Using Task-Based Approach in Improving the Students' Speaking Accuracy and Fluency

Munirah[1] & Muh. Arief Muhsin[2]

Abstract

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). The research had been conducted in two cycles, each cycle consist of four meetings. It employed speaking test as instrument. A number of research subjects were 37 students in class XI. The instruments were speaking test and observation. The research findings showed that Task-based Approach could improve the students' speaking skill from cycle I to cycle II. The students' achievement from D-Test to cycle I was 12.50%, and after finishing cycle II the students' achievement became 16.27%. Based of the research findings, the researcher concludes that Task-based Approach gave a significant contribution in learning process of speaking accuracy and fluency.

Keywords: Speaking, Test base approach, Fluency and accuracy

1. Introduction

Problems in teaching and learning English as a Foreign Language (TEFL) relates to both teachers and learners. This problem is partly affected by teaching methods. Lochana & Deb (2006) state that most EFL teachers teach language by lecturing and focusing on grammatical rules instead of language use. It is much more effective to teach language from context and meaning (Ellis, 2003). Teachers often provide insufficient opportunities for learners to practice English. To make thesituation worse, both teachers and learners frequently use Indonesian language throughout English classes.

According to Ruso (2007), learners do not like teachers who spend most of class time lecturing. Lecturing time de-motivates them because they do not like being passive in class. Consequently, learners have limited input to the learning process.

Learners face various additional difficulties in learning English. Many EFL learners cannot effectively use English in conversation or correspondence with others. According to Xiao (2009), EFL learners avoid employing target language and cannot apply it in genuine communication. Hashim (2006) shows that learning a language flourishes most when learners are in a positive environment and are given opportunities to communicate in authentic situations. Accordingly, it has been suggested that teachers abandon the traditional teaching approach and replace it with communicative language teaching (Lochana and Deb, 2006).

A lot of research shows that task-based learning has been accepted as an alternative approach to resolve the crisis of teaching English. Oxford (2006) says that task-based teaching and learning is an exciting field that offers great riches if explored by teachers in their dual roles as instructors and action researchers. Muller (2006) states that after using task-based learning, teachers can be confident that they are meeting institutional requirements and facilitating the development of genuine communication skills among learners.

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[1] Teacher and education Faculty, Muhammadiyah Makassar of University, Munirah.fkip@gmail.com
[2] Teacher and education Faculty, Muhammadiyah Makassar of University.

Task-based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task-based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004: 12). It encourages them to be actively involved in the learning process. Task-based learning framework, combined with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks. Moreover, Ruso (2007) emphasizes interaction on an individual level and also within group work.

In short, the writer simplifies that to overcome the problem of teaching speaking, the teacher needs to apply Task-Based Approach which will intend the enthusiasm of students in learning activities. Using Task-Based Approach is expected to solve the problem and to bring a good achievement in speaking. Based on explanation above the writer intends to observe the following title: "Improving Students' Speaking_Skill_By_Use_Of_Task-Based Approach to at the Second Year Students of SMA Negeri 2 Sungguminasa Kab. Gowa"

2. Review of Related Literature.

2.1. Definition of 'Task'

Prabhu in International Journal of English Studies/University of Murcia (2004: 47) defines a "task" as an activity that requires learners to arrive at an outcome from given information through some process of thought and which allows teachers to control and regulate that process. Similarly, Lee in Sae-ong (2010: 7) defines a task as a classroom activity or exercise that has an objective obtainable only by interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. Moreover, one of the characteristics of a task is something that learners do or carry out using their existing language resources (Richards, 2006: 31).

Breen in Nunan (2004: 3) contributes to the definition of tasks in language classrooms, pointing out that a task is a structured plan to provide opportunities for the refinement of knowledge and capabilities entailed in a new language, which are subsequently used during communication. According to Willis in Nunan (2004: 3), tasks are activities in which the target language is used for a communicative purpose to achieve an outcome. Nunan (2004: 4) uses the word 'task' instead of 'activity.' He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right.

Ellis in Nunan (2004: 3) defines "tasks" as a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional contend has been conveyed. In contrast, exercises are activities that are primarily focused on form. According to Bygate, Skehan and Swain in Nunan (2004: 3), a "task" is an activity that requires learners to use language, with emphasis on meaning, to attain an objective. While these definitions may vary, they all emphasize the fact 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.

