

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

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Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pengajaran bahasa berbasis tugas terhadap prestasi mendengarkan siswa kelas satu SMA Al-Kautsar Bandar Lampung. Penelitian ini dilakukan melalui pendekatan kuantitatif. Subjek penelitian adalah 30 siswa kelas satu SMA. Data dikumpulkan melalui sebelum dan sesudah tes, mengambil bentuk tes mendengarkan. Data dianalisis dengan menggunakan *Paired Sample T-Test*. Hasil penelitian menunjukkan bahwa terdapat pengaruh yang signifikan dalam menyimak prestasi siswa pada kelas I SMA Al-Kautsar Bandar Lampung setelah diajar dengan menggunakan pengajaran bahasa berbasis tugas dengan tingkat signifikansi 0.05. Hal ini menandakan bahwa pengajaran bahasa berbasis tugas dapat diterapkan untuk meningkatkan keterampilan mendengarkan siswa.

Abstract. The aim of the study was to find out the effect of Task-Based Language Teaching (TBLT) on the students' listening achievement of the first grade of SMA Al-Kautsar Bandar Lampung. The approach of the research was quantitative. The subjects were 30 students of the first grade of SMA. The data were collected through the pre-and the post tests, taking the forms of listening tests. The data were analyzed by using Paired Sample T-Test. The result showed that there was a statistically significant effect of TBLT on the students' listening comprehension with the significant level of 0.05. This suggests that TBLT facilitates the students to improve their ability in listening skills.

Keywords: *listening, listening ability, task-based language teaching*

INTRODUCTION

Listening is one of the language skills that students need to master. The importance of listening skill is discussed by Rivers (1986) who says 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. It indicates that listening is the most important skill than the others and in learning a language the first step is listening.

In addition, listening also plays an important role in text comprehension. Students find difficulties in understanding the main idea of the text when students listen to some text. This also suggests that listening is an important skill that leads the students to get the main idea of a text.

Based on the record of students' scores at the first grade in Al-Kautsar high school, some students get low scores in English, especially in listening comprehension. Based on an interview during the pre-observation at the school, most of the students said that they were not accustomed to listening activity. Their teacher seldom taught listening to students. The teacher has not found a good method for teaching listening yet although listening is a very important thing in learning English. However, most of the students have low capability of listening. If we have a good listening skill, we can communicate with other people and get 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) suggests 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 the 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 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 study conducted by Rahmah (2016) with respect to the use of TBLT on listening 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 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) entitled *The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context* 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 B1 and B1+ group through task-based activities. The results of the study showed that B1 groups did not get significant results from listening test and get nearly significant scores from speaking test

Referring to the explanations above, the researcher applied TBLT in teaching listening on descriptive text of Senior High School students. Therefore, the objective of this research was find out if there is an effect of Task-Based Language Teaching to the students' listening achievement between the pre-test and the post-test after the implementation of TBLT.

METHODS

The approach of the research was quantitative. The design was one group pre-test and post-test design. The population of the research was students of the first grade of SMA Al-Kautsar Bandar Lampung and the sample of the research was class XI IIS 4 consisting of 30 students. The activities started from administering a tryout, administering a pre-test, doing treatment, and administering a post-test.

The instrument used was a listening test. The listening test was administered three times: the first was try-out, the second was pre-test, and the third was post-test. Pre-test was conducted to know the students' listening ability before treatment and post-test was given to know the students' listening ability after treatment. In analyzing the data, Paired Sample T-Test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

In addition, according to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. This research, the test has content validity because the researcher makes this test based on the course objectives in syllabus of first graders students at SMA Al-Kautsar Bandar Lampung. While, for the construct validity the researcher asked the students to

listen some descriptive text to measure the students' listening ability. The test is based on five aspects of listening, they are main idea, detailed information, reference, inference, and vocabulary. Those five aspects will be investigated in this research. The researcher will use *stability reliability*. The result of the reliability test was 0.431, it falls into the average category.

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher collected the result of pre-test and post-test as follows:

The Table 1 shows that there is an increase of students' listening score after the implementation of Task Based Language Teaching.

Table 1. Distribution Frequency of Students' Listening Scores of Pre-test and Post Test

Students' Pre Test Score	Frequency	Percentage	Students' Post Test Score	Frequency	Percentage
17 - 25	1	3.3	65 - 69	1	3.3
26 - 34	0	0.0	70 - 74	5	16.7
35 - 43	1	3.3	75 - 79	7	23.3
44 - 52	7	23.3	80 - 84	13	43.3
53 - 61	9	30.0	85 - 89	3	10.0
62 - 70	10	33.3	90 - 94	1	3.3
71 - 79	2	6.7			
Total	30	100.0	Total	30	100.0
Mean	58.27		Mean	78.63	

From Table 1, in students' pre test score it can be seen that students' listening achievement improved from 58.27 to 78.63. It means that there is an increase of students' listening score after the implementation of Task Based Language Teaching between the pre-test and the post-test.

