

The Effect of Task-Based Language Teaching (TBLT) Method to The Listening Comprehension of Grade Eight Students of SMP Negeri 8 Pematang Siantar

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Abstrak

Penelitian ini berfokus pada penggunaan Task-Based Language Teaching (TBLT) untuk meningkatkan keterampilan mendengar siswa kelas VIII SMP Negeri 8 Pematang Siantar. Peneliti menggunakan desain quasi-experimental, melibatkan dua kelompok kelas utuh yang menerima metode pembelajaran yang berbeda. Kelompok eksperimen diajari menggunakan metode TBLT, sedangkan kelompok kontrol mendapatkan pembelajaran konvensional. Sampel terdiri dari 64 siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata untuk pre-test pada kelompok eksperimen adalah 64,78, dan nilai rata-rata untuk post-test adalah 91,66. Sebagai perbandingan, nilai rata-rata untuk pre-test pada kelompok kontrol adalah 66,24, dan nilai rata-rata untuk post-test adalah 68,12. Peneliti menemukan bahwa nilai t-test melebihi t-tabel ($3,74 > 1,66980$) pada taraf signifikansi 0,05. Dengan demikian, metode TBLT menunjukkan dampak yang signifikan terhadap peningkatan pemahaman mendengar siswa kelas delapan SMP Negeri 8 Pematang Siantar. Konsekuensinya, TBLT dapat digunakan sebagai pendekatan instruksional yang efektif untuk meningkatkan kemampuan pemahaman mendengarkan siswa dalam kaitannya dengan teks deskriptif.

Kata kunci: Task-Based Language Teaching, Pemahaman Mendengar, Teks Deskriptif

Abstract

This research focused on the use of Task-Based Language Teaching (TBLT) to enhance listening comprehension skills in eighth-grade students at SMP Negeri 8 Pematang Siantar. The researcher employed a quasi-experimental design, involving two intact class groups that received different instructional methods. The experimental group was taught using the TBLT method, while the control group received conventional instruction. The sample consisted of 64 students. The results showed that the mean score for pre-test in experimental group was 64.78, and the mean score for post-test was 91.66. In comparison, the mean score for pre-test in control group was 66.24, and the mean score for post-test was 68.12. The researcher found that the t-test value exceeded the t-table ($3.74 > 1.66980$) at significance level of 0.05. Thus, TBLT method demonstrated significant impact on improving listening comprehension of eighth-grade students at SMP Negeri 8 Pematang Siantar. Consequently, TBLT can be employed as an effective instructional approach to enhance students' listening comprehension abilities in relation to descriptive text.

Keywords : Task-Based Language Teaching, Listening Comprehension, Descriptive Text

INTRODUCTION

English, being a global language, has served as means of communication in various spheres of life, particularly in education. It is widely studied and used as first, second, or foreign language in several countries. In Indonesia, it is an indispensable subject taught at all levels of education. The 2013 curriculum mandates students to master four skills in English: listening,

speaking, reading, and writing. These skills can be categorized into receptive and productive skills, with listening and reading being receptive while speaking and writing are productive. Receptive skills enable individuals to comprehend language, which is crucial for building relationships, accessing audio media without translations, and gathering information in daily life and academic pursuits.

Listening is the art of discerning and comprehending what is being conveyed through spoken words. It encompasses the ability to decipher accents, grammar, and vocabulary employed by speaker. According to Slamet (2008), listening is a multifaceted process that entails actively engaging with the language tools utilized, interpreting their significance, and responding accordingly. Nurgiyantoro (2010) further elucidates that listening involves attentiveness and deep understanding. Possessing proficient listening skills enables individuals to grasp assignments more effectively, discern underlying messages conveyed by others, and respond adeptly to questions. The objective of listening is to acquire information, extract meaning from communication, and comprehend the intended message. Proficiency in listening cultivates productivity and facilitates effective communication. Listening comprehension, referring to the ability to understand and reproduce spoken text, is a fundamental human skill. It holds great significance for students, as it equips them with the ability to communicate effectively. Listening comprehension involves actively receiving, comprehending, evaluating, and responding to spoken words or written text (Poerwadarminta, 1984). Nadig (2013) mentions listening comprehension as a step-by-step process that entails comprehending and deriving meaning from spoken language, encompassing the identification of speech sounds, understanding individual word meanings, and grasping sentence structure. Furthermore, it is imperative for junior high school students to enhance their listening comprehension abilities.

