

**TASK-BASED LANGUAGE TEACHING BASED ON
AUDIOLINGUAL METHOD TO PROMOTE
STUDENTS' SPEAKING ACHIEVEMENT**

A Thesis

By

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BANDAR LAMPUNG
2023**

ABSTRACT**TASK-BASED LANGUAGE TEACHING BASED ON AUDIOLINGUAL
METHOD TO PROMOTE STUDENTS' SPEAKING ACHIEVEMENT****By****SITI BADRIYATUL MUNAWAROH**

This present study was an attempt to examine whether a task-based language teaching based on audiolingual method improves students' speaking achievement and to examine which aspect of speaking improves the students' speaking achievement most. This research was conducted to 34 computer and network engineering students of the eleventh grade of SMK Ma'arif Sindang Ayu by using purposive sampling. The data were analysed quantitatively. The result presented the value of sig. (2-tailed) = 0.000 < α =0.05. as well as t-value= 14.582 > t-table= 2.042. It means that H_0 was rejected and H_a was accepted. It implied that the implementation of task-based language teaching based on audiolingual method significantly improved students' speaking achievement. Besides, the aspect of speaking which improved the most was fluency in which, it had the highest gain score among other aspects of speaking.

Keywords: *Audiolingual Method, Communication, Fluency, Speaking, Task-Based Language Teaching.*

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A Thesis

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**

in

**Language and Arts Education Department
Teacher Training and Education Faculty**



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AUDIOLINGUAL METHOD TO PROMOTE
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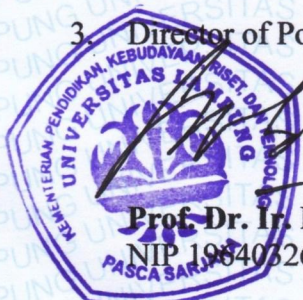
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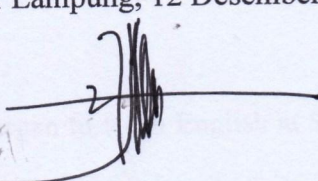
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Menyatakan bahwa tesis ini adalah karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lian, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

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CURRICULUM VITAE

The writer's name is Siti Badriyatul Munawaroh. She was born in Cintamulya, Candipuro South Lampung on 17th August 1995. She is the last child of eight siblings from Hasbullah and Murtafi'ah.

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DEDICATION

This thesis is sincerely dedicated to:

My beloved late father Hasbullah

My lovely mother, Murtafi'ah

My beloved sisters, Siti Fatimah, Siti Sofiyah, Hayatun Nisa and my late sister

Tuti Rohayah

My beloved brothers, Nur Kholis, Fathurrahman and Hasyim Asy'ari

My beloved Nephews and Nieces

My family of Ma'had al-Jami'ah Islamic University of Raden Intan Lampung

My almamater Lampung University

MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ.....

“Tell My believing servants to say only what is best.”. (Q.S Al-Isra’: 53)

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In the end, the writer believes that her writing is still far from the perfection. Therefore, constructive input and suggestions are expected to compose better thesis in the future.

Bandar Lampung, November 2023

Siti Badriyatul Munawaroh

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I. INTRODUCTION

This chapter discusses about background of the problem, the research question, the objective, the use, the scope and definition of term in relation with the topic discussed.

1.1 Background

Most schools in Indonesia teach English as a compulsory lesson to be taught. There are four skills that should be mastered in learning English i.e., listening, speaking, reading, and writing. In addition, English learners should be able to produce the language to communicate each other. Then, speaking is determined as a productive skill (Bailey, 2005). Therefore, speaking is producing the language orally aimed to communicate.

Moreover, according to Rahimy and Safarpour (2012), speaking promotes communication through sharing meaning which engages the use of verbal and non-verbal symbols contextually. Speaking is a crucial part of second language learning and teaching. In addition, speaking engages learners to share their idea or meaning orally in accordance with the situation. On the other hand, the use of language in a real-world situation is really helpful for learners because they can learn and use the language in their real situation. Therefore, speaking is important

because it encourages learners to share their ideas and use the language in their real-world situation.

First language influences the learners to communicate in target language as Al-Jamal and Al-Jamal (2013) highlights students' difficulty in learning English as they always communicate in L1. Moreover, first language, Indonesian is the main instructional language in the school. Although the subject is English, the teachers and learners communicate using Indonesian within the teaching and learning process. Meanwhile, learning foreign language will obtain a good result if the target language is the instructional language while teaching the target language. Moreover, it will be more satisfaction if learners can practice and apply English in many situations in their daily life. Therefore, first language affects the learners' speaking achievement.

Additionally, Gan (2013) believes that students perceive difficulties in relation to linguistic deficiency, oral language process, conversational skills and academic speaking conventions, affective influence and affordance of opportunities to use English. Thus, learners encounter poor conversational skills and oral language process. Limited opportunities to use English results in lower students' speaking proficiency. They are lack of vocabulary enrichment, grammar mastery and pronunciation. Moreover, most of learners are not confidence to speak English. They concern to make errors in their speaking. Sometimes, their pronunciation is not similar to the native speaker. So, they feel embarrassed to speak English. Consequently, a poor linguistic skill and conversational English skill generates students' speaking difficulties.

Moreover, Jaya, *et.al.* (2022) claim that the major problem in speaking English are self-confidence and anxiety. This problem indicates students having insufficient oral English communication practice. In addition, anxiety to speak English generates students not willing to produce language. They fear making mistakes and being laughed when they speak English. Self-confidence and anxiety influences students' speaking performance. Students with a high self-confidence tend to speak English well. They do not care about what other students saying. It gives a positive impact to the students. Students with high self-confidence will easily practice using language. On the other hand, anxiety gives a negative side in speaking English. Students with anxiety tend to be less productive of the language. Practice makes different improvement in their speaking achievement. Therefore, self-confident and anxiety affects students' speaking achievement.

Specifically, in reducing students' difficulties in speaking, they need an opportunity to practice and speak up more. To make the learning process more enjoyable, they need to communicate actively in the classroom. So, they need an appropriate approach to be applied during the teaching and learning process. Indeed, task-based language teaching approach is one of solution for the students engaging an active communication. Task is utilized to replace communicative activities as the essential unit of communicative approach (Skehan, 2003). In task-based language teaching, the students are given a task in which they involve in having an opportunity to experience the learning process in variety of situation. Moreover, they can actively express and accept the experience in practicing and using the language. This kind of experience relates their speaking in a real-world

situation. Relating their speaking practice with the students' real-world situation will make the learning process more interesting and make the learning process meaningful for them.

Numerous studies have been undertaken with respect to the use of task-based language teaching to promote foreign language learning, (e.g. Angola; Albino, 2017). This study is an attempt to assess how learners of EFL improve their speaking fluency by using task-based language teaching. The finding shows that learners improve their fluency by maximizing their rate of speech output, raising grammatical accuracy, elaborating on their utterances, and creating interactional language, learners were able to speak more fluently.

