ENHANCING EFL LEARNERS' TALK
THROUGH COOPERATIVE LEARNING - FACILITATED
TASK-BASED LEARNING: PROCESS

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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UNIVERSITAS NEGERI SEMARANG
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APPROVAL

This final project entitled *"Enhancing EFL Learners' Talk Through Cooperative Learning-Facilitated Task-Based Learning: Process"* has been approved by a board of examiners and officially verified by the Dean of the Language and Arts Faculty on .... 2019.

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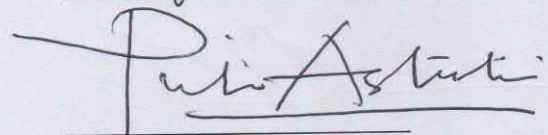   NIP. 197510262005012001
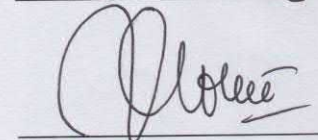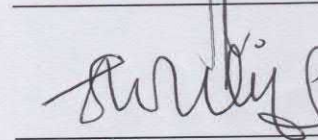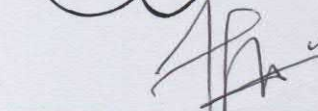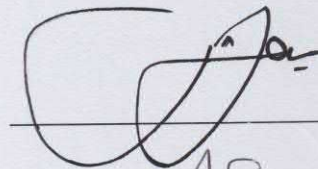
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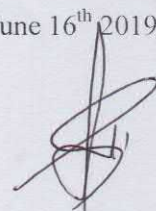Title   : Enhancing EFL Learners' Talk Through Cooperative Learning

Facilitated Task-Based Learning : Process

I hereby declare that the intellectual content of this final project is the product of my work and has not been submitted to any other University or Institution.

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Semarang, June 16th 2019

Siti A'sriyah

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MOTTO AND DEDICATION

Motto:

This life is a journey.

Do the best, Allah will do the rest.

Siti Asriyah, 2019

Dedication:

This thesis is dedicated to:

- My parents who always suppot me in every situation.

- My families who always deliver their motivation and love.

- My advisor, Puji Astuti, S.Pd., M.Pd., Ph.D., who always be patient to guide me

while finishing this final project.

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This final project entitled :" Enhancing EFL Learners' Talk Through Cooperative Learning Facilitated Task-Based Learning: Process" is presented to fulfill one of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Department of Language and Arts Faculty of Universitas Negeri Semarang.

In composing this final project, so many persons have participated, helped, advised directly or indirectly. Therefore, in this opportunity the writer would like to convey sincerely profound thankfulness and gratitude to :

1. Rector of Universitas Negeri Semarang.

2. Dean of Language and Arts Faculty of Universitas Negeri Semarang.

3. Chairman of the English Education Department of Universitas Negeri Semarang.

4. Secretary of English Education Department of Universitas Negeri Semarang.

5. The main supervisor of my final project.

7. The headmaster of SMP Negeri 1 Magelang.

8. English teacher of SMP Negeri 1 Magelang.

9. All of the teachers and staff of administration of SMP Negeri 1 Magelang.

10. And all people including the writer's friends who cannot be mentioned here.

Finally, the writer does hope this final project will be a valuable thing to the readers, especially, for the writer herself and the English Education Department of Language and Arts Faculty of Universitas Negeri Semarang.

Semarang, June 18th , 2019

Siti Asriyah

ABSTRACT

Asriyah, Siti. 2019. Enhancing EFL Learners' Talk Through Cooperative Learning Facilitated Task-Based Learning : Process. Final project. English Department. Faculty of Languages and Arts. Semarang State University. Main Advisor: Puji Astuti, S.Pd.,M.Pd., Ph.D.

Keywords*: Task-based Learning, Cooperative Learning, enhance, EFL learners' talk*

This study aimed to explain how cooperative learning facilitates task-based learning in enhancing EFL learners' talk for eighth-grade students of SMPN 1 Magelang in the academic year 2018/2019. The researcher conducted the study based on Ellis (2003) and Kagan (1994) theories for explaining the process of teaching and learning activities using Task-Based Learning (TBL) and Cooperative Learning (CL) methods for enhancing EFL learners' talk. This study used a qualitative case study methodology. The instruments used were observation sheet, interview guidelines, and document analysis. Based on the data analysis, it can be concluded that cooperative learning techniques that facilitated the task-based learning in learning activities can enhance the EFL learners' self-confidence to talk in front of the class. Besides, task-based learning facilitated with cooperative learning techniques enhances students' courage and creativity, it also makes them more active. The practice also made them more understand the materials. There are some suggestions. First, it will become a good alternative for the teacher to look up some interesting materials for the students as their guidance to enhance their speaking habits. The students are suggested to be accustomed to learning to speak using group and pair techniques because the technique can motivate them to have a speaking habit. Lastly, the next researcher needs to conduct further research related to other techniques in helping the students to improve their talk.

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CHAPTER I

INTRODUCTION

This chapter consists of seven subchapters they are the background of the study, reasons for choosing the topic, research question, objective of the study, the scope of the study, the significance of the study, and outline of the report.

1.1.   Background of the Study

A human being is a social creature by nature. People need communication to develop their social relationships. Children are getting used to working in groups, starting from school. This method, using group work in educational purposes, has been used for hundreds, and perhaps even thousands, of years. Every student had felt working in a group during school. Unfortunately, the traditional form of group work does not seem to be efficient as to the extent of thought abilities, critical thinking, and analytical thinking. A traditional form of the group also lacks structure in language learning.

English has been used by people all over the world. It is considered an international language because it has been used as global communication. English also can be found in every element of government sectors. One of them is the Education sector. English has become one of the important subjects which have to be taught to students. The purpose of teaching English is to prepare many educated people in facing the global era so that they will be able to follow the development era.

While teaching English to the students, the teacher always tries hard to help students to improve their skills in mastery English. Teachers want their students to

be able to use English as a means of communication, at least in the classroom. Many language teachers face many difficulties in making students speak in the target language together with their friends. It means that communicative skill does not increase using group work.

Indonesia is currently implementing the 2013 curriculum (K-13). Student-Centered Learning is a compulsory approach to learning the 2013 curriculum that prioritizes students' interests and abilities (in learning). Student-Centered Learning, which is a feature of the 2013 curriculum learning that realized through a scientific approach, also involves students in the learning process and needs to follow the principles of group work or cooperative learning. Because of that, recently in Indonesia, a learning method called Cooperative Learning is strengthened. Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Cooperative learning has become popular and often used by many teachers and lecturers.

