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Appendix 1: Pre-Test

1. Self introduction
2. Daily activities
3. When you do the short talk in front of your friends, what do you say to open your talk?
4. After you do the short talk in front of your friends, what do you say to close your talk?

Appendix 2: Post-Test

1. Self introduction
2. Daily activities
3. When you do the short talk in front of your friends, what do you say to open your talk?
4. After you do the short talk in front of your friends, what do you say to close your talk?

Appendix 3. The frequency score of pre-test and post test

ALM Accuracy Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very poor	10	50	50	50
Poor	10	50	50	100
Average	0			
Good	0			
Very good	0			
Excellent	0			

Total	20	100	100	
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ALM Accuracy Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very poor	0			
Poor	12	70	70	70
Average	8	30	30	100
Good				
Very good	0			
Excellent	0			
Total	20	100	100	

ALM Fluency Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very poor	0			
Poor	19	80	80	80
Average	1	20	20	100
Good	0			
Very good	0			
Excellent	0			
Total	20	100	100	

ALM Fluency Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very poor	0			
	Poor	0			
	Average	19	80	80	80
	Good	1	20	20	100
	very good	0			
	Excellent	0			
	Total	20	100	100	

TBLT Accuracy Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	1	6,7	6,7	6,7
	Poor	18	76,7	76,7	83,3
	Average	1	16,7	16,7	100
	Good	0			
	Very good	0			
	Excellent	0			
	Total	20	100	100	

TBLT Accuracy Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	0			
	Poor	0			
	Average	0			
	Good	19	80	80	80
	Very Good	1	20	20	100
	Excellent	0			
	Total	20	100	100	

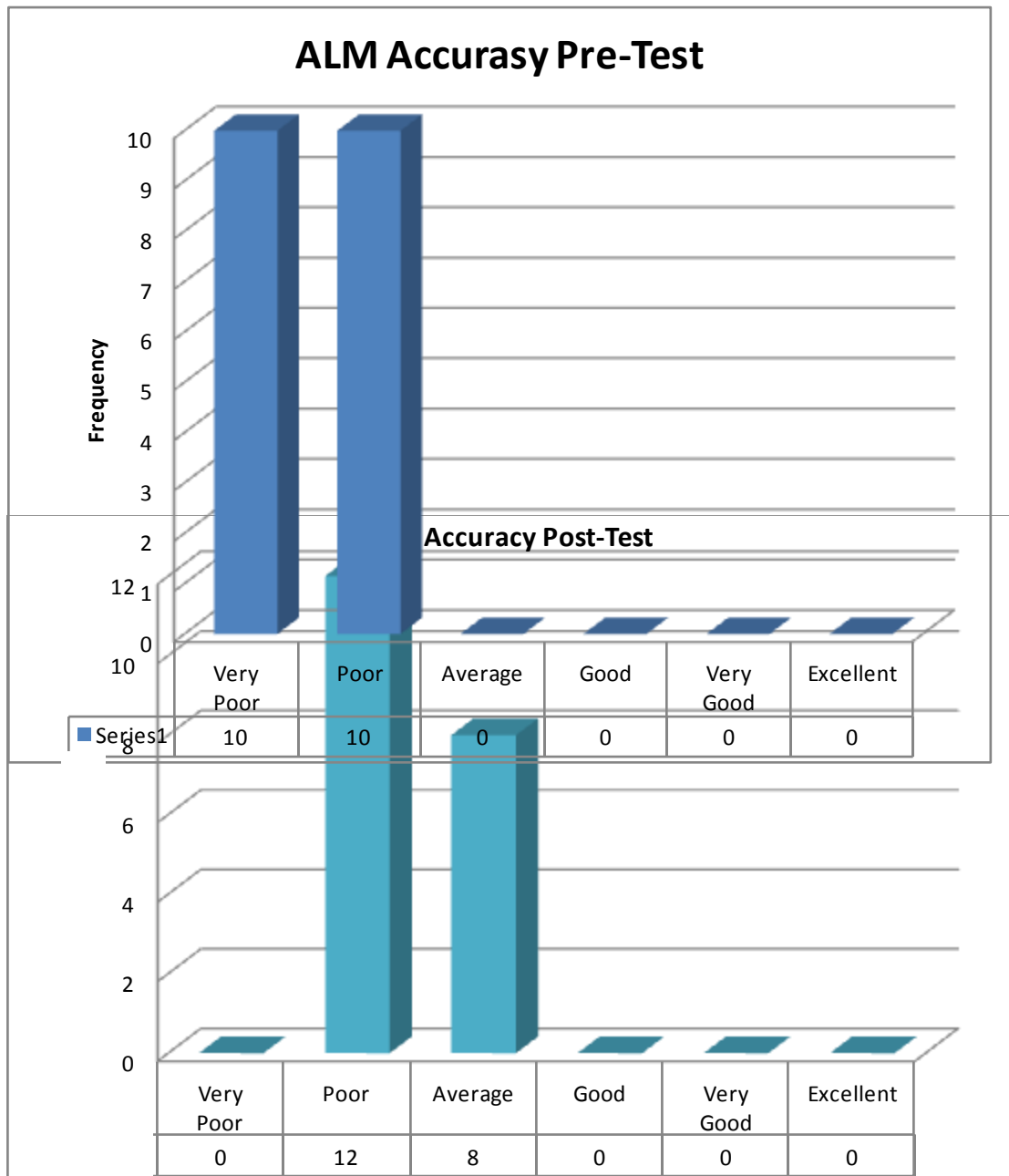
TBLT Fluency Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
very poor	0			
Poor	12	83,3	83,3	83,3
Average	8	16,7	16,7	100
Good	0			
very good	0			
Excellent	0			
Total	20	100	100	