Another study is conducted in Iran (Aliakbari and Jamalvandi, 2010). This study results a positive effect of TBLT based role-play technique on speaking skill. Besides, in Indonesia, Gunawan (2016) conducted a study which indicates that the use of TBLT in teaching speaking significantly improves the students' speaking achievement and the students' attitude has strongly positive attitude. Also, the study from Afifah and Devana (2020) shows the same result.

Task-based language teaching is a communicative approach which engages learners to actively communicate. It introduces appropriate activity to enhance learners' communicative competence. On the other hand, there are some issues on the implementation of TBLT. At first, the weakness of TBLT is lacks sufficient attention to form (Sheen, 2003). Learners with low proficiency of communication will be struggling to communicate. Also, TBLT's focus on form criticism is raised from the teacher (Saputro *et al.*, 2021).

However, stimulus-response-reinforcement is defined as the behaviourist principles that relies on drills to form good habits in Audiolingual method (Harmer, 2001). Audio-Lingual Method drills students in the use of grammatical sentence patterns (Freeman, 2000). It means that Audio-lingual method engages the students to be familiarized with the patterns of the English sentences by forming habits using stimulus-response-reinforcement mode. The students get stimulus by given some language patterns or expression and they response to the given language, as well as they contribute to reinforce their language by engaging that habit forming. Then, students can imitate how to utter English phrases or sentences as well as they enrich their vocabularies from native speakers by watching the video. Also, they have opportunity to practice it by teacher's guidance. It can reduce students' problem in relation to the use of their first language in learning English, as well as they can speak fluently. Moreover, stimulus-response-reinforcement model treats students to form good habits on language learning. This opportunity will help the students to enhance their language fluency. Therefore, Audio-lingual method treats students on language fluency.

Moreover, some studies are conducted also for the use of Audio-lingual method to teach foreign language in some countries, e.g Ukraine (Bidenko and Bespalova, 2017) Thailand (Kunnu, 2017) Jordan (Abu-Melhim, 2009). All studies indicate that Audio-lingual method gives positive impact in promoting foreign language learning.

Furthermore, Lloret (2017) suggests to integrate technology and task-based language teaching. We have many tools of technologies such as blogs, wikis, multiplayer online games, virtual environments and text and video computer-mediated forms of communication. In this case, Task-based language teaching and audiolingual method will be integrated. Task-based language teaching emphasizes the students to practice using the language in a current situation by giving a task. Seedhouse (1999) implies that task-based language teaching focuses more on task and sharing meaning instead of correct form. Besides, the stimulus-response-reinforcement mode in audiolingual method will be effective to form students' habit through drilling that can boost their language capacity. It deals with good speaking performance as well as it helps students to enhance their language fluency. In Audio-lingual method, the students are given a chance to learn and familiarize a language pattern by forming habits. The use of audio or video on audiolingual method enriches students' vocabularies. Therefore, modifying task-based language teaching based on Audiolingual method engages the students to reduce struggle in learning and speaking English also to enhance their language fluency. This indicates that modifying task-based language teaching based on audiolingual method in the classroom should be done to promote students' speaking achievement.

1.2 Research Questions

The backgrounds above have motivated the researcher to modify task-based language teaching based on audiolingual method to promote students' speaking achievement. Therefore, the research questions of the study are formulated as follow:

1. Is there any significant improvement of students' speaking achievement after they are taught using a task-based language teaching based on audiolingual method?
2. Which aspect of speaking improves students' speaking achievement the most significant through a task-based language teaching based on audiolingual method?

1.3 Objectives

The objectives of this research are as follow:

1. To examine whether a task-based language teaching based on audiolingual method improves students' speaking achievement.
2. To examine which aspect of speaking improves students' speaking achievement the most significant through a task-based language teaching based on audiolingual method.

1.4 The Use

1. Theoretically, the results of this research are expected to support the existing theories.
2. Practically, the results of this research can be used to help the teacher to provide an appropriate approach to teach speaking

1.5 Scope

This research focuses on a task-based language teaching in pre-task stage based on audiolingual method by using drilling technique which is stimulus response mode to promote students' speaking achievement in senior high school. The pattern drills used are the combination of repetition drill and response drill. The type of speaking in the treatment is dialogue. Whereas, the material is about opinion.

1.6 Definition of Term

1. Task-Based Language Teaching

Task-based language teaching is an approach in teaching English in which the students are given a task to enhance their communicative skill. A task provides the students to explore their experience and using the language. Therefore, task-based language teaching is a teaching and learning approach where the students are provided a task to use the language in accordance with their experience or their real situation.

2. *Audio-lingual method*

Audio-lingual method is an approach which facilitates the students in familiarizing the language pattern by providing native language forms and drilling section. The principle of audio-lingual method is stimulus-response-reinforcement through drilling prioritizes the human behaviour in learning a language.

3. *Speaking*

Speaking as an interactive process to convey information, it forms an oral communication that involves delivering our feeling and thinking. Moreover, speaking composes process of producing a language. In short, speaking as an oral communication forms an interactive process between the locutor and interlocutor to deliver the information and meaning to get an understanding.

Finally, this chapter promotes the background of the problem, the research question, the objective of the research, the use, the scope and the definition of term in relation with the topic such as Task-based language teaching, Audio-lingual Method, and speaking.

II. LITERATURE REVIEW

This chapter discusses about speaking, teaching speaking, task-based language teaching, teaching speaking through task-based language teaching, procedure of task-based language teaching, advantages and disadvantages of task-based language teaching, audiolingual method, procedure of audiolingual method, advantages and disadvantages of audiolingual method task-based language teaching based on audiolingual method also theoretical assumption and hypothesis.

2.1 Speaking

Speaking as an interactive process of constructing meaning, it involves producing and receiving and processing information (Bailey, 2005). In addition, speaking is defined as producing sounds or words that the interlocutor has to understand its meaning. It means that speaking composes giving information to the interlocutor that ought to be understood. It should be conveyed a meaning because it related to producing and receiving words that become information. Speaking interprets a tool of communication so it has to possess information. It interprets an interactive process between a locutor and interlocutor. Furthermore, the locutor produces sounds, then the interlocutor receives these sounds, and these sounds have their meaning. Thus, speaking relates the locutor and

interlocutor to get the information.

Furthermore, speaking has a variety of meanings: a. to tell, to say, to make known or as by speaking, to declare; to announce. b. To proclaim, to celebrate. c. To use or be able to use (a given language) in speaking (Rayhan, 2014). In addition, speaking asserts the way we inform anything to the other. It means that we have to deliver our feeling and our thinking in using language. Speaking can be used to announce, celebrate or even proclaim something. This way aims to be known by the interlocutor. It considers interlocutor's understanding. Then, if the interlocutor knows our meaning, the goal of speaking is done. Besides, speaking without understanding means that it is useless. Therefore, speaking possesses many meanings that involve delivering our feeling and thinking to be known by the interlocutor.

