is often used when listening to people who enjoy spending time with. It is also widely used when listening to many forms of entertainment, music, television, stage shows. Thus, listeners will always use appreciative listening when listening to entertainment speeches. This type is also used when listening to informative speeches and persuasive speeches, especially when the topic is something that the listener is highly interested in.

4. **Empathetic Listening** is an ability to listen to others and feel for the other person. This requires an ability to feel empathic for another persons' feelings and needs, requiring a sense of compassion. When a loved one tells you their feelings about the death of a family member you will probably be able to listen empathetically. A Eulogy is a perfect example of a Special Occasion speech in which listeners will listen empathetically.

5. **Critical Listening** is the process of listening to understand in order to make evaluations and judgements about the content of the message. Because this is the most complicated form and requires a high degree of skill to develop, the next section will go into greater detail about Listening Critically.

According to Ellis (2003), there are two types of listening. First, listening to comprehend. Listening is an active rather than a passive skill. Anderson and Lynch (1988), for example, view listener as "active modal builders" than the tape recorder. Rost (1990) suggests that listening involves "interpretation rather than "comprehension" because listeners are involved in hypothesis-testing and referencing, not just deciding what is said. Thus, Brown (1995) argues that listening is a process by which listeners construct "shared mutual beliefs" rather than "shared mutual knowledge". Second, listening to learn. They have hinted that the processes involved in listening-to-comprehend and listening-to-learn are different. Krashen (1985, 1994) has argued that the 'fundamental principle' of second language acquisition is that 'acquisition'. There are a number of objections advanced by Krashen and Long, namely that acquisition will occur naturally if learners understand what is said to them. One obvious objection is that neither

Krashen nor Long specify what they mean by 'comprehension'. As Anderson and Lynch (1988) point out, comprehension involves degrees of understanding.

Brown in his Teaching by Principles (2001:267) defines six different types of classroom listening performance.

1) Reactive

Reactive listening is a kind of listening where the focus is on the sounds or pronunciation. It does not concern with the meaning at all but the listener simply imitates what they hear.

2) Intensive

Intensive listening is a kind of listening concerns with components of language, such as phonemes, intonation, discourse maker.

3) Responsive

The purpose of this listening is to get the learner to respond to what the teacher talk, for example asking questions, giving commands, seeking clarifications, checking comprehension.

4) Selective

The focus of this listening is to find not only the general meaning of the text but more on the important or detailed information. The listening material for this performance is longer so it requires the students to do scanning for specific information.

5) Extensive

Extensive performance aims to develop a top-down processing of the listening. The learners focus on understanding the global meaning of a spoken language.

6) Interactive

This type of performance is a combination of the other five types of listening performance. Since it is interactive, this performance should be integrated with speaking or other skill.

In this research, the researcher used interactive listening because this research was a combination of the other five types of listening performance. The researcher focused on sounds and pronunciation, concerned on components of language, get the learner to respond to what the teacher talk, find not only the general meaning of the text but more on detail information, and focused on understanding the global meaning of a spoken language.

2.3. Difficulties in Listening

As a foreign language, listening is not an easy task for EFL learners. The difficulty in listening according to Brown (2001:252) is caused by the characteristics of English spoken language. He stated that based on some sources (Dunkel 1991; Richard 1983; Ur 1984) there are eight characteristics of spoken language which cause listening difficult, they are :

1. Clustering

    In spoken language, due to memory limitations and our predisposition for "chunking" or clustering, we break down speech into smaller groups of words.

In teaching listening comprehension, therefore, you need to help students to pick out manageable clusters of words.

2. Redundancy

Spoken language has a good deal of redundancy (rephrasing, repetition, elaboration, and insertions of "I mean" and "you know"). Learners can train themselves to profit from it by first becoming aware of it and by looking for its signals.

3. Reduced form

Spoken language has many reduced forms and sentence fragments. Reduction can be phonological (didju?), morphological (I'll), syntactic, or pragmatic (Mom! Phone!).

4. Performance variables

In spoken language, hesitations, false starts, pauses, and corrections are common. There are also many ungrammatical forms and dialect differences.

5. Colloquial language

Idioms, slang, reduced forms, and shared cultural knowledge are all part of spoken language. Learners are usually exposed to "textbook English" and need help.

6. Rate of delivery

The number and length of pauses are more crucial to comprehension than sheer speed (Richards, 1983). Still, learners need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses.