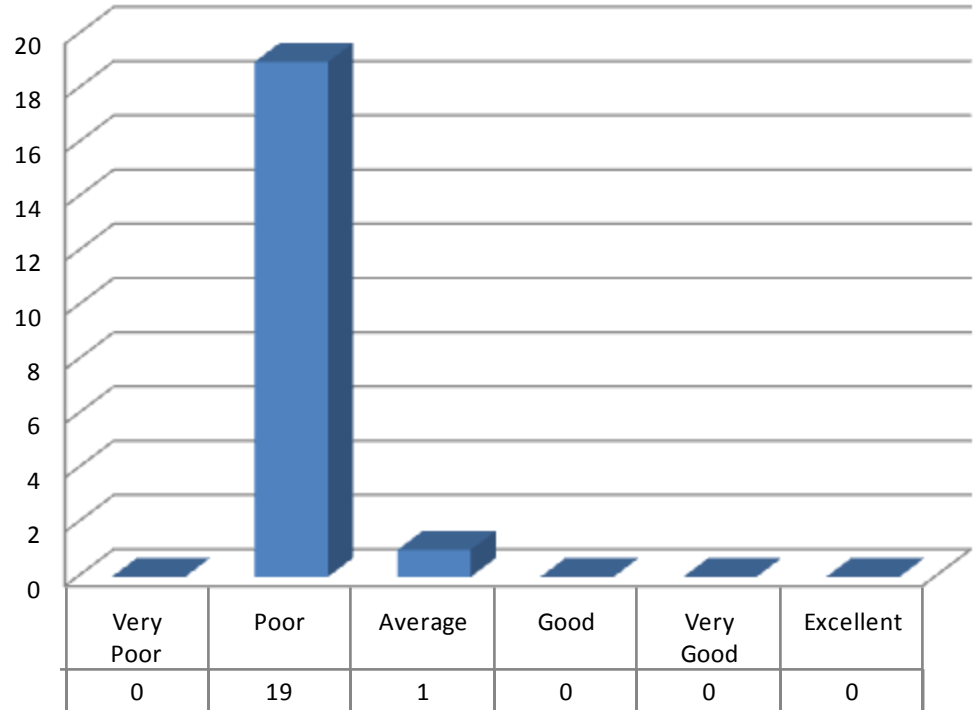
TBLT Fluency Post-Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
very poor	0			
Poor	0			
Average	0			
Good	12	53,3	53,3	53,3
Very Good	6	33,3	33,3	86,7
Excellent	2	13,3	13,3	100
Total	20	100	100	

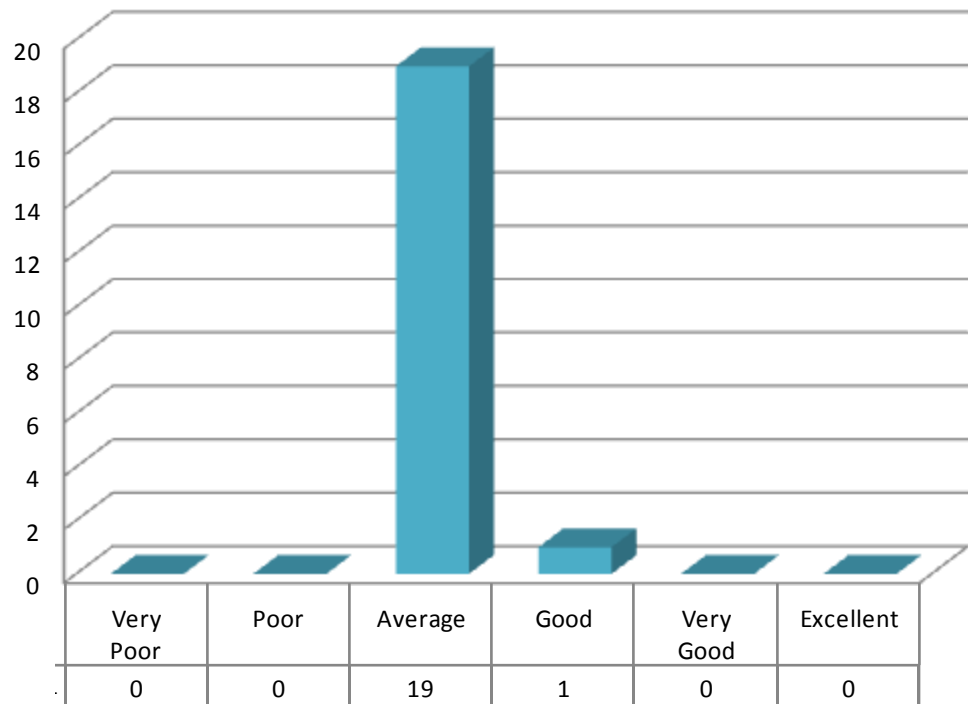
Appendix 4. The Diagram of frequency score of Pre-Test and Post-Test

