

**THE EFFECT OF CONTENT-BASED INSTRUCTION AND TASK-BASED
LANGUAGE TEACHING ON THE SECOND SEMESTER STUDENTS'
SPEAKING SKILL AND STUDENTS' SPEAKING MOTIVATION OF
ENGLISH DEPARTMENT ISLAMIC UNIVERSITY INDRAGIRI**

THESIS



By

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*This Thesis is Submitted to Fulfill One of the Requirements
To Obtain a Degree in Magister Education*

**ENGLISH EDUCATION SECTION
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ABSTRAK

Ayu Raina Mufida. 2013. *The Effect of Content-Based Instruction and Task-Based Language Teaching on the Second Semester Students' Speaking Skill and Students' Speaking Motivation of English Department Islamic University Indragiri*. Thesis. Jurusan Pendidikan Bahasa: Konsentrasi Pendidikan Bahasa Inggris. Pascasarjana, Univeritas Negeri Padang.

Penelitian ini bertujuan untuk melihat pengaruh penerapan metode pengajaran berbasis konten/thema dan metode pengajaran berbasis tugas terhadap pencapaian nilai siswa dalam keterampilan berbicara dan motivasi berbicara siswa jurusan pendidikan bahasa Inggris tahun pelajaran 2012/2013. Penelitian ini dilatarbelakangi oleh masalah-masalah yang dihadapi siswa dalam berbicara. Untuk melibatkan siswa dalam aktivitas pengajaran *speaking*, metode pengajaran berbasis konten/thema dan metode pengajaran berbasis tugas dapat dijadikan sebagai metode pengajaran dalam berbicara yang memberikan pengaruh yang signifikan terhadap hasil belajar siswa didalam kelas.

Metode penelitian ini menggunakan metode kuasi-experimen. Populasinya adalah seluruh siswa pada semester kedua yang terdaftar tahun ajaran 2012/2013 di Universitas Islam Indragiri yang berjumlah 88 orang. Sampel dipilih secara acak menggunakan *cluster random sampling*. Dalam riset ini diaplikasikan perbandingan dan control grup. Sampel penelitian adalah kelas A dan B yang terdiri dari 60 siswa. Data dikumpulkan melalui tes *speaking* dan kuesioner motivasi untuk *speaking*. Tes *speaking* dan kuesioner dilakukan untuk *pre-test* dan *post-test* dan dianalisa dengan menggunakan t-test.

Hasil yang diperoleh dari riset ini menunjukkan bahwa siswa yang diajar dengan menggunakan *Task-Based Language Teaching (TBLT)* dan *Content Based Instruction (CBI)* memberikan pengaruh yang signifikan terhadap kemampuan berbicara siswa. Fakta ini didasarkan pada perhitungan t-test untuk sampel. Fakta lain dapat dilihat dari rata-rata nilai untuk kelas eksperimental dan kelas kontrol. Nilai rata-rata siswa pada kelas eksperimental yang diajar dengan *Content-Based Instruction (CBI)* adalah sama dengan siswa yang diajar dengan menggunakan *Task-Based Language Teaching (TBLT)*. Disamping itu siswa yang diajar dengan menggunakan *Task-Based Language Teaching (TBLT)* dan *Content Based Instruction (CBI)* memberikan pengaruh yang berbeda pada motivasi belajar siswa. Hasil yang diperoleh menunjukkan bahwa nilai rata-rata motivasi siswa yang diajar dengan menggunakan *Content-Based Instruction (CBI)* secara signifikan lebih baik dibandingkan nilai rata-rata motivasi siswa yang diajar dengan menggunakan *Task-Based Language Teaching (TBLT)*.

ABSTRACT

Ayu Raina Mufida. 2013. *The Effect of Content-Based Instruction and Task-Based Language Teaching on the Second Semester Students' Speaking Skill and Students' Speaking Motivation of English Department Islamic University Indragiri*. Thesis. English Education Section of Language Education Program, Graduate Program, State University of Padang.


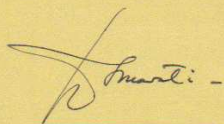
The aim of this research was to find out The Effect of Content-Based Instruction and Task-Based Language Teaching on the Second Semester Students' Speaking Skill and Students' Speaking Motivation of English Department Islamic University Indragiri on 2012/2013 academic year. This was based on some problems faced by students in speaking skill and their motivation in speaking. In order to make all students involved in teaching speaking, teaching activities prepared based on Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) that can be used as teaching methods to assist students' learning needs and to provide a great variety of ways for students to speak in the classroom.