7. Stress, rhythm, and intonation

English is a stress-timed language. Also, intonation patterns are significant for interpreting questions, statements, emphasis, sarcasm, endearment, insult, solicitation, praise, etc.

8. Interaction

The spoken word is subject to rules of interaction: negotiation, clarification, attending signals, turn-taking, and topic nomination, maintenance, and termination. To learn to listen is also to learn to respond and to continue a chain of listening and responding.

In addition, according to Bingol, et.al. (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1. Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of sound system can impact the comprehending of learners' listening (Bingol, et.al., 2014).

2. Cultural Differences

Learners should be familiar with the cultural knowledge of language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials then the learners may have critical problems in their comprehension. It is the responsibility of teachers to give

background knowledge about the listening activities in advance (Bingol, et.al., 2014).

3. Accent

Munro and Derwing (1999) expressed that too many accented speech can lead to an important reduction in comprehension. According to Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listeners' comprehension. Unfamiliar accents both native and non-native can cause serious problems in listening comprehension and familiarity with an accent helps learners' listening comprehension.

4. Unfamiliar Vocabulary

According to Bingol, et.al. (2014), when listening texts contain known words it would be very easy for students. If they know the meaning of words this can arouse their interest and motivation and can have a positive impact on their listening comprehension ability. A lot of words have more than one meaning and if they are not used appropriately in their appropriate contexts students will get confused.

5. Length and Speed of Listening

Bingol, et.al. (2014). stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is very difficult for lower level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. According to Underwood (1989), speed can make listening passage difficult. If the speakers

speak too fast students may have serious problems to understand second language words.

2.4. Aspects of Listening

According to Absalom and Rizzi (2008), listeners construct understanding as they listen and often come away with an overall understanding of ideas. According to Brown (2011), listening aspects are the same as reading aspects, however, based on Nuttal (1985) there are five aspects of reading as follows:

1. Getting the Main Idea

The main idea is called the topic sentence (Mc. Whother, 1986:36). It tells the content of the paragraph. In other words, the main idea is the important ideas that are developed by the writer throughout paragraph and sometimes are available in keywords and explicit or implicit message. For example, the topic is the story of "Cinderella". From the topic, the writer delivers his/her idea about the story by giving one main idea in one paragraph.

2. Determining Specific Information

Specific information or supporting idea is to develop from the main idea by giving specific information, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Identifying Reference

According to Latulippe (1986) reference is the words or phrases that are used either before and after the reference in the listening material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are

used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

4. Making Inference

When a reader adds information that he or she already knows what is stated, the reader is making an inference. In other words, the readers can make a conclusion after reading the text.

5. Vocabulary

Barnhart (2008: 697) states that stock of words is used by a person, class of people, a profession is called vocabulary. Vocabulary is fundamental for everyone who wants to speak or to produce utterance for listening.

2.5. Concept of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman et. al., 2008:122). Hammond (1996:78) states that "Descriptive text has two generic structures, namely identification and description". Identification is the person, place or thing to be described. The description is describing parts, qualities, and characteristics of an object. Therefore, the generic structure of the descriptive text can be shown in the following table:

Table 2.1. Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identifies a phenomenon to be described.
Description	Describes parts, qualities,

	characteristics.

According to Hammond (1992), a descriptive text often uses 'be' and 'have'. The tense which is often used is Simple Present Tense. However, sometimes it uses Past Tense if the thing described doesn't exist anymore.

In addition, this text also has some significant grammatical features as follows:

    a. Focus on spesific participants (My English teacher, Andini's cat, My favourite place)

    b. Use of Simple Present Tense (I have a cat)

    c. Use of descriptive adjectives (Strong legs, white fangs)

    d. Use of detailed noun phrase to give information about the subject (A very beautiful scenery, A sweet young lady, Very thick fur)

    e. Use of adverbial to give additional information about the behaviour (fast, a tree house)

    f. Use of figurative language (John is as white as chalk)

    g. Verbs of being and having (My mum is really cool, She has long black hair)

    h. Use of action verb (It eats grass, It runs fast)

2.6. Task-Based Language Teaching

Task Based Language Teaching (TBLT), also called task-based language instruction (TBLI) or task-based language learning (TBLL), began in the 1980s. Van den Braden et al. (2009) in their review of TBLT said that TBLT is traditional, synthetic language teaching practices and make a point that TBLT is a

"model of second language learning conceptualized in terms of holistic activities, meaning-based approaches, and learner-driven activities. In TBLT, learners are engaged in using the language for functional purposes by integrating different linguistic sub-skills (Van den Braden, et al., 2009). It can be said that meaningful language activities are the primary focus, the focus is not on the forms of language, but rather on making meaning of the language. According to Willis (1996:97) TBLT is seen as a method fostering a learning environment that finds appropriacy in listening skills and often combines more than one skill in the same task. A method which can present effective and meaningful activities in a classroom is Task-Based Language Teaching (TBLT). According to Ellis (2003), a method called 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.