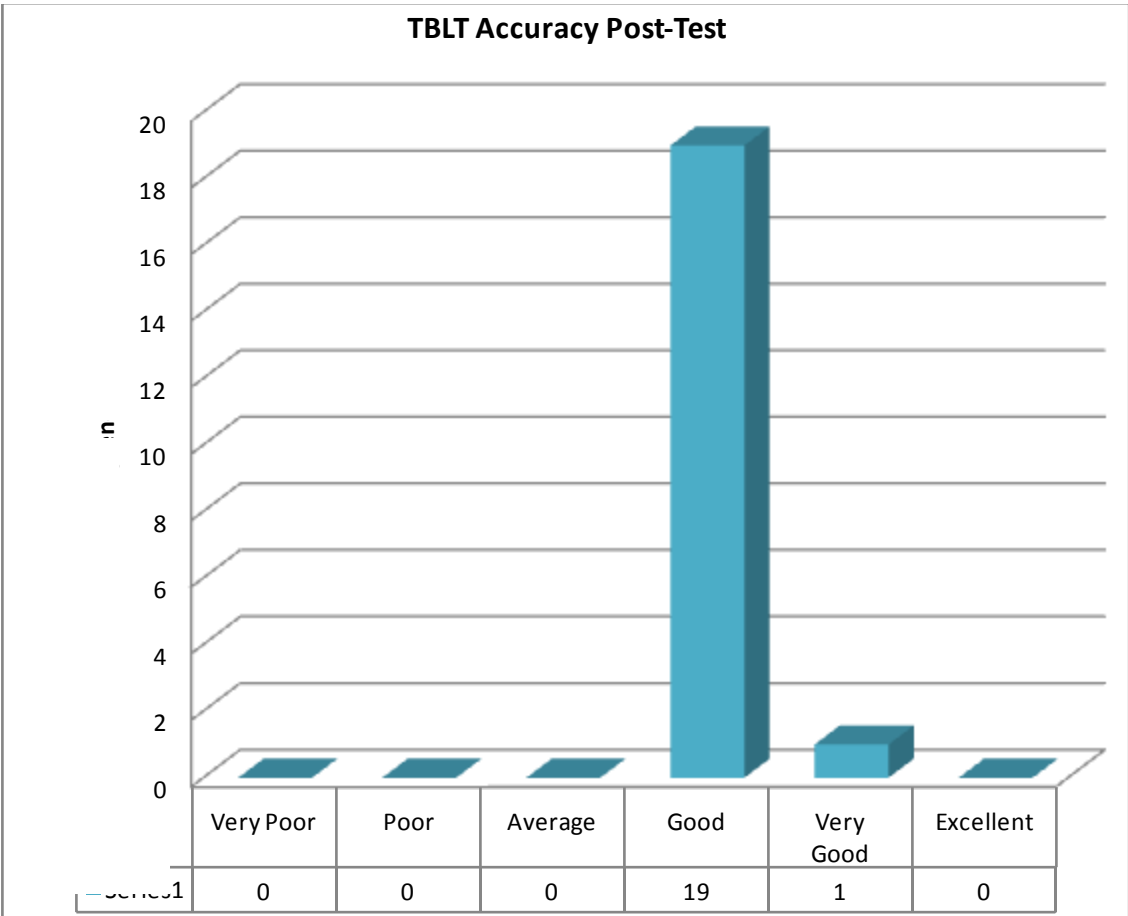
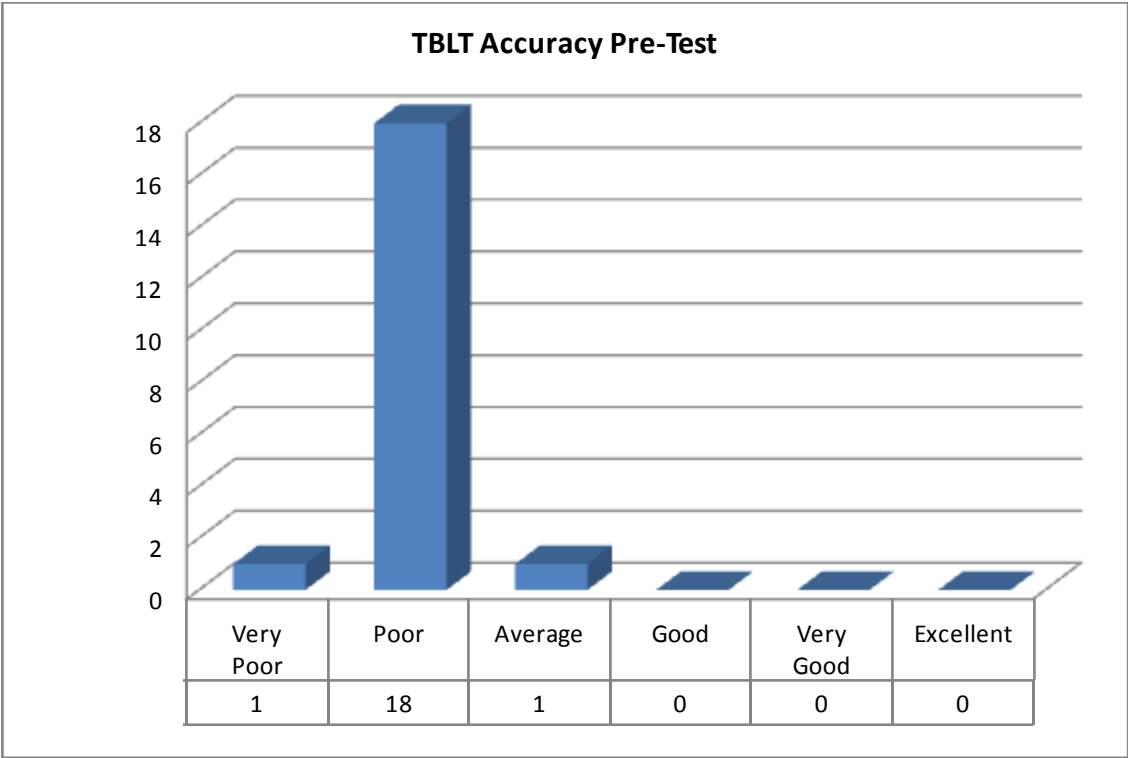


