AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' LISTENING COMPREHENSION THROUGH TASK-BASED INSTRUCTION APPROACH AT THE ELEVENTH GRADE OF MA NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

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Tarbiyah Department
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**STATE ISLAMIC COLLEGE (STAIN)
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Presented as a Partial Fulfillment of the Requirments
for the Degree of Sarjana Pendidikan (S. Pd)
in English Education Study Program

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ABSTRAK

**PENINGKATAN KEMAMPUAN MENYIMAK SISWA
MELALUI PENDEKATAN *TASK-BASED* DI KELAS SEBELAS
MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH
TAHUN AJARAN 2015/2016**

Oleh : Diah Septiani

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan menyimak siswa. Jika siswa memiliki kemampuan menyimak yang baik, maka diharapkan siswa mampu menguasai kemampuan yang lain seperti bebicara, membaca dan menulis karena menyimak adalah kemampuan dasar seseorang dalam berkomunikasi. Penelitian ini menggunakan pendekatan *Task-Based* dalam meningkatkan kemampuan menyimak. Penulis mencoba membuktikan apakah pendekatan *Task-Based* dapat meningkatan kemampuan menyimak siswa.

Penelitian ini termasuk dalam penelitian tindakan kelas dimana penelitian ini dilakukan di dalam kelas dan memiliki 2 siklus. Penulis menggunakan teknik observasi dan melakukan treatment di setiap siklusnya sesudah melakukan pretest.

Hasil penelitian ini menunjukan bahwa *task-based instruction approach* dapat digunakan sebagai salah satu teknik dalam belajar – mengajar di kelas. Hal ini dibuktikan oleh peningkatan hasil belajar siswa dengan data sebagai berikut : Dalam siklus 1 kesimpulan pada data pre-test diketahui bahwa siswa yang mendapat nilai ≥70 adalah 27%. Kemudian pada data hasil post-test 1 diketahui siswa yang mendapat nilai ≥70 adalah 45%. Kemudian, setelah melaksanakan siklus 2 diketahui bahwa siswa yang mendapat ≥70 adalah 16 orang atau ≥72% dari keseluruhan siswa. Jadi dapat di simpulkan bahwa "Pendekatan *Task-Based* dapat meningkatkan kemampuan mendengarkan kelas XI IPS 1 MA Nurul Ulum Kotagajah Lampung Tengah Tahun Ajaran 2015/2016".

ABSTRACT

IMPROVING STUDENTS' LISTENING COMPREHENSION THROUGH TASK-BASED INSTRUCTION APPROACH AT THE ELEVENTH GRADER OF MA NURUL ULUM KOTAGAJAH CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2015/2016

By : Diah Septiani

The goal of this research is to improve students' listening comprehension. If the students have good listening comprehension, they can have a good comprehensions like speaking, reading and writing because listening is basic skill of someone to communicate. In this reseach the researcher use the taks-based instruction approach to improving the students' listening comprehension. The researcher realize that Task-Based Instruction Approach can improve the students' listening comprehension.

This research is classroom action reseach it because this reaseach have been conducted in the classroom and have two cycle. This reseach used Observation Technique and give treatment in every cycle after do the pretest.

The result of this research shows that tak-based instruction approach can be used as the technique in teaching-learning process in the classroom. It is proved by the increament of the students score from the data as follow: In the pre-test result data the 27% students who got minimal score $\geq$70.. Then, in the post-test 1 the 45% students who got minimal score $\geq$70. Then, after conducted the cycle 2 the researcher get the result data and it is known that there is increasing of the students score. The students who got the minimal score $\geq$70 were 16 students or 72% from the 22 students. So it can conclude that the "Tak-based instruction approach can improve students' listening comprehension at the eleventh grader of MA Nurul Ulum Kotagajah Central Lampung academic year 2015/2016."

CHAPTER I
INTRODUCTION

A. Background of The Study

Language is a system of arbitrary conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another. Many languages are used in this world, one of them is English. Nowadays, it has become an international language that is almost used by all countries as the first, the second or the foreign language.

Every country always has nation language. It uses to identify of its country. In addition, English has become an International language that almost used by all of countries, although as the first, the second or the foreign language then many people always want to learn about it especially in listening.

Listening is the ability to identify and understand what others are saying. As we know that, listening is following and understanding the sound and focus on what we hear. Listening is a major component in language learning amd in theaching process. Listening is the basic skill in each people before they can speak, read and write. If the people become a good listener (listening comprehension) automatically he has a good result in another skill.

As we know that listening comprehension is the ability of the listener to understand what hear about somethings. The main point from listening comprehension is not just to hear and understand what he hear but the listener should know about what the means, how the means and what the knowledge that he hear.

Task-based instruction is different from other more traditional methods of language teaching. Task-Based Instruction (TBI) focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.

Task-based instruction is a method where the teacher give some instructions like give a task to his students, then the students do that task and discuse to another students. The instruction should be clearly in order to students does not confuse about the task.

Table 1

Pre – Survey Result of Listening Comprehension at the eleventh grade score of MA Nurul Ulum Kotagajah Central Lampung In The Academic year of 2015/2016

NO.	Range	Frequency	Precentage	Category
1.	81-100	0	0%	Excellent
2.	70-80	4	18,18%	Good
3.	51-69	9	40,90%	Enough
4.	0-50	9	40,90%	Low
	Total	22	100%	

Source: The teacher's archives of MA Nurul Ulum Kotagajah, taken on February 13th 2015.

Based on the table above, students' score in listening comprehension is bad. It can be seen that there are 9 students get enough score and 9 students get low score. Then, the presentage students' score 70 until 80 is low, it is just 18,18 percent. It can be conclude that the presentage students' score under 70 is higher than the presentage students' score 70 as the Completeness' standard (CS).

Then, another problem in English learning process are: (1) The students have low ability in listening comprehension (2) The students have low vocabulary (3) Most of students find the difficulties in listening comprehension (4) They have problem to do the task.

Based on the problems above, the researcher wants to do the classroom action research and it is hoped that to overcome of teaching and learning English will be better and students' listening comprehension will be improved by Task-Based Instruction.

B. Problem Identification

Based on the background above, the problem can be identified as follows:

1. The students have low ability in listening comprehension.
2. Most of students find the difficulties in listening comprehension.
3. The students have low vocabulary.
4. They have problem to do the task.

C. Problem Formulation

The problems that study in this research is formulated as follows:

Can Task-Based Instruction improve the students' listening comprehension at the eleventh grade of MA Nurul Ulum Kotagajah Central Lampung In The Academic year 2015/2016?