2.2. Task Components

Tasks contain some form of input that may be verbal or nonverbal, followed by an activity which is derived from the input. This activity requires learners to engage in activities in relation to the input. Tasks have goals and roles for both teachers and learners. Nunan (2004: 41) points out those course designers should take the following elements into consideration when designing a task: goals, input, procedures, teacher role, learner role and setting.

a) **Goals** refer to the general intentions behind any learning task. Nunan provides a link between task and curriculum. Goals relate to general outcomes or may directly describe the teacher or learners' behavior. Clark in Nunan (2004: 42) notes that communicative goals in a curriculum suggest that language is used for establishing and maintaining interpersonal relationships and for the exchange of information, ideas, opinions, attitudes and feelings to get things done. This includes listening to, reading and responding to imaginative use of target language such as stories, poems, songs, dramas or learners' own creations.

b) **Input** refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, including letters, menus, postcards, bus timetables, picture stories or hotel entertainment programs.

c) **Procedures** specify what learners actually do with the input. Regarding criteria for the task, teachers consider the authority of the learning procedures and input. Another point of criteria for task selection involves activation rather than a rehearsal rationale. In addition, analyzing procedures should be based on the focus or skills required to achieve the goal. Learners integrate phonological, lexical and grammatical forms through memorization and manipulation. Eventually, they apply these skills in communicative interaction.

d) **The Teacher's role** refers to the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. According to Breen and Candlin in Nunan (2004: 62), the teacher has three main roles in the communicative process: facilitator participant, observer and learner.

e) **Learner's role** refers to the part that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between participants. Therefore, the learner interacts with outside stimuli as an integrator and negotiator who listens and performs for personal growth. The interpersonal roles of learners cannot be divorced from the psychological learning process. Learners take responsibility for their own learning to develop autonomy and skills in learning how-to learn.

f) **Setting** refers to the classroom arrangement specified or implied in the task. It requires consideration of whether a task is to be carried out wholly or partly outside of the classroom. It is useful to distinguish between mode and environment when setting tasks. Mode refers to whether the learner is operating on an individual, pair or group basis. Environment refers to where the learning actually takes place. It might be in a conventional classroom in a school, a language center, a community class, a workplace setting, a self-access center or a multi-media language center.

The core task elements have six components: goals, inputs and procedures along with the supporting elements of teacher and learner roles plus setting. These elements play important constructs within task-based learning, including the relationship between real-world and pedagogic tasks, text and task authenticity and the place of learning strategies within the task-based classroom.

2.3. Definition of Task-based Approach

The Task-based approach is a foreign language method that has evolved since the 1980s. The Task-based emphasized the fact that teaching should be conducted with real life tasks (Lin: 2009). Task-based approach consists of an integrated set of processes that involves the specification of both what and how. In other words the methodology is highly emphasized in the task-based pedagogy. Designing a task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. In Task-based approach learners have to participate, communicate, and cooperate when carrying the task. In order for the students to work cooperatively they have to learn the skills of how to learn cooperatively.

Larsen (2000: 144) states that a task-based approach aims to provide learners with a natural context for language use. As learners work to complete task, they have abundant opportunity to interact.

In a task-based lesson, the teacher sets a task for students to do that involves the use of language not yet studied in class or language studied previously that the teacher wishes to revise. The language point chosen is known as target language. The task might be an activity from the course book that was intended as practice of a language point or an activity from a supplementary source. The teacher sets up the task and observes students as they get on with it. The teacher pays particular attention to the students' performance with the target language. The teacher should note down errors but not correct them during the activity (Pollard, 2008: 22).

3. Components of the Task-based Approach Framework.

The components of the task-based learning framework lead teachers to follow teaching steps effectively because task-based learning employs sequences that differ from other teaching methods.

1) **Pre-task** (including topic and task) prepares learners to perform tasks in ways that promote acquisition. Lee in Sae-ong (2010: 12) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance overview of what the learners will be required to do and the nature of the outcome they will achieve**.** Dornyei in Sae-ong (2010: 12) emphasizes the importance of presenting a task in a way that motivates learners. Moreover, he suggests that task preparation should involve strategies for inspiring learners' to perform the task.

In this stage, the teacher introduces and defines the topic, uses activities to help learners recall/learn useful words and phrases to ensure that they understand the task instructions. Learners also have roles including noting down useful words and phrases from the pre-task activities and/or preparing for the task individually.

