

**AUDIO-LINGUAL METHOD AND TASK-BASED LANGUAGE
TEACHING IN TEACHING SPEAKING TO STUDENTS OF
STKIP-YPUP MAKASSAR: A COMPARATIVE STUDY**

**METODE PENGAJARAN BAHASA AUDIO-LINGUAL DAN METODE
PENGAJARAN BAHASA BERBASIS-TUGAS DALAM PENGAJARAN
BERBAHASA INGGRIS PADA MAHASISWA STKIP-YPUP MAKASSAR:
SEBUAH STUDI KOMPARATIF**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for the
Degree of Magister in English Language Studies**

**MUHAMMAD ALIAS
P0600208005**



**POST GRADUATE PROGRAM
HASANUDDIN UNIVERSITY
MAKASSAR
2012**

THESIS

**AUDIO-LINGUAL METHOD AND TASK-BASED LANGUAGE TEACHING
IN TEACHING SPEAKING TO STUDENTS OF STKIP-YPUP MAKASSAR:
A COMPARATIVE STUDY**

Written and Submitted by:

MUHAMMAD ALIAS

Register Number : P0600208005

Has been defended in front of the thesis examination committee

on February, 3rd 2012

Approved by:

Committee of Supervisors,

Dra. Hj. Ety Bazergan, M.Ed., Ph.D. Dra. Nasmilah Imran, M.Hum.,Ph.D.
Chairman Member

Head of English Language
Study Program,

Director of Post Graduate Program of
Hasanuddin University,

Prof. Dr. Abdul Hakim Yassi, M.A.

Prof. Dr. Ir. Mursalim, M.Sc.

ACKNOWLEDGEMENTS



Alhamdulillah Rabbil Alamin. Glory to Allah SWT, most merciful, most compassionate that blessed me with health and tremendous power to finish this research. Praise and invocation are also given to our Great Messenger, Muhammad SAW, who has brought us from the darkness to the lightness.

In writing this thesis, I realize that I have been helped and given motivation and spirit by many people. Therefore, I would like to express my deep gratitude and sincere thanks to all of them. I am indebted to the Dean of Faculty of Letters, Prof.H. Burhanuddin Arafah, M.Hum., Ph.D and the Head of ELS Program, Prof.Dr. Abdul Hakim Yassi, M.A, Dipl. Tesol.

Firstly, my most profound and sincere appreciation must go to my supervisors, Dra. Hj. Ety Bazergan, M.Ed., Ph.D. and Dra. Nasmilah Imran, M.Hum.,Ph.D, who have provided their time and who had given me clear perspective, educational advice, encouraging and insightful comments during writing this thesis. Secondly, my appreciation goes to all the committee of examiners: Prof. Dr. M. L. Manda, M. Phil., Prof. Dr. H. Hamzah A.Mahmoed, M.A., and Dr. H. Mustafa Makka, M.S.. Also for all the lecturers of English Language studies Program for their valuable time, knowledge, advice, and encouragement given during my study time.

Affection and Respect go to my sisters, Dra. Nikmah, Dra. Nurdiana, Nur Alam, S. Pd., Nur Jannah, S. E. and my elder brother, Drs. Alimin.

Whereas, my deepest admiration goes to my beloved wife and son, Hj. Risnawati Syam, SE and Ahmad Naufal whose love and prayers accompanied me all the time during the process of my study. Last but not least, to all my classmates in ELS 2008: *mba* Nur, Dian, Fira, Novi, *bunda* Seli, *bunda* Atha, Emma, Lenny, Syarfa, Ida, Irawan, *pak* Hayat, *pak* Sira, thanks dear for all the happiness and hectic days we ever shared and felt together.

May the Almighty Allah SWT always bless us in every step we make.

Amin.

Makassar, February 2012

Muhammad Alias

ABSTRACT

MUHAMMAD ALIAS. Audio-Lingual Method and Task-Based Language Teaching in Teaching Speaking to Students of STKIP-YPUP Makassar: A Comparative Study. (Supervised by Ety Bazergan and Nasmilah Imran)

This research aimed at investigating 1) whether the Audio-Lingual Method and Task-Based Language Teaching could improve students' speaking skill, 2) which method between the Audio-Lingual method and Task-Based Language Teaching was more appropriate in improving students' speaking skill, 3) the students' interest toward these two teaching methods.

This research was carried out at English Education Department of STKIP-YPUP Makassar with 40 students as the samples who were selected purposely. The data were collected by using Pre-Test, Post-Test, Questionnaire, and an interview. After the tests were done, they were then scored and assessed by two assessors. Both assessors were a Ph.D. and master holders in English language. Both of them were English lecturers at STKIP-YPUP, Makassar. The data were analyzed and interpreted by using t-test supported by the software program of SPSS 14.0.

The result of the research indicates that the Audio-Lingual Method and Task-Based Language Teaching can significantly improve students' speaking skill. Task-Based Language Teaching can improve students' speaking skill better in English than Audio-Lingual Method.

Key Words: Audio-Lingual Method, Task-Based Language Teaching, teaching, speaking, comparative study.

ABSTRAK

MUHAMMAD ALIAS. Metode Pengajaran Audio-Lingual dan Metode Pengajaran Berbasis-Tugas dalam Pengajaran Berbahasa Inggris pada Mahasiswa STKIP-YPUP Makassar: Sebuah Studi Komparatif. (Dibimbing oleh Ety Bazergan dan Nasmilah Imran)

Penelitian ini bertujuan 1) menganalisis apakah metode pengajaran Audio-Lingual dan metode pengajaran Berbasis-Tugas dapat meningkatkan keterampilan berbicara mahasiswa, 2) menganalisis metode yang mana antara metode pengajaran Audio-Lingual dan metode pengajaran Berbasis-Tugas lebih baik dalam meningkatkan kemampuan berbicara mahasiswa, dan 3) mengetahui minat mahasiswa terhadap kedua metode pengajaran ini.

Penelitian ini dilakukan pada jurusan Pendidikan Bahasa Inggris STKIP-YPUP Makassar dengan 40 mahasiswa sebagai sampel yang dipilih secara purposif. Data dikumpulkan dengan menggunakan Pre-Test, Post-Test Angket, dan wawancara. Setelah tes dilakukan penilaian. Skor dinilai oleh dua assessor. Kedua assessor adalah doktor dan master bahasa Inggris. Kedua-duanya adalah dosen bahasa Inggris STKIP YPUP Makassar. Data dianalisis dan diinterpretasi dengan menggunakan t-test yang dibantu dengan program software SPSS 14.0.