D. Objectives of The Study

Generally, the objective of this research is to improve the students' listening comprehension in MA Nurul Ulum Kotagajah; specifically:

Find out whether task-based instruction can be used to improve listening comprehension in MA Nurul Ulum Kotagajah.

E. Benefit of The Study

The results of this classroom action research are expected:

1. For the teacher

To give information if Task-based Instruction Approach can be effectiveness to improve listening comprehension.

2. For the students

To give information, motivation and increasing enthusiastic to study about listening.

3. For the school

To increase quality of school about English especially in listening comprehension. .

4. For the Researcher

This research is expected as a contribution for other researcher to conduct further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Listening Comprehension

a. The Concept of Listening Comprehension

Listening is a skill and any help we can give students in performing that skill will help them to better listener.[1] Listening is the most common communicative activity in daily life we can expect to listen twice as much as we speak, four times than we read and five times more than we write.[2] Listening as a major component in language learning and teaching first hit the spotlight in...[3]

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin 1974). An able listener is capable of doing these four things simultaneously.[4]

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[1]Jeremy Harmer, *How to Teach English*, (Longman,Malaysia 2011),p.98

[2]Morley,J.*Listening comprehension in second/foreigh language instruction*, in M.celcemurcia(Ed), teaching English as a second or foreign language (2nd Ed). 1991.p.82

[3] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.247

[4] *Ibid.,*P.248

Listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement.[5]

As we know that Listening comprehension is an important part of literacy, as it is the bridge between spoken and written language. Listening comprehension is more than just hearing what is said, rather, it is a child's ability to undertand the meaning of the words he hears and to relate them in some way.

Listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.[6]

Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic.[7]

Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak.

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[5] Gilakjani ,Abbas Pourhossein." A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.2011.Vol. 2, No. 5, pp. 977-988.
[6] Vandergrift, Larry. *Listening: theory and practice in modern foreign language competence*.http;//www.llas.ac.uk/resources/gpg/67 download at October 28,2015
[7] Nation,I.S.P, Newton J.*Teaching ESL/EFL Listening and Speaking* (New York.2009)P.37

The listening-only period is a time of observation and learning which provides the basis for the other language skills.[8]

Listening comprehension is a process, a very complex process and if we want to measure it, we must first understand how that process work.[9]

Listening comprehension in the sense that the various types of knowledge involved in understanding language are nor applied in any fixed order-they can be used in any order or even simultaniuosly and they are all capable of interacting and influencing each other.[10]

b. The difficulties of Listening

Second language learners need to pay special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they not attended to.[11]

1) Clustering

In written language we are conditioned to attend to the sentence as the basic unit of organization. In spoken language, due to memory limitations and our predisposition for "chunking" or clustering, we break down speech into smaller groups of words. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension. In teaching

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[8] *Ibid.*,P.38

[9] Buck,Gary.*Assesing Listening.*(Cambridge University Press.2001).P.1

[10] *Ibid.*,P.3

[11] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.252

listening comprehension, therefor you need to help students to pick out manageable clusters of words; sometimes second language learners will try to retain overly long constituents (a whole sentences or even several sentences), or they will err in the other direction in trying to attend to every word in an utterance.

2) Redundancy

Spoken language, unlike most written language, has a good idea of redundancy. The next time you're in a conversation, notice the rephrasings, repetitions, elaborations and little insertions of "I mean" and "you know". Such redundancy helps the hearer to process meaning by offering more time and extra information.

3) Reduced forms

While spoken language does indeed contain a good deal of redundancy, it also has many reduced form. Reduction can be phonological, morphological, syntetic, or pragmatic. These reductions pose significant difficulties, especially for classroom learner who may have initially been exposed to the full forms of the English language.

4) Performance variable

In spoken language, except for planned discourse (speeches, lectures, etc), hesitations, false starts, pauses and correction are common. Native listeners are conditioned from very young ages to weed out such performance variable, whereas they can easily interfere with comprehension in second language learner.

5) Colloquial Language

Learner who have been exposed to standard written English and/or "text book" language sometimes find it surprising and difficult to deal with colloquial language.

6) Rate of delivery

Virtually every language learner initially thinks thath the native speakers speak too fast. Actually, as Jack Richards (1983) points out, the number and lenght of pauses used by a speaker is more crucial to comprehension than sheer speed. Learners will nevertheless eventually need to be able to comprehend langauge delivered at varying rates of speed and at times, delivered with few pauses.

7) Strees, rhythm and intonation

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English speech can be a terror for some learners as mounthfuls of syllables come spelling out between stress points. Also, intonation patterns are very significant not just for interpreting straight forward elememts such as questions, statements, emphasis but for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise and etc.

8) Interaction

Unless a language learner's objective is exclusively to master some specialized skill like monitoring radio broadcasts or attending lectures, interction will play a language role in lidtening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-talking, and topic nomination, maintenance, and termination.

c. Teaching Learning Activities

Listening activities are usually subcategorized as pre-listening, while-listening, and post-listening activities:[12]

1) Pre-listening Activities

Schema theory provides strong evidence for the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got.

The teacher could follow with a listening comprehension activity, such as two people having a conversation about their daily life. Students must answer true or false questions based on the previous listening activity. An example of a controlled practice activity could be a drill activity that models the same structure or vocabulary.

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[12] Gilakjani ,Abbas Pourhossein." A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement.2011.Vol. 2, No. 5, pp. 977-988.

2) While-listening Activities

Listeners who participate actively in the listening experience are more likely to construct clear and accurate meaning as they interpret the speaker's verbal message and nonverbal cues. During the listening experience students verify and revise their predictions. They make interpretations and judgments based on what they heard. Listening teacher may ask students to note down key words to work out the main points of the text. Students answer comprehension questions while listening to the text and select specific information to complete the table provided with the text. While-listening activities usually have some of the following purposes: to focus students'comprehension of the speaker's language and ideas; to focus students'attention on such things as the speaker's organizational patterns; to encourage students'critical reactions and personal responses to the speaker's ideas and use of language. An open-ended activity could follow that allows students to have the freedom to practice listening comprehension in the class about their daily life and asking for further information. Listening comprehension should begin with what students already know so that they can build on their existing knowledge and skills with activities designed on the same principle.

3) Post-listening Activities

Post-listening activities are important because they extend students' listening skill. Post-listening activities are most effective when done immediately after the listening experience. Well-planned post-listening activities offer students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels.

Different comprehension questions can be assigned for students to discuss after listening, students then swap information to complete the whole class chart, correlating what each student has heard to arrive at the big picture. If there are any questions that remain unanswered during the first or second listening, and after the information swap activity, the whole class can listen to the tape again. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away.

d. The Principles For Designing Listening Techniques[13]

1) In an interactive, four-skills curriculum, make sure that you don't over-look the importance of techniques that specifically develop listening comprehension competence.