When the teacher has formed a group on cooperative learning, the teacher must give a task. A task is an activity that requires learners to use language, with emphasis on meaning, to attain an objective defined by Bygate, Skehan, and Swain (in Ellis, 2003). Tasks hold a central place both in second language acquisition research and in language pedagogy (Ellis, 2003). The task is an assignment given by the teacher to be done in students' cooperative learning groups.

Long and Porter (1985) did research about the comparison between teacher-fronted lesson, one-way task, and two-way task. The finding was the two-way task is more effective in increasing student talk in their group. They concluded that the notion of group work, which the teacher provides for the work done in a small group. Therefore, I am curious whether another task that used by the teacher beside teacher-fronted lesson, one-way task, and two-way task, like task based learning can enhance students' ability in English.

Based on my observation during having teaching practiced in junior high school, the school has already been a school that uses K13. However, not all teachers used cooperative learning, only a few were using it. When I practiced teaching, actually the students there were ordinary or courageous to speak in front of the class because the school was a favorite school where the students were the selected students. However, only a few prominent students that was brave to speak in front of the class, only about 20 to 25% of the students in the class, the rest of them just listened and embarrassed to speak in front of the class.

Some studies about students' talk have been conducted to overcome that problem. One of them is by using Task Based Language (Huajing, 2011; Sanchez, 2011; Ruso, 2007; Fitri, 2013; Munirah & Muhsin, 2015) and using some techniques of cooperative learning (Wang, 2017). Unfortunately, they just demonstrate task-based language or cooperative learning in the classroom. Therefore, this study attempts to address this gap in the literature by exploring how cooperative learning facilitates task-based learning in enhancing students' talk.

1.2. Reasons for Choosing the Topic

To increase students' talk in English, the teacher must be more creative in giving material to them. The teaching learning process should in students-centered. The teacher has to motivate and giving students the task to make them more communicative. Now formal schools in Indonesia use the 2013 curriculum that the goal is to make the students more active, here the teacher is a facilitator. Many teachers in those schools also use cooperative learning in their teaching learning process. The teacher also gives the students the task to be done in their group. For this purpose, problems in giving task on teaching process need to be conducted in a study.

The writer chooe an analysis of task-based learning in a cooperative learning group as the topic of this final project with the following considerations: 1) Speaking is a very important skill to communicate with each other. 2) Students' talk is very important in teaching and they affect the students' acquisition. 3) Through cooperative learning techniques in teaching, students can apply and practice the language according to the knowledge they got from the teacher in their group and the whole class. 4) Through task, students more practice their language because they will do some discussions in their group to complete the task from the teacher. 5) I wish to find out whether the task given by the teacher to the students in the teaching-learning process using cooperative learning can enhance students' talk.

1.3.   Research Question

In this final project, I addressed the following research question "How does cooperative learning facilitate task-based learning work in enhancing EFL learners' talk?"

1.4.   Objective of the Study

The main objective of the study is to explain how cooperative learning facilitates task-based learning in enhancing EFL learners' talk.

1.5.   Scope of the Study

The focus of the present study was on task-based language learning, but it is limited to a cooperative learning group. It means that the study just focused on the task given by the teacher in the cooperative learning group, of course, based on the material that is being discussed. In the research, I tried to find out whether the task in cooperative learning could enhance the students' talk, so the subject of the research is the eight-grade students of SMPN 1 Magelang. The eight-grades students have learned English for one year, so they have had more knowledge about English than seven-grade students. I am interested in knowing about the task that is given by the teacher in a cooperative learning group in Indonesia especially in SMPN 1 Magelang.

In this research, I choose SMPN 1 Magelang because this school is a favorite school. This school uses K-13. The goal of using K-13 is to make the students more active and the teacher is just a facilitator. Because of using K-13, some teachers use cooperative learning techniques in their teaching-learning process. When the teachers apply a cooperative learning technique, they give a task to be done by the students in their group.

1.6.   Significance of the Study

The results of this study are expected to give some benefits in three aspects. 1) Theoretically, the study would give the point of view about how a task that used in a cooperative learning group improves the students' talk; therefore, the information would be a reference for the next researcher to conduct such similar research. 2) Practically, the study is expected to provide useful information about using task-based learning in a cooperative learning group to improves students' talk which can make the teachers get ready for some preparations when they are going to give a task in a cooperative learning group that appropriates with the material. The teacher gets important information about how to enhance students' talk using the task in cooperative learning. 3) Pedagogically, the results of the study can be a source of information on how the teacher creates a task to be given in the cooperative learning group of students to make them learn English maximally especially in speaking. Giving an appropriate task will give opportunities for the students to practice using English actively in the classroom.

1.7.   Definition of Key Terms

To avoid wrong definitions about the main problems, it is necessary to explain some significant words in this research:

1) Task Based Leaning

Task-based learning is a teaching and learning method that places the students in a situation like in the real world. At the heart of TBL is the task. Tasks are a form of classroom activity which has been adopted in language classrooms to improve EFL learners' language skills, especially

the speaking ability (Ellis, 2012). In this final project, the tasks used were drama and mini talkshow.

2) Cooperative Learning

Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994).

3) EFL Learners' Talk in English

EFL learners' (students') talk can be defined as student's speech when he/she imitates his teacher's examples, expresses his/her idea or gives comments and criticism about something in the classroom because Prabhu said that learners have effort in the language classroom (Prabhu, 1991).

1.8.   Outline of the Report

The research is entitled The Use of Cooperative Learning in Facilitating Task-Based Learning to Enhance Students' Talk. To give the readers a complete description of what this writing is about, I present the general outline as follows:

Chapter I is introduction. This chapter includes information about the background of the study, the reason for choosing the topic, the research question, objective of the study, the scope of the study, the significance of the study, and the outline of the report. This chapter mainly is about the introduction of the topic being studied.

Chapter II is review of related literature. The second chapter reveals about the review of the related literature, related literature and framework analysis. A review of related literature explains about some previous studies related to my

topic while related literature underlies the writing of this study. Furthermore, the theoretical framework consists of a theory that supports my research.