The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. All in all, the role of task-based learning is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (Nunan, 1999:41).

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards and Rogers, 2001:223). Task-based language learning, sometimes referred to Task-Based Instruction, makes the performance of meaningful tasks central to the learning process (Harmer, 2007:71). It is said by some to have derived from Communicative Language Teaching since it upholds several of the principles that this 1980s movement proposed. For example, Richard and Rogers summarise such parallels in this way:

1. Activities that involve real communication are essential for language learning.

2. Activities in which language is used for carrying out meaningful tasks promote learning.

3. Language that is meaningful to the learner supports the learning process.

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

  a. A needs-based approach to the content selection.

  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 to focus not only on language but also on the learning process itself.

  e. An enhancement of the learners' own personal experiences as important contributing 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-centred 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.

TBLT has involved a paradigm shift in language teaching and learning from the traditional, synthetic approaches to language teaching which has a primary focus on "forms, discrete-learning, and teacher-centered activities" to task-based which actualize language as a means of communication, one which "places the communication as the heart of teaching procedures" (Van den Braden et al.,2009). It is because TBLT can lead to success in second language learning in a classroom setting.

In task-based teaching, the tasks are central to the learning activity. TBLT is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. The activity must reflect real life and learners focus on meaning; they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

2.6.1. 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. 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" (Willis & Willis, 2012:1).

Task-Based Language Teaching (TBLT) presents opportunities to employ effective and meaningful activities and thus promotes communicative language use in the classroom. 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 definition of a 'task' has been provided (See Ellis 2003:4-5), but it must satisfy the following criteria of a 'task' (See Ellis 2003:9) :

1. A task involves a primary focus on meaning (It seeks to engage learners in using language pragmatically and semantically and develop learners L2 proficiency in communicating) in using language pragmatically rather than displaying language.

2. A task is a work plan (a task is a plan for learner activity). This work plan takes the form of teaching materials that arise in the course of teaching.

3. A task involves real-world processes of language use (require learners to engage in a language activity that found in the real world, for example,

completing a form or determining whether two pictures are the same or different).

4. A task can involve any of the four language skills (require learners to listen, read, and display their understanding).

5. A task engages cognitive processes (such as selecting, classifying, ordering, reasoning, and evaluating information in order to carry out the task).

6. A task has a clearly defined communicative outcome (the work plan stipulates the non-linguistic outcome of the task, which serves a goal of the activity for the learners).

2.6.1. Types of Task

Specifically, Prabhu (1987) employed three types of tasks for learners to perform: information gap tasks, reasoning tasks, and opinion tasks as a manisfestation of the so-called "meaning-focused activities". The explanations are as follows:

1. Information gap tasks

Involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2. Reasoning-gap tasks

Involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion-gap tasks

Involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

In this research, the researcher used opinion gap tasks since the activity in the learning process are expected the learner to give their opinion or shared their ideas about some topic.

2.6.3. 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 silent 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 (Ellis, 2003) 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 term of tasks is appropriate. Tasks are more meaningful than exercises and tasks cover several skills rather than one skill.

2.7. Advantages and Disadvantages

Task based language learning offers a lot of advantages as it is communication based and allows the learners to transfer previously acquired knowledge to new communicative contexts (Nunan,1989). It encourages the learner to emerge as a language user. It intends to engage the language learner in a meaning focused language usage (Breen 1989 as cited in Ellis, 2009).

a) Task based learning helps learners to interact spontaneously

Learners are free to use whatever vocabulary and grammar they know.

b) Automaticity

Automaticity for language learning is defined as a more efficient, more accurate and more stable performance (Segadowitz, 2003 as cited in Rider, et. al., 2007). It is also argued that automaticity leads to near native performance.

c) Task based learning gives language learners opportunity to learn vocabulary

Usually teachers explain vocabulary in a pre-task and learners are not involved, words taught that way are easily forgotten so it is beneficial for the students if the teacher thinks of creative ways to involve students in the pre-task.

d) Provides essential conditions for language learning

Language learning does not happen without motivation exposure, and opportunities to use the language. Task based language learning encourages learners to use language purposefully and in cooperation.

e) Maximises scope for communication

Task based learning provides conditions that allow learners to assimilate what they notice and understand while performing the task.

f) Experiential learning

Experiential learning is said to form an important conceptual basis for task-based language teaching. It is argued that intellectual growth occurs as learners take part and reflect on the sequences of the tasks.