   If your curriculum is strongly content-based or otherwise dedicated to the integration of skills, remember that each of the saparate skills deserves specially focus in appropiate doses.

2) Use techniques that are instrinsically motivating

   Appeal to listerners' personal interestd and goals. Since background information is an important factor in listening, take into full acount the experimence, goals, and abilities of your students as you design lesson. Also, remember that thecultural backgroud(s) of your students can be both facilitating and interfering in the process of listening. Then, once a tchnique is launched, try to construct it in such s way that students are cought up in the activity and feel self-propelled toward its final objective.

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[13] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.258

3) Utilize authentic language and contexts.

Authentic language and real-world tasks enable students to see the relevance of classroom activity to their long-term goals. If you introduce natural texts rather than concocted, artificial material, students will more readily dive into the activity.

4) Carefully consider the form of listeners' responses.

Comprehension itself is not externally observable. We cqannot peer into a learner's brain through a little window and empirically observe what is stored there after someone else has said something. We can only *infer* that certain things have been comprehended through students' overt (*verbal or non verbal*) responses to speech.

5) Encourage the development of listening strategies.

Most foreigh language students are siply not aware of how to listen. Draw their attention to the value of such strategies as:

a) Looking for key word

b) Looking for nonverbal cues to meaning

c) Predicting a speaker's purpose by the context of the spoken discourse

d) Associating information with one's existing cognitive structure (activating backgroud information)

e) Guessing at meanings

f) Seeking clarification

g) Listening for the general gist

h) Various test-taking strategies for listening

6) Include both bottom-up and top-down listening technique.

Speech-processing theory distinguishes between to types of processing in both listening and reading comprehension. Bottom-up processing proceeds from sound to words to grammatical relationship to lexical meaning. Top-down processing is evoke from "a bank of prior knowledge and global expextations" and other backgroud information that the listener brings to the text.

Buttom-up techniques typically focus on sounds, words, intonation, grammatical structures and other components of spoken language. Top-down technique are more concerned with the activation of schemata, with deriving meaning with global understanding and with the interpretation of a text.

e. Types of Listening activities

There are some activities to improve listening skill that provide by Ur, they are:

1) Listen to English pop song, includes write a summary, sing along with the melody, do a close exercise, andd dictate lyrics.
2) Listen to TV news reports, includes predication keep a diary, and record the news.
3) Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles and read the novel of the film.
4) Listen to TV programs or videos, includes follow instructions without looking the screen, cover the subtitle and watch the first language version in advance.
5) Listen to the radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressiona and write a summary.[14]

2. Task-Based Instruction

a. The Concept of Task-based Instruction

A task is really a special form of technique. In some cases, task and technique may be synonymous (a problem-solving task/technique: a role play task/technique for example). But in other cases, a task may be comprised of several technique (for example, a problem-solving, task that concludes, let's say, grammatical explanation, tesacher-initiated questions and a specific turn-taking procedure. Tasks usually "bigger in their ultimate ends than technique.[15]

Task-based instruction is a not new method.[16] Task-based language teaching (TBLT) is an important second language teaching method.

Elsewhere Ellis (2005) argues that task-based approach to language teaching differs from other approaches in that it makes no attempt to stipulate the language forms (and associated meanings) to be taught. Instead "the content is specified holistically in terms of tasks", which can

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[14] Ur,Penny. *A Course in Language Teaching:Practice and Theory* (Cambridge University Press,1996), P.17

[15] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.50

[16] *Ibid.,*

involve listening, speaking, reading or writing or any combination of these skills.[17]

Task-based instruction is different from other more traditional methods of language teaching. Task-based language teaching (TBLT) is an important second language teaching method. Skehan (1998a) analyzed many understandings of task and outlined four defining criteria.[18]

1) meaning is primary;

2) there is a goal which needs to be worked towards;

3) the activity is outcome-evaluated;

4) there is a real-world relationship.

b. Task features

As instructional tools, tasks have certain distinctive features, which are agreed upon by most TBI proponents. Basically, tasks involve conveying meaning via language. Tasks have a work plan, are related to the real world, involve cognitive processing and have clearly defined communicative outcomes.[19]

Cognitive processing in TBI is also seen as an important task feature. According to Ellis (2003, p.10), learners use cognitive skills such as ''selecting, classifying, ordering, reasoning, and evaluating information'' while accomplishing a given task. The nature of the task and task product restricts the linguistic functions appropriate to the task. The cognitive choice of the language forms to represent these functions is, however, left to learners.[20]

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[17] Wang, Yingli. *Teacher-Students' Interactions in Task-Based vs Form-Focused Instruction*.2011. pp. 977-988, Vol. 1, No. 1.

[18] Nunan,David.*Task-Based Teaching*. (Cambridge University Press, 2004),P.3

[19] Kasap,Baris. *The Effectiveness of Task-based Instruction In The Improvement of Learners' Speaking Skills*.July,2015.P.20

[20] *Ibid.*,P.22

c. Goals in Task-Based Instruction[21]

According to Skehan (1996), it is vital to set proper goals for TBI in order to support its effectiveness, and he suggests that TBI focus on three main language learning goals: fluency, accuracy, and complexity.

1) To achieve the first goal, fluency, learners aim to use the target language in real life situations at an adequate degree of speech rate without disturbing pauses.

2) Accuracy is related to the use of target language in a rule-governed way. Since inaccuracy may cause communication breakdowns and reflect negatively on the speaker's production, it is necessary for TBI to promote accuracy for effective language learning and use.

3) Complexity (restructuring) involves learner's commitment to expand basic competencies to use more challenging phrases, words or sentences. Learners' willingness to attempt more complex language use is also important in the learning process.

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[21] *Ibid.,*P.17

d. The characteristics of Task-Based Instruction[22]

1) Focus on meaning in tasks is regarded by many as a distinguishing feature of tasks.
2) Tasks should be designed to engage learners in practicing the target language in a meaningful context by paying primary attention to conveying meaning.
3) Task activities can create a reason for learners to communicate by negotiating with others to shape meaning and thus achieve closure.
4) Tasks have clearly defined communicative outcomes.

e. Advantages and disadvantages of Task-Based Instruction[23]

There are advantages and disadvantages of task-based instruction:

a. Task-Based Instruction is suitable for all ages and backgrounds, especially young learners. All children have learned their first language in a contextualized setting, learning grammar and structure inductively. Their focus is on meaning, not form. A special consideration for these learners is that their language skills are still developing and teachers must be careful to create appropriate tasks for their level.

b. Task-Based Instruction are that it can be used to teach content as well as language, can be combined with more traditional teaching methods, can provide motivation due to tasks being relevant and immediate, and can be a useful method for students who do not do well in more traditional

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[22] *Ibid.*,P.23

[23] Smith,John.*Task-Based Instruction:From Concepts to the Classroom* Debra Powers.P.74

types of classroom learning or where teachers have little autonomy over their lesson planning.

