



# The Effectiveness of Task-Based English Language Teaching and Content-Based Instruction Approaches on Students' English Listening Comprehension

*Keefektifan Pendekatan Pengajaran Berbasis Tugas Dan Pengajaran Berbasis Konten Pada Pembelajaran Menyimak Bahasa Inggris Siswa*

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan pendekatan pengajaran berbasis tugas dan pengajaran berbasis konten efektif untuk meningkatkan prestasi menyimak bahasa Inggris siswa dan untuk membandingkan pendekatan mana yang lebih efektif untuk digunakan di kelas menyimak. Penelitian ini merupakan penelitian eksperimen semu yang terdiri dari dua kelompok sebagai sampel. Kedua kelompok tersebut merupakan kelompok eksperimen yang dipilih melalui teknik pengambilan sampel acak kluster. Setiap kelompok terdiri dari 34 siswa dari kelas XI SMA Negeri 10 Makassar. Kelompok eksperimen pertama diberi perlakuan pendekatan pengajaran berbasis tugas dan kelompok eksperimen kedua diberi perlakuan pendekatan pengajaran berbasis konten. Instrumen penelitian ini adalah tes menyimak. Data penelitian ini dikumpulkan melalui pre-test dan post-test dan dianalisis menggunakan uji independen sampel dari uji-t. Hasil penelitian menunjukkan bahwa (1) Pemahaman menyimak siswa meningkat setelah diberi perlakuan pendekatan pengajaran berbasis tugas karena nilai pre-test dan post-test kelompok eksperimen pertama menunjukkan perbedaan yang signifikan, (2) Pemahaman menyimak siswa meningkat setelah diperlakukan dengan pendekatan pengajaran berbasis konten yang ditunjukkan dengan adanya perbedaan yang signifikan dari pre-test dan post-test, dan (3) Tidak ada perbedaan yang signifikan antara kedua kelompok eksperimen dalam pre-test dan post-test. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan pendekatan pengajaran berbasis tugas mempengaruhi prestasi belajar siswa dalam menyimak sama seperti menggunakan pendekatan pengajaran berbasis konten.

**Kata Kunci:** Kemampuan Menyimak, Pendekatan Pengajaran Berbasis Tugas, Pendekatan Pengajaran Berbasis Konten

## ABSTRACT

This research aims to find out whether the use of TBLT approach and CBI approach are effective to improve students' English listening achievement and to compare which approach is more effective to use in listening class. This research is a quasi-experimental research which consisted of two groups as the sample. Both groups are experimental groups which chosen through cluster random sampling technique. Each group consisted of 34 students from the eleventh grade students of SMA Negeri 10 Makassar. The first experimental group is treated by TBLT approach and the second experimental group is treated by CBI approach. The instrument of this research is listening test. The data of this research were collected through pre-test and post-test and analysed using independent sample test of t-test. The results of this research revealed that (1) Students' listening comprehension is increasing after being treated by TBLT approach as the pre-test and post-test of the first experimental group shows significant different, (2) Students' listening comprehension is increasing after being treated by CBI approach as shown that there is significant different from the pre-test and post-test, and (3) There is no significant different between both experimental groups in the pre-test and post-test. Based on the result, it can be concluded that the use of TBLT approach affects students' achievement in listening as same as using CBI approach.

**Keywords:** Listening Comprehension, Task-Based Language Teaching Approach, Content-Based Instruction Approach

## 1. INTRODUCTION

In Indonesia, English has become the most important and the most foreign language to be taught at school. English is taught as foreign language for primary school to higher education in Indonesia. Lauder (2008) explained that English is clearly important in Indonesia because English is used as international and global language, and English becomes global due to the number of people who speak the language. When someone can master English, it will be a ticket to enter the global world. Someone might be difficult to enter and compete with others in global level without mastering English (Rokhyati, 2013).

Teaching English in Indonesia consists of teaching four skills which are speaking, listening, reading, and writing. Especially for listening at the secondary education level, students are expected to get and understand the information from the speaker and understand the meaning conveyed by the speaker to the listener. As Brown, Gillian, Brown, and Yule (1983) mentioned that listening skill refers to the activity of paying attention and attempting to understand what we hear.

Because listening is a receptive skill, it is regarded as unimportant in many courses, and most teachers disregard it because it is regarded as easier than other skills. As a result, many students struggle with listening comprehension. Some of the most important factors to examine when assessing listening materials are offered in five categories: linguistic qualities, explicitness, organization, substance, and context.