Besides, oral communication (or speaking) forms two ways process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (Rayhan, 2014). Thus, speaking forms a communication tool. On the other word, speaking clarifies an interactive process between the speaker and the listener. The speaker produces speaking to convey the meaning to the listener. Meanwhile, an understanding is principal in speaking. An understanding is prominent because communication aims delivering the information. If it is not well done, the process of communication is failed. Thus, speaking defines a process of oral communication between the speaker and listener to get an understanding.

In brief, we can summarize that speaking proposes an interactive process to convey information. It forms an oral communication that involves delivering

our feeling and thinking. Moreover, speaking composes process of producing a language. Then, it must be received by interlocutor. After it, an understanding becomes the main point of the speaking. As oral communication, speaking defines productive skill of speaking and the other defines receptive of the speaking. Because speaking relates to process information, the end of speaking is our information can be delivered well to the interlocutor. In short, speaking as an oral communication forms an interactive process between the locutor and interlocutor to deliver the information and meaning to get an understanding.

2.2 Teaching Speaking

Teacher has a crucial part to provide students appropriate activities in the classroom. Various activities in which treat students' ability in using the language deals with students' need in solving their problem to speak English. Therefore, students should involve the classroom activities in which they use the language actively as Harmer (1998) suggests that in performing oral task, students are engaging any and all the target language as the main communication tool they use. The important thing is the teacher provides kind of task for the students to complete and they want to complete it.

Harmer (1998) claims that there are some reasons why it is crucial to provide students oral tasks and demand them in using the language:

- ✓ Rehearsal

It gives an opportunity for students to practice and use the language such a real-life event in the classroom. Students are engaged to feel how to communicate in foreign language.

- ✓ Feedback

In speaking task, both teacher and students provide feedback. It is to see how well the class running and what language problems are the students experiencing. Then the students also know what they need to improve their speaking.

- ✓ Engagement

Enjoyable speaking activities can motivate the students to participate in the class actively. It is because they feel sympathetic and it gives them useful feedback.

Moreover, there are some speaking activities that can be applied in the classroom, they are as follows:

- ✓ Information gaps

This activity involves two students to find the information where they have different parts of information. One of the students should ask and the other one should share the information. They exchange and share their own information to each other.

- ✓ Survey

Making a meaningful activity to engage students in speaking English is by provoking conversational and opinion exchange where they have a questionnaire and surveys activity. Every student should ask some questions to get information they want.

- ✓ Discussion

Discussion experiences the students to exchange opinions in a group discussion. It is really meaningful if the students can involve in the

discussion actively. It experiences students to use the language fluently.

✓ Role-play

Role-play is a speaking activity where every student experiences in acting in such a certain situation. They imagine how to pretend as the role they have to be. It proposes the students a fun and enjoyable activity due to the different situation they face make a learning activity fun. Besides, they can use the language actively and freely related to the situation they get. Role-play motivates students to speak English actively.

Those are the reasons providing oral activities is prominent. Also, it presents some speaking activities that can be used in teaching speaking

2.3 Task Based Language Teaching

Tasks are activities where the target language used by the learners for a communicative purpose (goal) in order to achieve an outcome (Willis, 1996). It means that students receive kind of activity in which they involve language using in term of task. Task focuses on the use of language in communicative activity. In form of task, the students practice to produce the language deals with the topic given to them. They tend to communicate naturally when they are involving in the conversation. The main point to the activity is the students can communicate. When the students involve in pair work or group work, they can use the language naturally in completing the task. Therefore, the task focuses on the use of language by understand the meaning itself to obtain the objective.

Task is defined as any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objective (Carroll,

1993). In addition, in language classroom process, the learners are engaged to accomplish the task given to them by using the language. It means that the task is a tool for the learners to use the language in learning process. The task gives the learners an opportunity to engage communication with the teacher, his pair or his group in completing it. A task itself as a meaningful communicative activity in the classroom for language learners. The process in completing the task will be useful for the learners to practice and use the language.

Estaire and Zanon (1994) claims a task by distinguishing between two main categories of tasks. Communicative tasks, in which learners pay more attention to meaning than form, and enabling tasks, which focus on linguistic aspects (grammar, vocabulary, pronunciation, function, and discourse). In addition, there are two categories of task; communicative task which engage learners to communicate actively by focusing on meaning and enabling task which focuses in language form. It means that in task completion there will be two categories in acquiring the language. The first category will attract learners to be familiar with the linguistic aspect or linguistic form in completing the task, then the next category will treat the learners to be communicative in completing the task.

Ellis, *et al.*, (2020) believe that task-based language teaching (TBLT) constitutes an approach to language teaching that prioritizes meaning not ignoring form. In addition, TBLT treats the students to acquire the language unconsciously. The students are engaged in such a communicative activity where they tend to use the language naturally. The use of language while doing the task need an understanding ability. However, the form of language also should be considered. The important thing in TBLT is the students know and understand the meaning of

the language in context of the use of language, but still do not neglect the form of language. Besides, in a real-world situation, the students will decide which language is appropriate to use. Therefore, TBLT is an approach which engages the students to learn the language incidentally while they use the language in doing the task.

From the elaboration above, task means an activity in which students involve to use the language in comprehensive way. The term of meaning in students' activity is prominent. The goal of task itself, the students can use the language and complete the task. Specifically, the task focuses on meaning, but still does not neglect the form. In Task-based language teaching, the students require to do the task by using the language in kind of communicative activity. Then, the students can acquire the language unconsciously while they use the language naturally in doing the task. Therefore, task-based language teaching forms a communicative activity by given the task where the students require to use the language in which they understand the communicative activity they do in the term of meaning but still do not ignore form.

2.3.1 Principles of Task-Based Language Teaching

Nunan (2004) proposes seven principles of task-based language teaching which is drawn on in developing the instructional sequence. The principles are stated as follow:

- ✓ Scaffolding

In the learning process, the teacher provides a supporting framework to convey the lesson and material. Therefore, in the beginning of the learning

process, the expectation on learners' language production go beyond the lesson or material that has not been conveyed.

✓ Task Dependency

Task dependency means a task is built upon the previous task. The learners are led step by step to reach a final pedagogic through task sequence.

✓ Recycling

Recycling language increases learning opportunities and engages the "organic" learning principle. Learners cannot achieve all the material or lesson for the first time they encounter. Therefore, they need to be reintroduced the lesson or material over a period of time. This recycling allows learners to encounter the lesson or material in different environments, both linguistic and experiential.

✓ Active learning

The best part to learn is involving actively in using the language the learners are learning. Experiential learning is essential. They can construct their own knowledge. They have more opportunity to engage in a communication with their friends or teacher.

✓ Integration

The relationships between linguistic form, communicative function, and semantic meaning should be made obvious to learners during instruction.

✓ Reproduction to creation

Encourage students to switch from using language for reproduction to using it for creative use. In reproductive tasks, learners are engaged to

reproduce language models from the teacher or textbook. These tasks are designed for learners to master language form, meaning and function. Also, are intended to provide a basis for creative task.