Then the disadvantages of Task-Based Instruction are:

a. Major one is that TBI requires a high level of creativity and initiative on the part of the teacher. There are some resources in the ESL field for TBI tasks, e.g., *Experiential Language Teaching Techniques* by Michael Jerald and Raymond C. Clark, but the onus remains on the teachers to create meaningful lessons for their particular students needs. In an EFL situation, there is a bigger challenge since comprehensible target language input is limited.

b. Students may prefer more traditional types of teaching. TBI relies heavily on student motivation and commitment. Students, who are used to a teacher-fronted classroom with little interaction on their part, might feel uncomfortable, and even unwilling to take some of the language risks involved in completing the tasks, especially if the tasks occur outside the classroom.

c. Another difficulty is that teachers will probably find evaluating students' performance in task-based instruction challenging unless a specific rubric for assessment is created. In weighing these pros and cons of task-based teaching, I believe it would be beneficial to integrate this method with the more traditional methods that include a focus on language

form. Language acquisition is a complex process, and TBI is one good way to connect form with meaning, comprehensible input and context of use.

Task-based teaching makes an important distinction between target tasks, which students must accomplish beyond the classroom, and pedagogical tasks, which form the nucleus of the classroom activity. Pedagogy task include any of a series of technique designed ultimately to teach students to perform the target task...[24]

d. The Principles of Task-Based Instruction

There are eight principles of Task-Based Instruction:[25]

    a. The class activities have a perceived purpose and a clear outcome.

    b. A pre-task, in which students work through a similar task to one that they will later do individually is a helpful way to have students see the logic involved in what they are being asked to do. It will also allow the language necessary to complete the task to come into play.

    c. The teacher breaks down into smaller steps the logical thinking process necessary to complete the task. The demand on thinking made by the activity should be just above the level which learners can meet without help.

    d. The teacher needs to seek ways of knowing how to involved the students are in the process, so she can make adjustments in light of the learner's perception to learn.

    e. The teacher does not consiuosly simplify her language, she uses whatever language is necessary to have students comprehend the current step in the pre-task.

    f. The teacher supplies the correct target from by reformulating or recasting what the students have said.

    g. Students should receive feedback on their level of success in complementing the task. Theoverall focus is on meaning.

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[24] H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000),P.242

[25] Larsen,Diane.*Techniques and Principles in Language Teaching Second Edition* (Oxford University Press, 2000), P.146

h. Students have input into the design and the way that they carry out the task.

The main idea behind a task-based approach to developing listening is that students become *active* listeners (Brown 1987). With this approach, students are asked to listen to what are described as "authentic" situations and to "do something" with the information. This may be completing a diagram or chart, filling in a table, or drawing a picture, for example. The information is usually transferred from spoken text to a graphic form. Because the texts are authentic (usually semi-scripted), students cope with language being spoken at normal speed and with features such as accents, hesitations, fillers, and ellipses. The result of a task-based activity can be open-ended. For example,while listening to a short lecture, students may be required to make notes and draw a simple diagram. Different students will have their own way of recording the information. The way they do this is not as important as being able to report the information they have understood.[26]

B. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis as follow:

By using Task-Based Instruction (TBI) approach the students will be able to improve their listening comprehension at the eleventh grade of MA Nurul Ulum Kotagajah In The Academic Year of2015/2016.

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[26] Flowerdew,John.*Second Language Listening Theory and Practice.* (Cambridge University Press,2005), P.14

CHAPTER III
RESEARCH METHODOLOGY

A. Setting

The setting of this research is MA Nurul Ulum Kotagajah, which is located Jln. Jendral Sudirman Kota Gajah Central lampung. Telp.0857 6901 8558. In this reseach, the researcher to be a teacher and the teacher in that class to be a collaborator.

B. Subject of Study

The subject of this research is the students of MA Nurul Ulum Kotagajah. The researcher chooses the students of class XI Social 1 because they have problem in listening comprehension. And the result of pre survey is the students' listening comprehension of XI Social 1 is lack. There are 22 students of class XI Social 1 in MA Nurul Ulum Kotagajah.

Table 2

No	Class	Sex		Total
		Male	Female	
1	XI Social 1	9	13	22

C. Action Plan

This research is classroom action research. Action research is a method for improving and modifying the working system of a classroom in school.[1] Anne Burns argue "Action reseach is part of a broad movement that has been going on in education generally for some time."[2] In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other.

The procedure of the classroom action research, as follows:

1. Planning

2. Acting

3. Observing

4. Reflecting

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[1] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (New Delhi: New Age International Publisher, 2006), p. 261

[2] Anne Burns, *Doing Action Reseach in English Language Teaching A Guide for Practicioners*, (New York : Taylor & Francis e-Library, 2009), P. 2