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

a) Task Difficulty

Although the difficulty of a task can be estimated from the performance of learners, the factors that actually contribute to task difficulty are studied so that it is useful to integrate and sequence the tasks in language teaching syllabus.

b) Mismatch between the learners' and teachers' perception

Studies indicate that the same classroom event is often interpreted differently by the teachers and learners (Kumaravadivelu, 2003). The learners identified the following factors for task difficulty.

1. Cognitive demand

Difficulty in understanding the task, requiring more time or more attention and resources.

2. Linguistic demand

Vocabulary or structures the learners did not know.

3. Clarity of pictures / story

Visual clarity and conceptual transparency without ambiguity.

4. Amount of information

Both an overload of information and a paucity of information were undesired.

5. Task structure

The way information was organised.

6. Affective factors

Liking a picture story or being able to relate to it would make it more enjoyable, if not easier.

c) Authenticity of tasks

When we look at the definitions of a task, some of them suggest that a task has to be a real world activity. But there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on pictures etc. which are unlikely to occur in real life situations.

d) Outcome

One of the characteristic features of a task is that it results in a clear outcome. 'A specified objective' is an essential feature of a task (Crookes, 1986, as cited in Ellis, 2003). But many times it is possible to achieve a successful outcome of a task without actually achieving the aim of task.

e) Linguistic deficiency

Learners who are beginners with no linguistic resources find it very difficult to take part in a task. They may not understand what the task demands and they may find it hard to make themselves understood while taking part in the task.

f) Learners' perception

The learner purposes are said to be distributed on a continuum between achievement orientation and survival orientation. If the learner perceives that a task is related closely to his/her needs, they tend to adopt an achievement orientation.

g) Learners' needs neglected

Most of the language learners have specific needs. People learn a second language or foreign language, so that it is of some use to them. A new language is learnt for a variety of reasons and not all learners need the same kind of tasks.

h) Diverse classes

A class consists of learners with different talents, learning styles and motivation levels. Therefore the tasks prescribed may be relevant for a few learners and for others it may be too difficult and for some others it may be too easy and they may feel that it is a waste of time to perform the task (Skehan, 2002).

i) Fundamental issues unresolved

Tasks as core activities do not seem to resolve the fundamental issues of language expansion or the correctness of language used. The openended oral pair work and group work tasks only seem to improve oral production fluency.

2.8. Procedures of Teaching Listening Through Task-Based Language Teaching

The researcher used a Task-Based Language Teaching (TBLT) in conducting research on students' listening skills. The researcher implemented the TBLT through opinion gap-tasks in teaching listening, because these procedures were more suitable for the students since the students were in the intermediate level. Listening through Task-Based Language Teaching (TBLT) provide opportunities for the process involved in both listening to comprehend and listening to learn.

The design of a task-based lesson involves consideration of the stages of a lesson that has a task as its principal component. Various designs have been proposed (e.g. Skehan 1996; Willis 1996). However, 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. The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Lee (2000) describes the importance of framing the task to be performed and suggests that one way of doing this is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners.

2. **During task**, denotes to setting and prepare the ideas to be spoken, and deliver their opinions orally. The methodological options available to the teacher in the during-task phase are of two basic kinds. First, there are various options relating to how the task is to be undertaken that can be taken prior to the actual performance of the task and thus planned for by the teacher. These will be called task-performance options. Second, there are a number of process options that involve the teacher and students in on-line decision making about how to perform the task as it is being completed.

3. **Post-task**, concerns with evaluating students' listening, 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

The post-task phase affords a number of options. These have three major pedagogic goals; (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Referring to the statements above, the researcher will use the steps that consist of pre-task, during the task (listening), and post-task. The procedure of teaching listening through TBLT are as follows:

Pre Activity

1. The teacher greets the students

2. The teacher tells about her favourite musician to the students.

2. The teacher asks students several questions related to the topic as show in the questions below :

a. What is your favourite musician?

b. Why do you like her/him?