✓ Reflection

It is important to allow students time to think back on what they have learned and how they are doing. A reflective learner is important as a part of learner training. Through a reflection, learners can analyze their error or problem and solve it as an evaluation for the upcoming task. Moreover, reflection gives positive effect for their achievement.

The seven principles above are important to implement part of task-based language teaching in the classroom.

2.3.2 Task Types

The teacher should be creative in forming the task. Various task will make the teaching and learning process more enjoyable. Moreover, an appropriate task gives the students meaningful activity in which they experience using the language with various tasks in different types of tasks. Prabhu (1987) classifies the types of tasks into three; information-gap activity, reasoning-gap activity and opinion-gap activity. Here are three types of tasks:

- ✓ Information-gap activity means involving the transfer of specific information from one individual to another, from one form to another, or from one location to another. This typically requires the decoding or encoding of information from or into language. One instance is pair work, where each person in the pair knows a portion of the entire knowledge (for

instance, an incomplete picture) and tries to verbally communicate it to the other. Another illustration would be to complete a tabular representation with data from a given text. The selection of pertinent material is another common component of the exercise, and students may need to adhere to criteria for completeness and accuracy when transferring information.

- ✓ Reasoning-gap activity, which entails using techniques of inference, deduction, practical reasoning, or a perception of relationships or patterns to derive some new information from provided information. Creating a teacher's schedule based on the timetables for the classes that are provided is one example. Another is choosing the optimal course of action (for instance, the shortest or least expensive) given the objectives and limitations. Being an information-gap action, the activity inevitably involves both understanding and communicating information, while the information to be communicated differs from that which was previously understood. There is a line of thought that links the two.
- ✓ Opinion-gap activity, which involves recognizing and expressing a personal preference, emotion, or attitude in reaction to a certain circumstance. Completing a storyline is one instance, and participating in a conversation about a societal issue is another. There is no objective method for demonstrating outcomes as right or wrong, and there is no reason to expect the same outcome from different people or on different occasions. The activity may involve using factual information and developing arguments to support one's opinion.

From the explanation above, there are three types of tasks in which the teachers can use to form the task for the students. The first is information-gap activity involves the students to exchange their information. For example, in a pair work, the students are given an incomplete information. Each member of the pair has a part of the total information. They should complete their information by asking their pair. The second activity is reasoning-gap activity involves students to convey their reason in completing the task. For example, the students get the task to decide the place to go in their summer vacation which one is cheaper or beautiful place to go. There should be a reasoning activity to decide which one is the best. The third is opinion-gap activity involves students to convey their personal preference, feeling, or attitude towards the situation given. For example, the students are given an issue to be discussed. Every student will convey their argument related to the issue and they will justify their opinion in discussing the issue. These three tasks are appropriate for students to engage them actively use the language.

2.3.3 Designing The Task

Robinson (2005) creates a framework called the Triadic Componential Framework, which identifies three groups of variables that should be taken into account while designing tasks: a) Task Complexity, which refers to the cognitive complexity of the task; b) Task Difficulty, which refers to learners factors like attitude, motivation, and anxiety; and c) Task Condition, which refers to the circumstances in which the task must be completed (for example, whether information exchange is one-way or two-way or takes place in a monologic or

dialogic context, among other things). The following is the cognitive factors of Robinson:

Task Complexity (cognitive factors)
a. Resource-directing e.g., +/- few elements +/- here and now +/- no reasoning demands
b. Resource-dispersing e.g., +/- planning +/- single task +/- prior knowledge

The explanation above talks about the task complexity (cognitive factors) in designing the task.

2.4 Audiolingual Method

Harmer (2001) claims that the stimulus-response-reinforcement model of behaviourist learning resulted to audio-lingual methodology, which sought to establish good habits in language learners through a continual process of such positive reinforcement. Audiolingual relied heavily on drills to form these habits. Furthermore, audiolingual method adopts behaviourist theory to its practice and implementation. Practically, the students involve to use the language through some phases of habit forming. In the first phase, the students are stimulated by given how to pronounce a chunk of language form or a language sentence. Then, they response repeating the language sentence they learned. the last phase is they are engaged to reinforce their input language. These phases describe how the

students learn the language step by step to be familiar with the language pattern. A continuous process of these phases; stimulus-response-reinforcement will promote their habit to use the language. It produces a positive impact for the students. In brief, audiolingual method experiences the students to establish their habit through stimulus-response-reinforcement mode.

Additionally, Nunan (2003) states that audiolingual repetition drills are developed to help students become familiar with the sounds and grammatical structures of the target language (the language which learners are aiming to learn). In addition, audiolingual method tends to the use of repetition mode of the language pattern. Repetition experiences the students to remember the target language easily in a chore model. Some students who are struggling in understanding the pattern of the language can be easily familiar with the target language pattern. Besides, memorizing the form of language by using repetition drilling mode is effective for the students. It attempts to build the students' habit to use the language through repetition of the sounds and the structural of the language. Therefore, audiolingual method experiences the students to use the language through familiarizing the sounds and structural language.

Moreover, the Audiolingual method (ALM) to language teaching is founded on the belief that one can learn a language by forming habits based on the language patterns (Linse, 2005). Habit is a prominent in learning the language. The students are engaged to be familiar with the pattern of language. They are treated to produce the language pattern to develop their ability in using the language. Then, the students can be easily acquiring the language by developing their habit. Habit itself establishes the students' basic knowledge to improve their

self to achieve more language. If the students are familiar of using the language, they will be confident to produce more language orally. They can improve their language ability especially in speaking. Therefore, audiolingual method treats the students to learn the language by developing their habit.

Consequently, based on the explanation above, audiolingual method introduces the language to the students by first make them familiar with the sound and structural of language pattern. They are treated by giving the model how to sound the language. Then on the next way, they try to sound using the language given. Besides, audiolingual method adopts stimulus-response-reinforce mode. It engages the students to produce and use the language that it initiated by stimulus giving. The role of the teacher is giving the students stimulus to use the language. then, the students are guided to reinforce their language input. This continuous process will establish a term habit in the students' mind. It is a positive impact where the students can acquire the language through the development of habit. They learn the language and enable to use and produce the language deals with developing habit in their life experience. Therefore, Audiolingual method is a habitual development by familiarizing the sound and structural of language pattern through the stimulus- response-reinforce mode.

There are some different types of pattern drills. Setiyadi (2020) clarifies types of pattern drills:

- Repetition drill proposes learners to repeat what the teacher says or tape recorder produces.
- Substitution drill is required learners to replace one word with another
- Transformation drill engages learners to change sentences from negative

to positive, from positive to interrogative, or from simple present tense to simple past tense, depending the teacher's instruction.