Chapter III is the research methodology. The third chapter discusses the research design, subject of the research, unit of analysis, role of the researcher, the instrument of the research, procedures of collecting data, procedures of analyzing data, and triangulation. This chapter mainly explains how the writer gets the data and analyzes them based on the method that has been discussed in chapter two.

Chapter IV is findings and discussion. This chapter provides the details of the analysis that consist of findings and discussion. Chapter V or the last chapter covers conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter consists of three parts. The first part is a review of previous studies which explains studies related to this research. The second part is the review of related theories which explain the underlying concepts used in this research, i.e Task-Based Learning, Task, CL, and Students' Talk. Lastly, a theoretical framework describes the theory used to guide data collection and analysis.

2.1. Review of Previous Studies

This study concerns the usage of cooperative learning in facilitating task-based learning to enhance students' talk. In this section, I would like to describe some previous studies related to the topic.

2.1.1. Studies on Cooperative Learning (CL)

There are some studies which explain that cooperative learning improves four social skills. Those four skills are writing, reading, listening, and speaking skill.

First, cooperative learning improves writing skill. A study conducted by Ismail (2013) entitled "*The Importance of Using Cooperative Learning Technique in Enhancing EFL Learners' Writing Achievement A Case Study: Second Year Student of English (LMD) of the Department of English at Biskra University"*. The discussion of the results has shown that the students have positive attitudes towards the cooperative learning, the teachers also have positive attitudes toward the cooperative learning, but they do not apply it with

all its elements. They apply it in very random way .Teachers should be aware of the importance and theoretical background of the cooperative learning for having effective results. Another study was conducted by Mandal (2009) entitled "*Cooperative Learning Strategies to Enhance Writing Skill*". The result of the study explained that in cooperative learning the student are given opportunity to write and to revive and rewrite what they have written. Teaching through this would be equally interesting for both the teacher and the students. The students working with partners ask each other for help and improve their attitude towards writing. They will show high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks. Thus, an incorporation of these activities will be of great benefit to the student community and help them enhance their writing skill.

Then Nudee, Chatupote, and Teo (2010) conducted a research entitled "*Cooperative Learning and Writing Ability Improvement*". The findings indicated that TL and CL had improved the students' writing ability. However, the students who learned writing through CL had achieved higher level of writing ability and moved up to higher levels in greater number than those who studied through TL method. The resulting t-test of the post-test mean scores of both groups indicates a statistically significant difference. The next study was done by Ahangari and Samadian (2014) entitled "*Cooperative Learning and Writing Ability Improvement*". The results of comparing their pre-test with their post-test scores indicated statistically significant differences between the control and experimental groups on the dependent variable and lent empirical support to the

language teachers using cooperative learning as their teaching system. Some pedagogical implications can be offered as the results of the study. Language teachers by using cooperative learning techniques can create an enjoyable class of maximized participation and outcome. EFL learners in a cooperative learning environment, explore the language knowledge that they want to master.

Second, cooperative learning improves reading skill. A thesis conducted by Pratama (2013) entitled "*Using Cooperative Learning Strategies toImprove Reading Comprehension of The Seventh Grade Students at SMP N 1 Borobudur in TheAcademic Year of 2012/2013*". The results of the two cycles show that the use of Cooperative Learning is effective to improve the students' reading comprehension. It is supported by the qualitative data found during the action. Abdurrahman, Susilawati and Arifin (2013) conducted another study entitled "*Improving Students' Ability in Reading Comprehension through Cooperative Learning (Think Pair Share)*". This research was conducted in four cycles. During the action, it was found that the students mean score improved from one cycle to another. It had proved that Think Pair Share succeeded to improve the students' reading ability on news text item. A research that done by Phiwpong and Dennis (2016) entitled "*Using Cooperative Learning Activities to Enhance Fifth Grade Students' Reading Comprehension Skill*" also proved that cooperative learning improves reading skill. The research findings were as follows: The mean score of all determination is 3.82 that reflect that the subjects improved their reading skill due to the cooperative-learning activities in the class. The opinions were taken from each item indicated that the students have a

positive attitude in cooperative learning in all items. Furthermore, the cooperative learning activities can motivate in reading comprehension to a maximum of 4.56. The results of the study helped the teacher to improve teaching English by using cooperative learning strategy, promote reading comprehension, encourage and support students in reading English by using cooperative learning.

Third, cooperative learning improves listening skill. There was a study conducted by Kirbas (2017) entitled *"Effects of Cooperative Learning Method on The Development of Listening Comprehension and Listening Skills"*. When the results of the study are examined, it can be said that the learning together technique, which is one of the cooperative learning methods, is more effective than the traditional learning method in improving the listening comprehension and listening skills of the eight grade students in Turkish class.

Fourth, cooperative learning improves speaking skill. Ilmi (2012) conducted a study entitled **"***Improving Speaking Skills through Cooperative Learning for the Tenth Grade Students of the Tourism Program at SMKN 7 Yogyakarta In The Academic Year of 2011/2012"*. The research results show that the students' speaking skills improved using cooperative learning. The students made a good improvement in some aspects of speaking skills such as pronunciation, fluency, and interactive communication. They were more confident to speak English. They had more chances to speak up. They easily learnt the materials with a group. The group work activities applied improved the

students' understanding towards the materials and the teacher's classroom management.

Then a research had done by Zohra (2013) entitled *"Implementing Cooperative Learning Technique in Teaching Speaking Skill The case of second year LMD students of English at Biskra University"*. The research findings have revealed that learning in small groups developed learners' oral skill and confirmed that the implementation of cooperative learning technique comprises some negative aspects like creating noise in the classroom and groups' conflicts. Based on the obtained results, we recommended that teacher-learner collaboration could reduce the problems that impede the success of implementing cooperative learning in the classroom. Another study was conducted by Attamimi (2014) entitled *"Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English"*. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may in turn develop students' speaking skills and attitudes.

2.1.2. Studies on Task Based Learning (TBL)

Beside that, TBL also can improve four social skills too. Starting from TBL enhances writing skill. A research done by Valli and Priya (2016) entitled *"Task-Based Approach to Develop the Writing Skills in English of Students at College Level."* The college students need to possess effective writing skill in order to become professionals. In the global job market, students with good

writing skills are getting recruited at the earliest. The students are expected to write effectively when it comes to report writing, letter writing, conference articles, reviews and project proposal. Task-Based Approach is proved to be successful approach to develop the students writing skills at any level. It can keep up the students' interest and help them achieve their goal. Another study was conducted by Naudhani (2017) entitled *"The Impact of The Task Based Learning on The Teaching of Writing Skills of EFL Learners in Pakistan."* The purpose of the study was to explore the "effectiveness of task-based learning (TBL) on the teaching of writing skills". To achieve the goal and investigate the research questions, survey method was adopted under descriptive research. The research was qualitative in nature. In data collection, a five Likert scale questionnaire was used in order to get the opinion of selected sample regarding the effect of task-based learning on the teaching of writing skills. It was found that students felt comfortable in task-based learning regarding their writing skills in the Public Sector University of Pakistan.