In junior high school, a variety of text genres, including descriptive texts, recount texts, procedure texts, explanation texts, and narrative text, must be taught. Descriptive text is one kind of text that English language learners need to study. A descriptive text is one that uses adjectives and adverbs to give the reader a sense of what a person, location, or thing is like. According to Febriani (2011), the goal of the descriptive text is to have the reader imagine themselves as part of the story in order to get enjoyment and get information specifically in human, thing and place is like.

Based on the teaching practice experience of the researcher throughout the process of teaching learning in the grade eight at SMP Negeri 8 Pematang Siantar, students have a number of difficulties when listening to the explanation of teacher. In reality, many students are unable to get information when listening to English specifically, either in the listens to the audio, songs in English and especially students are weak and struggle in listening descriptive text. So many factors influence when students have difficulty in listening descriptive text. Based on the viewing observation and interview to the students, there are several reasons of students difficult to listening descriptive text, they are: unfamiliar with English pronunciation, a lack of English vocabulary, not being motivated to learn English, and feeling that English is like an alien language, which makes them dislike learning it. This is because they are not used to listening monologues or dialogues in English.

In the process of learning and teaching, almost all eighth grade students experience difficulties when the teacher speaks or reads in English. The eight-grade students of SMP Negeri 8 Pematang Siantar do not comprehend what they are listening to English specifically. For example, the teacher says "what is the definition of descriptive text", after looking back at the results that students have listened, they actually listen to "watis de defenision of deskriptif teks". This proves that the students feel foreign or unfamiliar with English pronuncitaion. Besides not understanding pronunciation, students also have a lack of vocabulary, which makes them limited in understanding what the meaning they listen and read in English texts. After looking further, the thing that makes students experience problems when listening to English is also because they rarely practice their habit of listening to English monologues and dialogues or they rarely watch films that use English when communicating.

Teachers can fix the issue with students' listening comprehension in descriptive text

using varieties of approaches, strategies, methods, and techniques to create an effective teaching learning environment. Utilizing task-based language teaching (TBLT) in English classes stands out as an exceptional strategy. TBLT method places tasks at the forefront of lesson planning and instruction in language teaching. According to Richard and Rodgers (2001), TBLT is an approach that centers around tasks as the fundamental unit for organizing and facilitating instruction in the acquisition of target language. It concentrates on completing a purposeful and meaningful task in order to reach a goal. Students become more engaged in class and conscious of their language development through tasks. The teacher can assign listening exercises that include enjoyable activities and familiar material for the students, such as listening while viewing the picture about description, watching fairytale videos, listening to podcasts, or listening to music. It is anticipated that TBLT will benefit students by putting them in circumstances where their participation in class is crucial to completing a particular task. Quintessential component of TBLT is the task, which encompasses pre-task, task cycle, and post-task phases. These stages are remarkably efficacious in augmenting students' listening comprehension. It is anticipated that students will make significant strides after being assigned such tasks.

Regarding the explanations above, the researcher is interested in conducting research on "The Effect of Task-Based Language Teaching (TBLT) Method to the Listening Comprehension of Grade Eight Students of SMP Negeri 8 Pematang Siantar".

METHOD

The research method utilized was quantitative with quasi-experimental design employed to explore the potential impact of TBLT on listening comprehension abilities of grade 8 students at SMP Negeri 8 Pematang Siantar. As stated by Creswell in Napitupulu (2019), quantitative research involves the systematic testing of a hypothesis or theory through the use of numerical data and statistical analysis to determine its validity in relation to a social or human problem. Additionally, Ary et al. (2010) note that quasi-experimental design lacks complete control, it is still a valuable tool for researchers to draw reasonable conclusions in situations where full control is not feasible.