- Replacement drill. Learners replace a noun with pronoun. It is similar to substitution drill, but it needs a replacement
- Response drill needs learners to response somebody's sentence.
- Cued response provides learners with a cue before or after the question
- Rejoined drill. The learners are given instruction how to respond
- Restatement composes learners to rephrase an utterance and address it to somebody else, according to the content of the utterance
- Completion drill needs learners to supply a missing word in a sentence or statement
- Expansion drill treats learners to build up a statement by adding a word or phrase
- Contraction drill engages learners to replace a phrase or clause with a single word or shorter expression
- Integration drill. It is asked learners to combine two separate statements.
- Translation drill needs learners to translate a sentence from their mother tongue to the target language.

The explanation above tells us the definition of audiolingual method and the types of pattern drills in audiolingual method. The drill patterns can be use by the teacher one or more patterns depends on the condition what the learners need to have in the classroom.

2.5 Task-Based Language Teaching Based on Audiolingual Method

Willis (1996) describes the task cycle in three phases; they are pre-task, task cycle and language focus. In addition, pre-task serves to prepare the students by introducing the topic and the task. It gives the students opportunity to prepare them in the task performance. Besides, pre-task influences students' performance in which they can perform the task well deals with their speaking fluency. The next phase is task cycle where the students perform the task. In language focus phase, students involve in remedial final task. This emphasizes specific language features referring to language activities.

Specifically, Pre-task allocates the teacher and the learners to be ready in completing the main task. This part is great to prepare the performance. According to Ellis, *et al.*, (2020) there are three goals in conducting pre-task:

- ✓ Pre-task activities serve to motivate learners, arousing their interest and building up their expectations.
- ✓ Pre-task activities is to prepare learners for the upcoming main task.
- ✓ Pre-task activities is to provide learning opportunities which may have an effect on learning outcomes or task performance.

As Ellis (2003) provides some alternatives in pre-task activity. 1) Assisting students with a task resembling the one they will do throughout the task cycle section of the class. 2) requesting that students watch a model to accomplish the task. (3) involving students in non-task activities that are meant to prepare them for the task; or (4) strategic planning of the task cycle performance.

Additionally, Ellis (2003) reveals pre-task is a non-task preparation activity that focuses on lowering the demands placed on the learners' cognitive or

language abilities. The goal of the pre-task phase is to eliminate cognitive complexity. So, to ease the task performing, it is important to pay more attention on the actual language that is used. It can reduce learners' anxiety while they are performing the task. Therefore, this task preparatory purposes to teach and facilitate the learners for the task completion.

Furthermore, teaching language accuracy in term of form can facilitate the learners to communicate actively in task cycle. It really helps the learners to prepare their performance in task cycle. Freeman (2000) asserts that the Audio-lingual Method is a method drilling students in the use of grammatical patterns based on a strong theory in linguistics and psychology. Providing the native speakers video will ease the learners to activate their vocabulary enrichment and to enhance their language fluency. Besides, there will be a drilling section in which the learners try to involve in. Then, the drilling section would be a communicative drilling which deals with the task performance. Therefore, providing the visual media and drilling technique in form of language facilitates learners' speaking ability to complete the task.

Audiolingual method is derived from Skinner's Behavior Psychology. Audiolingual emphasis on students' behavior in learning the language. As listening and speaking are the focus on Audiolingual method, students are engaged in listening the language then they try to speak the language. Audiolingual method engages students in the use of grammatical sentence pattern. It uses repetition, replacement and question answer drill. It means that audiolingual promotes stimulus-response mode. It is effective to treat students' speaking accuracy and fluency.

Additionally, task-based language teaching focuses on meaning but still do not neglect the form. The students hesitate to speak English because they do not have sufficient prior knowledge to perform the task. Then, they cannot complete the task as expected. Consequently, task-based language with its favorable phases will experience a real situation activity to the students, but it needs to be fostered on the pre-task phase by providing language practice for students in term accuracy and fluency.

In regard to this, the Audiolingual method which encourages learners to be familiarize with the language form or pattern by providing an audio or video and communicative drilling to enhance their accuracy and fluency, it will be the modification of this study in which audiolingual method will be adopted in pre-task activity. Pre-task as a preparatory work will be the implementation of stimulus-response-reinforcement model. Furthermore, the learners will be provided an audio or a video and given a language form by using stimulus-response-reinforcement model that will be useful in task performance. In this phase, the learners prepare the language used for the task performance in term of accuracy and fluency.

2.6 Procedure of Task-Based Language Teaching

The implementation of tasks in the classroom varies. Willis (1996) promotes the task cycle into three phases they are pre-task, task cycle and language focus. The three phases are shown on the following table:

Table 2.1
Procedure of Task-Based Language Teaching

Cycle		Teacher's Activity	Student's Activity
Pre-Task		Teacher provides information or vocabulary that will help students with the task	Students listen and take a note
Task Cycle	Task	The teacher asks the students to perform a task in pairs	Students ask and answer with friends in pairs
	Planning	The teacher asks students to prepare to report on the outcome of the task	Every student prepares to perform the result of the task
	Report	The teacher asks students to give report in small groups	Every student gives report the result of the task in small group
Language Focus	Analysis	The teacher provides students with a model of proficient speaker performing the task	Students listen to the models
		The teacher asks students to study language features in the proficient speaker model	Students study new words
	Practice	The teacher provides students with activities that practice some of the language features in the proficient speaker model	Students pronounce the new words

The table above claims the original procedure of task-based language teaching based on Willis's framework on it.

2.7 Procedure of Task-Based Language Teaching Based on Audiolingual Method

The three phases of the task cycle provide a simple framework for talking about the procedural elements of a task-based lesson (Ellis, *et al.*, 2020). In addition, task-based language teaching consists of three phases; pre-task, task cycle and language focus. However, Willis (1996) describes the framework how

to implement it. In this study, the procedure of task-based language teaching and audiolingual method will be adopted and modified. Here are the Procedure of task-based language teaching based on audiolingual method:

Table 2.2
Procedure of Task-Based Language Teaching Based on Audiolingual Method
compare to Task-Based Language Teaching

Cycle	Teacher's Activity		Student's Activity	
	TBLT	A Modified TBLT Based on ALM	TBLT	A Modified TBLT Based on ALM
Pre-Task	Teacher provides information or vocabulary that will help students with the task	The teacher provides information and plays a video based on the topic to introduce the vocabulary that will help students with the task	Students listen and take note	Students watch the video and take note
		<p>The teacher drills students the language form orally related to the topic (asking and giving opinion) that will be performed in task cycle by using stimulus-response-reinforcement mode.</p> <p>Repetition drill:</p> <ul style="list-style-type: none"> ✓ Teacher gives stimulus by delivering language expressions (asking and giving opinion) ✓ Teacher asks students to repeat what 		<p>Students involve in drilling section orally;</p> <p>Repetition drill:</p> <ul style="list-style-type: none"> ✓ Students are stimulated by given language expressions (asking and giving opinion) ✓ Students repeat what the teacher says in form of language expressions (asking and giving opinion) <p>Response drill:</p> <ul style="list-style-type: none"> ✓ Students are asked by using the language