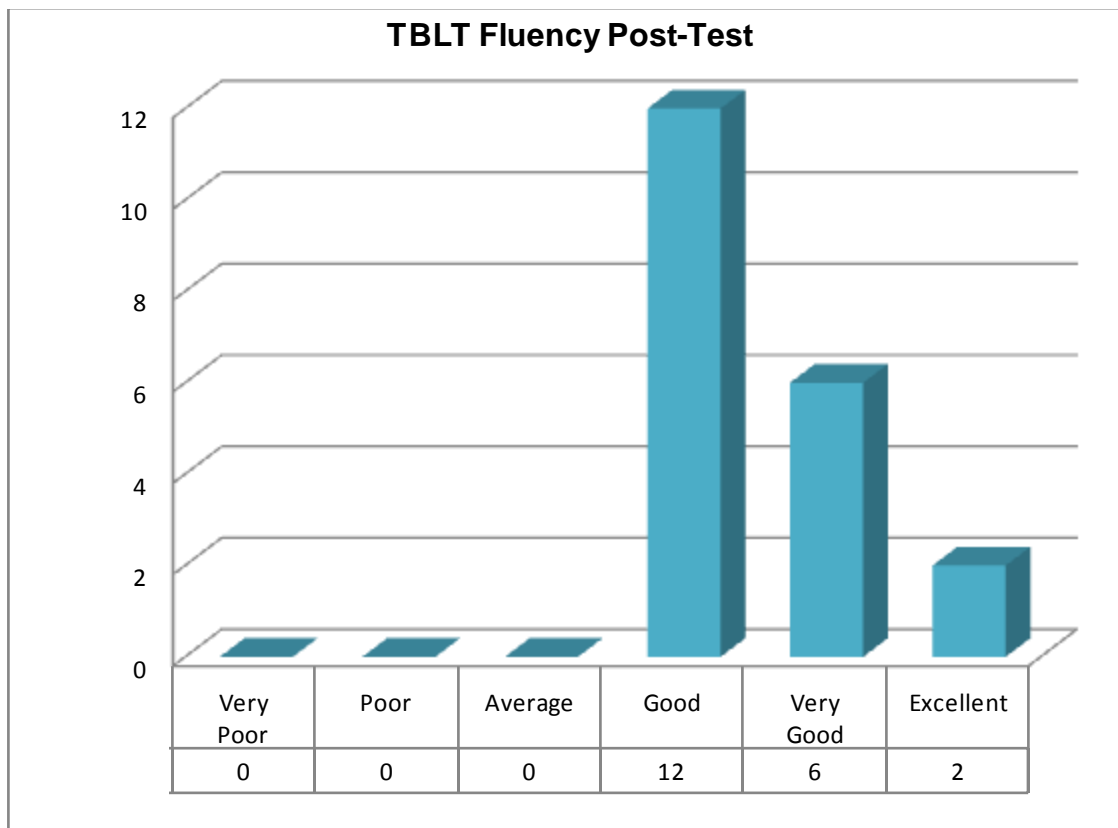
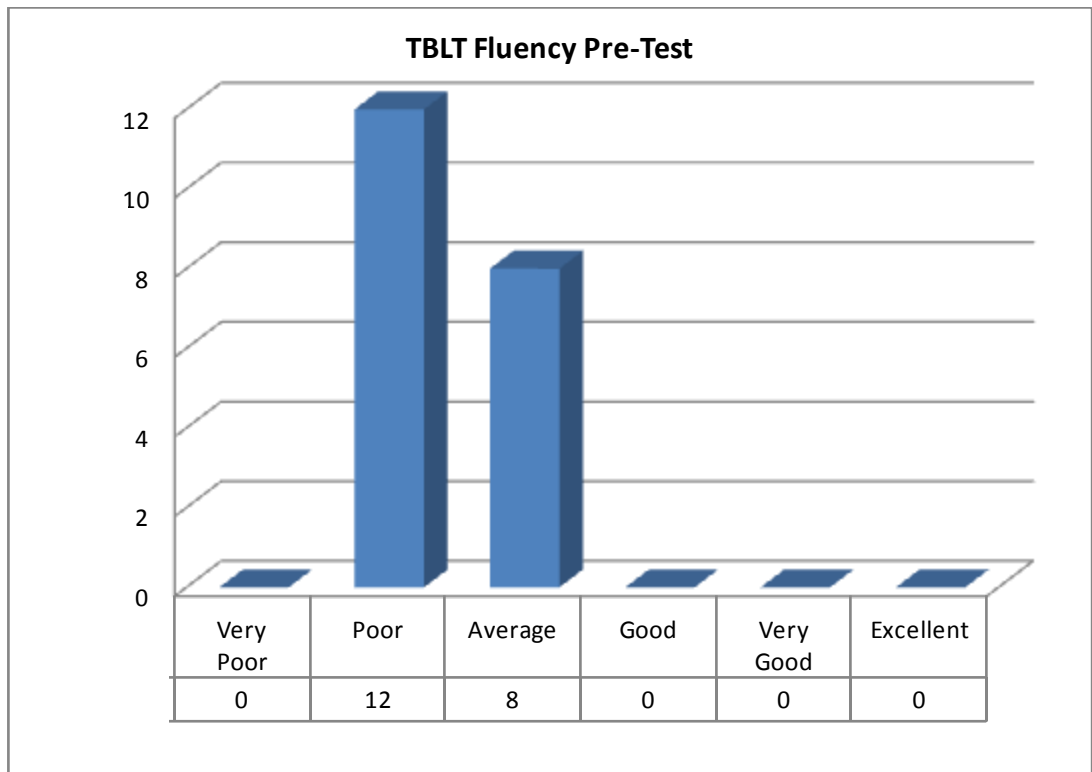
ALM Fluency Pre-Test