Here is step of classroom action research design:
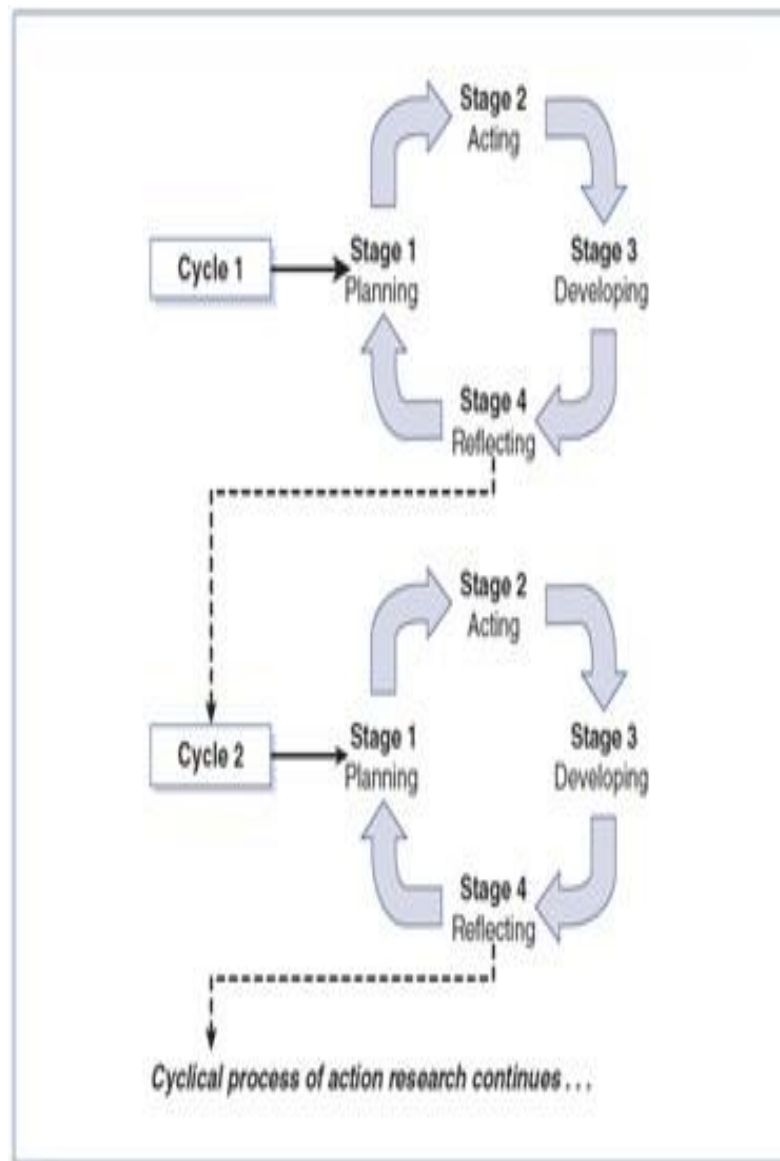
Sequence of action-reflection of cycles.[3]

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[3]Craig A. Mertler.*Classroom-Based Action Research: Revisiting the Process as Customizable and Meaningful Professional Development for Educators.* http://www.beds.ac.uk/jpd/volume-3-issue-3/classroom-based-action-research-revisiting-the-process-as-customizable-and-meaningful-professional-development-for-educators.download at October 28th,2015

Cycle 1

1. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. Planning is prepared before the researcher doing the action.in planning the subject is the researcher and the teacher as colaborator in that class.

In this step, the researcher would prepare some learning equipment such as:

1) The researcher would prepare the lesson plan in the teaching learning process.

2) The researcher would prepare the material of the subject. The material is about expressions of giving advice and warning.

3) The researcher would plan to give a task to students about expressions of giving advice and warning.

4) The researcher would prepare the learning design. The researcher will ask students to make some groups of the students in the teaching learning process. In each group consist of 4 students.

2. Acting

Acting is the second step in the action research. It is the implementation about the planning. The step that wolud be taken by the researcher in the action as follows:

a. Pre Teaching Activities

1) Pray and greets the students.

2) The researcher would check the attendant list.

3) The researcher would ask the students condition.

4) The researcher would choose the appropriate with the material going to be taught.

b. While Teaching Activities

1) The teacher would apply the lesson plan

2) The teacher would divide students into some groups. In each group consist of 4 strudents.

3) The teacher would explain about the materials that are expressions of giving advice and warning.

4) Expressions of giving advice consist of advising to do something and advising not to do something. For example are I think you should, if I were you, I don't think you should, you'd better not and the others. Then, the example of warning are look out!, be careful of and the others.

5) Teacher would give worksheet to students. In the worksheet there is a table that have statement, answers true or false and the reasons. The students must answer the question according to what they hear in the dialogue.

6) Teacher would give some instruction to students about the task

7) The students would hear some conversation and do the task in group

8) The teacher would give evaluation.

9) The researcher and collaborator would give score to the students.

10) The researcher would ask the students, are there difficulties in learning process

c. Post Teaching Activities

1) The researcher would ask to students to answer some questions about exressions of gving advice and warning.

2) The researcher would summarize the material of expressions giving advice and warning.

3) The researcher and collaborator would give motivation to the students.

4) The researcher will close the meeting.

5) The researcher will greet to the students.

3. Observing

Observing is the activity of recording the event and action.[4] Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is done

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[4] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara,2012), p. 19

in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

4. Reflecting

This step is reflection and evaluation to acting is done.[5] The reflecting is the fourth steps that researcher was done. The researcher tried to see and amuse again something that researcher has done. It was also know whether there was effect to the students' learning process. By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

Cycle 2

1. Planning

1) The researcher would prepare the lesson plan in the teaching learning process.

2) The researcher would prepare the material of the subject.

3) The researcher would plan to give a task to students about listening comprehension. The materials are about expressions of giving advice and warning.

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[5]*Ibid.,*

4) The researcher would prepare the learning design. The researcher will ask students to make some groups of the students in the teaching learning process.

2. Acting

  a. Pre Teaching Activities.

1) Pray and greets the students.

2) The researcher would check the attendant list.

3) The researcher would ask the students condition

4) The researcher would choose the appropriate with the material going to be taught.

  b. While Teaching Activities.

1) The teacher would apply the lesson plan

2) The teacher would divide students into some groups. In each group consist of 4 students.

3) The teacher would explain about the materials. It is expressions of giving advice and warning.

4) Expressions of giving advice consist of advising to do something and advising not to do something. For example are I think you should, if I were you, I don't think you should, you'd better not and the others. Then, the example of warning are look out!, be careful of and the others.

5) Teacher would give sheet worksheet to students. In the worksheet there is a table that have statement, answers true or false and the reasons. The students must answer the question according to what they hear in the dialogue.

6) The students would hear some conversation and do the task in group. In each group consist of 4 students.

7) The teacher would give evaluation.

8) The researcher and collaborator will give score to the students.

9) The researcher would ask the students, are there difficulties in learning process.

c. Post Teaching Activities.

1) The researcher would ask to students to answer some questions about expressions of giving advice and warning.

2) The researcher would summarize the material of expressions of giving advice and warning.

3) The researcher and collaborator would give motivation to the students.

4) The researcher would close the meeting.

5) The researcher would greet to the students.

3. Observing

    In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

4. Reflecting

    In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

D. Data Collection Method

The aim of data collection method in a research is expressing the variable fact which was researched through the efficient and accurate ways. Some methods to collect the data, as follows:

1. Observation

Observation is the election modification, registration, and coding combination in behavior on organism situation that suitable with empires goals.

In this research used observation sheet. Observation sheet observed the students activates. The purpose of the observation is to explain the situation being investigated; activities, people, or individuals are

involved in data collecting strategy in which the activities of subjects are visually examined.[6]

2. Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.[7] The material in pre-test and post-test are different but have same difficulties.

The test consists of pre-test and post-test.

a) Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Pos-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the influence of the task-based instruction whether it is able to improve the student's Listening Comprehension.