Second, TBL improves reading skill. Lap Ha (2017) conducted a study entitled *"The Effect of Task-Based Learning on EF Students' Learning"*. Results indicated that participants' intrinsic motivation in the experimental group increased and both groups showed significant improvement in reading comprehension. Participants in the experimental group addressed benefits and challenges in learning reading comprehension with Task-Based Learning. To help students enhance their reading comprehension, teachers may take into consideration the use of both Task-Based Learning and Grammar-Translation

Method. Putri, Suparman, and Hasan (2016) conducted a research entitled *"The Implementation of Task-Based Learning to Improve Students' Reading Comprehension"*. The results show that the students' mean score of the pre-test is 46.8 and their mean score of the post-test is 65.60, in which their gain score is 18.8. The result of the hypothesis test showed that the hypothesis of this research was accepted ($p<0.05$, $p=0.000$), t-value was 7.714. TBL increased the students reading comprehension ability in all of its aspects. The students' opinions about the implementation of TBL in reading comprehension were good. The students had problems in time limit and amount of picture.

Then a study conducted by Yuliana and Prawati (2013) entitled *"Using Task - Based Learning to Improve the Ability of The Second Year Students of SMA Negeri 1 Bangkinang in Reading Narrative Texts"*. The research findings can be briefly explained as follows. First, the students reading ability could be improved by using Task-Based Learning method. Before the research was done, the average score of the students reading ability was only 50.4 (pre-test). After doing the research, it increased to 61.1 (post-test 1), and to 77.2 (post-test 2). Second, the students' interest and motivation also increased. These can be seen from the increasing of students' awareness in comprehension the texts. Third, in teaching learning process, students can work together, discuss, share information to get the objectives. Therefore, it can be concluded that the application of Task Based Learning is significantly effective in improving the students reading comprehension ability on Narrative Texts at SMAN 1 Bangkinang.

Third, TBL improves listening skill. Maghsoudi and Golshan (2017) conducted a study entitled *"The Impact of Task-based Language Teaching on Listening Skill of Iranian EFL Learners"*. The study findings demonstrated that each task type can have its own merits in facilitating language learning, thereby helping learners to develop their own specific strategies. This implies that the material developers should try to include more task-based materials of various types so that all learners with different strategies and styles can benefit from them. Listening, specifically, has an important place in second language acquisition; therefore, without good listening skills, successful communication cannot be achieved. Incorporating task-based listening activities in this study exposed EFL students to real-language use and enhanced their listening ability. Another study entitled *"The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context"* conducted by Sarıçoban and Karakurt (2016). The results of the study showed that B1 groups did not get significant results from listening test and get nearly significant scores from speaking test while the listening and speaking results of B1+ groups through task-based learning after the implementations were highly significant, which shows that their participation in the task-based activities in the classroom reflected the results positively. In addition, the students' opinions about task-based learning and teaching activities were respectively positive. As a result, it can be said that task-based activities play a significant role in improving listening and speaking skills in EFL settings.

Fourth, TBL improves speaking skill. Marsakawati (2016) conducted a study entitled *"Task-Based Learning Technique: A Strategy to Enhance Students' Speaking Skills at ESP Context."* Task-based learning technique can be a fruitful technique to be implemented to facilitate students in achieving their intended learning goal. It can influence students' speaking achievement because it provides sufficient opportunity for students to use the language, provides more exposure on the target language, and increases students' interest, motivation, and self-confidence. Sanchez (2016) also conduct a research entitled "*Fostering the Speaking Skill through Task Based Learning in EFL with Third Graders*". He concluded that the use of task-based learning was interrelated with the enhancement of speaking performance and with participation because children executed tasks for learning English as means of communication.

Another research done by Widia and Astawa (2014) with the title is "*Improving Speaking Skill Through Task Based Learning Strategy at Seventh Grade Students of SMP Negeri 3 Baturiti In Academic Year 2012/2013*". For detail result of the treatment in pre-test or initial reflection (IR) = 4,51. Cycle I SI= 5,82, S2= 6,58 and cycle II S3= 7,31, S4= 8. So it can be concluded that task based learning strategy could effectively improve the students' speaking skill and increase the students achievement in learning English. Siburian and Prawati (2013) with their research entitled *"The Implementation of Task-Based Learning in Increasing the Speaking Ability of Eleventh Grade Students of SMAN 1 Bangkinang"*. The study found that teachers that the implementation of Task Based Learning, especially Creative Task in teaching speaking has been

successful to improve students' speaking ability at grade XI Science 2 at SMAN 1 Bangkinang. It is effective since it aroused students' motivation in learning; engaged them in using language purposefully and cooperatively; and made them participate in a complete interaction. Students are also encouraged to meaningfully express ideas by using their speaking skill.

Then, Magalhães (2016) had conducted a study entitled *"Developing Communication Skills: A Task-Based Learning Approach"*. The TBA lesson engaged learners in purposeful communication. In addition, it offered a change from the grammar practice routines that many learners are used to. It also encouraged learners to experiment with whatever English they could recall and to take active control of their own learning. Certainly, this lesson catered for a learner-centered teaching environment by fostering the co-construction of knowledge and learner autonomy.

A study was done by Pongsawang (2012) entitled *"Using Task-Based Learning Activities to Enhance Speaking Abilities of Prathomsuksa 5 Students"*. The result of this study indicated that the students' English speaking ability after learning English speaking through task–based learning was much higher, with a statistical significance at .05 level, than before encountering the instructional method based on doing tasks.

A research was done by Huajing (2011) entitled "*How Far Do the Theories of Task-Based Learning Succeed in Combining Communicative and from-Focused Approaches to L2 Research"*. He concluded that task-based learning and teaching is frequently promoted as an effective approach, superior

to 'traditional' methods, in that it pays great attention to combining form-focused approach with communicative approach.