		<p>language expressions that the teacher says</p> <p>Response drill:</p> <ul style="list-style-type: none"> ✓ Teacher asks students by using the language expressions (asking the opinion) ✓ The teacher and students exchange the turn ✓ Teacher divides students into two groups ✓ Teacher asks one group to ask question by using the language expressions (asking the opinion) ✓ Teacher asks another group to respond or answer by using the language expressions (giving opinion) ✓ Teacher asks the two groups to change the turn ✓ Teacher randomly asks students to use the language expressions (asking and giving opinion) 		<p>expressions that have been delivered.</p> <ul style="list-style-type: none"> ✓ Students respond to the questions (giving opinion) ✓ The teacher and students exchange the turn ✓ Students are divided into two groups. ✓ One group ask by using the language expressions (asking the opinion) ✓ The other group respond or answer by using the language expressions (giving opinion) ✓ The two groups are exchanged the turn in asking and giving opinion. ✓ Students are randomly assigned to use the language expressions (asking and giving opinion)
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Task Cycle	Task	The teacher asks the students to perform a task in pairs by using the language expressions given (asking and giving opinion)	Students ask and answer with friends in pairs by using the language expressions given (asking and giving opinion)
	Planning	The teacher asks students to prepare reporting on the outcome of the task	Every student prepares to perform the result of the task
	Report	The teacher asks students to give report in small groups (giving opinion)	Every student gives report the result of the task in small group (giving opinion)
Language Focus	Analysis	The teacher provides students with a model of proficient speaker performing the task	Students listen to the models
		The teacher asks students to study language features in the proficient speaker model	Students study new words
	Practice	The teacher provides students with activities that practice some of the language features in the proficient speaker model	Students pronounce the new words

The table above shows the difference between procedure of the original task-based language teaching (TBLT) and the modified task-based language teaching based on audiolingual method (ALM). The modification is in the pre-task cycle which is the implementation of audiolingual method by using its behavior principle; stimulus-response-reinforcement model relying on drilling. Furthermore, students involve in drilling section; repetition drill: the students are stimulated by given some language expressions and respond it orally, response drill: teacher stimulates students by using the language expressions and students answer or respond (asking and giving opinion). This activity will be repeated in group and individual. Exchanging the turn between the teacher and students or between the two groups is important to drill students communicatively using the language expressions which contains asking and giving opinion. It is implemented

before performing the task. Therefore, the drilling is engaged students to communicatively use the language expressions which is helpful in completing the main task.

2.8 Advantages and Disadvantages of Task-Based Language Teaching Based on Audiolingual Method

Task-based language teaching based on audiolingual method promotes both advantages and disadvantages. The following passages will explain the advantages and disadvantages of task-based language teaching based on audiolingual method.

2.8.1 Advantages of Task-Based Language Teaching Based on Audiolingual Method

Task-based language teaching is beneficial for students to acquire the language. It plays an important role so that students participate actively on language use. According to, some advantages rely on task-based language teaching as follows:

- ✓ A task-based lesson engages students to be active in performing the task and enhance their motivation. A task-based lesson offers more chances to uncover their thinking on actions (Buyukkarci, 2009).
- ✓ Task-based language teaching based on audiolingual method is useful for learners who are low in language capacity. they will be given the language used before complete the task

- ✓ Task-based language teaching based on audiolingual method give learners motivation to use and learn the language

It is stated above that task-based language teaching involves students' participation in language use. They are engaged to use the language actively by performing the task. In addition, the teacher provides the students to show their prior knowledge through performing the task. They can apply the knowledge that they have learnt productively.

2.8.2 Disadvantages of Task-Based Language Teaching Based on Audiolingual Method

Task-based language teaching promotes an appropriate approach in teaching English. It is beneficial to engage students practice the language in a real-world situation. There are some benefits in implementing task-based language teaching. Besides, some concern relies on the use of task-based language teaching based on audiolingual method as follows.

- ✓ Task-based language teaching based on audiolingual method consumes much time in the implementation.

The point above proposes the disadvantages of task-based language teaching based on audiolingual method. The implementation of task-based language teaching based on audiolingual method is not more efficient rather than the original task-based language teaching because it provides much time on pre-task phases in preparing the task.

2.7 Theoretical Assumption

Speaking promotes an interaction between the locutor and interlocutor in constructing the information. It engages the interlocutor to get the meaning of an interactive process. The locutor produces the meaning and conveys it to the interlocutor. Then this information should be received by the interlocutor. So, it is called an interactive process to convey meaning or information. Moreover, speaking possesses many meanings that involve delivering our feeling and thinking to be known by the interlocutor. Thinking and feeling involves in speaking process. Where the locutor conveys his/her feeling or thinking and delivers his/hers to the interlocutor. This process engages thinking and feeling to be delivered, it means that in speaking it needs to have an idea before delivering it to the interlocutor.

Besides, oral communication (or speaking) forms two ways process between speaker and listener. The first process is productive skill where the speaker produces the information. The second process is receptive skill where the interlocutor or listener receive the information by agreeing. It means that an understanding is involved in this process. Conveying the information without getting an understanding is not called communication. So, it should be reached the goal of communication that is an understanding. Finally, speaking as an oral communication forms an interactive process between the locutor and interlocutor to deliver the information and meaning to get an understanding.

Additionally, task-based language teaching promotes a task in which requires the students to use the language comprehensively. The focus of the task or activity is on meaning but still does not neglect form. The students are engaged

to use the language communicatively. In a real-world situation task, the students involve using the language. It makes the students' activity meaningful because the students understand what they are communicating and they also decide which part of their knowledge for instance vocabularies that they can use in doing the task. In communicative activity, they can practice and apply the language without getting anxiety in language rules. This gives the students chance to enhance and develop their ability in language use. It means the students have a big opportunity to develop their speaking ability in real context. It can be an effective way to enhance the students' speaking achievement.

Task-based language teaching is a communicative learning activity through providing a task. The goal of task-based language teaching is the students can accomplish the task by using the language. Task-based language teaching proposes more on the language meaning rather than language form. On the other hand, language learners with low language proficiency are struggling in doing the task due to they are lack of language form. In task-based language teaching, language focus comes in the post-task instead of the pre-task. Meanwhile, students with lower proficiency need more practice and preparation for performing the main task. It should focus more on language form as well as vocabulary enrichment in pre-task. Moreover, language fluency in doing the task can be prepared and practiced by providing vocabulary preparation and practicing language form in pre-task.

Specifically, the application of audiolingual method which focuses on habit forming practice will be effective to improve students speaking achievement. The use of stimulus-response-reinforcement mode of audiolingual

method results in good habits in learning English. Furthermore, providing an appropriate activity using a task-based language teaching based on audiolingual method help the students to enhance their language fluency. The students can practice to use the language by provided a visual media such as video to enrich their vocabulary and given kind of drilling which is stimulus-response-reinforcement mode before complete the task. Besides, they can explore their capacity and experience in language. The teacher should be wise to provide an appropriate and various activities in a real-world situation concerning the language form. Appropriate activity through a task-based language teaching based on audiolingual method is effective to promote students' speaking achievement.