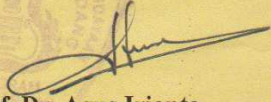
This research was quasi-experimental research. The population of the research was the second semester students of English Department Islamic University Indragiri on 2012/2013 academic year. There were three classes that totalized 88 students for parallel classes. Sample was chosen by using cluster random sampling. In this research, comparison or control group was included. The sample of the research was A and B classes consisting of 60 students. The data was collected through speaking test and questionnaire of speaking motivation. The speaking test and questionnaire of speaking motivation were given in pre-test and post-test. The data was analyzed by using t-test.

The result of this research showed that the students who were taught by using Task-Based Language Teaching (TBLT) and Content Based Instruction (CBI) gave the significant effect on students' speaking skill. This was based on the calculation of t-test for related samples. It can be seen from the mean score both of experimental class and control class. The students' mean score of experimental class who were taught by Content-Based Instruction (CBI) was the same as the students' mean score who taught by Task-Based Language Teaching (TBLT). Besides, the students who were taught by using Task-Based Language Teaching (TBLT) and Content Based Instruction (CBI) gave the different effect on students' speaking motivation. The finding showed that the mean score of students' speaking motivation who were taught by using Content-Based Instruction (CBI) was significantly better than the mean score of control class students who were taught by Task-Based Language Teaching (TBLT).

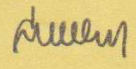
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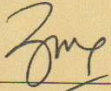

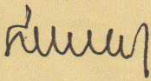
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Saya yang menyatakan



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the important skills in language learning. It is a productive skill where the learners should have the ability to communicate their ideas, thoughts, feelings and being able to respond messages with other. It means all the language learners should be able to speak English in order to communicate each other. According to Richard (2002) speaking is an important goal for many language learners. Therefore, it also becomes the important role for the English teachers who are aiming to improve their students' ability to speak effectively and communicatively to find relevant instructions and ways to provide support for learners with various kinds of learning styles so that they can learn in the ways which suit them best.

However, developing speaking skill in a foreign language is not an easy task. When the language learners are not in the target language environment, it is likely that learning to speak that language will be especially difficult, since learners have minimum exposure to the target language and culture, which is crucial to understanding sociolinguistic traits (such as genre and speech styles), paralinguistic traits (such as pitch, stress and intonation), nonlinguistic traits (such as gestures and body language) and cultural assumption in verbal interaction (Shumin: 2002).

English language learners need explicit instruction in learning speaking. Therefore, the English teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics by using relevant instructions in teaching speaking. These instructions require teachers to examine their instructions to the needs of learners and teach them to talk with others, and how to negotiate meaning in a shared context. Thus, selecting appropriate approaches, methods and strategies in teaching speaking will become serious attention for English teachers in order to be successful in teaching speaking.

In fact, some problems rise up during teaching and learning process. Some of the English teachers still face some problems in teaching speaking. The teachers find serious problems related to students' speaking skill. Even the teachers have tried many ways such as understanding students and their roles, needs, rights, motivation, strategies and the process they involve in language learning, the learners still have problems in speaking skill. However, language learners usually find numerous and complex problem in using English orally. In order to overcome these problems, English teachers should understand about the nature of language teaching and learning and the roles of teachers, teaching methods, and teaching materials play in facilitating successful learning.

Based on the observation in Islamic University of Indragiri, especially at the second semester students' English department, the researcher found that the students still have problems in their speaking. They were not responding actively in speaking exercise. Even the lectures have applied some instructions in teaching speaking the

participation in the classroom was very poor. There were only few of students who often speak and give responses during teaching and learning process. Most of them prefer keeping silent and tend to be listeners rather than speaking practice. These data are proved by the result of speaking test which was conducted to the second year students of English Department Islamic University Indragiri. The data indicates that 50% students have less speaking skills, 30% students have enough speaking skills and only 20% students who have good speaking skills.

Based on these facts, the researcher realizes that it is serious problems that should be solved because speaking skill is very important in language learning. Then, the researcher interviewed some students in order to find out their problems in speaking. Based on the result of the interview to the some students in Islamic University of Indragiri especially at the second semester students English department, the researcher found that there are some problems related to students speaking skill: (1) they have problem to master some components of speaking skills (2) they are not motivated and brave enough to speak English (3) they have unfavorable condition to speak English. (4) In addition, the researcher found that the lectures used the same teaching method almost all over teaching and learning process.