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[6] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara,2012), p.127
[7] *Ibid*, P. 90

3. Documentation

The researcher would use the documentation method to get the data about the brief of the story, the sum of teacher, the official employed, and students of MA Nurul Ulum Kotagajah.

4. The Field Note

To collect the data more accurately, the researcher use field note to make easy when analyze the data. This is to know students activities during teaching process.

E. Analysis

The data would be conducted by taking the average of the pretest and posttest. To know students achievement after the actions, the researcher would conduct and give test at the early cycle and the last cycle. Then, the researcher would tabulate the result of the test, and find the average of the pretest and posttest of each student. The average is calculated by applying the following formula:

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

Note: M = The average score.
  $\sum X$ = Total of the score every cycle.
  N = Total of students that follow test.[8]

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[8]Anas,Sudijono, *PengantarStatistikPendidikan,* (Jakarta: Raja GrafikaPersada, 2012), p. 79.

F. Indicator of Success

The indicator of the succesful takes from the process and the result of the action research. The students are called success if 70% student get 70 in learning process and the Minimum Standard Criteria (MSC) of MA Nurul Ulum Kotagajah.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

   a. The history of the researched school

     1. The location of MA Nurul Ulum Kotagajah is on Jendral Sudirman Kota Gajah Central Lampung, Post Code 34153. Telp. 0857 6901 8558. MA Nurul ulum Kotagajah was start in academic year 1988/1989. MA Nurul Ulum Kotagajah is guiding by Mr. Wasim, S.Pd.I

     2. Vision and mission

      Vision MA Nurul Ulum are devoted, quality and cultured.

      Then the mission MA Nurul Ulum as follows:

     1) Establish behavioral achievement, critical mindset and creative students.

     2) Skilled, dynamic and love almamater, as well as the generation who have a sense of responsibility for the prosperity and development of religion and country.

2. Description of Research Data

This research used action research approach. That has purpose to increase the activity and the study result of MA Nurul Ulum Kotagajah conducted in 2 cycles. The students test result was gotten through the test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation the learning activity was happened.

a. The condition subject of study

This condition was find after the researcher give the pre-survey to the students. It can see on the chapter I from the pre-survey the researcher find some problem as follow :

1) The students' value of the Listening comprehension test is low.

2) The students have lack vocabulary, so it can be difficult to comprehend in listening subject.

3) They have problem to do the task in listening task.

b. Cycle 1

1) Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the lesson plan, preparing the material,

making the items that will be examined as the pre test and post test 1 in the cycle 1.

2) Action

The action in the cycle 1 consisted of 3 meetings, one meeting for the pretest, one meeting for the action, and one meeting for the post test, there are :

a) The first meeting

The first meeting was conducted on Saturday, Desember 12th, this meeting used as the pretest before the students was given action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. After that, the researcher gave pretest to the students. The kind of test is completing the table. The teacher and students correct the result of the assignment together. The result of this meeting is most of the students got difficulty to answer the questions, because from 22 students only 6 students could passed of this test.

Table 2
Result data of pre – test

No.	Students Name	Explanation	
		Pre-Test	≥70
1.	AA	60	Failed
2.	AL	50	Failed
3.	DAR	40	Failed
4.	DM	70	Pass
5.	DW	60	Failed
6.	DMH	50	Failed
7.	EA	40	Failed
8.	FI	70	Pass
9.	FAZ	60	Failed
10.	JY	50	Failed
11.	JM	50	Failed
12.	LN	50	Failed
13.	MAJ	60	Failed
14.	MLBU	50	Failed
15.	NNS	50	Failed
16.	RAP	70	Pass
17.	SA	50	Failed
18.	SM	40	Failed
19.	UK	70	Pass
20.	WI	70	Pass
21.	WY	60	Failed
22.	YL	70	Pass
	Total Average $\bar{X} = \dfrac{\sum X}{N}$	$\dfrac{1240}{22} = \mathbf{56,36}$	**Failed**

a) The second meeting

The second meeting was used as the implementation the action in the cycle I. The second meeting was conduct on Monday, Desember 14th , for 2x45 minutes. The meeting was started by praying and greeting, checking the

attendance list, and asking the students condition. Before doing the next action, the teacher explained about Task-based instruction approach. Then the teacher gave information about the giving advice and warning material. The teacher gave some example of dialogues that consist of expression giving advice and warning.

b) The third meeting

The thrid meeting was conducted on Tuesday, 15th meeting used to post test 1, for 2x45 minutes after the students given the action. This meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. Then, the researcher asked the students to make some group. Then the reseacher gave post test to the students and do this task with their group. Kind of the test is completing the table. In the post test 1 only 10 students who got an appropriate score (≥ 70), but the result of the students' test was better than the students' test before giving treatment.

Table 3
The result data of post – test 1

No.	Students Name	Explanation	
		Post-test 1	≥70
1.	AA	60	Failed
2.	AL	55	Failed
3.	DAR	50	Failed
4.	DM	70	Pass
5.	DW	60	Failed
6.	DMH	55	Failed
7.	EA	50	Failed
8.	FI	70	Pass
9.	FAZ	65	Failed
10.	JY	70	Pass
11.	JM	50	Failed
12.	LN	50	Failed
13.	MAJ	75	Pass
14.	MLBU	60	Failed
15.	NNS	75	Pass
16.	RAP	75	Pass
17.	SA	70	Pass
18.	SM	50	Failed
19.	UK	70	Pass
20.	WI	75	Pass
21.	WY	60	Failed
22.	YL	70	Pass
	Total Average $\overline{x} = \dfrac{\sum X}{N}$	$\dfrac{1385}{22}$ = 62,95	**Failed**

1) Observation

In observation of the students activity is conducted when the learning process was continuing. This observation was conducted with the collaborator by using observation sheet.

Table 4
The Result Students Activity 1

No.	Students Name	Indicators			Total
		1	2	3	
1	AA	√	√	√	3
2	AL	√	√	√	3
3	DAR	-	-	√	1
4	DM	√	√	√	3
5	DW	√	-	√	2
6	DMH	-	-	√	1
7	EA	√	√	√	3
8	FI	√	√	√	3
9	FAZ	√	√	√	3
10	JY	√	√	√	3
11	JM	-	-	√	1
12	LN	√	√	√	3
13	MAJ	-	-	√	1
14	MLBU	√	√	√	`3
15	NNS	√	-	√	2
16	RAP	√	√	√	3
17	SA	√	√	√	3
18	SM	-	-	√	1
19	UK	√	-	√	2
20	WI	√	√	√	3
21	WY	√	√	√	3
22	YL	√	-	√	2

Indicators:

1. To pay attention the explanation of teacher.

2. To understand the task in listening comprehension.

3. To do the task in listening comprehension through task-based instruction approach.

2) Reflection

In the end of cycle 1, then the researcher and collaborator to do reflection together. Based on the data entered the reflections in cycle 1 was still found in the deficiencies that occurred in cycle 1. As for the deficiencies in this cycle, there are : when explaining the material the researcher less attention to students so that still there students who are noisy, students are less active in the class, some students got failure in test of cycle I.