In this study, task-based language teaching in pre-task phase will be modified by giving a stimulus-response-reinforcement model in audiolingual method relying on drilling. Habit forming is a crucial part in this study. Students are engaged to build their habits in learning the language. Some language expressions will be given to the students before performing the main task. The language expressions are drilled to the students by using stimulus-response and results in their reinforcement of language habit and capacity. The drilling technique engages students not only to know the language expressions or forms, also to be communicative in using the language through stimulus response. It helps students to prepare the main task in experiencing them in real situation. This study enhances students' speaking achievement by forming good habits on language learning for applying the stimulus-response-reinforcement.

2.8 Hypotheses

The hypotheses of this study can be determined as follow:

1. There is significant improvement of students' speaking achievement after they are taught using a task-based language teaching based on audiolingual method
2. Fluency improves students' speaking achievement the most significant through a task-based language teaching based on audiolingual method.

Those are the discussion about speaking, teaching speaking, task-based language teaching, audiolingual method, task-based language teaching based on audiolingual method, procedure of task-based language teaching based on audiolingual method, the advantages and the disadvantages of task-based language teaching based on audiolingual method, also theoretical assumption and hypothesis. All of these terms will be the basis theory in conducting the study.

III. METHODS

This chapter presents the research design, research design, variable, instrument and data collection, population and sample, research procedure, normality test, homogeneity test speaking scoring rubric validity of speaking test, data analysis and hypothesis testing.

3.1 Design

This study conducted a quantitative design using experimental design. Creswell (2012) claims experimental forms an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. Indeed, experimental defines two variables in which one variable influence another variable. This study proposed experimental design due to the investigation of a modified task-based language teaching based on audiolingual method to promote students' speaking achievement.

Furthermore, pre-test was distributed to the students before the treatment and post-test was distributed after the treatment. This was conducted to measure the improvement of students' speaking achievement before and after treatment. The research was conducted only on one class. Therefore, the design was one-group pre-test-post-test design. As Hatch and Farhady (1981) says, in one group pre-test – post-test design, there is no control group and the students are

administered a pre-test and post-test before and after some treatment for a period of time. The two tests are symbolized as follow:

T1 X T2

T1: the pre-test

T2: the post-test

X: the treatment.

In consequence, this research applied one group pre-test – post-test as an experimental design.

3.2 Variables

A variable is defined as a quality or trait of a person or a group that is quantifiable, observable, and fluctuates depending on the person or group under study (Creswell, 2012). Indeed, there are two kinds of variables. They are independent variable and dependent variable. Independent variable defines an attribute that influence the dependent variable. Besides, dependent variable defines an attribute that is influenced by independent variable. The study focused on two variables:

- Independent variable: a modified task-based language teaching based on audiolingual method is defined as an independent variable in which is symbolized by (X)
- Dependent variable: speaking achievement is classified as a dependent variable that is symbolized by (Y)

3.3 Instrument and Data Collecting Technique

Creswell (2012) proposes an instrument is a device used to measure, observe, or record numerical data. The instrument of the research which was used to get the data that measured the students' speaking achievement was an oral test. The data collection was an oral test to measure students' speaking achievement. In form of short interview, the students were given some pictures to choose and were asked some questions related to the picture. The test consisted of pre-test and post-test.

3.4 Population and Sample

The research was conducted in Vocational High School (SMK) of Ma'arif Sindang Ayu which is located in Candipuro South Lampung, Lampung Province. The population of the research were all of students of SMK Ma'arif Sindang Ayu. The samples of the research were Computer and network engineering students of the eleventh grade of SMK Ma'arif Sindang Ayu by using purposive sampling. This research took only one class which was the eleventh grade as the sample of this research. The class was taught by using a task-based language teaching based on audiolingual method.

3.5 Research Procedure

The procedure to conduct the research are as follows:

1. Determining the research problem

The main concern of the research was to find out whether there was a significant improvement on students' speaking achievement.

2. Preparing the task

The tasks were prepared for three meetings. It applied only on one class by using a task-based language teaching based on audiolingual method. Also, the topic for the task was about asking and giving opinion.

3. Determining the sample

The sample of the research was Computer and network engineering students of the eleventh grade of SMK Ma'arif Sindang Ayu. The research focused on applying the teaching method in the school.

4. Administering the pre-test

Pre-test was conducted to know the result of students' speaking achievement before doing the treatment. The pre-test was a short interview.

5. Analyzing the data from the pre-test

The data from pre-test were analyzed by using speaking scoring rubric from Harris (1926) consisting Vocabulary, pronunciation, grammar, fluency and comprehension.

6. Conducting tasks

The treatment was conducted in one class, it was the XI grade of computer and network engineering students. The treatment conducted three times for 90 minutes for each meeting. The treatment was applied to improve students' speaking achievement by using a task-based language teaching based on audiolingual method.

7. Administering the post-test and scoring the result

Post-test was administered after doing the treatment. The pos-test was

used to find out whether there was a significant improvement on students' speaking achievement after the treatment.

8. Analyzing the result of post-test

The data from the posttest were analyzed and tabulated. The analysis used SPSS computer program.

9. Testing the hypothesis and drawing the conclusion

The conclusion was drawn based on the result of data analysis.

3.6 Normality Test

Normality test was conducted to know whether the data were normally distributed or not. The students' score on post-test was analyzed by using Shapiro wilk test formula through IBM SPSS 26. The hypothesis for the normality test was as follow:

H_0 : The data were normally distributed.

H_a : The data were not normally distributed.

In this research the data were the speaking score of pre-test and post-test before and after the students were given the treatment. In addition, the criteria in which was used to determine the data had normal distribution or not was as below:

1. If the significant score is higher than 0.05 (sig. > 0.05), the data have a normal distribution.
2. If the significant score is lower than 0.05 (sig. < 0.05), the data do not have a normal distribution.

3.7 Speaking Scoring Rubric

In assessing speaking, there are some aspects that should be measured. Speaking scoring rubric used in this research was adapted from Harris with five aspects, they are pronunciation, grammar, vocabulary, fluency and comprehension. The speaking scoring rubric is shown as follow:

Table 3.1
Speaking Scoring Rubric

Aspect	Score	Description
Pronunciation	5	Has view traces of foreign accent.
	4	Always intelligible, though one is conscious of definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems to severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order to severe as to make speech virtually unintelligible
Vocabulary	5	Use vocabulary and idioms is virtually that of a native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speech of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather than strongly affected by language problems
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty. 4 3 2 1
	4	Understand nearly everything at normal speed, although occasional repetition maybe necessary.
	3	Understand most of what is said at slower-than-normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only 'social conversation' spoken slowly and with frequent repetition.
	1	Cannot be said to understand even simple conversational English.

Maximum score: 25

Total score:

Student's score x 100

Maximum score

3.8 Validity of Speaking Test

Hatch and Farhady (1981) believes that the appropriateness of the instrument or test items used to measure the variables is a very real factor in determining the validity of any research study. It means to measure the students' speaking achievement, the test administered should be valid. The instrument is valid if it can precisely measure the quality of the test. The validity of the test in this research to measure the speaking achievement consists of content validity and construct validity.