Hasil penelitian ini menunjukkan bahwa metode pengajaran Audio-Lingual dan metode pengajaran Berbasis-Tugas secara signifikan dapat meningkatkan keterampilan berbicara bahasa Inggris mahasiswa. Metode pengajaran Berbasis-Tugas dapat meningkatkan keterampilan berbicara bahasa Inggris mahasiswa secara lebih baik dibandingkan dengan metode pengajaran Audio-Lingual.

Key Words: Audio-Lingual Method (ALM), Task-Based Language Teaching (TBLT), pengajaran, berbicara, studi komparatif.

TABLE OF CONTENTS

	Page
PAGE OF APPROVAL	i
ACKNOWLEDGMENT	ii
ABSTRACT	iv
ABSTRAK	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	1
A. Background.....	1
B. Statement of Problem	4
C. Research Questions	4
D. Objectives of the Research.....	5
E. Significance of the Research.....	5
F. Scope of the Research.....	6
G. Operational Definition	6
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research.....	7
B. Audio Lingual Method.....	10
1. Brief History and Definition	10
2. Principles of The Audio-Lingual Method	12
3. Techniques of The Audio Lingual Method	14
4. The Advantages and Disadvantages of Audio	

Lingual Method.....	20
C. Task-Based Language Teaching (TBLT)	21
1. Definition and Features	23
2. The Framework of Task-Based Approach	25
3. The Notion of Task as A Central Unit for Designing Communicative Classroom in TBLT	28
4. The Advantages of Task-Based Teaching Approach	34
D. Speaking.....	36
1. Notion of Speaking	36
2. Teaching Speaking	40
E. Conceptual Framework.....	41
F. Hypotheses	42
CHAPTER III METHODOLOGY.....	43
A. Research Design.....	43
B. Population and Samples	44
C. Research Instrument.....	44
D. Technique of Data Analysis.....	45
CHAPTER IV. FINDINGS AND DISCUSSION	53
A. Findings	53
B. Discussion.....	95
CHAPTER V. CONCLUSION AND SUGGESTIONS.....	99
A. Conclusion	99
B. Suggestions	100

BIBLIOGRAPHY	102
---------------------------	-----

APPENDICES

LIST OF TABLES

Table	Page
1. Willis' model for task-based teaching approach	26
2. The Band Score of Accuracy of the Students Speaking Performance	45
3. The Band Score of Fluency of the Students' Speaking	47
4. The Converted and Band Score	49
5. Score of Accuracy and Fluency of the Students Speaking Performance on Pre-test	53
6. The rate percentage of pre-test scores of the Audio Lingual Method And Task Based Language Teaching Method	54
7. Score of Accuracy and Fluency of the Students Speaking Performance on Post-test	55
8. The rate percentage of post-test scores of the Audio Lingual Method Group and Task Based Language Teaching Method Group	56
9. The Improvement of Audio Lingual Method Class from Pre-test to Post-test	57
10. The Classification and Percentage of Audio Lingual Method Class' Score	58
11. The Improvement of Task Based Language Teaching Method form Pre-test to Post-test	60
12. The Classification and Percentage of Task Based Language Teaching Method' Score	61

13.	The Students' Speaking Performance in Terms of Accuracy of Audio Lingual Method Class	63
14.	The Students' Speaking Performance in Terms of Fluency of Audio Lingual Method	64
15.	The Students' Speaking Performance in Terms of Accuracy of Task Based Language Teaching Method	65
16.	The Students' Speaking Performance in Terms of Fluency of Task Based Language Teaching Method	66
17.	The Frequency Score of the Students Speaking Performance in Terms of Accuracy and Fluency of Audio Lingual Method Class	68
18.	The Frequency Score of the Students Speaking Performance in Terms of Accuracy and Fluency of Task Based Language Teaching Method	69
19.	The mean difference improvement	70
20.	The percentage of questionnaire number 1	73
21.	The percentage of questionnaire number 2	74
22.	The percentage of questionnaire number 3	75
23.	The percentage of questionnaire number 4	76
24.	The percentage of questionnaire number 5	77
25.	The percentage of questionnaire number 6	78
26.	The percentage of questionnaire number 7	79
27.	The percentage of questionnaire number 8	80
28.	The percentage of questionnaire number 9	81
29.	The percentage of questionnaire number 10	82

30. The percentage of questionnaire number 11	83
31. The Percentage of Questionnaire Number 12	84
32. The percentage of questionnaire number 13	85
33. The percentage of questionnaire number 14	86
34. The Percentage of Questionnaire Number 15	87
35. The percentage of questionnaire number 16	88
36. The percentage of questionnaire number 17	89
37. The percentage of questionnaire number 18	90
38. The percentage of questionnaire number 19	91
39. The percentage of questionnaire number 20	92
40. The Percentage of the Students' Performance	94

LIST OF APPENDICES

1. Appendix 1 : Pre-Test
2. Appendix 2 : Post-Test
3. Appendix 3 : The frequency score of pre-test and post test
4. Appendix 4 : The Diagram of frequency score of Pre-Test and Post-Test
5. Appendix 5 : Diagram of The comparison illustration between the improvement of ALM class and TBLT class
6. Appendix 6 : Paired sample statistics
7. Appendix 7 : Questionnaire
8. Appendix 8 : Students' Score of Audio Lingual Method Class for Pre-Test
9. Appendix 9 : Students' Score of Task-Based Language Teaching Class for Pre-Test
10. Appendix 10 : Students' Score of Audio Lingual Method Class or Post-Test
11. Appendix 11 : Students' Score of Task-Based Language Teaching Class for Post-Test

CHAPTER I

INTRODUCTION

A. Background

It is an inevitable fact that English language is the most widely used language around the world. In current situation, there are five countries in the world using English language as their national language. They are United Kingdom, United States, New Zealand, Australia and partly Canada. Besides, all Commonwealth countries also speak English as their second language. Moreover, English is also used as one of the formal languages in United Nations. From the fact, we can imagine how big the influence of English in current global situation.