Sánchez (2011) conducted a study entitled *"Task Based Language Learning (Can this add something relevant to the design of the Swedish textbooks for Spanish as Second Language?)"*. He concluded that the most decisive contribution of TBLL to Swedish textbooks of SSL is the changing of approach, from linguistic contents to communicative competence. TBLL would also increase the implementation of two fundamental values of the Swedish curriculums: democracy and autonomy of learners.

Munirah and Muhsin (2015) conducted a study entitled *"Using Task-Based Approach in Improving the Students' Speaking Accuracy and Fluency.* This research aimed to find the improvement of the students' speaking Accuracy and Fluency by using Task-based Approach at SMA Negeri 2 Sungguminasa Kab. Gowa in the 2013/2014 Academic Year. Task-based Approach was used in a Classroom Action Research (CAR). A number of research subjects were 37 students in class XI. Based on the research findings, the researcher concluded that Task-based Approach gave a significant contribution in learning process of speaking accuracy and fluency.

Ruso (2007) conducted a research entitled *"The Influence of Task Based Learning on EFL Classrooms"*. 55 EFL students from two English classrooms and the researcher, a Turkish teacher, participated in the study. The findings of the study revealed that implementing a TBL approach in EFL classes creates variety for the students. Moreover it enhanced their learning, since TBL tasks

encounter student involvement and led to significant improvements regarding their language performance.

Istiqomah (2013) with her study entitled *"Improving Students' Speaking Ability through Task-Based Learning (A Classroom action research on the tenth grade students of SMK N I Kedawung in the academic year of 2012/2013)"*. The aimed of this study are to identify whether or not Task-Based Learning improves the students" speaking ability and to analyse the class climate when Task-Based Learning is implemented in the classroom. Based on the research finding, it showed that there is improvement in some aspects of students" speaking ability and class climate. It could be stated that English class was more conducive. It is recommended when applying Task-based learning to teach speaking; the teacher should guide the students to do the task well.

Wang (2017) on his research entitled "*Improving Students' Oral Skills Through A Cooperative Learning Approach to Teaching Chinese College English*". This project examined the effect of cooperativelearning om non-English major students' oral skills improvement in Chinese universities. By reviewing the he empirical studies conducted by Chinese college English teachers, this project examined the effect of cooperative learning from three aspects, including students' oral test scores, oral production and the quality of spoken English. Based on the findings from the literature review, this project further discussed the constraints and possibilities of the implementation of cooperative learning in the light ofcertain Chinese sociocultural factors; as well this project provided recommendations to college English teachers and academic

administrators for implementing a cooperative learning approach when teaching of English oral skills.

2.1.3. Gap Identification

From those all of the previous studies, we know that cooperative learning techniques has been used to improve four skills. It was approved by studies from various countries, including Indonesia. In addition, task-based learning is also proven to improve four skills. Although not many researchers explored task-based leaning, some previous studies can represent the use of task-based learning. Therefore, it can be concluded that CL and TBL can improve the four language skills; especially in communication skills.

However, the gap I found was that many researchers used one of the two approaches. In other words, the researchers only used CL alone or TBL alone in doing research.

Therefore, I intend to combine CL and TBL. The researcher wants to investigate whether CL can facilitate TBL to enhance students' talk. It can be concluded that the writer tries to explore how the techniques of cooperative learning can facilitate task-based learning to overcome students' problems in speaking.

2.2. Review of Theoretical Studies

This section consists of a review of relevant theories that discuss relevant concepts in task-based learning, task-based approach framework, the definition of the task, design features of tasks, cooperative learning, students' talk, and summary.

2.2.1. Task-based Learning

Task-Based Learning (TBL) has increasingly achieved popularity in recent years and has been recommended as a way forward in English Language Teaching (ELT) (Ruso, 2007). Task based learning is a diffrent way to teach languages. It can help the student by placing her in a situatin like in the real world. A situatin where oral communicatin is essentil for doing a specifi task. Task based learning has the advantage of getti the student to use her skills at her current level. That is to help develop language through its use (Pools-m, 2009). According to Izadpanah (2010), there are some principles of Task-Based Language Teaching (TBLT), for example, are authentic, learner-centered, using language, intentional and interactive. On the one hand, task-based language teaching constitutes a strong version of Communicative Language Teaching (CLT). On the other hand, communicative language teaching may be increasingly replaced in some contexts by approaches comparable in principle but different in degree or contextualization. TBLT could be considered simply a more thoroughgoing version of CLT. CLT aims to develop the ability of learners to use language in real communication (Zhao, 2011).

Nunan in Izadpanah (2010) suggests the following eight principles of TBL:1) Scaffolding: Lessons and materials should provide support to the students. 2) Task chains: Each exercise, activity, and task should build upon the ones that have gone before. 3) Recycling: Recycling language maximizes opportunities for learning. 4) Organic learning: Language ability "grows" gradually. 5) Active learning: Learners learn best by actively using the language they are learning.

They learn by doing. 6) Integration: The lesson should teach grammatical form and how the form is used for purposes of communication. 7) Reflection: Learners should be given opportunities to think about what they have learned and how well they are doing. 8) Copying to creation: Learners should not only drill and practice what has been written for them but also be allowed to use their creativity, imagination, and what they have learned to solve real-world tasks.

2.2.2. Task-based Approach Framework

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component (Ellis, 2006). There are three phases in the task-based learning framework. They are pre-task, task cycle (during the task), and post-task (language focus) (Willis in Ellis, 2006; Izadpanah, 2010; Ruso, 2007).

First, pre-task (including topic and task) prepares learners to perform tasks in ways that promote acquisition. This phase concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. Second, the task cycle (during the task) consists of the task(s) plus planning and report phases in which students present spoken of the work done in the task(s). This phase refers to the 'methodological options' or 'task performance options' available to the teacher in the during-task stage. The final phase in the framework, the post-task (language focus), provides an opportunity for form-focused work. In this phase, some of the specific features of the language, which occurred naturally during the task, are identified and analyzed.

2.2.3. Definition of Task

The main concept of TBL/TBLT is a task. There are some definitions of the task explained by researchers. Izadpanah (2010) defined tasks as classroom undertakings that are intended to result in pragmatic language use. Tasks are a central component of TBLT in language classrooms because they provide a context that activates learning processes and promotes L2 learning. Munirah and Muhsin (2015) conclude that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

Ruso (2007) said that using a variety of tasks n class gives positive results. Moreover, Tulung (2008) said that linguistic complexity, fluency, and accuracy increase when learners have time to plan before they begin a task. As can be seen, different tasks lead to different outcomes.