Whilst Activity

Pre Task

1. The students listen and watch the video of "Selena Gomez"

2. The students answer the following questions after listening and watching the video :

  a. What does the video talk about ?

  b. Where does Selena Gomez make her video clip for her new album ?

  c. What does Selena think about Budhapest ?

  d. What does Selena infer about her family?

  e. What does the word "A Year Without Rain" in the video refer to?

3. Students listen to the video again carefully and check if their answers are correct.

Fill in missing spaces.

a. Charlie Parker .... changed the performance and writing of jazz music. He developed a new .... of jazz called "bebop". It was .... from the dance or "swing" style that was .... for years. Charlie Parker was .... August twenty-ninth, ... in the middle western state of Kansas.

b. Elvis Presley was .... around the world as the .... man who moved his hips in a .... way as he sang rock and roll music. Many .... said he and his music were bad influences on young people. Young .... loved him. Huge .... attended his performances.

4. Students choose TRUE or FALSE in the statement below, the examples are as

follows :

a. James Brown went from a rhythm and rock and roll singer to a pop music

star.

b. He was born in nineteen thirty-two in South California.

c. His father name is Joe Brown.

d. His mother left him and the family when he was seven years old.

e. James and his father moved to California.

f. James learned to play the guitar, drums, and violin when he was young.

During Task

1. The students do tasks by listening and watching the video of "Justin Bieber".

2. The students do the task as "pre task" but in a different topic.

3. The students answer the following questions after listening and watching the

video :

a. What does the video talk about ?

b. What does Justin Bieber think about his new album ?

c. What does the people who wears glasses think about Justin Bieber ?

d. What does Justin Bieber infer about relationship?

e. What does the word "you" in his song "What do you mean" refers to?

4. Students listen to the video again carefully and check if their answers are

correct.

Fill in missing spaces.

a. Louis Amstrong was .... in New Orleans, Louisiana on August

fourth, nineteen-oh-one. New Orleans is a port .... at the mouth of the

Mississippi .... It is a city where the customs of many .... people mixed together. Louis Amstrong .... up in Storyville, one of the poorest .... of New Orleans.

b. Celia Cruz was one of the most influential and energetic female .... in the history of Afro-Cuban Music. More than seventy of her .... help document the history of the .... known as ....That song was "Tu Voz", which means "Your Voice" in Spanish. It was a hit .... performed by Celia Cruz and her ...., La Sonora Matancera.

5. Students choose TRUE or FALSE in the statement below, the examples are as follows :

   a. Johnny Cash singing his first major hit record, "I Walk The Line" which released in nineteen fifty-six.

   b. He recorded not only country music, but religious songs, pop songs, blues, and RnB.

   c. "A Boy Named Sue", was the title of his funny songs.

   d. He was born in nineteen thirty-twoin the southern state of America.

   e. His parents are a poor cotton farmers.

   f. He has three sisters and two brothers.

Post Task

1. Students submit their listening activities to the teacher.

2. Students' listening activities are discussed and checked by the teacher as the form focused

3. Students are given a brief review about the material that they have learned.

Post Activity

1. Teacher and students reflects the lesson that they have learnt.

2. Students are given some homework to make sure that they have already understand about the material.

There are other procedures in teaching listening through task-based language teaching as a comparison. According to Nunan (2004), there are six steps of the procedure for pre-intermediate students as follows:

Table 2.2. The procedures in teaching listening through task-based language teaching (Nunan, 2004)

Step 1	Example
Create a number of schema-building tasks that introduce initial vocabulary, language and context for the task.	Look at newspaper advertisements for renting accommodation. Identify keywords (some written as abbreviations), and match people with accommodation.
Step 2	Example
Give learners controlled practice in the target language vocabulary, structures and functions.	Listen to a model conversation between two people discussing accommodation options and practise the conversation. Practise again using the same conversation model but information from the advertisements in step 1. In the final practice, try to move away from following the

	conversation model word for word.
Step 3	Example
Give learners authentic listening practice.	Listen to several native speakers inquiring about accommodation and match the conversations with newspaper ads.
Step 4	Example
Focus learners on linguistic elements, e.g. grammar and vocabulary.	Listen again to conversations and note intonation contours. Use cue words to write complete questions and answers involving comparatives and superlatives (cheaper, closer, most spacious, etc.).
Step 5	Example
Provide freer practice.	Pair work: information gap role play. Student A plays the part of a potential tenant. Make a note of needs and then call rental agent. Student B plays the part of a rental agent. Use ads to offer partner suitable accommodation.
Step 6	Example
Pedagogical task	Group work discussion and decision making task. Look at a set of advertisements and decide on the most

	suitable place to rent.