In Indonesia, although English has no wide use in society, it is still seen as a priority, as the most important foreign language to be taught (Simatupang, 1999). Nowadays, English becomes the most popular foreign language taught in both private and public schools (Ali, 2000; Jazadi 2003), and with no exception, at university levels too.

The teaching and learning of English as a second/foreign language mostly involves teaching and learning four major language skills such as listening, speaking, reading, and writing. It is the opinion of linguists, however, that speech is the primary substance of all human languages. In other words, the spoken form of any human language is

basic, while the written form is derived from the spoken form. Thus, it is clear that speaking becomes an essential skill in language teaching.

Several methods in language teaching promote an integration of speaking in ways that reflect natural language use. Audio-lingual Method (ALM) and Task-based Language Teaching (TBLT) are two among the methods that are commonly used in language teaching especially in teaching speaking.

Audio-lingual Method is one of the methods which can be used to teach speaking. Just as with the Direct Method, Audio-Lingual Method represents a major step in language teaching methodology that still aims squarely at communicative competence. A teacher who can use the method well will generally be able to create what appear to be very “productive” students.

Moreover, being able to use target language communicatively is the goal of this method. Therefore, students need to over learn the target language, to learn and use it automatically without stopping to think by forming a new habit in the target language and overcoming the old habit of their native language (Larsen-Freeman, 2000). Additionally, the main characteristics of this method are the new vocabulary items and structures which are represented through dialogues. The dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns presented in the dialogues. The use of drills in this method is to get the students to be able to speak English communicatively.

Beside ALM, Task-based Language Teaching (TBLT) or known as Task-based Language Learning (TBLL) or Task-based Instruction (TBI) is the other method that can be applied in teaching speaking since it focuses on the use of authentic language. In TBLT, the teacher asks students to do meaningful task such as visiting a doctor, conducting an interview, or calling a customer service for help. Assessment is primarily based on a task outcome (in other words the appropriate completion of tasks) rather than on accuracy of language forms. This makes TBLT popular for developing target language fluency and students' confidence (Wikipedia).

Nunan (2004) considers TBLT as a slighter portion of CLT. According to him, CLT is a broad philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology, psychology, and sociology, whereas TBLT represents a realization of that philosophy at the level of the syllabus design and methodology. Such view makes CLT and TBLT go hand in hand in almost all discussions of language pedagogy.

Willis (2006) states that TBLT aims at richer interactions in class, focuses on meaning first and form later, and gets the students feed-back. The same testimonial is given by Clandfield (2009) as he describes that in TBLT students begin by carrying out a communicative task, without specific focus on form. After they have done the task, they report and discuss how they accomplish this. Only at the end, there is a specific focus on features of language forms.

Based on the discussion above, the researcher is interested in exploring how the application of ALM and TBLT in the classroom that can improve the students' speaking skill at STKIP-YPUP Makassar.

B. Statement of Problem

The problem to be addressed is on how to improve the EFL students' speaking ability through Audio-Lingual Method and Task-Based Language Teaching. Based on the writer's observation and experience in teaching English, most of the lecturers are still dominant in the classroom. So, the situation is teacher/lecturer-centered. The problem is the students are more passive and can not speak English fluently or at least they do not understand what they hear and what they say to their interlocutors. Through this research, the researcher observes two language teaching methods – ALM and TBLT – to improve the students' speaking ability. These methods will be applied in the classroom.

C. Research Questions

Based on the introduction and the statement of problem, the research questions can be set as follows:

1. To what extent do Audio-Lingual Method (ALM) and Task-Based Language Teaching (TBLT) improve speaking skill?
2. Which method, between Audio-Lingual Method (ALM) and Task-based Language Teaching (TBLT), is more appropriate to be applied in speaking class?

3. How do these two teaching strategies have students' interest in speaking class?

D. Objectives of the Research

The objectives of this research are:

1. To describe whether Audio-Lingual Method and Task-Based Language Teaching can improve speaking skill.
2. To elaborate which method, between Audio-Lingual Method and Task-based Language Teaching, is more appropriate in improving speaking ability.
3. To find out the students' interest toward these two teaching strategies.

E. Significance of the Research

1. Practical Significance

This research is practically expected to give a fascinating insight into the application of these teaching methods.

2. Theoretical Significance

This study can be a reference for the practitioners or other researchers who are greatly concerned with the ideas and principles on language teaching methods.

F. The Scope of the Research

The scopes of the research were as follows:

1. The present study just focuses on the application of ALM and TBLT applied in the speaking class.

2. The study is only conducted at STKIP-YPUP Makassar.

G. Operational Definition

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.
2. Audio-Lingual Method is the language teaching method focusing on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language.
3. Task-Based Language Teaching is a language methodology which claims that the best way to create interactional processes in the classroom is to use specially designed instructional tasks.
4. Academic Achievement is the knowledge attained or skill developed by attending the subject in the classroom usually designated by test scores or by mark.
5. Students' interest is students' curiosity or concern to learn or know about speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is referred to this research. This study describes several points of theories that are used to underline all of the things related to the study.

A. Previous Research

These are some previous studies related to Audio-Lingual Method and Task-Based Language Teaching.

Nunan (1999:24) defines task-based language teaching as follows: “Task-based language teaching is an approach to the design of language course in which the point of departure is not an ordered list of linguistic items, but a collection of tasks”. When applying TBI, students are given a task to perform and only when the task has been completed does the teacher discuss the language that was used, making corrections and adjustments with the students’ performance of the task has shown to be desirable (Harmer, 2001: 87).

Brown (2001:50) clarifies that TBI puts task at the center of one’s methodological focus. It aims to provide learners with a natural context for a language use. Acar (2006) adds that TBI takes tasks defined in a variety of ways as the central elements in syllabus design and teaching.

Platt & Schmidt (2003) describe task-based learning (TBL) as an approach to second/foreign language (L2) learning and teaching and a teaching methodology in which the classroom tasks constitute the main focus of the instruction.

According to Richards (2006:30) task-based instruction is a methodology which claims that the best way to create interactional

processes in the classroom is to use specially designed instructional tasks. Moreover, Syekhan (1998: 1) says that TBI offers students a material which they have to actively engage in the processing of in order to achieve a goal or complete a task. It aims to develop students' inter-language through providing a task and then using the language to solve it.

Jeon and Hahn believe that TBI provides learners with natural sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use (2006).