From the definition above, it can be concluded that a task is a classroom activity that requires language learners to use language through communicative purposes to give a positive result in pragmatic language use.

2.2.4. Design Features of Tasks

There are some design features of tasks that explained by Ellis (2003, p.21). They are goal, input, conditions, procedures, and predicted outcomes. The 'goal' is the general purpose of the task. The 'input' is the verbal or non-verbal information supplied by the task. The 'conditions' is how the information is presented. The 'procedures' are the methodological procedures to be followed in performing the task. Finally, the 'predicted outcomes' consist of product and process. The

'product' is that results from completing the task. The 'process' is the linguistic and cognitive processes the task is hypothesized to generate.

2.2.5. Improvement in Communication Skill

Most of the researchers in researching task-based learning conclude that tasks in the task-based approach increase communication skills (communicative competence or speaking skill). Ellis (2006) concludes in his research that the main purpose of a task is to provide a context for processing language communicatively (i. e. by treating language as a tool, not as an object). Thus, when students perform a task they must be primarily concerned with achieving an outcome, not with displaying language. This can only be achieved if learners are motivated to do the task. One way in which this can be achieved is by varying task-based lessons in terms of design options. Izadpanah (2010) redesigned to fit a TBL framework that moves learners from fluency to accuracy. Munirah and Muhsin (2015) explain that the result of data analysis their research indicates that there is an improvement of the students' speaking ability through Task-based Approach in the second year of SMA Negeri 2 Sungguminasa, Kab. Gowa. Istiqomah (2013) conducted research which shows that there is an improvement in some aspects of students" speaking ability and class climate. It can be stated that the English class was more conducive. It is recommended when applying Task-based learning to teach speaking; the teacher should guide the students to do the task well.

The use of communicative tasks is one way of promoting L2 learning as students are encouraged to interact meaningfully and pay attention to the linguistic form while doing tasks that can create a necessary condition for SLA

(Tulung, 2008). Task-based learning and teaching is frequently promoted as an effective approach, superior to 'traditional' methods, in that it pays great attention to combining a form-focused approach with a communicative approach (Zhao, 2011). Moreover, Ruso (2007) states the findings of the students' and researcher's diaries revealed that TBL was helpful in students' motivation and learning. It encouraged students' practice opportunities for the target language receptivity in the lessons as a result of presenting various tasks.

2.2.6. EFL Learners' Talk

EFL learners' (students') talk can be said as student's speech when he imitates his teacher's examples, expresses his idea or gives comments and criticism about something in the classroom, because Prabhu said that learners have effort in the language classroom (Prabhu, 1991: 49), but teacher's role cannot be separated from their effort. A good classroom climate support the students' effort.

Although student talk can build and make visible communicative competence, substantive engagement, cognitive thinking, and high levels of comprehension, such talkin the classroom does not happen by itself. Nor can it be imposed or assumed. It is agradual building up of knowledge, confidence, expertise, and trust and requires contextual anchoring; rich student talk occurs when the context is supportive, conversantsare attentive, material is engaging, and student dialogue is supported (Boyd & Galda in Boyd, 2015).

2.2.7. Cooperative Learning

Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Millis (in Faridi, 2012:77) says that cooperative learning is a generic term for various small group interactive instructional procedures. According to McCafferty (in Faridi, 2012: 80), there some techniques can be used in cooperative learning. They are Cooperative integrated reading and composition, Chalkboard share, Gallery tour, Graffiti, Group investigation, Inside-outside circles, Jigsaw, Mixed review, Numbered heads together, Paraphrase passport, Round robin, Round table, Silent celebration, Spot the differences, STAD (Students Teams-Achievement Divisions), Stay-stray, Story theater, Strip stories, Think-Pair-Share, and Timed-Pair-Share.

2.2.7.1. Cooperative integrated reading and composition

In this technique, teacher prepares instructions as the focus of the lesson. Students practice the points taught by the teacher in preparation for quiz. Students do not take a quiz until their teammates have determined that they are ready. Groups receive non-grade rewards based on groups members' performances on the quiz and other assessments.

2.2.7.2. Chalkboard share

This technique can be combined with others. It enables groups to quickly share their ideas with the class. In this techniques, while groups are working together on a task or after they have finished, one member of each groups goes to the board to write the group's response to the task or the responses can be

written on individual-sized whiteboards, which can be held up for others group to see. Members of other groups can respond with suggestion or praise. They may also wish to revise what their group has done based on what is learned from other groups.

2.2.7.3. Gallery tour

In this technique, groups view and give feedback on the work of others groups. Principally, groups work on a task. The task can be assigned by the teacher or chosen by the groups. They display their work. It can be done on the walls of the classroom. Groups circulate around the room to view, to learn from, and to give feedback on the work of other groups. One group member may stay behind to explain the group's work.

2.2.7.4. Graffiti

In this technique, groups work together to share ideas to the whole class. The class has a common theme, and each group is given a statement or question on the theme. This is written at the top of a large sheet of poster or chart paper. Group members write words, phrases, or short sentences in the response to the statement or question and then pass their paper to another group, or they post it on a wall. Groups take turns adding responses to other groups' statements and questions. Then, groups review the responses they have received from other groups.

2.2.7.5. Group investigation

In this technique, students work together on projects. The whole class works on one overall theme, with each group investigating one aspect of the

theme. Students work either in heterogeneous groups or in groups based on interest in the same subtopic. Each group decides how it conduct its investigation and assigns tasks to the members. Groups plan and carry out presentations of their findings. Evaluation is done by each student, their group mates, the other groups, and the teachers.

2.2.7.6. Inside-outside circles

In this technique, the students work briefly with a range of classmates. The class forms two facing circles, one inside the other. Each circle has the same number of members. Students in the inner circle face outward. Each student has a partner in the other circle. Partners discuss a topic, ask each other questions, or share experiences. Members of one circle rotate one place, so that everyone now has a new partner on the other circle. The process repeats.

2.2.7.7. Jigsaw

In this technique, group mates share information with each other. Students begin in their home team. Each home team member is given information on one part of an overall topic. Students form outstanding teams with a small number of classmates (normally four or less) study their parts of the topic and prepare to teach it to other home teammates. Then, students return to their home teams and teach their group mates. After that, students take a quiz or work together on a task that involves all different parts of the topic.