The major problem found related to the students' speaking skill is mastering components of speaking. The students have problems to master some components of speaking skill. It consists of grammatical understanding, vocabulary mastery, pronunciation, fluency and comprehension. Besides some micro skills of oral communication also become the problems for the students. Some of students said that

they were afraid to speak English because they have to memorize many grammatical formulas and worked hard to build and used certain structures to speak communicatively. It reduces their confidence to speak English due to the worries of using inappropriate grammatical sentence. Then the students also said that they have limited vocabulary to speak English. They feel hard to convey meaning in speaking because limitation in their vocabulary mastery. Moreover, the students also said that they have problems in pronunciation because they did not know how to pronounce words correctly.

Another problem influence the students' speaking skill is motivation. The students are not motivated and brave enough to speak English. Some of students said that they were not motivated to speak English because the topics were not interesting for them. They said most of speaking classroom was to make dialogues according to given topics or situation. However, students often complain that they have been repeatedly asked to do the same thing. It makes them uncomfortable to speak English. Moreover, the students said that they were not confident and brave enough to speak English. They feel shy when the English teachers ask them to speak English in front of the class. In the other hand, problems in motivation and braveness make them unable to speak English.

Also, the students have unfavorable condition to speak English. The students said that they were not able to speak English because the classroom atmosphere was not encouraging to speak English. They also said that they did not feel free to take a risk and chance to speak English because when they would like to speak English,

some of their friends did not give feedback and spontaneously judged their speaking ability. In short, the unfavorable condition would lead them to be passive in teaching and learning process.

Moreover, the problems also came from lectures' side. The lecture was reluctant to use various techniques. The researcher found that the lecture used the same teaching method almost all over teaching and learning process. The main activity of students in learning process was technical explanation. This method did not lead the students to engage their skill in speaking. The result of technical explanation method was difficult to determine. When the students were being asked to do a task, there was only some students did all the work. Whenever the students found difficulties dealing with their speaking, the lectures tended to handle the entire problems by themselves. As a result, there was no efficient interaction among the students.

In short, the English speaking lectures still face some problems in teaching speaking. The second semester students of Islamic University Indragiri still have problems in their speaking skill. They have less ability to communicate their ideas, feeling and thoughts orally. These problems such as the difficulties in mastering components of speaking, motivation and braveness and also the condition of teaching and learning processes which are conducted in the classroom.

Based on these facts, the researcher needs to find out relevant instruction in order to improve students' speaking skill and their motivation. Finally, the researcher

decides to apply Content-Based Instruction and Task-Based Language Teaching in teaching speaking because these instructions involve students to practice their speaking in the classroom. The researcher asks the students to work together in the classroom that lead their participation during teaching and learning process. In this case, the researcher creates a situation where the students have to work cooperatively with their friends in order to improve their speaking skill. They have a chance to share their ideas, opinions, feeling, and comments in the classroom. Using Content-Based Instruction and Task-Based Language Teaching are expected to stimulate students to speak and improve their speaking skill and their speaking motivation.

The implementation of Content-Based Instruction and Task-Based Language Teaching are considered as Communicative Language Teaching. Communicative Language Teaching (CLT) claimed that the goal of language teaching is to develop "Communicative Competence" in learners and paid attention to all of the four skills (Richards & Rodgers, 2001; Brown, 2007). Based on Brown (2007) "CLT is best understood as an approach, not a method" and many other new methods have been derived from it, Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), and Competency-Based Language Teaching are three of the most important methodologies which have been derived from CLT.

Richard and Schmidt (2002) define CBI as: Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Richards and Rodgers (2001) assert that "task-

based language teaching refers to an approach based on the use of tasks as the core units of planning and instruction in language teaching”. These instructions help students to develop their academic achievement and improve their social interaction among them because it leads the students to work together and support each other. It is also directed to their needs in academic purpose because the use of relevant content and complete real tasks in learning English.

Finally, the researcher decides to do an experimental research entitled: The Effect of Content-Based Instruction and Task-Based Language Teaching on the Second Semester Students’ Speaking Skill and Students’ Speaking Motivation of English Department Islamic University Indragiri.

B. Identification of the Problem

Based on the background of the problem above, there are some problems that influence the failure in teaching speaking. The problems faced by the students: (1) they have problem in mastering some components of speaking skill (2) they are not motivated and brave enough to speak English (3) they have unfavorable condition to speak English. Besides, the problems faced by the English speaking lectures generally related to their difficulties in applying appropriate teaching methods of speaking itself so as encourage the students interesting and motivating to learn language including to speak. In this study, the researcher conducted the research on Communicative Language Teaching. There are several kinds of Communicative

Language Teaching Methods such as (a) Content-Based Instruction (b) Task-Based Language Teaching (c) Text-Based Instruction (d) Competency-Based Instruction.