Woodsworth (1967) in his thesis states that audio lingual method is an approach that includes the teaching of reading and writing, but gives primary emphasis on the language as it is heard and spoken. Stern (1983:464) describes Audio-Lingual Method (ALM) as follows "the dominant emphasis is placed on listening and speaking. While reading and writing are not neglected, they are given priority in the teaching sequence preceding reading and writing. Audiolingualism tries to develop target language skills without reference to mother tongue".

Richards, Platt and Platt (1992) argue that the audio lingual method was based on the belief that speaking and listening were the most basic language skills and should be emphasized before reading and writing. Audio lingual teaching methods depended heavily on drills and repetition, which were justified according to behaviorists' theories that language was a system of habits which could be taught and learnt

on the stimulus, response and reinforcement basis that behaviorists believed controlled all human learning, including language learning.

According to Nagaraj (1996:79), the Audio-lingual method focuses on the learner's ability to gain the communicative skills required in everyday discourse, particularly the skills of listening and speaking in the target language. Lightbown and Spada (1999: 118) explain that this method concentrates on accurate oral skills, as errors occurring using spontaneous speech could become habitual.

Larsen-Freeman (2000) states that we have to use drills if we want the students become able to speak English communicatively. Furthermore, she explains that drills, as part of audio-lingual method, have been used in teaching speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

In audio-lingual method, structures are presented initially and students drill those structures until they have mastered them orally. The drills are varied in nature and complexity such as repetition, substitution (inflection), replacement, completion, expansion, contradiction, transformation, combination (integration), formation (restoration), question-and-answer, and pronunciation drills (Richards and Rogers, 2002).

The difference of the present study with the previous is that the present study shows the comparison between Audio Lingual Method and Task Based Language Teaching which mostly used in speaking class

while the previous studies show one method and its advantages. Surely, we can not generalize the result but at least it could be reasonable choice in handling speaking class.

B. Audio Lingual Method

1. Brief History And Definition

The beginning history of audio-lingual method was derived from the entry of the United States into the World War II, in which the entry of the United States into the World War II had a significant effect on language teaching in America. To supply the U.S government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay and other languages and who could work as interpreters, code-room assistants and translators, it was necessary to set up a special language training program, Richard & Rogger (1995:44).

The Audio-Lingual Method (or structural approach, as it was called by its founder) was developed by American structural linguists during the World War II, when governmental and institutional support was available for the teaching of foreign languages. During this era, there was a great demand for people speaking foreign languages for military purposes. They had to be prepared for their tasks in shortcut intensive courses. As the result of the expansion in foreign language use and the growing contact between various peoples in the 1930s, and the 1940s, the Audio-Lingual Method appeared. It was the new scientific oral method that was developed to replace the Grammar- Translation Method. It had begun to gain favor in teaching English as a second and foreign language in the

1950s. Perceived by the founder Charles Fries as a new approach to pedagogical grammar rather than as merely a new method, the audio-lingual method was originally used in the English Language Institute at the University of Michigan.

The Audio-lingual Method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom. It is also called aural-oral method or mim-mem method.

This method, however, was blamed for not developing the ability to carry on spontaneous conversations, a goal it had not originally recognized (Spolsky, 1989). Proponents of the Audio-Lingual Method are unanimously against the use of translation in the early stages of language learning. Brooks (1964) argues that it is futile to try to translate from one language into another until one knows a good deal about both.

Based on the principle that language learning is a habit formation, the method fosters dependence on imitation, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by a contrastive analysis between L1 and

L2. There is the abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. The Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

2. Principles of The Audio-Lingual Method

The Audio-lingual method, like the direct method, is also an oral approach. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the direct method. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement (Anngraeni, 2007).

Sárosdy, et al (2006) describe the principles of audio-lingual method as follows: 1) the teacher is like an orchestra leader, directing and controlling the language behavior of her/his students; she/he provides the students with a good model for imitation; 2) the target language is used in the classroom not the students' native language; 3) a contrastive analysis

between the students' native language and the target language will reveal where a teacher should expect the most interference; 4) there is student-student interaction in chain drills or when students take different roles in dialogues, but this interaction is teacher-directed because most of the interaction is between teacher-student and is initiated by the teacher; 5) new vocabulary and structures are presented through dialogues, the dialogues are learnt through imitation and repetition, grammar is induced from the examples given: explicit grammar rules are not provided; 6) cultural information is contextualized in the dialogues or presented by the teacher; 7) the oral/aural skills receive most of the attention, pronunciation is taught from the beginning, often by students working in language laboratories; 8) students are evaluated on the bases of distinguishing between words in a minimal pair or by supplying an appropriate word form in a sentence; 9) students' errors are to be avoided through the teacher's awareness of where the students will have difficulty; 10) the syllabus is structure-based.

3. Techniques of The Audio-Lingual Method

There have been many arguments about the emphasis on or the importance of the subject matter and the importance of the method. Some methods have been applied on the teaching of English in the effort of improving the result, such as the Direct Method, the Total Physical Response Method and Audio lingual Method.

Drills, as part of the Audio lingual method, have been applied to the teaching of English especially in speaking. In this case, teaching English

as a foreign language encourages teachers and students to try to use English as a means of communication. In reaching the goals of the teaching speaking, the use of an appropriate method is keenly needed. In the writer's opinion, drill is probably one of the best alternatives in teaching speaking.

According to Nagaraj (1998:80), language was introduced through dialogues which contained common structures used in everyday communication as well as useful vocabulary. The dialogues were memorized line by line. Learners mimicked the teacher or a tape, listened carefully to all the features of the spoken target language. Native speaker-like pronunciation was important in presenting the model. Phrases and sentences of a dialogue were taught through repetition, first by the whole class, then smaller groups and finally individual learners. To consolidate what was learnt, the dialogue was adapted and personalized by application to the learner's own situation. These drills were practiced orally, first in chorus and later individually. Some generalizations (not rules) were given to advanced learners about the structures they had practiced.