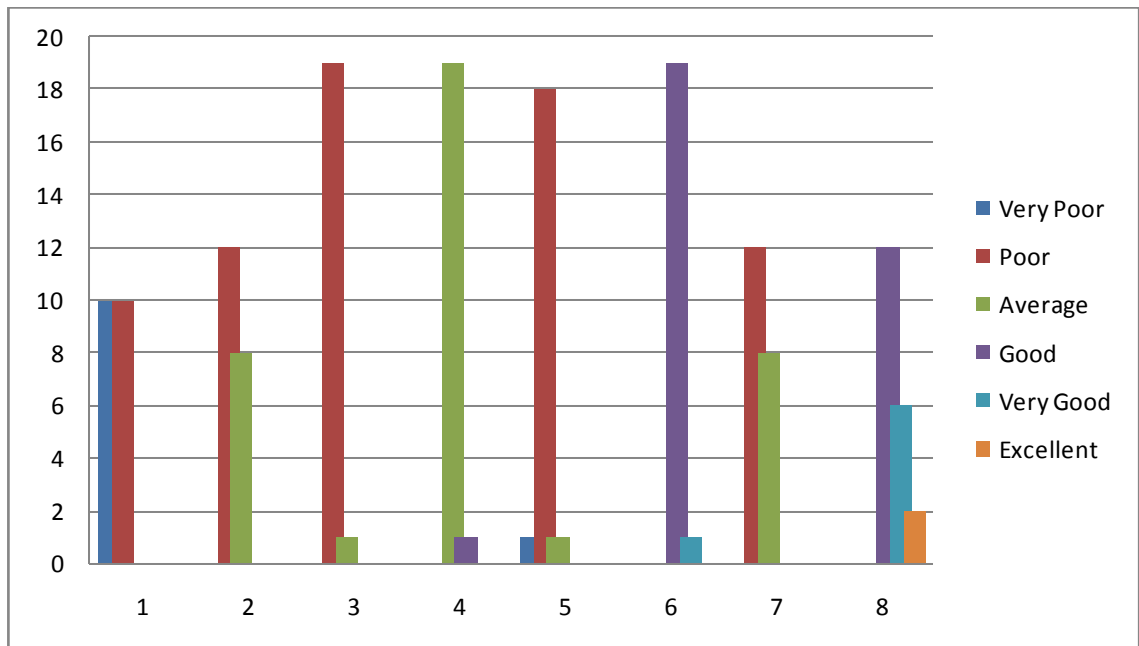
ALM Fluency Post-Test







Appendix 5. Diagram of The comparison illustration between the improvement of ALM class and TBLT class