2.9. Theoretical Assumption

There are many methods of English teaching used by teachers in teaching learning process. All those methods are regarded to increase the students' ability to use English as a means of communication. To develop students' listening ability, practising listening seems the most thing to give bigger influence.

Task-Based Language Teaching is selected in this research since there are many opinions on some previous studies saying that TBLT can increase students skills, especially in listening. Then, by using TBLT as the method in English teaching learning activity, students are emphasized on learning. Based on the literature review above, the researcher assumes Task-Based Language Teaching can give the improvement on students' listening ability.

2.10. Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis as follows:

H1: There is an effect of the implementation of Task-Based Language Teaching on students' listening achievement between pre-test and post-test of the first-grade student in SMA Al-Kautsar Bandar Lampung.

H0: There is no effect of the implementation of Task-Based Language Teaching on students' listening achievement between pre-test and post-test of the first-grade student in SMA Al-Kautsar Bandar Lampung.

III. METHODS

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

The design of this research is a quantitative research since the purpose of this research was to find out whether there is an effect of Task-Based Language Teaching on students' listening achievement of the first grade students of SMA Al-Kautsar Bandar Lampung. To answer the research question, the researcher used a quantitative method. Hatch and Farhady (1982: 22) stated that quantitative research is a kind of research in which the data tend to use statistics as a measurement in deciding the conclusion. The research is intended to find out whether TBLT is effective to be used in teaching descriptive text. This research used a one group pre-test post-test design. The teacher conducted the pretest before the treatment and the post-test after the treatment.

The design can be presented as follows:

TI   X   T2

(Setiyadi, 2006:132)

Where:

T1: Pre-test, which is administered before the students receive the

treatment.

X: Treatment, that is, teaching listening by using TBLT

T2: Post-test, which is administered after the students receive the treatment.

To find out the students' listening ability, a pre-test was administered before the treatment using TBLT. To analyze the improvement of their listening achievement through TBLT and to know the effectiveness, the post-test was administered afterwards.

3.2. Population and Sample

The population of this research was the first year students of SMA Alkautsar Bandar Lampung at 2017/2018 academic year. The researcher took one out of eight classes as an experimental class or the sample of this research. The researcher used a sampling technique as suggested by Gay (1987: 104) who said that random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Selection of the class was taken by the researcher using the simple random sampling technique through lottery. Therefore, all the classes had the same chance to be the sample of the research. The researcher chose X IIS 4 as an experimental class. In other words, every student had the same probability to be selected.

3.4. Variables

The variables are independent variable and dependent variable. The independent variable in this research is the TBLT while the dependent variable in this research is the students' listening achievement.

3.5. Data Collecting Technique

The data is taken from test. For the test, the data is taken from tryout, pre test, and post test. It can be shown as follows:

1. Try Out

   The purpose of this activity was to find out whether the test was appropriate enough to be given before conducting the pre-test. In this test, the students were given some task in 90 minutes.

2. Pre-test

   The purpose of this method was to see the students' listening ability before getting the Task-Based Language Teaching as a treatment in their learning. In this test, the students were given some task in 90 minutes. The test focused on written test since the aim of this research is to see the effect of TBLT in students' listening achievement.

3. Treatment

   The treatment was deal with Task-Based Language Teaching in similar tasks activity. The class was given the treatments with two lesson plans in different topics. Each lesson plan took one meeting.

3. Post-test

   This kind of test was given after the students get the treatments. It aims to see the students' development after getting the treatment. As in pre-test, the researcher gave the students' listening test in form of written test The time allocation provided was 90 minutes.

3.5. Research Procedures

The researcher gave the treatment by applying TBLT in the teaching-learning process. Here are the procedures for this research:

1. Selecting and determining the population and sample

   The sample was chosen by simple random technique. It is because all students had the same chance. The researcher chose one class of the first grade of SMA Alkautsar Bandar Lampung.

2. Determining research instruments

   The instruments in this research were listening tests.

3. Try Out

   The purpose of this activity was to find out whether the test was appropriate enough to be given before conducting the pre-test.

4. Administering a pre-test

   The pre-test was aimed to identify the ability of the students before getting the treatment.

5. Conducting treatments

   After giving the pre-test to the students, the researcher taught how to get them information about descriptive text from the recording by using TBLT. The procedures for implementing this technique are as follows :

   pre task, during task, and post task

6. Administering a post-test

The post-test was aimed to evaluate the students' listening ability after getting the treatment.