Writing, in the early stages, was confined to transcriptions of the structures and dialogues learnt earlier. Once a student had mastered the basic structures, s/he was asked to write reports or compositions based on the oral lessons. The pattern or structure drill exercises were found in most contemporary text books and on language laboratory tapes. They were designed for rapid oral practice in which more items were completed

per minute than in written practice. Some teachers mistakenly used them for written practice, thus giving students a boring, tedious chore. Pattern drill exercises were useful for demonstrating the operation of certain structural variations and familiarizing students with their use. They served an introductory function. They were useful only as a preliminary to practice in using the new structural variations in some natural interchange, or for review and consolidation of the use of certain structures when students seem in doubt. When the pattern were used, it was important that students understood the changes in meaning they were affecting by the variations they were performing. Sometimes a grammatical feature had been encountered in listening or reading material or in a dialogue. Intensive practice exercises or drills were useful for learning such formal characteristics of English as tense forms (not tense use), irregular forms of verbs, pronoun choices, and so on (Anggraeni, 2007).

In addition, Noori (2001) says that the lesson in audio-lingual method typically begins with a dialogue, which contains the structure and vocabulary of the lesson. The students are expected to mimic the dialogue and eventually memorize it. Often, the class practices the dialogue as groups, and then in smaller groups. The dialogue is followed by a patterned drill on the structure introduced in the dialogue. The aim of the drill is to “strengthen habits” to make the pattern “automatic”.

The techniques derived from the principles of the Audio-lingual method are as follows: (1) students listen to a native-like model such as

the teacher or a tape recorder (2) students repeat the new material chorally and individually (3) teachers correct students' errors immediately and directly (4) dialogues are memorized by reversing roles between (teacher-student) (student-student) (5) students are encouraged to change certain key words or phrases in the dialogue (6) students write short guided compositions on given topics (7) students are encouraged to induce grammatical rules (8) students are involved in language games and role play (9) filling in the blanks exercise is used (10) minimal pairs are used (11) teachers ask questions about the new items or ask general questions (12) substitution drills, chain drills, transformation drills and expansion drills are used (13) language laboratory is used for intensive practice of language structures as well as suprasegmental features (14) dialogue is copied in students' note book (15) students are asked to read aloud (www.yementimes.com/article.shtml/i=633&p=education).

In this method, students practice a variety of drills, and the instructor emphasizes the use of the target language at all times. The main procedure is imitation and repetition. A typical lesson in this method would be as follows: (1) Students first hear a dialogue containing the key structures of the lesson. They repeat and memorize them. The teacher pays attention to pronunciation and fluency. Correction is immediate, (2) The dialogue is adapted to the students' interests or situation, (3) Certain key structures are selected and used as the basis for repetition and pattern drills. These are first practiced in chorus and then individually, (4)

Students may refer to their textbook to do follow-up reading, writing or vocabulary activities (niigatajet.net/...../teaching%METHODS %...)

In audio-lingual textbooks, pre-composed dialogues would be introduced and practiced, in a tightly controlled manner, structural and lexical items were graded according to difficulty and frequency of use. There would be copious repetition and drills, choral, group and individual, of the selected structures and vocabulary, before they further practiced in gradually broadening contexts. Reading and writing were then practiced through texts, again strictly graded and adapted to contain the structures and vocabulary already encountered in the listening and speaking activities. The emphasis of this method is on organizing the circumstances so that the students will not make mistakes, or at least will make very few (Roger, 2004).

Larsen-Freeman (1986: 31-50) provides expanded descriptions of some common or typical techniques closely associated with the Audio lingual Method. The lists here are as follows:

- Dialogue memorization
- Expansion-drill (This drill is used when a long dialogue is giving students trouble. The teacher brakes down the line into several parts. Following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence and works backward from there to keep the intonation of the line as

natural as possible. This directs more students' attention to the end of the sentence, where new information typically occurs.)

- Repetition drill
- Chain drill (The teacher begins the chain of conversation by greeting a student or asking him a question. That student responds, and then turns to the student sitting next to him and the chain will be continued. The chain drill allows some controlled communication, even though it is limited.)
- Single-slot substitution drill (The teacher says a line, usually from the dialogue. Next, the teacher says a word or a phrase- called a cue. The students repeat the line the teacher has given them substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.
- Multiple-slot substitution drill (The teacher gives cue phrases, one at a time that fits into different slots in the dialogue line. The students have to recognize what part of speech each cue is where it fits into the sentence and make other changes such as subject-verb agreement.)
- Transformation drill (Students are asked for example to transform an affirmative sentence into a negative one.)
- Question and answer drill
- Use of minimal pairs (The teacher works with pairs of words which differ in only one sound e.g. ship – sheep.)

- Gap-filling
- Grammar game.

4. The Advantages and The Disadvantages of Audio-Lingual Method

Bai (1996) in his journal elaborates the advantages and disadvantages of audio-lingual method. One of the obvious advantages of this method is the pattern drills which are good for developing structural awareness but caution should be taken that the structure should be taught as means to meaning, not as ends. Other good aspects include the emphasis on correct pronunciation and sequencing according to difficulty levels of the language structures.

The disadvantages of this method include: 1) it may neglect the innovative functioning of the students because the emphasis on teaching is the pattern drills instead of allowing students open-ended, trial and error language practice. 2) It could be intimidating for students since it involves a lot of corrections of pronunciation and very limited use of the first language. 3) Reading and writing are not dealt with systematically. 4) It may ignore the individual differences in learning. 5) The focus on developing communicative competence is not clear and the activities could be boring if caution is not taken to transfer language skills to real communication (Bai, 1996).

C. Task-Based Language Teaching (TBLT)

The term task-based language teaching (TBLT) came into prevalent use in the field of second language acquisition in terms of developing process-oriented syllabi and designing communicative tasks

to promote learners' actual language use. Within the varying interpretations of TBLT related to classroom practice, recent studies exhibit three recurrent features: TBLT is compatible with a learner-centered educational philosophy (Ellis, 2003; Nunan, 2005; Richards & Rodgers, 2001); it consists of particular components such as goal, procedure, specific outcome (Murphy, 2003; Nunan, 2004; Skehan, 1998); it advocates content-oriented meaningful activities rather than linguistic forms (Carless, 2002; Littlewood, 2004).

Task-based approach was first carried out by Prabhu (1987) in second language teaching. He published the Bangalore research report in 1982 and developed the concept of task-based approach (Wei, 2004). Researchers of task-based approach have acquired experience from language research, the research of language learning and the research of foreign language acquisition, and it is becoming more and more mature together with them. Its functions and value in building learner-centered classrooms and language learning environments, providing learners with chances to communicate and interact and developing learners' ability to use the target language and solve communicative problems were highly appreciated and recognized by experts and scholars in the field of language teaching.