According to a number of studies on students' listening barriers, the obstacles faced by English as Foreign Language (EFL) learners in listening are to understand and recognizing words, understanding speech quickly, and typical native speakers tend to speak quickly. To deliver a speech that includes connects speech features like elision, assimilation, weak form, construction, and intrusion. It is especially difficult to understand what the speaker is saying because they will link one word/phrase to another, causing the sound to be lost or changed by the surrounding sounds, and they will sometimes speak in fragment (Musfirah, 2018). To overcome this problem, EFL teachers need to conduct and apply effective methods or approaches to lead students to fulfil their comprehension in listening and their listening motivation.

In the era of Covid-19 pandemic, EFL teachers have to adapt with the condition and have to teach through e-learning. Widarini, Putra, and Marsakawati (2021) stated that the adoption of online teaching techniques might be difficult for many teachers. They thought it would be difficult to implement since EFL teachers were still learning about e-learning. EFL teachers in online learning used a number of strategies to deal with problems and achieve learning goals. Some approaches are used by EFL teachers during e-learning. Two approaches that can be employed during e-learning are task-based language teaching and content-based instruction. Not only during the Covid-19 pandemic e-learning, but also after the Covid-19 pandemic, EFL teachers can employ the TBLT and CBI approaches in the classroom to teach listening comprehension.

Based on the background above, the researcher conducted an analysis of the effectiveness of TBLT and CBI in listening comprehension class of the second year's students of SMAN 10 Makassar. The Researcher believes that TBLT approach and CBI approach are the best ways to improve students' listening comprehension. Through this research, the researcher attempts to prove the effectiveness of TBLT approach and CBI approach on students' listening comprehension. Aside from the solutions to students' listening comprehension, TBLT approach and CBI approach are expected to be compared to see the effectiveness of each approach in teaching listening comprehension.

## 2. LITERATURE REVIEW

### 2.1. Task-Based Language Teaching

Long (1990) defines tasks as "things people do in everyday life for free or in exchange for some kind of reward." He was referring to tasks such as painting fences, purchasing a pair of shoes, dressing a child, typing a letter, and assisting someone across the street – any work done for oneself or for others that requires language use outside of the classroom.

Meanwhile, the TBLT approach is regarded to be the solution to this problem since it allows students to actively contribute in productive and meaningful classroom activities. According to Ellis (2003), TBLT is an approach in which language is viewed as a tool for communication rather than a topic to be studied or

manipulated. TBLT is centered on the real world or goal task by leveraging language.

Iswari, Mahpul, and Putrawan (2017) stated that TBLT students are encouraged to accomplish work in an impromptu and creative manner. Because the purpose of TBLT is to encourage students to be more active on their own, the activities are typically in the form of performance and problem solving. TBLT focuses on real-world activities. This implies that TBLT stresses communication and engagement among students who complete tasks in the right language at the appropriate time. When utilizing TBLT, certain principles should be followed as a guideline.

In the application of TBLT approach, the teacher tends to be more of a facilitator than a presenter or an explainer. It is up to the teacher to assign tasks in accordance with TBLT's proper teaching methods. Then, the students are left to do the assignments on their own. Pedagogical tasks do not necessarily match actual world tasks (Nunan, 2004). The focus of educational exercises is more on the acquisition of a second language than on the first language. These elements can be merged to make a single entity.

In difference, Ellis (2003) emphasizes meaning and real-world activities that require learners to absorb language in real-world contexts. The stages or components of a task-based lesson must be considered while designing a task-based lesson.

**Table 1.** A framework to design task-based lessons (Ellis, 2003)

Phase	Examples of options
Pre-task	Framing the activity (e.g., establishing the outcome of the task) Planning time Doing a similar task
During task	Time pressure
Post-task	Number of participants Learner report Consciousness-raising Repeat task

This structure alludes to the primary stage as 'pre-task,' and it alludes to the numerous exercises that instructors and understudies might direct prior to initiating the undertaking, for example, whether understudies are given chance to arrange for how they will finish the task. When it comes to the second phase, the "task itself," there are a variety of instructional

possibilities, including whether or not pupils must work under time constraint. "Post-task" is the final step, which entails methods for monitoring the task's progress. In task-based education, only the 'during task' phase is required for students to complete the lesson. Task-based lessons consist of the students simply doing an assigned task, at the most. However, students can play an important part in ensuring that the job is as beneficial for language development as possible (Ellis, 2003).

## 2.2. Content-Based Instruction

There are several definitions of CBI. CBI, according to Leaver and Stryker (1989) characterized as a method for achieving language competency by transferring the emphasis from language acquisition to subject matter learning. Brinton, Snow, and Wesche (2003) characterized it as the implementation of language and content instruction, which focuses on the content instead of just the language, with the goal of teaching academic subject matter while also gaining second language abilities.