7. Analyzing the data

After conducting the posttest, the data of students listening achievement in form of written test was analyzed by the researcher. The data was analyzed using Paired Sample T-Test (SPSS 16.0). The result used to test the researcher's hypothesis.

3.6. Instruments

The instrument of collecting data in this research was listening test consisting of try-out, pre-test, and post-test. First, a try out was given before the pre-test to make sure that the test was appropriate for the students. After that, a pre-test was given after the try out in order to see the students' ability in listening before getting the treatment. Then, a post-test was given to the students after the treatment has been given. It aimed to see the difference in the students' ability in listening after the implementation of Task-Based Language Teaching. The researcher gave three listening tests of descriptive text for the tryout, pre-test, and post-test. Each listening test consisted of 25 questions and focused on the five aspects of listening such as main idea, detailed information, inference, reference, and vocabulary. The percentage of each aspect was 20%.

Table 3.1. Table of Specification

Aspects of Listening	Percentage	Items
Main Idea	20%	5
Detailed Information	20%	5

Inference	20%	5
References	20%	5
Vocabulary	20%	5

After analysing the result of the try-out test, the researcher found that there were three items which had to be dropped, items numbers 12, 16, and 20 and then 6 items could be administered for the pre-test and post-test as good items, they are 2, 8, 21, 22, 24, and 25 then 16 revised items (1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 19 and 23). See appendix 8.

3.7. 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.

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

3.7.2. Reliability of the Test

Reliability refers to the extent to which the test is consistent with its scores and gives an indication of how accurate the score (Shohamy, 1985: 70). 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 pretest and posttest of listening, the researcher will use *stability reliability*. Stability reliability concerns with the reliability of the instrument in terms of giving the result of the data. The statistical formula of reliability is a formula to calculate the reliability score, as follow:

$$r = 1 - \frac{6.\sum d2}{N.\,(N^2-1)}$$

r = Rank – difference

  D = The sum of difference of rank correlation

(Harris, 1974:142)

After finding the coefficient, the researcher will analyze the coefficient 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)

The researcher administered a try-out test on January 29th. It was administered to Class X MIA 5 that consisted of 33 students. The try-out test was administered to

find out the quality of the test used as the instrument of the study. The result of the reliability test was 0.431, it falls into the average category. It means that the reliability of the test items is sufficient enough for students. (see appendix 9). It was based on the criteria of reliability proposed by Slameto (1998:147). These items are qualified for students in measuring their understanding of the material. The result of the try-out test indicated that this test can be used as the instrument of the study since it can produce a consistent result when administered under similar condition to the same participants, and the different time (Hatch and Farhady 1902: 244). It can be stated that the test fulfilled the reliability criteria.

3.7.3. Index of Difficulty

To see the index of difficulty, the researcher used the following formula:

$$FV = \frac{R}{N}$$

Note:

FV   = Index of difficulty

R   = number of students who answer correctly

N   = total number of the students

The criteria are:

LD <0.30   = Difficult

LD = 0.30 – 0.70   = Satisfactory

LD > 0.70   = Easy

(Heaton. 1986: 178)

The result of difficulty level in the try-out test consisted of 3 difficult items (12, 16 and 20) which lied less than 0,30 and it showed that the items were difficult for

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the students; 16 easy items (1, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 19 and 23) which lied more than 0,70 and showed that the items were easy for the students; and 6 average items (2, 8, 21, 22, 24, and 25) which lied between 0.30-0.70 and showed the items were good for the students (see appendix 8).

3.7.4. Discrimination Power

To see the discrimination power, the researcher used the following formula:

$$D = \frac{Correct\ U - Correct\ L}{\frac{1}{2}N}$$

Note:

D = Discrimination index

correct U = Number of correct in the upper group

correct L = Number of correct in the lower group

N = Total number of the students

The criteria are:

D: 0.00-0.20 = Poor

D: 0.21-0.40 = Satisfactory

D: 0.41-0.70 = Good

D: 0.71-0.00 = Excellent

D: - (Negative) = Bad item, should be omitted

(Heaton, 1975:180)

The try-out test consisted of 25 questions which were categorized into 6 items average, 16 items easy and 3 items difficult. The discrimination power of the items showed there were 22 administered items and 3 dropped items. The items which were difficult and had negative discrimination were omitted. Thus

remained into 23 items were taken for the pre-test and post-test. The result of try-out can be seen in appendix 8.