2) **Task cycle** refers to the 'methodological options' or 'task performance options' available to the teacher in the during-task stage. Various options are available relating to how the task is to be undertaken. The task stage is a vital opportunity for learners to use language by working simultaneously, in pairs or small groups to achieve the goal of the task. In this step, learners practice using language skills while the teacher monitors and encourages them. The planning stage comes after the task and before the report, forming the central part of the task cycle. It describes how to help learners plan their report effectively and maximize their learning opportunities. The learners prepare to report to the class how they accomplished the task and what they discovered or decided. Moreover, they rehearse what they will say or draft a written version for the class to read. The teacher ensures the purpose of the report is clear, acts as language adviser and helps learners rehearse oral reports or organize written ones. The reporting stage concludes the task cycle. During this stage, learners take full notes on language use plus responses and reactions to the language. Positive reactions increase motivation, self-esteem and spur them on to greater efforts in the future. The learners present their oral reports to the class or display their written reports. The teacher acts as chairperson, selecting who will speak and read the written reports. They also give brief feedback on content and form.

3) **Language focus** in the post-task stage affords a number of options. Language focus has three major pedagogic goals:

a)   To provide an opportunity for repeated performance of the task.

b)   To encourage reflection on how the task was performed.

c)   To encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

Consciousness raising activities can also be conducted to keep learners engaged. The learners are required to utilize consciousness raising activities to identify and process specific language features they have noticed in the task. The teacher reviews each analysis activity with the class, bringing useful words, phrases and patterns to the learners' attention, including language items from the report stage. Practical activities can be combined naturally with the analysis stage and are useful for consolidation and revision. Practice activities can be based on the features of language that has already occurred in previous texts and transcripts or on features that were recently studied in analysis activities. In this section, the teacher conducts practice after analysis to build confidence. The learners practice words, phrases and patterns from the analysis activities, review features occurring in the task text or report stage and enter useful language items in their language notebooks.

3. Research Method

3.1. Research Setting

The method that is used in this research was a *Classroom Action Research* (CAR). It was conducted through two cycles to observe the students' improvement in speaking English through Task-based Approach. This part covers research location, research time and research cycle, as follows:

1.   Research Location

This research will take   place at SMA Negeri 2 Sungguminasa, Gowa Regency Specially the secons semester in 2013/2014 academic years .

2.   Research Time

The research will do at early of April until the end of December, 2014.

3.   Research cycle

The research is conducted through two cycles. Each cycle consisted of four steps; they were planning, action, observation and reflection. The aim of this point was observing the students' improvement in speaking by using Task-based Approach.

3.2. Research Variables and Indicators

This research used two variables, they were:

1.   Independent Variable

The independent variable is the use of Task-based Approach to improve the students' speaking skill. It is an approach that was used by the teacher at the classroom during taching and learning process.

2. Dependent Variable

The dependent variable consist of accuracy and fluency in speaking skill with the indicators as follows:

    a. The indicators of accuracy : pronunciation and vocabulary.
    b. The indicator of fluency : self-confidence.

3.3. Research Instruments

1. Tests will use to asses and examine the students' speaking skill. The researcher will give tests in each cycle to find out the improvement of the students' speaking skill and effectiveness of using Task-Based Approach to improve the students' speaking skill.
2. Observation sheet will use to collect data about the students' participation in teaching learning process in speaking and implementing Task-Based Approach.

3.4. Research Subject

The subject of the study taught the second year students of SMA Negeri 1 Sungguminasa, Gowa Regency Specially the secons semester in 2013/2014 academic year. The students consist of 37 students.

3.5. Technique of Data Collection

The technique of data collection uses in this research is as follow:

1. Speaking test will use at the end of every cycle by using criteria of speaking test to measure students' speaking improvement.
2. Observation will use to measure the students' participation during the teaching and learning process by using Task-based Approach.

4. Findings

In this section, the researcher describes the result of data analysis based on the problem statement. The result of data analysis indicates that there is an improvement of the students' speaking ability through Task-based Approach at the second year of SMA Negeri 2 Sungguminasa, Kab. Gowa. The students' improvement could be seen clearly in the following explanation:

1. The Improvement of the Students' Speaking Accuracy

The improvement of the students' speaking accuracy, which focused on pronunciation and vocabulary as indicators at the first year students of SMA Negeri 2 Sungguminasa, Kab. Gowa as result of the students' assessment of cycle I and cycle II are described as follows:

Table 1: The Improvement of the Students' Speaking Accuracy

Indicators	Scores (%)			Improvement (%)		
	D-test	Cycle I	Cycle II	T → D C I	→ CI CII	→ DT C II
Pronunciation	42.18	54.64	69.94	12.46	15.3	27.76
Vocabulary	39.91	53.62	71.27	13.71	17.65	31.36
$\sum x$	82.09	108.26	141.21	26.17	32.95	59.12

The table above shows that the Task-based Approach improves the speaking accuracy of the students from D-test to cycle I and cycle II In which cycle II is greater than cycle I and D-test. About the mean score of speaking accuracy in cycle II, the students get 70.60, greater than cycle I and D-test where the students get 54.13 or fair and the students get 41.04 in D-test of speaking accuracy. It indicates that the improvement of the students' speaking accuracy is 13.09 in D-test to cycle 1, the improvement in cycle 1 to cycle II is 16.47, and the improvement in D-test to cycle II is 29.56. It indicates that Task-based Apporach improves students' speaking skill significantly.

To see clearly the improvement of the students' speaking accuracy, the researcher presents the following chart:
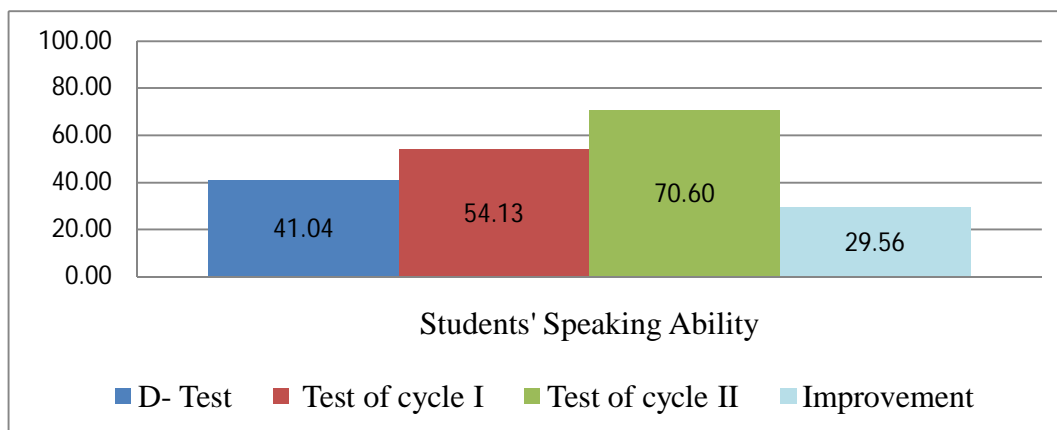

Chart 1: The Improvement of the Students' Speaking Accuracy

The chart above shows the improvement of the students' speaking accuracy. In cycle II is higher 6.4 than cycle I is 4.8 and D-Test is 3.4. It also shows that the result of D-Test is the lowest achievement. After evaluation in cycle I and cycle II, there is a significant improvement of the students' speaking accuracy that shown clearly in the chart after taking an action in cycle through Task-based Approach.

2.   The Improvement of the Students' Speaking Fluency

The application of Task-based Approach in improving the students' speaking fluency deals with self confidence as indicator at the second year students of SMA Negeri 2 Sungguminasa, Kab. Gowa. As result of the students' assesement of cycle I and cycle II is described as follows:

Table 2. The Improvement of the Students' Speaking Fluency

Indicators	Scores (%)			Improvement (%)		
	D-test	Cycle I	Cycle II	DT →C I	CI →CII	DT →CII
Self- confidence	43.56	55.48	71.54	11.92	16.06	27.98

The table above shows that the Task-based Approach also improves the speaking fluency of the students from D-test to cycle I and cycle II, in which cycle II is greater than cycle I and D-test. About the mean score of speaking fluency in cycle II, the students get 71.54, greater than cycle I and D-test where the students get 55.48 and the students get 43.56 in D-test of speaking fluency. It indicates that the improvement of the students' speaking fluency is 11.92 in D-test to cycle I, the improvement in cycle I to cycle II is 16.06, and the improvement in the D-test to the cycle II is 27.98. It also indicates that the students' speaking skill improved significantly through the use of Task-based Approach.