3.8.1 Content Validity

Content validity represents the instrument of the test which is representative of the material. Hatch and Farhady (1981) clarify that the degree to which a test captures a representative sample of the subject matter is known as content validity. Before creating the test, the teacher should check the topic or material based on the curriculum and syllabus applied in the school where the research is conducted. Therefore, the instrument of the test should be in line with the material that has been taught to the students. The instrument of this research was in line with the material or syllabus of the school in which the school applies 2013 curriculum.

3.8.2 Construct Validity

Construct validity is concerned whether the test is appropriate with the theory of the speaking test. The test assesses the students' speaking achievement by referring to the aspect of speaking scoring categories which is adapted from Harris. The speaking scoring aspect consists of pronunciation, grammar, vocabulary, fluency, and comprehension. All the aspects are scaled 1 – 5. So, the total score of all aspects is 25.

3.9 Reliability of Speaking Test

Reliability can be defined as the degree to which a test yields consistent findings when carried out in similar circumstances (Hatch and Farhady, 1981). In achieving the reliability of the pretest and posttest of speaking, inter-rater reliability is used in this study. It needs some researchers as a team; in addition,

the researchers must verify the test and the criteria of the test before gathering the data. The first rater was the teacher of eleventh grade students of SMK Ma'arif Sindang Ayu, while the second rater was the researcher who was a master degree student of English Department in Lampung University. Reliability is defined statistically by using correlation calculation for a coefficient between 0 and 1 (Setiyadi, 2018). If the coefficient is closer to 1 instead of 0, it shows a high reliability. The coefficient value between two raters is based on the standard of reliability by Setiyadi (2018).

1. A very low reliability has range from 0.000 to 0.200
2. A low reliability has range from 0.200 to 0.400
3. An average reliability has range from 0.400 to 0.600
4. A high reliability has range from 0.600 to 0.800
5. A very high reliability has range from 0.800 to 1.00

To see the result of the coefficient, Rank – order correlation formula is as follows:

$$r = 1 - \frac{6 \sum a^2}{n(n^2-1)}$$

Notes:

r = the reliability of the test

n = the number of students

d = the different of rank correlation

1 – 6 = the constant number

Furthermore, the reliability of the test on both pre-test and post-test as follows:

1. Result of reliability of pre-test

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

$$r = 1 - \frac{6(1348.5)}{34(34^2-1)}$$

$$r = 1 - \frac{8091}{39270}$$

$$r = 0.793965$$

2. Result of reliability of post-test

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

$$r = 1 - \frac{6(790)}{34(34^2-1)}$$

$$r = 1 - \frac{4740}{39270}$$

$$r = 0.879297$$

It was implied that the reliability of pre-test and post-test was 0.793965 and 0.879297 respectively which shows high and very high reliability. It means that pre-test and post-test have a good consistency of assessment result.

3.10 Data Analysis

The data were analyzed quantitatively by using IBM SPSS Statistics 26. The steps to analyze the data were presented to answer the first and second research question. Furthermore, to answer the first research question, the data from pre-test and posttest were calculated by using repeated measures t-test or

paired sample t-test to know whether task-based language teaching based on audiolingual method had a significant improvement to promote students' speaking achievement. The steps were as follows:

1. The data firstly were calculated for its normality test before analyzing the data by using repeated measures t-test.
2. The data from pre-test and posttest from the sample were analyzed to know whether there was a significance different on students' speaking achievement before and after conducting the treatment.
3. Mean form pre-test and posttest was compared to know the improvement of the students' achievement after the treatment.

Besides, to answer the second research question, which aspect of speaking improves the students' speaking achievement the most through a task-based language teaching based on audiolingual method, Wilcoxon signed-rank test was applied. The steps were as follows:

1. The data of every speaking aspect in which pronunciation, grammar, vocabulary, fluency and comprehension from pre-test and posttest were calculated to know the significant different before and after the treatment.
2. The mean score of every speaking aspect between pretest and posttest was compared to know the significance improvement.
3. The mean of pretest and posttest was calculated to know the gain score.
4. The maximum value for gain score was the result of second research question.

These were the data analysis that were used in this research to analyze the data on both pre-test and post-test to answer the first and second research

questions.

3.11 Hypotheses Testing

The hypotheses of the study were:

Here was the statistical formula of the first research question hypothesis testing.

H_0 : There was no a significant improvement of students' speaking achievement after the implementation of a task-based language teaching based on audiolingual method

H_a : There was a significant improvement of students' speaking achievement after the implementation of a task-based language teaching based on audiolingual method

Here is the statistical formula of the second research question hypothesis testing.

H_0 : There was no a significant improvement of students' speaking aspect after the implementation of a task-based language teaching based on audiolingual method

H_a : There was a significant improvement of students' speaking aspect after the implementation of a task-based language teaching based on audiolingual method

Those present about the research design, variable, instrument and data collection, population and sample, research procedure, normality test, speaking scoring rubric, validity of speaking test, data analysis and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the suggestions based on the research to the English teacher or further researcher who wants to investigate the implementation of task-based language teaching.

5.1 Conclusion

The present study intended at promoting task-based language teaching based on audiolingual method on students' speaking achievement. The drilling technique which was repetition drill and response drill used as the main focus on this study. The value of sig. (2-tailed) = 0.000 < $\alpha=0.05$. as well as t-value= 14.582 > t-table=2.042. It means that H_0 was rejected and H_a was accepted. According to the obtained results, task-based language teaching based on audiolingual method significantly improved students' speaking achievement.

With respect to the findings of this research, in collaborative work students could reduce their anxiety to speak English. The implementation of task-based language teaching based on audiolingual method improved students' speaking fluency. The use of stimulus-response-reinforcement model which relying on drilling technique in task-based language teaching based on audiolingual method resulted in the improvement of students' speaking fluency. Stimulus-response mode in audiolingual drills students to learn language expressions orally which forms students' habit in learning the language. The use of repetition drill and

response drill in respect to the stimulus response mode was engaged students to drill, practice and use the language communicatively. It reinforces students input language by forming habit and use the language communicatively. The more drill, the more fluency students are.

5. 2 Suggestions

Related to some issues of this research and the information from the discussion, some suggestions were conveyed as follows:

5.2.1 Suggestions for English Teachers

1. The English teacher could use task-based language teaching based on audiolingual method as one alternative to promote students' speaking achievement especially the students who mostly communicate using first language in their class.
2. The English teacher could use task-based language teaching based on audiolingual method as one option to improve students' interactional language.

5.2.2 Suggestions for Further Researchers

1. Further researchers could implement task-based language teaching with other method in EFL class.
2. Audiolingual could be applied with other method in classroom.

3. Task-based language teaching could be implemented on students' speaking achievement by focusing on gender and learning style.

This is the end of the discussion. The conclusion and suggestions also have been presented.

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