C. Limitation of the Problem

Based on the identification of the problem above, the problem is limited on examining the effect of Content-Based Instruction and Task-Based Language Teaching on the second semester students' speaking skill and students' speaking motivation of English Department Islamic University Indragiri.

D. Formulation of the Problem

Based on the explanation above, the problems of the research can be formulated as follow:

1. Does teaching speaking by using Content-Based Instruction give different effect on students' speaking skills than teaching speaking by using Task-Based Language Teaching?
2. Does Content-Based Instruction give different effect on students' speaking motivation than Task-Based Language Teaching?

E. Purpose of the Research

Based on formulation of the problem above, the main purpose of the research is to investigate the effect of Content-Based Instruction and Task-Based Language Teaching on the second semester students' speaking skill and students' speaking motivation of English Department Islamic University Indragiri. Those purposes are elaborated into the following detail purposes:

1. To investigate whether teaching speaking by using Content-Based Instruction gives different effect on students' speaking skills than teaching speaking by using Task-Based Language Teaching.
2. To investigate whether Content-Based Instruction gives different effect on students' speaking motivation than Task-Based Language Teaching.

F. Significance of the Research

Using Content-Based Instruction and Task-Based Language Teaching as teaching method in the classroom is supposed to have theoretical and practical significance. Theoretically, it is expected that the result of this study can enrich the theories of language teaching method especially teaching speaking at university level. Practically, it can be a guideline for the English teachers to apply various kinds of teaching method and to improve their teaching quality; for the students, it is expected that they can solve or answer speaking skill problems and engage actively in teaching and learning process.

G. Definition of the Key Terms

1. The effect is a result or consequence of implementation Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) on students' speaking skill and students' speaking motivation of second semester students of English Department Islamic University Indragiri.
2. Speaking Skill is the ability of second semester students of English Department Islamic University Indragiri to express his or her own idea in natural way, systematic way, or activity that is done by the students to communicate with other by using target language namely English.
3. Content-Based Instruction is a communicative teaching method where the students learn and acquiring the information or knowledge toward the integration of language and content.
4. Task-Based Language Teaching is a communicative teaching method where the students learn the language by completing some of the task. The task may be in form of pedagogical task or real world task.
5. Motivation is the students' of English Department Islamic University Indragiri attitudes that influence the degree of effort that learners make to learn or the desire, the interest, the satisfaction the persistence and the effort that learners have to achieve tasks or reach goals satisfactorily in language classroom.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusions

Based on the research findings above, it could be concluded that:

1. Teaching speaking by using Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) gave the same effect on students' speaking skill. It can be seen from the mean score both of experimental class and control class. The students' mean score of experimental class who were taught by Content-Based Instruction (CBI) was the same as the students' mean score who taught by Task-Based Language Teaching (TBLT). It means that both Content-Based Instruction (CBI) and Task-Based Language Teaching are equally significant in improving students' speaking skill.
2. Teaching speaking by using Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) gave different effect on students' speaking motivation. The finding showed that the mean score of students' speaking motivation who were taught by using Content-Based Instruction (CBI) was significantly better than the mean score of control class students who were taught by Task-Based Language Teaching (TBLT). Students' mean score of experiment class was higher than students' speaking motivation mean score of control class. It means that teaching speaking by using Content-Based

Instruction (CBI) is better than teaching speaking by using Task-Based Language Teaching on students' speaking motivation.

B. Implications

Based on the findings and conclusions above, there are two kinds of implication of this research. They are: First, teaching speaking by using Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) give significant result in improving students' speaking skill. It means that these methods can be used as the alternative teaching method in order to improve students' speaking skill and also become new consideration for the English teachers to use these methods especially in teaching speaking. Second, teaching speaking by using Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) give significant different result in improving students' speaking motivation. It means that Content-Based Instruction is better than Task-Based Language Teaching in improving students' speaking motivation. CBI methods made teaching speaking process become more enjoyable, meaningful and motivating for all students than TBLT. Therefore it implies that teacher can use these methods based on the students needs in the classroom in order they can improve their speaking motivation.

C. Suggestions

Based on the research findings and conclusions above, the researcher would like to propose following suggestions:

1. English teacher at Islamic University Indragiri are suggested to use Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) as an alternative teaching method in teaching speaking especially if the material focuses on skill development.
2. English teacher at Islamic University Indragiri are suggested to implement Content-Based Instruction (CBI) and Task-Based Language Teaching (TBLT) as variation of teaching method in order to improve students' speaking skill and students' speaking motivation.
3. Other researchers who are interested in carrying out a research in using Task-Based language Teaching (TBLT) and Content-Based Instruction (CBI) are suggested to conduct these research findings in order to have better results.

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