Appendix 6 Paired sample statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Accuracy Pretest ALM	1.87	20	.507	.093
	Accuracy Post test ALM	2.77	20	.504	.092
Pair 2	Fluency Pretest ALM	2.43	20	.504	.092
	Fluency Post test ALM	3.40	20	.498	.091
Pair 3	Accuracy Pretest TBLT	2.10	20	.481	.088
	Accuracy Post test TBLT	4.20	20	.407	.074
Pair 4	Fluency Pretest TBLT	2.83	20	.379	.069

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Accuracy Pretest ALM	1.87	20	.507	.093
	Accuracy Post test ALM	2.77	20	.504	.092
Pair 2	Fluency Pretest ALM	2.43	20	.504	.092
	Fluency Post test ALM	3.40	20	.498	.091
Pair 3	Accuracy Pretest TBLT	2.10	20	.481	.088
	Accuracy Post test TBLT	4.20	20	.407	.074
Pair 4	Fluency Pretest TBLT	2.83	20	.379	.069
	Fluency Post test TBLT	4.60	20	.724	.132

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Accuracy Pretest ALM & Accuracy Post test ALM	20	.683	.000
Pair 2	Fluency Pretest ALM & Fluency Post test ALM	20	.796	.000
Pair 3	Accuracy Pretest TBLT & Accuracy Post test TBLT	20	.247	.188
Pair 4	Fluency Pretest TBLT & Fluency Post test TBLT	20	.126	.508

Paired Samples Test

		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	Accuracy Pretest ALM - Accuracy Post test ALM	-.900-	.403	.074
Pair 2	Fluency Pretest ALM - Fluency Post test ALM	-.967-	.320	.058
Pair 3	Accuracy Pretest TBLT - Accuracy Post test TBLT	-2.100-	.548	.100
Pair 4	Fluency Pretest TBLT - Fluency Post test TBLT	-1.767-	.774	.141

Paired Samples Test

		Paired Differences	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pair 1	Accuracy Pretest ALM - Accuracy Post test AL	-1.050-	-.750-
Pair 2	Fluency Pretest ALM - Fluency Post test ALM	-1.086-	-.847-
Pair 3	Accuracy Pretest TBLT - Accuracy Post test TBLT	-2.205-	-1.895-
Pair 4	Fluency Pretest TBLT - Fluency Post test TBLT	-2.056-	-1.478-

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Accuracy Pretest ALM - Accuracy Post test ALM	-12.245-	29	.000
Pair 2	Fluency Pretest AL - Fluency Post test AL	-16.554-	29	.000
Pair 3	Accuracy Pretest TBLT - Accuracy Post test TBLT	-21.000-	29	.000
Pair 4	Fluency Pretest TBLT - Fluency Post test TBLT	-12.504-	29	.000

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Accuracy Post test ALM	2.77	20	.504	.092
	Accuracy Post test TBLT	4.20	20	.407	.074
Pair 2	Fluency Post test ALM	3.40	20	.498	.091
	Fluency Post test TBLT	4.60	20	.724	.132

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Accuracy Post test ALM & Accuracy Post test TBLT	20	-.437	.016
Pair 2	Fluency Post test ALM & Fluency Post test TBLT	20	.172	.363

Paired Samples Test

		Paired Differences		
		Mean	Std. Deviation	Std. Error Mean
Pair 1	Accuracy Post test ALM - Accuracy Post test TBLT	-1.433	.774	.141
Pair 2	Fluency Post test AL - Fluency Post test TBLT	-1.200	.805	.147

Paired Samples Test

		Paired Differences	
		95% Confidence Interval of the Difference	
		Lower	Upper
Pair 1	Accuracy Post test ALM - Accuracy Post test TBLT	-1.722	-1.144
Pair 2	Fluency Post test ALM - Fluency Post test TBLT	-1.501	-.899

Paired Samples Test

		t	df	Sig. (2-tailed)
Pair 1	Accuracy Post test ALM - Accuracy Post test TBLT	-10.145	29	.000
Pair 2	Fluency Post test ALM - Fluency Post test TBLT	-8.163	29	.000

Frequencies

Statistics

		Accuracy Pretest ALM	Accuracy Post test ALM	Fluency Pretest ALM	Fluency Post test ALM
N	Valid	20	20	20	20
	Missing	0	0	0	0
	Mean	1.87	2.77	2.43	3.40
	Std. Error of Mean	.093	.092	.092	.091
	Median	2.00	3.00	2.00	3.00
	Mode	2	3	2	3
	Std. Deviation	.507	.504	.504	.498
	Variance	.257	.254	.254	.248
	Skewness	-.266-	-.422-	.283	.420
	Std. Error of Skewness	.427	.427	.427	.427
	Range	2	2	1	1
	Minimum	1	2	2	3
	Maximum	3	4	3	4