Given the fact that language acquisition is influenced by the complex interactions of a number of variables including materials, activities, and evaluative feedback, TBLT has a dramatic, positive impact on these variables. It implies that TBLT provides learners with natural

sources of meaningful material, ideal situations for communicative activity, and supportive feedback allowing for much greater opportunities for language use. Specifically, in an Asian EFL environment where learners are limited in their accessibility to use the target language on a daily basis, it is first of all necessary for language learners to be provided with real opportunities to be exposed to language use in the classroom. In his study based on interviews with teachers, teacher educators, and ministry officials, Nunan (2003) indicates that TBLT emerged as a central concept from a study of curriculum guidelines and syllabi in the Asia-Pacific countries including Japan, Vietnam, China, Hong Kong, Korea and Malaysia.

Unfortunately, however, a quick review of task-based literature shows that despite its pedagogical benefits surrounding the participatory learning culture, TBLT has not yet been sufficiently researched or proven empirically in terms of its classroom practice in school foreign language learning contexts (Carless, 2004; In-Jae Jeon, 2005).

1. Definition and Features

Task-based language teaching (TBLT) is a foreign language teaching method which has been used since 1980s. It is adjusted and accepted by applied linguists and foreign language teachers. It is a dynamic and developing learning method which uses tasks as its core programs to organize language teaching. It advocates learning language knowledge and training skills in the process of completing tasks. Teachers are no longer just instructors but also guides, nor are

learners just receivers but also principal agents. The aim of task-based learning is to make language classroom approximate to the target language environment, develop students' ability to communicate, and communication takes place through using the grammatical system. Through this approach, learners will learn how to make full use of their own communicative abilities to transfer from mother language to the target language. It provides an opportunity for them to learn together and mobilizes their potential abilities to use and handle the target language skillfully.

Nunan (1999:24) defines task-based language teaching as follows: "Task-based language teaching is an approach to the design of language course in which the point of departure is not an ordered list of linguistic items, but a collection of tasks". Tasks provide the basis for an entire language curriculum. Task-based language teaching provides learners with opportunities to experiment with and explore both spoken and written language through tasks designed to engage learners in authentic, practical and functional use of language for a meaningful purpose.

About the features of task-based language teaching, Nunan (1991: 279) gives a summary as follows:

- (1) An emphasis on learning to communicate through interaction in the target language;
- (2) The introduction of authentic texts into the learning situation;

- (3) The provision of opportunities for learners to focus, not only on language, but also on the learning process itself;
- (4) An enhancement of the learners' own personal experiences as the important contributing elements to a classroom learning.
- (5) An attempt to link classroom language learning with language activation outside the classroom.

In TBLT the students should be exposed to as much of the foreign language as possible in order to merely observe the foreign language, then hypothesize over it, and that is individually, and finally experiment with it. This sequence resembles the learning process a child unconsciously goes through in the early childhood when it begins to learn its mother tongue. The child listens, observes, experiments and finally at some point becomes conscious of the language and its different forms. This consciousness about the language and its different forms cannot be predicted or controlled. It depends on the individual human being (www.language.dk/method/.../tbl.basque-OZ).

One clear purpose of choosing TBLT is to increase students' activity; TBLT is concerned with students' and not teacher's activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the students with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow

the experimenting task activities. The consciousness raising part of the TBL method is crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities, help them to “correct, clarify and deepen” their perceptions of the foreign language. (Lewis, p. 15). All in all, TBL is language learning by doing.

2. The Framework of Task-Based Approach

Perhaps the most extensively worked-out framework is that of Willis (1996), who has proposed it in her masterpiece; *A framework for task-based learning*. In this framework, she divides the procedures of task-based language teaching into three stages (see Table 1).

Table 1 Willis’ model for task-based teaching approach

Pre-task	Introduction to topic and tasks
Task cycle	Task
	Planning
	Report
Language focus	Analysis
	Practice

(Willis, 1996)

1) Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected

of them. The students can take notes and spend time preparing for the task.

2) Task-cycle

This stage consists of three elements: task, planning and report.

(1) Students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement. (2) Students prepare a short oral or written report to tell the class what happens during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have. (3) Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

3) The language focus

In the first two stages, students put their emphasis on the meaning of their language; while in the third stage, they focus their attention on the form. This stage includes two steps— language analysis and language practice.

(1) *Language analysis.* The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher

can also highlight the language that the students used during the report phase for analysis. The students identify and think about particular features of language form and language use.

(2) *Language practice*. Finally, the teacher selects language areas to practice based upon the needs of the students and what emerges from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language. Through doing various exercises, the students learn to use and memorize the useful words, phrases, structures and grammar rules so as to consolidate their mastery of the language form.

Task-based language teaching has a number of purposes. Willis (1996: 35–6) identifies eight purposes as follows:

1. To give confidence to the students in trying out whatever language they know;
2. To give experience to the learners of a spontaneous interaction;
3. To give the chance to the learners to benefit from noticing how others express similar meanings;
4. To give chances to the learners for negotiating turns to speak;
5. To engage learners in using language purposefully and cooperatively;
6. To make learners participate in a complete interaction, not just one-off sentences;
7. To give learners chances to try out communication strategies; and

8. To develop learners' confidence that they can achieve communicative goals.

3. The Notion of Task As A Central Unit For Designing Communicative Classroom in TBLT

In order to construct useful tasks for communicative classrooms, it is first of all necessary to draw a proper definition of 'task' with reference to capturing its major features and elements. Within much discussion and varying interpretations as to the definition of tasks, Nunan (1989) suggests that tasks can be conceptualized in terms of the specific goals they are intended to serve, the input data, which forms the point of departure for the task, and the related procedures, which the learners undertake in the completion of the task. Willis (1996) defines a task as an activity in which the target language is used for a communicative purpose in order to achieve an outcome. Skehan (1998) also represents the core features of tasks within four defining criteria: there is a goal to be worked towards; the activity is outcome-evaluated; meaning is primary; and there is a real-world relationship. Candlin and Murphy (1987) assert that tasks can be effectively organized based on systematic components including goals, input, setting, activities, roles, and feedback. Briefly, goals refer to the general aim for the task and input represents verbal or non-verbal materials that learners can manipulate. Setting refers to the environment in which the task is performed and activities involve the things participants will be doing in a given setting. The roles for teacher and learner are closely related to the successful implementation of the task, and feedback

concerns the task evaluation. The framework of task components provides second language acquisition to researchers with some meaningful insights in a task-based syllabus design and authentic material development, for it can serve as the beginning point for designing task-based activities. Thus, in this study, it is suggested that the central components of task-based framework include *goals, input data, classroom settings, activity types, and assessment.*