To see clearly the improvement of the students' speaking fluency, the researcher presents the following chart:
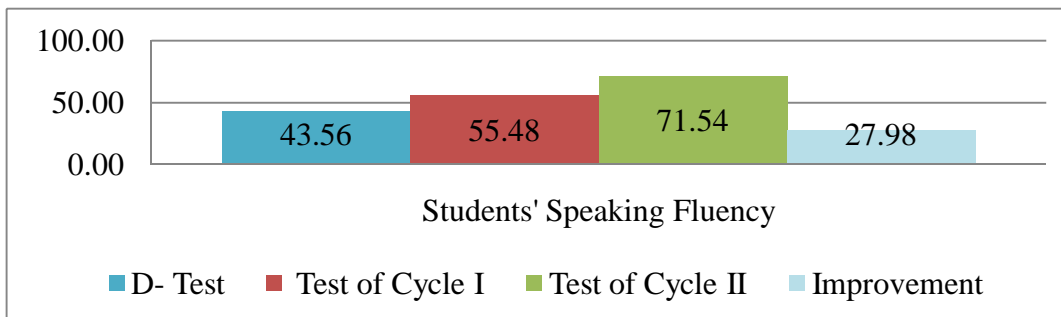

Chart 2: The Improvement of the Students' Speaking Fluency

The chart above shows the improvement of the students' speaking fluency in cycle II is higher 71.54 than cycle I is 55.48 and D-Test is 43.56. It also shows that the result of D-Test is the lowest achievement. After evaluation in cycle I and cycle II, there is a significant improvement of the students' speaking accuracy that shown clearly in the chart after taking an action in cycle through Task-based Approach.

3. The Improvement of Students' Speaking Skill

The improvement of students' speaking ability through the use of Task-based Approach is dealing with speaking accuracy and speaking fluency. The improvement of the students' speaking ability that covers accuracy and fluency can be seen clearly in the following table:

Table 3: The Improvement of the Students' Speaking Skill Variables	Score (%)			Improvement (%)		
	D-Test	Cycle I	Cycle II	T → D C I	→ CI CII	→ DT C II
Accuracy	41.04	54.13	70.60	13.09	16.47	29.56
Fluency	43.56	55.48	71.54	11.92	16.06	27.98
$\sum x$	84.6	109.61	142.14	25.01	32.53	57.54
$\overline{X}$	42.3	54.80	71.07	12.50	16.27	28.77

The table above shows that the students' speaking ability improves from D-test to cycle I and cycle II. In which cycle II is greater than Cycle I and the D-test. The mean score of speaking ability in the cycle II, the students get 71.07 or good greater than cycle I, the students get 54.80 or fair and the students get 42.3 or poor in D-test. It indicates that the improvement of the students' speaking ability is 12.50 in D-test to cycle I, the improvement from cycle I to cycle II is 16.27, and the improvement from D-test to cycle II is 28.77. It indicates that the students' speaking skill improved significantly through the use of Task-based Approach.

To see clearly the improvement of the students' speaking skill, the researcher presents in the following chart:
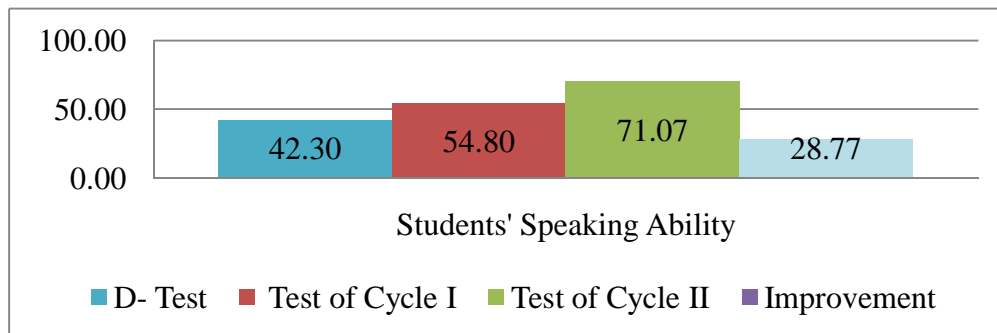

Chart 3: The Improvement of the Students' Speaking Skill

The chart above shows that the students' speaking skill improves from D-test to cycle I and cycle II. In which cycle II is the highest of all. Then, cycle II is higher than cycle II. The mean score of speaking skill in cycle II is 71.07. Then, the mean score of the students in cycle I is 54.80 and the students get 42.30 in D-test.

4. The Improvement of Students' Activeness in the Process of Teaching and Learning.

The result of observation of the students' activeness in teaching and learning process toward of the application of Task-based Approach in improving the students' speaking skill at the second year students of SMA Negeri 2 Sungguminasa, Kab. Gowa in class XI which is conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4: The Observation Result of the Students' Activeness in Teaching and Learning Process.