Statistics

		Accuracy Pretest TBLT	Accuracy Posttest TBLT	Fluency Pretest TBLT	Fluency Posttest TBLT
N	Valid	20	20	20	20
	Missing	0	0	0	0
	Mean	2.10	4.20	2.83	4.60
	Std. Error of Mean	.088	.074	.069	.132
	Median	2.00	4.00	3.00	4.00
	Mode	2	4	3	4
	Std. Deviation	.481	.407	.379	.724
	Variance	.231	.166	.144	.524

Skewness	.319	1.580	-1.884-	.794
Std. Error of Skewness	.427	.427	.427	.427
Range	2	1	1	2
Minimum	1	4	2	4
Maximum	3	5	3	6

Frequency Table

ALM Accuracy Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	6	20.0	20.0	20.0
	poor	22	73.3	73.3	93.3
	Average	2	6.7	6.7	100.0
	Total	20	100.0	100.0	

ALM Accuracy Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	8	26.7	26.7	26.7
	Average	21	70.0	70.0	96.7
	Good	1	3.3	3.3	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	8	26.7	26.7	26.7
	Average	21	70.0	70.0	96.7
	Good	1	3.3	3.3	100.0
	Total	20	100.0	100.0	

ALM Fluency Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	17	56.7	56.7	56.7
	Average	13	43.3	43.3	100.0
	Total	20	100.0	100.0	

ALM Fluency Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	18	60.0	60.0	60.0
	Good	12	40.0	40.0	100.0
	Total	20	100.0	100.0	

TBLT Accuracy Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	2	6.7	6.7	6.7
	poor	23	76.7	76.7	83.3
	Average	5	16.7	16.7	100.0
	Total	20	100.0	100.0	

TBLT Accuracy Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	24	80.0	80.0	80.0
	Very Good	6	20.0	20.0	100.0
	Total	20	100.0	100.0	

TBLT Fluency Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	5	16.7	16.7	16.7
	Average	25	83.3	83.3	100.0
	Total	20	100.0	100.0	

TBLT Fluency Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	16	53.3	53.3	53.3
	Very Good	10	33.3	33.3	86.7
	Excellent	4	13.3	13.3	100.0
	Total	20	100.0	100.0	

Appendix 7 . Questionnaire

ANGKET

Petunjuk

1. Tulis nama dan NIM pada sudut kanan atas lembaran ini.
2. Angket bertujuan untuk memperoleh data tentang Peningkatan Kemampuan berbicara bahasa Inggris melalui penggunaan Task-Based Language Teaching (TBLT).
3. Pilihlah salah satu jawaban dari pertanyaan-pertanyaan berikut sesuai dengan pendapat/hati anda tanpa paksaan dan pengaruh orang lain

dengan memberikan tanda centang (√) pada pilihan sebagai berikut pada kolom yang tersedia

- SA : Strongly Agree
- A : Agree
- U : Undecided
- D : Disagree
- SD : Strongly Disagree

NO.	QUESTIONS	SA	A	U	D	SD
1	Task Based Language Teaching Method improves my speaking performance.					
2	Task Based Language Teaching Method should be applied in the classroom.					
3	After following the learning process by Task Based Language Teaching Method					
4	My speaking competence increase after following the process of learning by Task Based Language Teaching Method.					
5	I enjoy following learning English in the class by Task Based Language Teaching Method.					
6.	Task Based Language Teaching Method built up my self confidence in speaking English.					
7	I like English after following learning by Task Based Language Teaching Methods.					
8	Task Based Language Teaching Method improves students' enthusiasm and activeness in learning speaking.					
9	I like following English learning in the class by using Task Based Language Teaching Method.					
10	My friends and I are often practice speaking out site the class after following English learning by Task Based					

	Language Teaching Method.					
11	I am not shy to speak English after following English learning by Task Based Language Teaching Method.					
12	I am not doubt to speak English after following English learning by Task Based Language Teaching Method.					
13	Task Based Language Teaching Method builds confidence in the learners' competence in speaking English.					
14	After following English learning by Task Based Language Teaching Method, I found that English conversation was performed .					
15	In my point of view, English is not difficult after following English learning by Task Based Language Teaching Method.					
16	In my point of view, Learning English through Task Based Language Teaching Method is contextual.					
17	I feel more active in discussing, and doing exercises after following English learning by Task Based Language Teaching Method.					
18	I hope Task Based Language Teaching Method will be applied in the next semester.					
19	Task Based Language Teaching Method improves my speaking competence.					
20	It is easier to understand when my friends are speaking English after following English learning by Task Based Language Teaching Method.					