Goals serve as a guideline in the overall process of task performance and provide a point of contact between the task and the broader curriculum (Nunan, 1989), involving a variety of perspectives based on communicative, socio-cultural, and cognitive awareness (Clark, 1987). Thus, they may cover a broad range of pedagogical objectives from general outcomes (e.g., improving learners' communicative competence or developing language skills) through specific ones (e.g., making a hotel reservation or making a travel plan in the target language). Of key importance, among other things, are the explicit statements used in directing task participants to manipulate given materials, and imply what the results of a certain experience will be. Another point worth noting is that goals should properly reflect learners' needs and interests in order to stimulate their potential motivation for language use.

Input data refers to verbal or non-verbal materials, which task participants have to deal with when performing a task. While verbal materials may be spoken or written language, non-verbal materials include pictures, photos, diagrams, charts, maps, etc. Actually, input data

can be derived from a wide range of sources in a real world context. For instance, Hover (1986) provides a long list illustrating all kinds of written sources which exist around us, and Brosnan, Brown, and Hood (1984) point out the richness and variety of texts that learners will need to face in real life situations. For verbal materials, Brown and Yule (1983) indicate that dialogue texts containing description or instruction, all other things being equal, are much easier for learners to comprehend and manipulate than non-dialogue texts, which include arguments or abstract concepts. In short, input data, which task participants are supposed to comprehend and manipulate in the language learning process, should reflect the learners' needs and interests, thereby positively encourage the use of the target language.

Classroom setting refers to a certain environment, in which every task is performed. In relation to classroom arrangements, Wright (1987) suggests the different ways in which students might be grouped physically based on individual, pair, small group, and whole class mode. For the relationship between task participants' roles and each setting, Anderson and Lynch (1988) advocate the effectiveness of group work compared with that of individual work for general pedagogic reasons (e.g., increasing the cooperation and cohesiveness among the students), and Pica and Doughty (1985) mention the positive role of group work in promoting a linguistic environment likely to assist L2 learning. In an experimental study of language learning settings, on the other hand, Li and Adamson (1992) indicate that advanced students preferred individual

work to group or whole class work based on their beliefs that group activities would not be helpful in improving their academic grades. As mentioned above, the research results of classroom settings show some mixed findings. Thus, it suggests that classroom arrangement should be flexible rather than fixed, allowing task participants to make use of different settings in different learning situations, and that roles for the teacher should be dynamic in order to control the class modes.

The literature review of task-based research shows that many studies have concentrated on exploring *activity types* that best stimulate interactive language use in real world or classroom situations. One of the most general classifications was proposed by Prabhu (1987), based on three principal activity types including information gap, reasoning gap, and opinion gap activities. For the most helpful activity in facilitating L2 learning, on the other hand, there exist various findings among researchers. Pica and Doughty (1985), for instance, find that so-called two-way information gap games (e.g., all learners in a group discussion have unique information to contribute) stimulated significantly more modified interactions than one-way information gap activities (e.g., one member of the group possesses all the relevant information). Crookall and Oxford (1990) indicate that the effective use of role-plays added variety to the kinds of activities students are asked to perform by encouraging them to develop and practice new language and by creating the motivation and involvement necessary for real learning to occur. Grellet (1981) proposes that learners could develop flexible

communication strategies through matching activities based on inferring the meanings of unknown elements. In short, researchers' findings revealed that each activity type had its own strengths in facilitating language learning, thereby helping learners to develop their own specific strategies.

Assessment of task-based performance, one of the challenges related to successful task-based instruction, is quite different from traditional formative tests in that it involves either the observation of behavior in the real world or a simulation of a real-life activity in a pedagogical setting (Bachman, 2002; Norris, Hudson, & Bonk, 2002; Weigle, 2002). Using tasks for assessment, however, does not simply mean replicating real-life activities, but rather representing an attempt to get an accurate picture of learners' communicative abilities. For one thing, a carefully designed peer assessment is believed to develop learners' communication skills with their group members by providing support as well as challenging their group members to realize their potential (Johnson & Johnson, 1994). For the criteria used to select an assessment task, Bachman and Palmer (1996) suggest a well-specified target language use domain which refers to a set of specific language use tasks that the test taker is likely to encounter outside the test itself. In short, task-based assessment involves many variables affecting test scores, and therefore, teachers are required to start with a clear purpose and proper steps. Thus, the authenticity of the tasks, among other things, is a

critical quality in order to ensure the fairness and generalization of evaluation scores.

In conclusion, despite its educational benefits in language learning contexts, a task in itself does not necessarily guarantee its successful implementation unless the teacher, the facilitator and controller of the task performance, understands how tasks actually work in the classroom. It also suggests that TBLT as an instructional method is more than just giving tasks to learners and evaluating their performance. More importantly, the teacher, who wants to try implementing TBLT successfully, is required to have sufficient knowledge about the instructional framework related to its plan, procedure, and assessment.

4. The Advantages of Task-Based Teaching Approach

Compare with traditional teaching methods, task-based teaching approach can give learners better initiative and make them more active in class. In traditional English teaching process, the contents and outcomes of teaching are completely controlled by teachers. There is no real language environment and meaningful communication. Students can just passively learn some isolated grammar rules or expressions and cannot use the target language to communicate and express their feelings and thoughts freely. On the contrary, in task-based approach, teachers design some familiar activities in everyday life to create real or relatively real language environment to stimulate learners' interests and teach them how to socialize and communicate in certain occasions. Task-based approach is an effective teaching method whose tasks can improve the structure of

classroom teaching, propel learners to learn and to utilize English in activities and help learners get together to cooperate and experience the success and joy in English learning. Its advantages proposed by Zhu (2009) are as follows:

1. Task-based approach shortens the distance between teaching contents and everyday life. The ultimate goal of language teaching is to make learners fulfill the communicative purposes in the target language in everyday life. Traditional English teaching seldom involves itself in daily practice in the real society. Thus learners are trained to be “dumb” English learners, who have been learning English for years but cannot communicate in everyday life. While task-based approach is exactly designed for this ultimate goal. It emphasizes the combination of language learning in class and activities out of class so as to improve learners’ communicative abilities in the target language.
2. Task-based approach also pays considerable attention on learning process. In the process of communicating in English to complete their tasks, task-based approach emphasizes on learners’ interaction and cooperation. In order to complete tasks, learners are inspired to apply and share their existing experience together. Meanwhile, it transfers the teacher-centered teaching mode to a mode which emphasizes the input of language skills and productions of language learning.