Cycles	Meetings	Percentages	Averages	Improvement
I	I	42.42%		
	II	51.38%	52.70%	
	III	57.57%		
	IV	59.45%		
II	I	73.38%		22.35%
	II	72.79%	75.05%	
	III	74.32%		
	IV	79.72%		

The table above shows that the average of the students' activeness in teaching and learning process in each cycle through observation sheet by observer. The percentages of the cycle I from the first meeting to the fourth meeting are 42.42%, 51.38%, 57.57%, and 59.45%. Moreover, the percentage of the cycle II from the first meeting to the fourth meeting are 73.38%, 72.79%, 74.32%, and 79.72%. In addition, the average score in every cycle, in cycle I is 52.70% and in cycle II is 75.05%. As the result, the improvement of the students' activity is 22.35%.

To know the improvement clearly, look at the following chart:
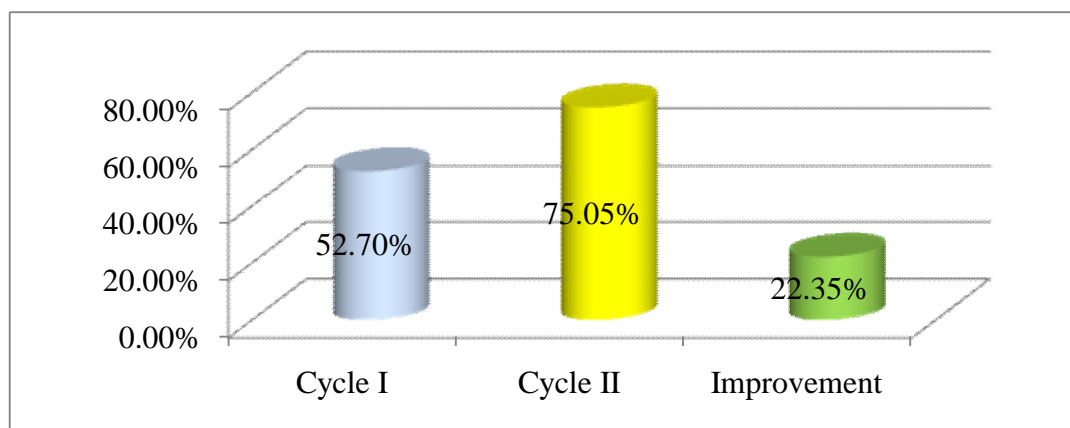
Chart 4: The Students' Activeness in Learning Speaking.

The chart above shows the students' observation in learning speaking by Using Task-based Approach at the Second year students of SMA Negeri 2 Sungguminasa, Kab. Gowa in class XI. In chart above, presents the students' situation during teaching learning process in speaking from cycle I to the cycle II. From the chart, it's known that there is changing of students' situation of learning speaking from cycle I to cycle II. The students' participation in learning speaking within the mean score is 52.70% and change to be 75.05%. As we can see that the improvement of the students' activity from cycle I to cycle II is 22.35%.

5. Conclusion

5.1. Conclusion

1. The use of Task-based Approach can increase the students' speaking accuracy. This lead the conclusion that implementation of this approach is very needed in English language teaching and learning especially in speaking.The students' score in the cycle I is 55.02 and it gets improve after cycle II, it is 70.60.
2. Task-based Approach can improve the students' speaking fluency in which the improvement is dealing with self confidence. They are excited to the given topics because the topics deals with the real-life conversation, so it's easy for them to make conversations and present them in front of the classroom with their own group. The students' average score of fluency in cycle I is 55.48 but in cycle II is 71.54.
3. Task-based Approach motivates the students in teaching and learning process. The students' participation in learning speaking within the mean score is 52.70% in Cycle I and change to be 75.05% in Cycle II.

5.2. Suggestion

Based on the findings above, the researcher states suggestions as follows:

1. The English teachers are suggested that the use of Task-based Approach as one of the alternative ways to improve students' speaking skill to improve their potential or their skill as educators in giving guidance or information to the students in learning and teaching speaking process so that the studens are able to understand materials easily.
2. The students are expected to increase their ability in learning speaking through Task-based Approach.
3. The English teachers are expected to create many ways or some teaching method and strategy in English learning and teaching process for the sake of education qualities improvement in Indonesia.
4. For the next researcher, the result of the study can be used as an additional reference or further research with different discussion.

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