Meanwhile, Davies (2003) characterizes CBI as an instructing approach that stresses finding out about some different option from finding out about language. It refers to education that is organized around the content or knowledge that students will study, as opposed to a linguistic or other type of syllabus.

In difference, CBI approach, according to Crandall and Tucker (1990), in the context of second or foreign language education, a language teaching approach that combines the presentation of subjects or activities from a class of subject matter. Based on the descriptions above, the researcher believes that CBI is an EFL teaching technique that focuses on content information rather than EFL Learners' language skills.

CBI is one approach in teaching English in EFL Classroom, the goal of this language teaching is to foster communicative competence by learning about content or something specific. In Indonesia, CBI approach may best implemented by employing classroom activities related to content and information to increase EFL learners' listening comprehension. CBI can be successful in helping Indonesian students overcome their difficulties in listening to audio in English, according to a recent study. As Villalobos (2013) explained that CBI is one of the instructional strategies used to improve English language proficiency. This method organizes education around

content, and the principles of topic-based instruction are primarily founded on the principles of communicative language teaching since they include students actively participating in the exchange of material.

According to Richards and Rodgers (2014), individuals get familiar with a second language all the more effectively when they use it as a technique for gathering data instead of as an end in itself, and CBI approach better matches students' prerequisites for learning a subsequent language.

According to Rogers' principles, CBI is an approach that spotlights on the substance as opposed to the language used to impart the material during instructing learning exercises, which in second language learning would be topic accomplishment by involving the language as a device of sending and getting information. This strategy makes use of the target language's familiarization by using it on a regular basis, with the language serving as a medium for learning about real-world topics. It means that CBI is an approach that spotlights on the substance as opposed to the language used to convey the substance during instructing learning exercises, which in second language learning would be topic accomplishment by involving the language for of conveying and familiarizing understudies with the topic.

In applying CBI approach in the classroom, EFL teachers need to create content-based activities for students. According to Richards and Rodgers (2014), certain forms of content-based education have been used at the university level.

#### a. Theme-based language instruction

A teaching program in which the prospectus is coordinated around study hall points or subjects is alluded to as this model. A point might be given through perusing, jargon can be created through directed conversation, sound or video material on a similar subject can be utilized for listening cognizance, and data from various sources can be combined.

#### b. Sheltered content instruction

This approach remembers showing content for the second language to a gathering of ESL students who have been gathered for this reason by a point region subject matter expert.

#### c. Adjunct language instruction

In this approach, pupils sign up for two connected courses, one point and one language, with the two courses having similar material base and supplementing each other as far as commonly organized obligations.

A framework of some kind must be used to hold the lesson or activity together, but in conventional methods to language education, material is chosen after other selections have been made. In other words, language, texts, abilities, functions, and so on are used to plan the lesson or course book, and material is chosen once these decisions have been made. A class, for example, may be designed around the present perfect tense. Following this determination, considerations concerning the context or topic for practicing the form will be made. CBI approach begins from a different place (Richards, 2005).

### 2.3. Listening Comprehension

Listening is an activity or action that involves ear and brain. There are several definitions of listening brought by the experts. "Listening" is defined by Rost (2013) as an activity that involves a continuum of active and passive processes that are under the listener's control. Listening, according to Chastain (1971), is the ability to understand native speech at a regular rate of speech. It is believed that listening requires auditory identification, aural grammar and the ability to select, remember and connect relevant information to the process between sound and form of meaning (Morley & Lawrence, 1972).

It has been defined by Harmer (2008) that there are two forms of listening: extended listening and intensive listening. Extensive listening is listening that students undertake outside of the classroom, whether it's for fun or for some other cause. In order for children to enjoy listening to this audio content, it should be composed of texts they can more or less grasp without the assistance of an instructor or course materials. Meanwhile, intensive listening differs from extensive listening in that students pay attention specifically to improve their listening skills and to study the ways English is spoken. It commonly occurs in classrooms or language laboratories when teachers are there to coach students through any listening challenges and lead them to areas of interest. Based on the definitions of listening by the experts above, the researcher concludes that listening is a process and ability by action to interpret meaning through audio identification.

Different authors have defined listening comprehension. According to the study by Richards and Schmidt (2013), listening comprehension refers to the ability to understand spoken language in a native or a foreign tongue. A dynamic listening comprehension process, according to Gilakjani and Ahmadi (2011), occurs when people pay attention to selected bits of aural input, structure meaning of passages, and correlate what they hear with existing knowledge. Listening comprehension is suggested by Rost (2013) as a complex kind of communication in which the listener actively participates in the creation of meaning. Listeners are familiar with the oral information that comes via sound segregation, just as they are familiar with other uses of non-linguistic indicators in contextual speaking.