D. Speaking Skill

1. Notion of speaking

Speaking is one of the four basic skills in a learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need an interaction with others (teachers, friends) to communicate.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns and Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Hornby (1995:826) defines speaking as the ability functions to express our ideas, feeling, thoughts, and need orally. It is making use of words in an ordinary voice, uttering words; knowing and being able to use language; expressing one self in words; making speech. While skill is the ability to do something well. Therefore, the writer can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistic knowledge in actual communication.

Studying English without practice speaking is useless. Fauziati (2002: 126) defines that as a part of communication speaking is regarded more representing what the speaker wants to say. Through speaking, one can express their minds, ideas, and thought freely and

spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1987:3). They are; a) *Comprehension*. For oral communication certainly requires a subject to respond to speech as well as to initiate it, b) *Grammar*. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form, c) *Vocabulary*. One cannot communicate effectively to express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication, d) *Pronunciation*. It is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and despite that fact it is taken pattern in a

language, e) *Fluency*. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 1997: 4).

From the explanation above, it is clear that students should be careful in choosing words and styles in communication. Somebody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies have interaction with listeners and be able to pronounce English well.

Speaking skill is a matter which needs special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, students learn concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides, it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication.

2. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to a person; give a person knowledge, skill, etc. While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

Tarigan (1990: 3-4) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic language. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability.

The goal of teaching speaking skill is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to fullest. They should try to avoid confusion in the observe the social and cultural rules that are applied in each communication situation.

For the writer himself, teaching speaking means encouraging and giving the students a chance to express their thoughts, feelings, emotions, needs, interact to other person in any situation, and exchange information. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

E. Conceptual Framework

Based on the literature review above, the conceptual framework can be drawn as follows:

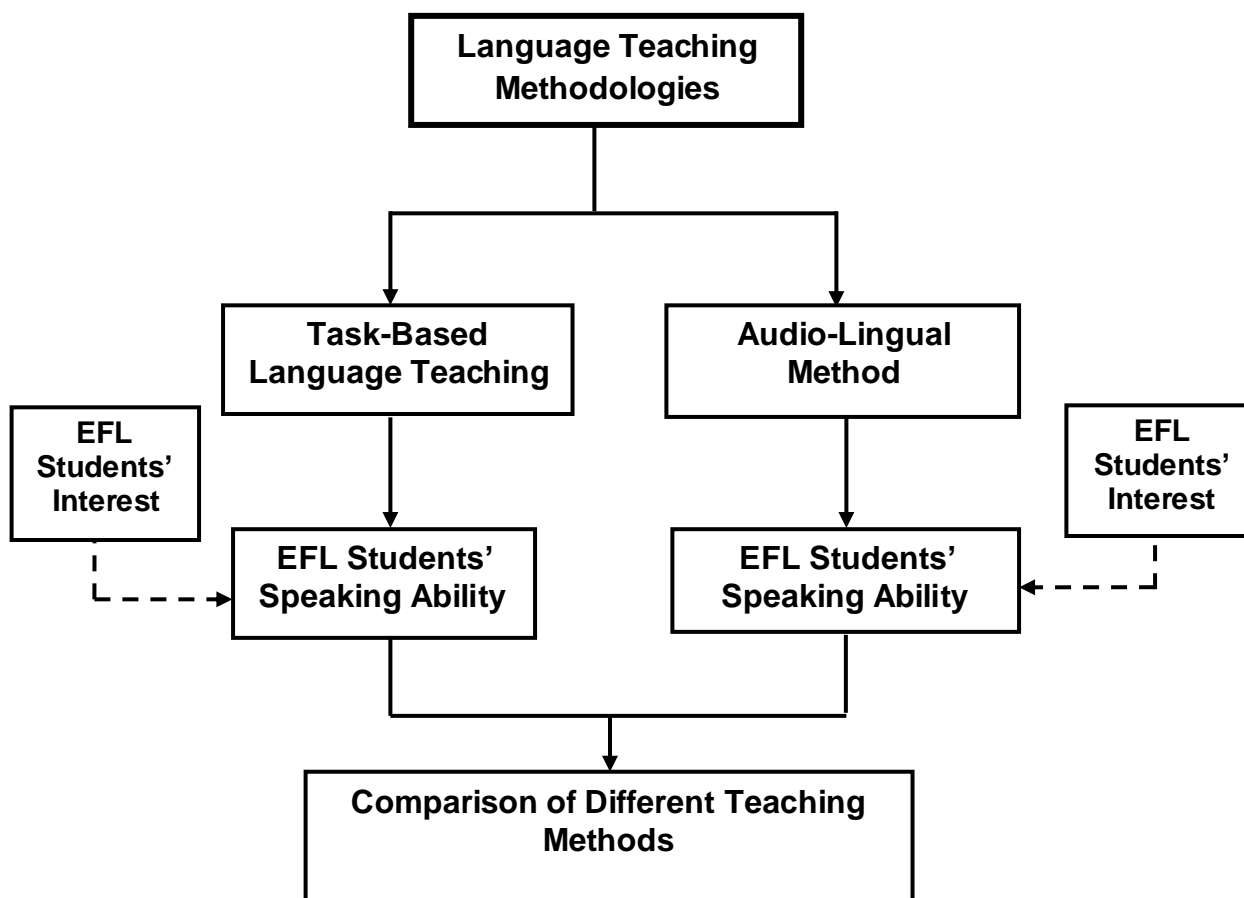


Figure 1. The Conceptual Framework of the Research

F. Hypotheses

The hypotheses of this research are as follows:

1. Audio-Lingual method and Task-Based Language Teaching are contributive to the improvement of the EFL students' speaking ability.