The reflection result can be inferred that:

a) The researcher should be more assertive and paying more attention in order that the students can pay attention to the teacher when explaining the material.

b) The researcher should in around to monitor one by one of the students.

c) The researcher should give more attention to students are less responsive.

c. Cycle 2

Because the action of cycle 1 was not success, in order that in the stage need to be held the cycle II to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the observation and reflection in cycle I, we tried to received it and arrange the planning for cycle II. Based on the result of cycle I, in this stage the researcher and collaborator made the planning of the action as follow: preparing the lesson plan, preparing the material, and preparing the observation sheet of the students' activity.

2) Action

The action in the cycle II consists of 2 meetings, one meeting for the action, and one meeting for the post test 2, the are:

a) The first meeting

The first meeting used as the implementation the action in the cycle II. And the allocation time for one meetings (2 x 45 minutes). The first meeting was conduct on Wednesday, Dec 16th for 2x45 minutes. In this meeting, the researcher as a teacher and the collaborator a observer. This meeting was started by praying and greeting, asking the students' condition and checking the attendance list. Then the teacher gave information about the material and explained about giving advice and warning. The teacher also gave the example of

dialogue that consist of giving advice and warning. After the teacher explained the material, and asked the students to read the material. Then the teacher asked the students to make dialogue about the materilas. In this meeting, the condition of the class more effective than before. So, the learning process has run smoothly. In the end of meeting, the teacher gave motivation to the students and stimulating the student to conclude the material. Then closing the meeting.

b) The second meeting

The second meeting was conducted on Thursday, Dec 17th, this meeting used post test 2 in the end cycle II, for 2x45 minutes after the students given the action, the researcher gave post test to the students. In this meeting, most of the students could answer well. It can be seen from the result of post test II. There were 16 students got an appropriate score.

Table 5
Result data of post – test 2

No.	Students Name	Explanation	
		Post – test 2	≥70
1.	AA	70	Pass
2.	AL	55	Failed
3.	DAR	65	Failed
4.	DM	75	Pass
5.	DW	75	Pass
6.	DMH	80	Pass
7.	EA	60	Failed
8.	FI	80	Pass
9.	FAZ	80	Pass
10.	JY	70	Pass
11.	JM	80	Pass
12.	LN	65	Failed
13.	MAJ	80	Pass
14.	MLBU	75	Pass
15.	NNS	75	Pass
16.	RAP	85	Pass
17.	SA	85	Pass
18.	SM	65	Failed
19.	UK	80	Pass
20.	WI	80	Pass
21.	WY	60	Failed
22.	YL	80	Pass
	Total Average $\bar{X} = \dfrac{\sum X}{N}$	$\dfrac{1620}{22} = 73,63$	Pass

1) Observation

The observation of the students activity is conducted when the learning process was continuing. This observation was conducted with the collaborator by using observation sheet.

Table 6
Result Students' Activity 2

No.	Students Name	Indicators			Total
		1	2	3	
1	AA	√	√	√	3
2	AL	√	√	√	3
3	DAR	-	√	√	2
4	DM	√	√	√	3
5	DW	√	√	√	3
6	DMH	√	√	√	3
7	EA	√	√	√	3
8	FI	√	√	√	3
9	FAZ	√	√	√	3
10	JY	√	√	√	3
11	JM	-	√	√	2
12	LN	√	√	√	3
13	MAJ	-	√	√	2
14	MLBU	√	√	√	3
15	NNS	√	-	√	2
16	RAP	√	√	√	3
17	SA	√	√	√	3
18	SM	-	√	√	2
19	UK	√	√	√	2
20	WI	√	√	√	3
21	WY	√	√	√	3
22	YL	√	-	√	2

Indicators:

1. To pay attention the explanation of teacher.

2. To understand the task in listening comprehension.

3. To do the task in listening comprehension through task-based instruction approach.

2) Reflection

In the end of cycle II, then the researcher and collaborator to do reflection together. Based on the result of observation learning process in cycle II, it can be inferred that most of the students pay attention the teacher, the students were also active to do the task in the class than before. From the test result, it can be said that the teaching learning process was successful, because it is more than 70% students got minimal score 70, and improving the students' listening comprehension through task-based instruction approach.

B. Interpretation

1. Interpretation every cycle

a. Cycle 1 and cycle 2

The researcher make the result of the pre-test, pst-test 1 and post-test 2 as below:

Table 7
Result Data of Pre-test, Post-test 1 and Post-Test 2

No.	Students Name	Test			Explanation
		Pre-Test	Post-Test 1	Post-Test 2	
1	AA	60	60	70	Increase
2	AL	50	55	55	Constant
3	DAR	40	50	65	Increase
4	DM	70	70	75	Increase
5	DW	60	60	75	Increase
6	DMH	50	55	80	Increase
7	EA	40	50	60	Increase
8	FI	70	70	80	Increase
9	FAZ	60	65	80	Increase
10	JY	50	70	70	Constant
11	JM	50	50	80	Increase
12	LN	50	50	65	Increase
13	MAJ	60	75	80	Increase
14	MLBU	50	60	75	Increase
15	NNS	50	75	75	Constant
16	RAP	70	75	85	Increase
17	SA	50	70	85	Increase
18	SM	40	50	65	Increase
19	UK	70	70	80	Increase
20	WI	70	75	80	Increase
21	WY	60	60	60	Constant
22	YL	70	70	80	Increase
	Total	1240	1385	1620	
	Average	$\frac{22}{}=56,36$	$\frac{22}{}=62,95$	$\frac{22}{}=73,63$	Increase

2. Analysis of the Result

   a. The result of the students pretest

   To know the students' listening comprehension before implementing the treatment, the researcher conducted the pretest. It was done on Saturday, Dec 12,2015. The reseacher got result of pretest, in this test most of the students difficult to answer the question. Based on the table 4 the students' average were 56,36, it shows that most of the students were not passed yet to achieved the minimum mastery score (70). In this stage, only 6 students (27%) from 22 students were passed of the minimum mastery score.

   b. The result of the students post-test 1

   To see the students' listening comprehension after implementing the treatment, the researcher conducted the post test 1. It was done on Tuesday, Dec 15 2015. Based on the table 5 the students' average was 62,95, it shown that most of the students were not passed yet to achieve the minimum mastery score (70). In this stage, only 10 students (45%) from 22 students were passed of the minimum score. It mean that most of the students were not understand yet about the material.

   c. The result of the students post test 2

   To see the students' listening comprehension after implementing the second treatment, the researcher conducted the post test 2. It was done on Thursday, Dec 17 2015. Based on the table 7, the

students'score   average was 73,63, it was show that most of the students passed of the minimum score score (70). In this stage, 16 students (70%) from 22 students were passed of the minimum score. It meant that most of the students were achieved the material.