The research process entailed carefully selecting population and sample. The population consisted of all eighth-grade students at SMP Negeri 8 Pematang Siantar of 2022/2023 (224 students). Sample comprised a smaller subset of this group (Ary et al., 2010). To obtain the sample, purposive sampling was utilized, which involved identifying specific characteristics in the population. Ultimately, the sample included 32 students as experimental class (8-1) and 32 students as control class (8-7).

This research employed Task-Based Language Teaching (TBLT) as independent variable, scrutinizing its profound influence on students' aptitude for comprehending descriptive text through the utilization of pre- and post-tests as instruments. The researcher meticulously examined the acquired data, employing intricate formulas to derive research findings :

1. To count student's score of test

$$\text{Score} = \frac{\text{Students correct answer}}{\text{total number of item}} \times 100$$

2. To count mean score

$$Ma = \frac{\sum xa}{Na} \quad Mb = \frac{\sum xb}{Nb}$$

(Ary et al., 2014)

Ma : Mean (experimental)

Mb : Mean (control)

$\sum xa$: Total score (experimental)

$\sum xb$: Total score (control)

Na : Total students (experimental)

Nb : Total students (control)

3. To count standard derivation of tests (experimental)

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

(Ary et al., 2014)

SD : Standard deviation
N : Number of students
 $\sum X^2$: Total amount (squared)
 $\sum X$: Total amount (scores)

4. To count standard derivation and mean variable

Standard deviation (experimental)

$$\sum X^2 = \sum da^2 - \left[\frac{(\sum da)^2}{Na} \right]$$

Mean Variable of (experimental)

$$Ma = \frac{\sum da}{Na}$$

Standard deviation (control)

$$\sum Y^2 = \sum db^2 - \left[\frac{(\sum db)^2}{Nb} \right]$$

Mean Variable of (control)

$$Mb = \frac{\sum db}{Ny}$$

(Ary et al., 2014)

5. To count t-test value

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{(Na + Nb) - 2} \right) \left(\frac{1}{Na} + \frac{1}{Nb} \right)}}$$

(Ary et al., 2014)

t_{test} : t_{test} -value
 da^2 : Standard deviation variable (experimental)
 db^2 : Standard deviation variable (control)
 Ma : Mean variable (experimental)
 Mb : Mean variable (control)
 Na : Total students (experimental)
 Nb : Total students (control)

FINDINGS AND DISCUSSION

Findings

The outcomes of tests in teaching listening comprehension using TBLT method are available below.

Table 1. Tests Results of Experimental Class.

No	Name	Pre-Test		Post-Test		X^2	Y^2	da	da^2
		Correct	Score (X)	Correct	Score (Y)				
1	Amelia	10	66,66	12	80	4443,55	6400	13,34	177,95
2	Diva	7	46,66	13	86,66	2177,15	7509,95	40	1600
3	Gabriel	7	46,66	14	93,33	2177,15	8710,48	46,67	2178,08
4	Gracea	8	53,33	14	93,33	2844,08	8710,48	40	1600
5	Hasqie	11	73,33	14	93,33	5377,28	8710,48	20	400
6	Hizkia	7	46,66	15	100	2177,15	10000	53,34	2845,15
7	Junika	8	53,33	13	86,66	2844,08	7509,95	33,33	1110,88
8	Lunara	6	40	14	93,33	1600	8710,48	53,33	2844,08