2.2.7.8. Mixed review

In this technique, students mix with a variety of classmates to review material. First, students make two facing lines with each student facing a

classmate. Each line has the same number of students. Each student has the same set of questions. Then, partners discuss the first question with the student from the other line facing them. If the pair cannot agree and has trouble with the question, the pair uses notes or asks another pair. After that, at a signal from the teacher, one line moves down one-step so that is now facing a new partner. It means that one student from the line moving has to go to the other end of his line. New partner responds to the next question, by using the same procedure they follow in answering first question. The same procedure, moving down one-step, is repeated for each new question, until the question sheet is completed.

2.2.7.9. Numbered heads together

In this technique, students work together and check that all group members can explain what their group has done. Each group member has a number (e.g. 1, 2, 3, and 4). Students work by themselves to do a task from the teacher. Each student shares her/his answer and students put their heads together signaling agree on an answer. A number is chosen. Students with that number report and explain their group's work.

2.2.7.10. Paraphrase passport

In this technique, students focus on active listening. One student of pair speaks. The partner attempts to paraphrase what the first student says. The first student checks the paraphrase for accuracy. When the paraphrase has been approved, the second student responds to what the first student has said. The cycle repeats after each student has spoken.

2.2.7.11. Round robin

In this speaking technique, each student has a chosen turn to participate. The group has speaking prompt, task, or question. Each student takes a turn to speak and stands while speaking. The turn to speak passes around the group for as many rounds as possible. One student may be asked to share with the class what their group mates have said.

2.2.7.12. Round table

In this writing technique, each student writes a response. After writing their response, they pass the paper to their left. Round table can be done with one piece of paper per group (sequential roundtable) or with one piece of paper per group member (simultaneous roundtable). One group member may be asked to share with the class what their group has written.

2.2.7.13. Silent celebration

In this technique, each group builds team spirit and anything must be silent. Then, groups work on a task. When a group feels they have completed a good effort, members do their silent celebration.

2.2.7.14. Spot the differences

In this technique, group mates share information in order to complete a task. Each group member has a picture text that seems to be similar. Group mates exchange information in order to identify the differences in their picture or texts.

2.2.7.15. STAD (Students Teams-Achievement Divisions)

In this technique, recognition serves to motivate students and to help one other learn content. The teacher provides instruction on a particular topic. Students study the topic further in their groups in preparation for a quiz. Students take the quiz independently of their group mates. Students' scores are compared to their past averages. Students earn points for their group based on how well they did relative to their previous quizzes. Group earn recognition based on the averages number of points earned by their numbers.

2.2.7.16. Stay-stray

In this technique, a group shares with other groups. The group completes ta task. Two or three group members leave the group and stray individually to other groups. The remaining group members, the stayers, explain what their group has done to the visiting strayers, who ask questions and provide feed-back. Strayers return to their home group and report what they learn, while strayers report on the feedback they receive. Groups can correct their work and another round of stay-stray can take place with new strayers.

2.2.7.17. Story theatre

In this technique, students work in groups to do a performance. Each group member has a part to read and perform in a play or a parody. The preparation is shorter, easier, and less expensive than for a play because :

- Less memorization (scripts are held during the performance).
- Less costumes (costumes are partial, neutral, and uniform).
- Less stage sets (sets are simple and suggestive).

Finally, groups perform the play or the parody.

2.2.7.18. Strip stories

In this technique, group mates must exchange information in order to complete task. First step, each student has one or more strips of paper on which are written sentences from a text. Then, students read but hide their strips to group mates. The group uses the knowledge of language and content to put the strips into a correct order.

2.2.7.19. Think-Pair-Share

It can be seen as a family of three-step techniques. First step, students work individually. Second step, with a partner, they take turns to talk. Third step, they share to others what is discussed.

2.2.7.20. Timed-Pair-Share

In this technique, a specific length of time is assigned to each partner's speaking turn. Each member of pair has a certain amount of time to speak. While a student is speaking, the partner only listens, except to ask questions. One student may be asked to share with the rest of the class what the other says.

Cooperative learning is a group learning activity in which individual students' contribution to the learning is realized through their performance or presentation, which is beneficial not only for their own learning but also for their peers' learning and the group's goals (Astuti & Lammers, 2017). Cooperative learning that takes place in small, well designed groups where each student has an assigned role, give timid students the forum to be heard as they likely be more comfortable speaking with only two or three other students and the more

confident students get the opportunity to exercise their listening skills (Árnadóttir, 2014).

2.2.8. Summary

From the explanation about the theoretical studies that divided into some points above, each point has interrelated with others. They are mutually influential, or it can be said that they have interrelated relationships and can not be separated one by one. TBL is a method of teaching that can help students by placing them in a situation like in the real world. In doing TBL, there are three phases which have to do. They are pre-task, task cycle (during task), and post task (language focus). Task is the main concept of TBL. Without a task, TBL can not be done, because in doing TBL, the students have to be given a task first. A task also has some design features. Not just any task can be done or done using TBL. The task must have complete design features.

I have said that TBL can help students by placing them in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Beacuse of using oral communication, it is not surprising that most of the researcher in doing research about task-based learning concludes that tasks in task-based approach increase communication skill (communicative competence or speaking skill). Students' talk is also included in communication skill, but it is used in the classroom.

Cooperative learning is a method of learning that involves students to work together in groups, to obtain knowledge, and enhance social skills. The concept of cooperative learning is similar to TBL. It is often used because it can

enhance social skills. One of the social skills is speaking skills. Students' talk is included in speaking skills. Therefore, it can be concluded that cooperative learning can enhance students' talk too. Because of cooperative learning is similar to TBL, the researcher interested to know how cooperative learning that facilitates TBL can improve students' talk.

2.3. Theoretical Framework

Kagan Structures are radically transforming classrooms across United States and in many parts of the world. The Kagan Structures also promote language and content learning far more than does group work. There are four design of Kagan Structured. They are called PIES. P is for Positive Independence. I is for Individual Accountability. E is for Equal Participation. S is for Simultaneous Interaction (Kagan & High, 2002). The explanation about Kagan Structures above be used in the current study, especially in doing a group work that cooperative learning.