3.8. Data Analysis

After collecting quantitative and qualitative data, the next step of the research is analyzing data. In this study, the techniques of analyzing data as follows:

l. Analyzing every answer stated in the student's answer-sheets to determine whether it is true or false.

2. Computing the student's correct answers.

3. In analyzing the test scores of the written test, first of all, the researcher calculated the percentage of the correct answers of each student by using percentage correction. The percentage is used to measure the students' listening comprehension. To find out the percentage the writer used the percentage correction formula as follows:

$$S = \frac{R}{N} \text{ X SM}$$

Where:

S   = the student's mastery in %

R   = the students' right answer

N   = the maximum score of the whole answer

SM = Standard mark (100)

(Arikunto, 1998:38)

The researcher, then used the result of the percentage correction of the student's answer to getting the student's intended scores. After that, the researcher used the

percentage correction formula to calculate the correct answer percentage of the whole students to measure the students' listening mastery.

Table 3.2. The System of Score Category (Arikunto, 1998:38)

Percentage	Interpretation
81-100	Very Good
6l-80	Good
40-60	Fair
20-40	Poor
0-20	Very Poor

From the percentage of the correct answer, then, the students' listening mastery was found.

4. After analyzing the scores of the written test, the researcher used a statistical technique to compare the mean score of the students. it is necessary to find out whether the data that was taken by the writer in experimental class is normal, distributed, and homogenous or not.

5. Making conclusion and suggestion based on the data analysis.

3.8.1. The Result of Normality Test in Pre Test and Post Test (X and Y)

The researcher used normality test to know whether the data was distributed normally or not. According to Riduwan (2008:187-197) the normality test was administered to find out whether the data in the pre-test and post-test are normal or not. In this test, the researcher used statistical rules to analyze the data (see appendix 16). The result of pre-test showed that $X^{2value} < X^{2table}$, a = 0.05 or a = 0.01. It means that -153 < 9488 or -153 < 13277 so the data of the pre-test is normal. Besides, the result of post-test showed that $X^{2value} < X^{2table}$, a = 0.05 or a = 0.01. It means that -21098 < 9488 or -21098 < 13277 so the data of the post-test is normal.

3.8.2. The Result of Linearity Test in Pre Test and Post Test (X and Y)

According to Riduwan (2008:187-197) the linearity test was administered to find out whether the data in the pre-test and post-test are linear or not. In this test, the researcher used simple regression rules to analyze the data (see appendix 17). The result of pre-test and post-test showed that if $F^{value} < F^{table}$, a = 0.05 or a = 0.01. It means that Ho is accepted so the data is linear. Based on the analysis, $F^{value} < F^{table}$, (a = 0.05 or a = 0.01) -2.50 < 2.45 or -2.50 < 3.58. It can be concluded that Ho is accepted, means that the data is linear.

3.8.3. The Result of Homogeneity Test

According to Riduwan (2008:187-197) the homogeneity test was administered to find out whether the data in the pre-test and post-test are homogenous or not. In this test, the researcher used Bartlet rules to analyze the data (see appendix 18). The criteria for the results were :

If $X^{2value} > X^{2table}$, it means the data was not homogenous

If $X^{2value} < X^{2table}$, it means the data was homogenous

Based on the result analysis of the test, showed that $X^{2value} < X^{2table}$, or -113.39 < 3.841 (a=0,05) or -113.39 < 6.635 (a=0,01). It means the distribution of the data in pre-test and post-test are homogenous.

3.9. Hypothesis Testing

The hypothesis testing was done to find out whether the hypothesis proposed in this research was accepted. The hypothesis proposed if there was an effect on the students' listening achievement between pre-test and post-test after the implementation of Task-Based Language Teaching (TBLT). In testing the

hypothesis, the researcher used *Paired Sample T-Test* to analyze the data, The result of the analysis is shown in appendix 21.

The hypothesis is elucidated as follows:

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

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

The criteria for the results were:

If $t^{value} > t^{table}$, Ho is rejected (it means that there is an effect)

If $t^{value} < t^{table}$, Ho is accepted (it means that there is no effect)

Based on the result analysis of the test, showed that Null hypothesis is rejected if t-value > t-table with the level of significance at <0.05. From the data in Table 4.3., it could be seen that 9.523 > 2.045 and 0.00 < 0.05. Therefore, for the hypothesis, the null hypothesis was rejected and the research hypothesis was accepted. It means that there is an effect of students' listening achievement of descriptive text after being taught through task-based language teaching.

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