9	Maria	14	93,33	15	100	8710,48	10000	6,67	44,48
10	Naomi	7	46,66	14	93,33	2177,15	8710,48	46,67	2178,08
11	Neovani	10	66,66	13	86,66	4443,55	7509,95	20	400
12	Nicolas	9	60	15	100	3600	10000	40	1600
13	Ni Made	12	80	15	100	6400	10000	20	400
14	Nona	11	73,33	13	86,66	5377,28	7509,95	13,33	177,68
15	Nur	13	86,66	15	100	7509,95	10000	13,34	177,95
16	Patmos	12	80	14	93,33	6400	8710,48	13,33	177,68
17	Rafa	11	73,33	14	93,33	5377,28	8710,48	20	400
18	Rahel E.S	9	60	13	86,66	3600	7509,95	26,66	710,75
19	Rahel S	10	66,66	14	93,33	4443,55	8710,48	26,67	711,28
20	Rahel S.S	9	60	13	86,66	3600	7509,95	26,66	710,75
21	Revino	11	73,33	14	93,33	5377,28	8710,48	20	400
22	Salwa	13	86,66	14	93,33	7509,95	8710,48	6,67	44,48
23	Saskia	8	53,33	12	80	2844,08	6400	26,67	711,28
24	Septian	11	73,33	14	93,33	5377,28	8710,48	20	400
25	Septiana	9	60	12	80	3600	6400	20	400
26	Shira	14	93,33	15	100	8710,48	10000	6,67	44,48
27	Tamara	8	53,33	14	93,33	2844,08	8710,48	40	1600
28	Trimed	11	73,33	14	93,33	5377,28	8710,48	20	400
29	Trya	6	40	14	93,33	1600	8710,48	53,33	2844,08
30	Viona	11	73,33	14	93,33	5377,28	8710,48	20	400
31	Yesaya	11	73,33	12	80	5377,28	6400	6,67	44,48
32	Yosefia	7	46,66	14	93,33	2177,15	8710,48	46,67	2178,08
Σ	Na = 32	ΣX = 2073,22		ΣY = 2933,24		ΣX ² = 141451,82	ΣY ² = 270027,38	860,02	29911,67

$$\text{Mean } (\bar{x}X) = \frac{\sum X}{N} = \frac{2073,22}{32} = 64,78$$

$$\text{Mean } (\bar{x}Y) = \frac{\sum Y}{N} = \frac{2933,24}{32} = 91,66$$

The experimental class has shown impressive progress, with pre test mean of 69.35 and post test mean of 91.66. It is worth noting that post test mean is better than pre test mean.

Standard Deviation of Experimental Pre Test

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}} = \sqrt{\frac{141451,82 - \frac{(2073,22)^2}{32}}{32-1}} = \sqrt{\frac{141451,82 - 134320,03}{31}} = \sqrt{\frac{7131,79}{31}} = 15,16$$

Therefore, the outcomes of experimental Pre Test are :

$$\bar{x}X = 64,78 \quad SD = 15,16$$

Standard Deviation of Experimental Post Test

$$SD = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}} = \sqrt{\frac{270027,38 - \frac{(2933,24)^2}{32}}{32-1}} = \sqrt{\frac{270027,38 - 268871,77}{31}} = \sqrt{\frac{1155,61}{31}} = 6,10$$

Therefore, the outcomes of experimental post test are :

$$\bar{x}Y = 91,66 \quad SD = 6,10$$

Table 2. Score Level of Pre Test (Experimental).

Score Level	Criteria
High	$\bar{x} + SD = 64,78 + 15,16 = 79,94$
Median	$\bar{x} - SD \leftrightarrow x + SD$ $= 64,78 - 15,16 \leftrightarrow 64,78 + 15,16$ $= 49,62 \leftrightarrow 79,94$

Low	$\bar{x} - SD = 64,78 - 15,16 = 49,62$
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Based on the table above, the level of high category is 79,94, the level of median category is 49,62 – 79,94, and the level of low category is 49,62.

Table 3. Students' Scores Classification (Experimental Pre Test).

Score Level	Criteria	Total Students	%
High	Exceed 79,94	6	18,75
Median	In range of 49,62 ↔ 79,94	19	59,375
Low	Below 49,62	7	21,875

After the researcher got the provisions of the level score, it was concluded that there were 6 students who were at the high scores level, there were 19 students who were at the median scores level and there were 7 students who were at the low score level.

Table 4. Score Level of Post Test (Experimental).