Besides, to prove whether the hypothesis proposed by the researcher is accepted or not the researcher did a hypothesis testing. The researcher used Paired Sample T-Test to test the hypothesis; and this was the result of the test.

Table 2. T- Test Results of Pretest and Posttest

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 posttest	78.63	30	6.483	1.184
pretest	58.27	30	11.298	2.063

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair posttest - 1 pretest	20.367	11.713	2.139	15.993	24.741	9.523	29	.000

The rules of significance:

If $t_{value} > t_{table}$, so H_0 is rejected, which means that the data is significant

If $t_{value} < t_{table}$, so H_0 is accepted, which means that the data is not significant

Null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance of <0.05 . From the data in Table 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.

The researcher also found out that through Task-Based Language Teaching, students improved each aspect of listening as follows:

Table 4. The Increase of Students' Listening of Descriptive Text

Aspects of Listening	Mean Score of Pre Test	Mean Score of Post Test	Increase
Main Idea	3.6	9.6	6
Detailed Information	14.2	20.8	6.6
Reference	12.0	15.9	3.9
Inference	5.5	6.0	0.5
Vocabulary	22.8	25.9	3.1
Total	58.1	78.2	20.1

Finally, according to the results above, it is concluded that there is improvement in students' listening achievement of descriptive text after being taught through TBLT in the experimental class. In other words, the result of the research proved that TBLT gave improvement to the students' listening achievement.

Discussion

The objective of this research was to find out whether there was a significant improvement in listening achievement between pre-test and post-test after being taught by using TBLT, it could be seen that there was an improvement in students' listening achievement after being taught using TBLT. It was taken from the

hypothesis testing. It indicated that the hypothesis proposed was accepted. The difference could be seen by comparing the mean scores of the pre-test and post-test, 58.27 and 78.63, with the gain score of 20.36. This improvement was because they learn in a different way so that they enjoy the learning process.

The finding of this research was also consistent with the previous researches conducted by Rahmah (2012), Iswari (2017), and Saricoban and Karakurt (2016), the students gained much improvement after the implementation of task-based language teaching for their listening scores. In addition, the previous studies and this research also confirm that task-based language teaching can improve students' scores not only in listening, but also in other English skills. Based on the research findings, task-based language teaching improves students' listening ability in all aspects. This happened because task-based language teaching makes the students learn in different way. From the explanation above, it is concluded that the implementation of task-based language teaching can significantly improve students' listening and also other English skills.

After giving the treatment, the researcher could find so many differences in the students. They became more interested in listening especially in descriptive text. It happened because the use of various tasks could make them interested and make them learn in a different way without feeling bored. The students were also able to find out the main idea, detailed information, reference, inference, and vocabulary. The students became more active in following the teaching-learning process in the class.

This study also analyzed the improvement of each aspect of listening. The gain was obtained in each aspect, they were: main idea (6), detailed information (6.6), reference (3.9), inference (0.5), and vocabulary (3.1).

Besides that, the difference of the students' achievement could be seen from their actions during the implementation of TBLT. From the treatments, the researcher could see the difference of the students in learning process. Through TBLT, students are actively involved in learning process. The most important thing, by implementing TBLT students have thought that listening is not a boring subject anymore. They could participate actively in the teaching-learning process. They were able to speak up and share their idea. From the explanation above, it is concluded that the implementation of TBLT can significantly improve students' listening achievement.

CONCLUSION AND SUGGESTIONS

In line with the data analysis and discussion, the conclusion can be drawn as follows: (1) The research findings and discussion showed that there was an improvement 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. The mean of the pre-test was 58.27 and the mean score of the post-test was 78.63. The gain was 20.36. It is proved from the statistical result that t-value (9.523) was higher than t-table (2.045) and the

significance value (0.00) lower than (0.05).

The suggestions for both English teachers and further researcher: For English teachers (1) In planning the teaching and learning process, it can be an alternative for teachers to apply the task-based language learning in teaching and learning. But some things that the teachers have to pay attention are teachers have to carefully choose the material and media that are suitable for the students especially in listening. The use of media will influence the students interest. (2) It is very important for teachers to design an appropriate task for the students. The tasks in task-based language learning should be contextual, meaningful and the most important is communicative since the task-based language learning is focused on the use of language in the real life. (3) It would be better if teachers prepare and check the technical tools such as laptop, LCD, Sound Speaker before the learning process. (4) During the learning process, teachers are expected to make sure that students pay attention to them.

Besides, there are also some suggestions for the further researchers, the researcher realized that this research is not perfect, because there were many constraints in conducting this research. Therefore it needs further understanding on Task Based Language Teaching and more well-planned research in the future time. Since this research was implemented to improve students' listening achievement in descriptive text, the future research is expected to improve other kinds of texts. Besides, in this research the researcher used Task Based Language Teaching to improve listening skill, further researcher should try to use this method to improve other English skills or try to have a research in different level e.g. university level.

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