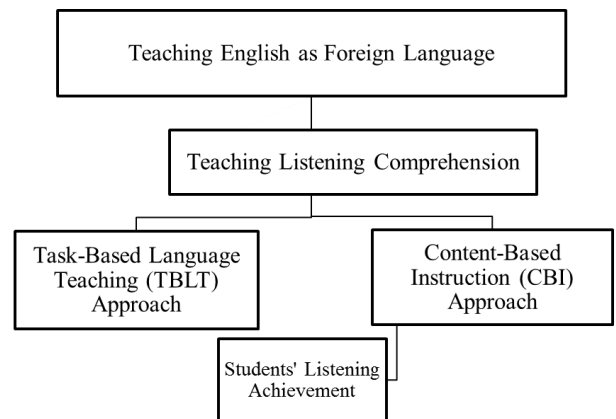
Listening comprehension can also be defined as the process of understanding what others are saying. (Hamouda, 2013) describes listening comprehension as a communicative process in which listeners are actively involved in generating meanings for the message. Through sound separation, prior knowledge, phrase structures, intonation and other linguistic or non-linguistic indicators, the audience can grasp spoken information.

There are two techniques of describing the process of listening activities. These are the bottom-up and top-down models, respectively. The bottom up model stresses unravelling of the littlest unit, phonemes and syllables, to carry us to significance. Listeners use this model to complete comprehension exercises and try to figure out the meaning based on the sounds they hear. Furthermore, Morley and Lawrence (1972) explain that the process of determining meaning begins with sounds, progresses to grammatical relationships, and concludes with lexical meanings. Because the listener must comprehend the material as it is delivered, successful listening involves the capacity to rearrange and recall what is spoken. Listening then implies paying intentional attention to the sounds in order to get meaning. The message should be offered sufficient consideration, or concentration, to overwhelm all contending sounds and be perceived (Cohen, 1990).

In the meantime, the top-down model stresses the use of prior information to forecast content. The listeners' knowledge is a crucial component of the process. If people believe the situation is familiar to them, they can guess what they will hear based on their previous experience. Many of the comprehension exercises are

dependent on what happens in the mind before the listening activities begin.

**2.4. Conceptual Framework**



**Figures 1.** Conceptual Framework

This research is a quasi-experimental study to compare the effectiveness of TBLT approach and CBI approach on students' listening comprehension. The researcher gave treatments by teaching listening comprehension using TBLT approach and CBI approach in two different classrooms to identify students' listening achievement before and after the treatments. In the end, the researcher compared the effectiveness of TBLT approach and CBI approach using the result of pre-test and post-test.

**2.5. Hypotheses**

As a result of the literature review and conceptual framework described above, the following hypotheses are formulated to answer the problem statements:

The following hypotheses are formulated to answer the first problem statement to prove the effectiveness of TBLT approach on students' listening comprehension.

Null hypothesis (H<sub>0</sub>): There is no significant difference between the pre-test and post-test of students' listening comprehension after the use of TBLT approach.

Alternative hypothesis (H<sub>1</sub>): There is significant difference between the pre-test and post-test of students' listening comprehension after the use of TBLT approach.

Next, the following hypotheses are formulated to answer the second problem statement to prove the effectiveness of CBI approach on students' listening comprehension.

Null hypothesis (H<sub>0</sub>): There is no significant difference between the pre-test and post-test of students' listening comprehension after the use of CBI approach.

$$\frac{EG_1 = O_1 \quad X_1 \quad O_2}{EG_2 = O_1 \quad X_2 \quad O_2}$$

Alternative hypothesis (H<sub>1</sub>) : There is significant difference between the pre-test and post-test of students' listening comprehension after the use of CBI approach.

In the end, the following hypothesis is formulated to answer the last problem statement to prove the comparison of TBLT approach and CBI approach's effectiveness on student's listening comprehension.

Null hypothesis: There is no significant difference between the post-test of students after given TBLT approach and CBI approach as the treatment.

### 3. RESEARCH METHOD

#### 3.1. Research Design

In this research, the researcher conducted a quasi-experimental method to measure the effectiveness of TBLT approach and CBI approach in listening comprehension. This research was conducted for three weeks from 4th January 2022 to 27th January 2022 in SMAN 10 Makassar. There were a total of six meetings conducted in this research for each experimental class. Two meetings were conducted for pre-test and post-test, and four meetings were conducted for the treatment.