Score Level	Criteria
High	$\bar{x} + SD = 91,66 + 6,10 = 97,76$
Median	$\bar{x} - SD \leftrightarrow \bar{x} + SD$ $= 91,66 - 6,10 \leftrightarrow 91,66 + 6,10$ $= 85,56 \leftrightarrow 97,76$
Low	$\bar{x} - SD = 91,66 - 6,10 = 85,56$

Based on the table above, the level of high category is 97,76, the level of median category is 85,56 – 97,76, and the level of low category is 85,56.

Table 5. Students' Scores Classification (Experimental Post Test).

Score Level	Criteria	Total Students	%
High	Exceed 97,76	6	18,75
Median	In range of 85,56 ↔ 97,76	22	68,75
Low	Below 85,56	4	12,5

After the researcher got the provisions of the level score, it was concluded that there were 6 students who were at the high scores level, there were 22 students who were at the median scores level and there were 4 students who were at the low score level.

The outcomes of tests in teaching listening comprehension using traditional method are available below.

Table 6. Tests Results of Control Class.

No	Name	Pre-Test		Post-Test		X ²	Y ²	db	db ²
		Correct	Score (X)	Correct	Score (Y)				
1	Amel	9	60	10	66,66	3600	4443,55	6,66	44,35
2	Andre	11	73,33	11	73,33	5377,28	5377,28	0	0
3	Angel	8	53,33	8	53,33	2844,08	2844,08	0	0
4	Ardian	8	53,33	6	40	2844,08	1600	13,33	177,68
5	Boan	13	86,66	13	86,66	7509,95	7509,95	0	0
6	Carissa	9	60	11	73,33	3600	5377,28	13,33	177,68
7	Dhea	11	73,33	12	80	5377,28	6400	6,67	44,48
8	Esra	13	86,66	13	86,66	7509,95	7509,95	0	0

9	Frensi	11	73,33	13	86,66	5388,28	7509,95	13,33	177,68
10	Gabriel	8	53,33	8	53,33	2844,08	2844,08	0	0
11	Gilbert	8	53,33	10	66,66	2844,08	4443,55	13,33	177,68
12	Hizqia	7	46,66	7	46,66	2177,15	2177,15	0	0
13	Indah	12	80	11	73,33	6400	5377,28	6,67	44,48
14	Jammie	11	73,33	9	60	5377,28	3600	13,33	177,68
15	Josua	6	40	6	40	1600	1600	0	0
16	Kasih	9	60	10	66,66	3600	4443,55	6,66	44,35
17	Lamhot	11	73,33	10	66,66	5377,28	4443,55	6,67	44,48
18	Martin	11	73,33	12	80	5377,28	6400	6,67	44,48
19	Narlin	9	60	9	60	3600	3600	0	0
20	Okta	10	66,66	11	73,33	4443,55	5377,28	6,67	44,48
21	Putra	13	86,66	7	46,66	7509,95	2177,15	40	1600
22	Rafael	10	66,66	11	73,33	4443,55	5377,28	6,67	44,48
23	Randika	9	60	8	53,33	3600	2844,08	6,67	44,48
24	Rani	11	73,33	12	80	5377,28	6400	6,67	44,48
25	Shanti	12	80	12	80	6400	6400	0	0
26	Shinta	7	46,66	8	53,33	2177,15	2844,08	6,67	44,48
27	Sevania	12	80	13	86,66	6400	7509,95	6,66	44,35
28	Stefani	10	66,66	12	80	4443,55	6400	13,34	177,95
29	Tsalonika	11	73,33	12	80	5377,28	6400	6,67	44,48
30	Tigor	8	53,33	8	53,33	2844,08	2844,08	0	0
31	Vania	9	60	13	86,66	3600	7509,95	26,66	710,75
32	Yolanda	11	73,33	11	73,33	5377,28	5377,28	0	0
Σ	N = 32	ΣX = 2119,9	ΣY = 2179,89	ΣX ² = 145241,7	ΣY ² = 154962,3	233,33	3954,95		

$$\text{Mean } (\bar{x}) = \frac{\sum X}{N} = \frac{2119,9}{32} = 66,24$$

$$\text{Mean } (\bar{y}) = \frac{\sum Y}{N} = \frac{2179,89}{32} = 68,12$$

The control class has shown impressive progress, with pre test mean of 66,24 and post test mean of 68,12. It is worth noting that post test mean is better than pre test mean.