The primary source for Kagan Structures is Cooperative Learning (Kagan, 1994). The cooperative learning is the focus of this research. The use of Kagan Structures is very much in contrast to other approaches to cooperative learning (Kagan & High, 2002). Because of the structures can be inserted at any point in any lesson to create greater engagement and learning for all students, cooperative learning is effective to improve the social skills (writing, reading, listening, and speaking). It has been approved by lots of researches.

In TBL lesson, the teacher is generally a 'facilitator', always keeping the key condition for learning in mind. In a TBL framework, most of the emphasis is

on learners doing things, often in pars or groups, using language to achieve the task outcomes and guided by the teacher (Willis, 2004). It can be said that TBL has to be done in pairs or groups. TBL also has to have a task to be done by the groups.

Group work is also used in cooperative learning that promoted by Kagan in his structures. Therefore, CL and TBL have the same concept in doing the tasks or exercises. The writer also has explained that there are many researchers approved through their research that CL and TBL enhances four social skills (writing, reading, listening, and speaking).

The theoretical framework of CL and TBL can be demonstrated in the figure below.

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┌──────────────────────┐        ┌──────────────────────┐
│                      │        │                      │
│ Cooperative Learning │        │  Task-based Learning │
│                      │        │                      │
└──────────┬───────────┘        └──────────┬───────────┘
           │                               │
           ▼                               ▼
┌──────────────────────┐        ┌──────────────────────┐
│ Teaching arrangement │        │ Teaching and learning│
│ that refers to small,│        │ method that place the│
│ heterogeneous groups │        │ students in a        │
│ of students working  │        │ situation like in the│
│ together to achieve a│        │ real world           │
│ common goal (Kagan,  │        │ (Pools-m, 2009).     │
│ 1994).               │        │                      │
└──────────┬───────────┘        └──────────┬───────────┘
           │                               │
           └───────────────┬───────────────┘
                           ▼
              ┌──────────────────────────┐
              │ • Enhances four skill    │
              │   (writing, reading,     │
              │   listening, speaking)   │
              │ • Focus : learner's talk │
              │ • Students work in pairs │
              │   or groups              │
              │ • Teacher as facilitator │
              └────────────┬─────────────┘
                           ▼
              ┌──────────────────────────┐
              │ Observation, interview,  │
              │ and document analysis    │
              │ used to collect data.    │
              │ Data reduction, display  │
              │ data, and conclusion     │
              │ drawing / verification   │
              │ used to analyse the data.│
              └──────────────────────────┘
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Figure 1. Theoretical Framework

There are two methods of learning in this study. They are cooperative learning (CL) and task-based learning (TBL). However, this study is focus on CL in facilitating TBL. CL is a method of learning that involves students to work together in groups with some various techniques, while TBL is a teaching and learning method that place the students in a situation like in the real world. Both

of them have been approved can enhances four skill (writing, reading, listening, speaking), students work in pairs or groups in doing the task, and teacher as facilitator while the students can learn by themselves actively. Observation, interview, and document analysis used to collect data, while data reduction, display data, and conclusion drawing / verification used to analyze the data.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis, some conclusions and suggestions can be offered.

5.1. Conclusions

Based on the result of the research on the speaking techniques used by English teacher of class VIII A of SMPN 1 Magelang, the conclusions can be drawn as follows. As stated before, the research aimed at explaining how the cooperative learning facilitates task-based learning in improving EFL learners' talk to students of Grade VIII A of SMPN 1 Magelang. Hence, the findings of the research involved the process of learning that had been done in classroom reached that goal. In meeting 1 and meeting 2, the teacher still used traditional method. It means that the learning is teacher-centered methods focused on rote learning and memorization. The teacher just explained the material in two meetings first because those two meetings still discussed the introduction of it. Then in meeting 3 until meeting 5, she asked the students to practice the expression. In those three meetings, she used CL and TBL in teaching learning process.

The implementation of cooperative learning and task-based learning was successful to enhance students' talk ability and involvement. Those two methods gave students situation that could make them active in the process of teaching and learning of speaking. They were trained to perform mutual interaction with the students and the teacher in discussion of doing a task. They were given

opportunities to share ideas and knowledge about the materials to the other students. They also had to share their discussion result in front of the class in drama form. Besides, the use of interesting activities also supported the success of meeting 3 and 4. However, some students still less active in the teaching learning process. Therefore, she tried to solve it so that in meeting 5 the students' talk ability could be enhanced successfully. Giving reward to the best group in form of dictionary improved the students' motivation to speak English and participation during the teaching and learning process.

From the three methods of collecting the data (observation, interview, and document analysis), it can be concluded that cooperative learning techniques that facilitated the task-based learning in learning activities can enhance the students' talk, confidence, courage, and creativity of the students, also can make them more active. Practice also made them more understand the material.

5.2. Suggestions

First, it will become a good alternative for the teacher to look up some interesting material be given to the students as their guidance to enhance their speaking habit. The teacher also has to do various techniques in teaching speaking, especially, if the teacher can combine some methods of teaching speaking like CL and TBL in the classroom. TBL method can make the students are more enjoy the learning because it supports them to practice the speaking like in the real world. It will be better if CL techniques can support the TBL method. CL with its various techniques combine with TBL with its features, will make the students not only enjoy the learning but also easier to understand the material

because the exciting technique. In addition, the students can enhance their self-confidence to speak English through the enjoyable and real technique of learning speaking.

The students are suggested to be accustomed learning speaking using group and pair technique because the technique can motivate them to have speaking habit. They will be easier to understand the material since they have partner in doing speaking. They can freely share their opinion, thought, and ideas along the discussion process.

Third, is for the next researcher. It is needed to conduct further research related to other techniques in helping the students to improve their talk. It is important since there are still many students who are not brave to speak English. The result of this study can be used as an additional reference or further research with different discussion.

Although the research has reached its aims, there were some unavoidable limitations. First, the research was conducted in five meetings that have lasted for three weeks. Five meetings are not enough for me to observe all of the students' speaking performance in their class. It would be better if it were done in a longer time. It will make the pattern of improvement more clearly. Second, in this observation, I did it myself. It would be better if there were a co-observer to help me get data that are more valid because not only me who was observing the class. Therefore, if there are still deficiencies, the co-observer can add them. In addition, co-observers can help with documentation, so I do not have to do observations and documentation at the same time that can make things go wrong. Finally, the

techniques used were limited to drama or dialogue. This is because the material is about expression, and teacher claims that using task-based learning method in this material was more complicated. Maybe the selection of materials can also be considered so that the techniques used are varied and more interesting.

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