Appendix 8 : Students' Score of Audio Lingual Method Class for Pre-Test

SAMPLE	ACCURACY		RATE	SAMPLE	FLUENCY		RATE
	ASSESSOR				ASSESSOR		
	I	II			I	II	
Student 1	2	2	2	Student 1	2	3	2,5
Student 2	1	2	1,5	Student 2	2	3	2,5
Student 3	2	1	1,5	Student 3	2	3	2,5
Student 4	2	2	2	Student 4	2	3	2,5
Student 5	2	2	2	Student 5	2	3	2,5
Student 6	1	2	1	Student 6	2	3	2,5
Student 7	2	2	2	Student 7	2	2	2
Student 8	2	1	1,5	Student 8	2	3	2.5
Student 9	1	1	1	Student 9	2	3	2.5
Student 10	2	1	1,5	Student 10	2	3	2.5
Student 11	2	2	2	Student 11	2	3	2.5
Student 12	2	2	2	Student 12	2	3	2.5
Student 13	2	2	2	Student 13	2	3	2.5
Student 14	1	1	1	Student 14	3	3	3
Student 15	2	2	2	Student 15	2	3	2.5
Student 16	2	1	1,5	Student 16	2	3	2.5
Student 17	2	3	2	Student 17	2	3	2.5
Student 18	2	1	1,5	Student 18	2	2	2
Student 19	1	2	1,5	Student 19	3	2	2.5
Student 20	2	2	2	Student 20	3	2	2.5

Appendix 9: Students' Score of Task-Based Language Teaching Class for Pre-Test

SAMPLE	ACCURACY ASSESSOR		RATE	SAMPLE	FLUENCY ASSESSOR		RATE
	I	II			I	II	
	Student 1	2			2	2	
Student 2	3	2	2.5	Student 2	3	3	3
Student 3	2	2	2	Student 3	3	2	2.5
Student 4	3	2	2.5	Student 4	2	3	2.5
Student 5	2	2	2	Student 5	3	2	2.5
Student 6	2	2	2	Student 6	2	3	2.5
Student 7	2	2	2	Student 7	3	2	2.5
Student 8	2	2	1	Student 8	3	2	2.5
Student 9	3	3	3	Student 9	3	3	3
Student 10	2	2	2	Student 10	2	3	2.5
Student 11	2	3	2	Student 11	3	2	2.5
Student 12	2	2	2	Student 12	2	3	2.5
Student 13	2	2	2	Student 13	3	2	2.5
Student 14	3	2	2.5	Student 14	3	3	3
Student 15	2	3	2.5	Student 15	3	3	3
Student 16	2	3	2.5	Student 16	3	3	3
Student 17	2	3	2.5	Student 17	2	3	2.5
Student 18	2	3	2.5	Student 18	3	3	3
Student 19	2	2	2	Student 19	3	2	2.5
Student 20	2	2	2	Student 20	3	3	3

Appendix 10: Students' Score of Audio Lingual Method Class for Post-Test

SAMPLE	ACCURACY ASSESSOR		RATE	SAMPLE	FLUENCY ASSESSOR		RATE
	I	II			I	II	
	Student 1	2			3	2.5	

Student 2	2	3	2.5	Student 2	3	3	3
Student 3	2	2	2	Student 3	3	4	3.5
Student 4	3	3	3	Student 4	3	3	3
Student 5	3	3	3	Student 5	3	3	3
Student 6	2	3	2.5	Student 6	3	3	3
Student 7	3	3	3	Student 7	3	3	3
Student 8	3	2	2.5	Student 8	3	3	3
Student 9	2	2	2	Student 9	3	3	3
Student 10	3	2	2.5	Student 10	4	4	4
Student 11	2	3	2.5	Student 11	3	3	3
Student 12	3	3	3	Student 12	3	4	3.5
Student 13	3	2	2,5	Student 13	3	3	3
Student 14	2	2	2	Student 14	3	4	3.5
Student 15	3	3	3	Student 15	3	4	3.5
Student 16	3	2	2.5	Student 16	3	4	3.5
Student 17	3	4	3.5	Student 17	3	4	3.5
Student 18	3	4	3.5	Student 18	3	3	3
Student 19	2	3	2.5	Student 19	4	3	3.5
Student 20	3	3	3	Student 20	4	3	3.5

Appendix 11: Students' Score of Task-Based Language Teaching Class for Post-Test

SAMPLE	ACCURACY		RATE	SAMPLE	FLUENCY		RATE
	ASSESSOR				ASSESSOR		
	I	II			I	II	
Student 1	4	4	4	Student 1	5	5	5
Student 2	4	4	4	Student 2	5	5	5
Student 3	5	5	5	Student 3	4	5	4.5
Student 4	5	4	4.5	Student 4	4	5	4.5
Student 5	4	5	4.5	Student 5	6	6	6
Student 6	4	4	4	Student 6	4	4	4
Student 7	4	4	4	Student 7	5	6	5.5
Student 8	4	4	4	Student 8	4	5	4.5
Student 9	4	4	4	Student 9	4	5	4.5
Student 10	4	5	4.5	Student 10	5	5	5
Student 11	4	4	4	Student 11	4	4	4

Student 12	4	4	4	Student 12	3	4	3.5
Student 13	4	5	4.5	Student 13	5	4	4.5
Student 14	4	4	4	Student 14	5	5	5
Student 15	4	5	4.5	Student 15	5	5	5
Student 16	4	5	4.5	Student 16	4	5	4.5
Student 17	4	5	4.5	Student 17	3	4	3.5
Student 18	4	5	4.5	Student 18	4	4	4
Student 19	4	4	4	Student 19	6	6	6
Student 20	4	5	4	Student 20	4	4	4