Standard Deviation of Control Pre Test

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1} = \frac{\sqrt{145241,7 - \frac{(2119,9)^2}{32}}}{32-1} = \frac{\sqrt{145241,7 - 140436,75}}{31} = \frac{\sqrt{4804,25}}{31} = 12,44$$

Therefore the outcomes of control pre test are :

$$\bar{x}X = 66,24 \quad SD = 12,44$$

Standard Deviation of Control Post Test

$$SD = \frac{\sqrt{\sum Y^2 - \frac{(\sum Y)^2}{N}}}{N-1} = \frac{\sqrt{154962,3 - \frac{(2179,89)^2}{32}}}{32-1} = \frac{\sqrt{154962,3 - 148497,51}}{31} = \frac{\sqrt{6464,79}}{31} = 14,44$$

Therefore the outcomes of control post test are :

$$\bar{x}Y = 68,12 \quad SD = 14,44$$

Table 7. Score Level of Pre Test (Control).

Score Level	Criteria
High	$\bar{x} + SD = 66,24 + 12,44 = 78,68$
Median	$\bar{x} - SD \leftrightarrow \bar{x} + SD$ $= 66,24 - 12,44 \leftrightarrow 66,24 + 12,44$ $= 53,8 \leftrightarrow 78,68$
Low	$\bar{x} - SD = 66,24 - 12,44 = 53,8$

Based on the table above, the level of high category is 78,68, the level of median

category is 53,8 – 78,68, and the level of low category is 53,8.

Table 8. Students' Scores Classification (Control Pre Test).

Score Level	Criteria	Total Students	%
High	Exceed 78,68	4	12,5
Median	In range of 53,8 ↔ 78,68	20	62,5
Low	Below 53,8	8	25

After the researcher got the provisions of the level score, it was concluded that there were 4 students who were at the high scores level, there were 20 students who were at the median scores level and there were 8 students who were at the low score level.

Table 9. Score Level of Post Test (Control).

Score Level	Criteria
High	$\bar{x} + SD = 68,12 + 14,44 = 82,56$
Median	$\bar{x} - SD \leftrightarrow \bar{x} + SD$ $= 68,12 - 14,44 \leftrightarrow 68,12 + 14,44$ $= 53,68 \leftrightarrow 82,56$
Low	$\bar{x} - SD = 68,12 - 14,44 = 53,68$

Based on the table above, the level of high category is 82.56, the level of median category is 53,68 – 82,56, and the level of low category is 53,68.

Table 10. Students' Scores Classification (Control Post Test).

Score Level	Criteria	Total Students	%
High	Exceed 82,56	5	15,625
Median	In range of 53,68 ↔ 82,56	18	56,25
Low	Below 53,68	9	28,125

After the researcher got the provisions of the level score, it was concluded that there were 5 students who were at the high scores level, there were 18 students who were at the median scores level and there were 9 students who were at the low score level.

To effectively compare the outcomes of experimental and control groups, researcher utilizes the T-test formula.

1. Mean Variable of Experimental Class

$$Ma = \frac{\sum da}{Na} = \frac{860,02}{32} = 26,88$$

2. Standard Deviation of Experimental Class

$$\sum X^2 = \sum da^2 - \left[\frac{(\sum da)^2}{Na} \right] = 29911,67 - \left[\frac{(860,02)^2}{32} \right] = 29911,67 - \left[\frac{739634,40}{32} \right] = 6798,1$$

Hence, the outcomes of experimental class were :

- a. Total of students (Na) = 32
 - b. Mean of variable (Ma) = 26,88
 - c. Standard deviation scores ($\sum X^2$) = 6798,1
3. Mean Variable of Control Class

$$Mb = \frac{\sum db}{Ny} = \frac{233,33}{32} = 7,29$$

4. Standard Deviation of Control Class

$$\sum Y^2 = \sum db^2 - \left[\frac{(\sum db)^2}{Nb} \right] = 3954,95 - \left[\frac{(233,33)^2}{32} \right] = 3954,95 - \left[\frac{54442,88}{32} \right] = 2253,61$$