According to the Indicator of success which has been set this research is considered success the 70% of the students get minimal score 70. While from the result data of the cycle 1 is known that there are increasing of the students' score in the pre-test and post-test 1. In the pre-test result data the students who got minimal score ≥70 were 6 students or 27% from 22 students. Then, in the post-test 1 the students who got minimal score ≥70 were 10 students or 45% from 22 students. The increment of the students' score of the cycle 1 cannot reach the indicator of success. Then, after conducted the cycle 2 the researcher get the result data and it is known that there is increasing of the students' score. The students who got the minimal score ≥70 were 16 students or 72% from the 22 students. It means that the indicator of success was reaching in cycle 2. Therefore, this research is considered success until cycle 2.

Based on the table 9 above, it can be describe in the graph 1 as follow:

Graph 1
The average score of the test
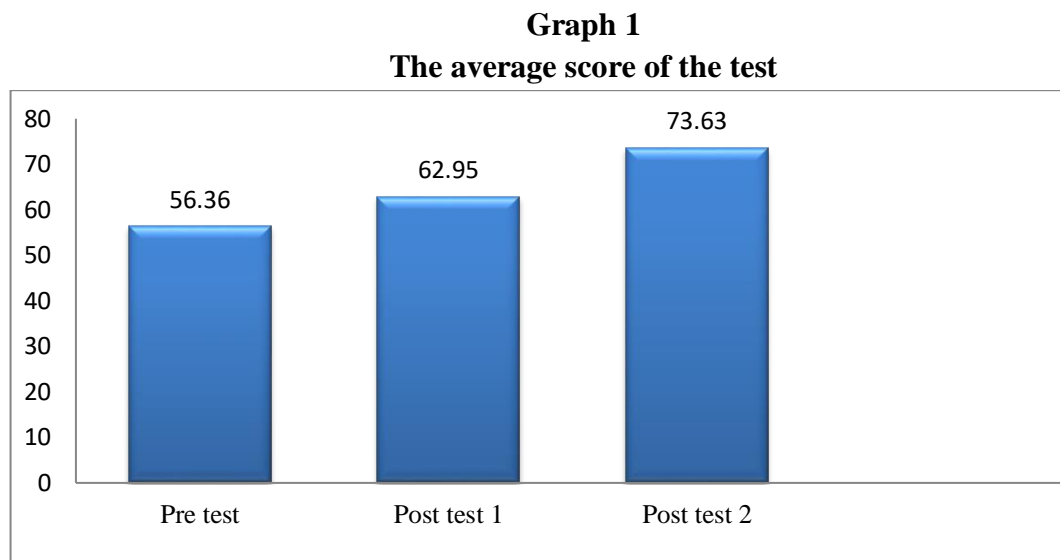
Based on the table and the graph above, in the cycle 1 from the pretest to the posttest have progress average score from 56,36 to 62,95, there was improvement about 6,59 point. Then from cycle I to the cycle II have progress average score from 62.95 to 73,63 there is improvement about 10,68 point.

The improvement of score was caused by using task-based instruction in English learning process. Therefore, it can be conclude that the task-based instruction has positive effect in teaching and learning process especially in learning listening comprehension.

3. Observation result of Students' Activity

This observation result was gotten when the learning process happened by collaborator. From the table 4 and table 6 the result of the students' learning activity observation can be seen in this table as follow:

Table 8
Result of Students' Activity

No.	Students name	Cycle 1	Cycle 2	Explanation
1	AA	3	3	Constant
2	AL	3	3	Constant
3	DAR	1	2	Increase
4	DM	3	3	Constant
5	DW	2	3	Increase
6	DMH	1	3	Increase
7	EA	3	3	Constant
8	FI	3	3	Constant
9	FAZ	3	3	Constant
10	JY	3	3	Constant
11	JM	1	2	Increase
12	LN	3	3	Constant
13	MAJ	1	2	Increase
14	MLBU	3	3	Constant
15	NNS	2	2	Constant
16	RAP	3	3	Constant
17	SA	3	3	Constant
18	SM	1	2	Increase
19	UK	2	2	Constant
20	WI	3	3	Constant
21	WY	3	3	Constant
22	YL	2	2	Constant

Based on the table above, it can be inferred that the students learning activity was happened increasing from the cycle I to the cycle II. Therefore, this research in use for the student activities side to reach the target. It was caused on the learning in the cycle II the students have begun to responsible to themselves, so that it can bring the good effect to the activity in the learning process. The improvement of the students activities during the teaching and learning process because the teacher used the task-based instruction approach.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data collected and analysis, the research concludes the research as below:

1. Using Task-based instruction approach can improve students' listening comprehension. It can be seen in the result from the increment of result data of cycle I and cycle II. In the pre-test result data that the students who got minimal score ≥70 were 6 students or 27% from 22 students. Then, in the post-test 1 the students who got minimal score ≥70% were 10 students or 45% from 22 students. The improvement of the students' score of the cycle 1 cannot reach the indicator of success. Then, after conducted the cycle 2 the researcher get the result data and it is known that there is improving of the students score. The students who got the minimal score ≥70% were 16 students or 72% from the 22 students. The improvement from pre-test result until post-test 2 is 17,27 point.

2. The students activity was improve too. The students were active in the class, they braved to ask the teacher if they did not understand with material and they can enrich vocabulary because they study with another that have much vocabulary.

B. **Suggestion**

After the researcher had done the research at eleventh grade of MA Nurul Ulum Kotagajah, the researcher would like to give some suggestion as follows:

1. For the Students

   This method can improve the students' ability in studying English, especially listening comprehension

2. For the English Teacher

   This research can use for alternative way to teaching English subject. The teacher can use task-based instruction in teaching English material especially for teaching listening.

3. For the headmaster

   It is suggested for the headmaster in order to persuade the teachers to use this approach. It can be enjoyed by the students and efficient in teaching English. And it is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

4. For the other researcher

   It is suggested for the other researcher to develop this research with the new innovation and hopefully the result of this research could be a reference.

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