Hence, the outcomes of control class were :

- a. Total of students (N_a) = 32
- b. Mean of variable (M_a) = 7,29
- c. Standard deviation scores ($\sum Y^2$) = 2253,61

The experimental class had a higher mean and standard deviation than the control class. The sum of the two classes (N_a and N_b) were same, thus it is easy to calculate the two classes using the t-test formula. Before doing the T-test, the researcher must use the formula to get the degrees of freedom (df) to find out the value of t_{table} to be compared with t_{test} . So, the result of df is : $df = N_a + N_b - 2 = 32 + 32 - 2 = 62$.

The researcher calculated the T-test using the following formula based on the data that had been collected from experimental and control groups.

$$MX = \frac{(\bar{X})+(\bar{Y})}{2} = \frac{(64,78)+(91,66)}{2} = \frac{156,38}{2} = 78,19$$

$$MY = \frac{(\bar{X})+(\bar{Y})}{2} = \frac{(66,24)+(68,12)}{2} = \frac{134,36}{2} = 67,18$$

Hence, t-test calculation is as follow :

$$t_{test} = \frac{MX - MY}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{(N_a + N_b) - 2} \left(\frac{1}{N_a} + \frac{1}{N_b}\right)\right)}} = \frac{78,19 - 67,18}{\sqrt{\left(\frac{(6798,1 + 2253,61)}{(32 + 32) - 2} \left(\frac{1}{32} + \frac{1}{32}\right)\right)}} = \frac{11,01}{\sqrt{\left(\frac{9051,71}{62} \left(\frac{1}{32} + \frac{1}{32}\right)\right)}} = \frac{11,01}{\sqrt{(145,99 \left(\frac{2}{32}\right))}} = \frac{11,01}{\sqrt{(145,99 (0,06))}}$$

$$t_{test} = 3,74$$

After analyzing the data, the researcher got a t_{test} value is 6,66. In this research, the degree of freedom was at a significant level of 0,05 therefore, the result of t_{table} is 1,66980. If the value of t_{test} is higher than value of t_{table} , H_a is accepted and H_0 is rejected. From the calculation results, it turned out that $t_{test} > t_{table}$ at level $\alpha = 0,05$ ($3,74 > 1,66980$) therefore H_a is accepted and H_0 is rejected.

The researcher has analyzed the data and found several findings of reseach :

1. The researcher found the effect of TBLT to listening comprehension of 8 graders at SMP Negeri 8 Pematang Siantar on descriptive text, including :
 - a. The pre-test maximum score was 93.33 and the lowest was 40. Whereas, in the post test, the maximum score was 100 and the lowest was 80.
 - b. The sum of pre-test was 2017,22, and the sum of post-test was 2933,24.
 - c. The mean of pre-test was 64,78 and mean of post-test was 91,66.
2. The researcher found the effect of traditional method to listening comprehension of 8 graders at SMP Negeri 8 Pematang Siantar on descriptive text, including :
 - a. The pre-test maximum score was 86,66 and the lowest was 40. Whereas, in the post test, the maximum score was 86,66 and the lowest was 40.
 - b. The sum of pre-test was 2119,9, and the sum of post-test was 2179,89.
 - c. The mean of pre-test was 66,24 and mean of post-test was 68,12.
3. The researcher found that t_{test} value = 3,74 was higher than t_{table} value = 1,66980. Thus, the use of TBLT has more significant effect to students' listening comprehension of grade eight students' of SMP Negeri 8 Pematang Siantar on descriptive text than traditional method.

DISCUSSION

Upon conducting research, analyzing data, and testing hypotheses, the researcher discovered several findings that offer solution to the research problem. The objective of this research were to identify the impact of TBLT method on listening comprehension in descriptive text, to identify the impact of traditional teaching method on listening comprehension in descriptive text, and to ascertain which method has a more significant effect on listening comprehension in descriptive text by employing TBLT and traditional teaching method for eighth-grade students of SMP Negeri 8 Pematang Siantar. According to Nadig (2013), listening comprehension involves comprehending meaning. Howatt and Dakin (1974) added that listening is the ability to grasp the speaker's accent, pronunciation, grammar, and vocabulary, and to capture meaning.

There are varieties of approaches, strategies, methods, and techniques to create an effective teaching learning environment in learning listening comprehension. One of them is by using Task-Based Language Teaching (TBLT) method. As stated by Richard and Rodgers (2001), TBLT emerges as a refined method that centers on integrating tasks as the fundamental building blocks for organizing and guiding instruction in the acquisition of the target language. Compelling evidence provided by Hima and Farah (2021) further highlights the manifold advantages associated with TBLT, notably accentuating its effectiveness in facilitating students' active engagement with the target language, enabling them to triumphantly fulfill the assigned task at hand.

Based on some previous research that has been used as guide by researcher, the benefits of the TBLT method have been proven through research by several researchers, namely Putri and Ratmanida (2021), Widiiana (2019), Ayu (2017), Chen (2019), Jannah, et all, (2022), Gunawan (2016), and Amoi (2018). In their research, they concluded that TBLT method had significant effect in listening comprehension on descriptive Text.

Based on the explanations above, the researcher has used quantitative method and quasi-experimental design to process and obtained the data and gave pre-test and post-test to the experimental and control class. The total score of students' listening comprehension in pre-test from 32 students with TBLT method was 2073,22, with the mean score of 64,78. Then, the total score of students' listening comprehension in post-test from 32 students with TBLT method was 2933,24, with the mean score of 91,66. Whereas, the total score of students' listening comprehension in pre-test from 32 students with lecture method was 2119,9, with the mean score of 66,24. And the total score of students' listening comprehension in post-test from 32 students with lecture method was 2179,89, with the mean score of 68,12.

After the researcher finished analyzing the data, the researcher already got the ttest value of 3,74, and ttable value of 1,66980 based on degree of comparison (df) at a significant level of 0,05, then researcher tested the hypotheses H_a and H_0 with the criteria that if TBLT method has a significant effect, then H_a is accepted and H_0 is rejected. From the calculation results, researcher concluded that $t_{test} > t_{table}$ or 3,74 is higher than 1,66980. The result of the research is H_a is accepted and H_0 is rejected. Thus, Task-Based Language Teaching (TBLT) method has more significant effect than Traditional Teaching Method in teaching-learning Listening Comprehension on Descriptive text. These results are in accordance with the results of previous research that the researchers explained earlier.

CONCLUSION

Upon completion of the data analysis and hypothesis testing, the researcher determined that the hypothesis H_a was accepted and H_0 was rejected. This led to the conclusion that the use of TBLT method greatly impacted the listening comprehension of eighth-grade students at SMP Negeri 8 Pematang Siantar in descriptive text. The evidence of this effect can be found in the marked difference between mean scores of the pre-test and post-test. Specifically, the experimental class demonstrated pre-test mean score of 64.78, while the post-test mean score rose significantly to 91.66.

The traditional teaching method had none significant effect to listening comprehension of grade eight students of SMP Negeri 8 Pematang Siantar on descriptive text because there was no significant change between mean score on the pre-test and post-test. The mean score of pre-test in control class was 66,24 and the mean score of post-test in control class was 68,12.

The TBLT method has more significant effect than using traditional teaching method on students' listening comprehension grade eight of SMP Negeri 8 Pematang Siantar on Descriptive Text based on the results of tests of experimental class and control class and the results of mean score. The mean score of pre-test in the experimental class was 64,78 and post-test was 91,66. Meanwhile, the mean score of post-test in control class was 66,24 and post-test was 68,12. The results of the mean scores showed that after using TBLT method, the mean score of post-test in experimental class was higher than the mean score of post-test in control class. Apart from the mean score, the TBLT method had more significant effect by

revieweing the result of testing hypothesis where the $t_{test} > t_{table}$ or 3,74 was higher than 1,66980.

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