The researcher utilised two experimental groups. The first experimental group was taught using the TBLT approach in the teaching listening process, while the second experimental group was taught using the CBI approach in teaching listening process. This study employed a descriptive quantitative research design to determine the answers to the research problems outlined in the preceding chapter. The information were gathered through pre-test and post-test. To assess the effectiveness of TBLT approach and CBI approach on students' listening comprehension, the researcher distributed pre-test and post-test in both of the experimental groups. To determine which approach is more effective, the researcher measured the comparison using the results of post-test of the two experimental groups using t-test in SPSS 20.0. The research design for this research can be formulated as follow:

Adapted from Gay, Mills, and Airasian (2006)

Symbols:

EG<sub>1</sub> = First experimental group

EG<sub>2</sub> = Second experimental group

O<sub>1</sub> = Pre-test

O<sub>2</sub> = Post test

X<sub>1</sub> = Treatment for first experimental group by using TBLT approach

X<sub>2</sub> = Treatment for second experimental group by using CBI approach

#### 3.2 Population and Sample

##### 3.2.1. Population

The population of this research were eleventh grade students in SMAN 10 Makassar in the academic year of 2021/2022. There were a total of 9 classes for the eleventh grade in SMAN 10 Makassar. They were divided into two majors, 7 classes were science major and 3 classes were social major. The total population for this research are 342 students.

##### 3.2.2. Sample

Based on the methodology used in this study, a cluster random sampling technique was used, in which the sample which were two groups were chosen randomly to analyse from the total population that had a specific set of criteria. The researcher used two classes as sample, one for the first experimental group and the other for the second experimental group, and compared the results. Because each class consisted of 34 students, there were a total of 68 students in the sample group with the same criteria. The samples in this research were high school students from SMAN 10 Makassar from the same grade and the same major. The first experimental class was from Science 1 of the Eleventh Grade which treated by TBLT approach. Meanwhile, the second experimental class was from Science 2 of the Eleventh Grade which treated by CBI approach.

#### 3.3. Research Variables

This research had two variables: independent variable and dependent variable. The following are the variables' definitions:

a. Independent variables are TBLT approach and CBI approach.

b. Dependent variables are the students' listening comprehension and the comparison of the effect of TBLT approach and CBI approach.

### 3.4 Procedures of Collecting Data

The research procedures are listed chronologically below:

#### 3.4.1. Pre-Test

Before they were treated, the pupils were handed a pre-test by the researcher first. The students respond to each of the 20 listening questions. The steps are as follows:

- a. The researcher demonstrated how to conduct the listening test.
- b. The researcher distributed the listening answer's sheet
- c. The researcher played the listening audio
- d. The researcher monitored students' activity in doing the test
- e. The researcher collected students' answer's sheet
- f. The researcher checked students' answer

#### 3.4.2. Treatment

The treatment was given four times after the pre-test conducted. The treatment was given to both experimental groups. Each time was conducted for one hour. In the first experimental group, the researcher used TBLT approach as the treatment. Meanwhile, for the second experimental group, the researcher used CBI approach as the treatment.

#### 3.4.3. Post-Test

Post-test was given after the treatment to track down understudies' advancement after given a treatment. The steps were the same as the pre-test. Students were given a post-test of listening to figure the significant effect of the use of TBLT approach and CBI approach on students' listening comprehension.

### 3.5. Instrument of the Research

When it comes to gather the data, the researcher used listening tests as the instrument to collect information to answer the research problems. The researcher gave two listening test for each experimental group which are pre-test and post-test. The listening test was made based on the materials given by teacher in the classroom. The listening test contained a total of 20 questions. There were two types of listening test that were used, they were:

a. "Completion" that require students to submit their own answers based on what they hear. The researcher gave a monologue audio to the students, and students filled the blank words based on the monologue audio. The researcher repeated the audio twice for students to hear it clearer. There were ten blank words of "completion" given by the researcher in both pre-test and post-test. The completion test given in the pre-test and post-test are different.

b. Multiple choice tests used for students to select the correct answer from among a number of alternatives. This form of test is regarded appropriate for testing listening comprehension, primarily because the assessments would focus on meaning rather than linguistic abilities. The researcher gave set scripted dialogues to be listened by students twice. The test contained ten questions in both pre-test and post-test.

### 3.6. Technique of Data Analysis

#### 3.6.1. Scoring the students' answer

The motivation behind this study is to decide if the understudies' listening understanding when treatment varies from each other. This is the recipe that is utilized for this investigation to decide understudies' score during the pre-test and post-test:

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test item}} \times 100$$

(Gay et al., 2006)

#### 3.6.2. Classifying the students' score

In classifying students' score, the researcher used this kind of classification to identify students' achievement and listening skill level during teaching and learning process through pre-test and post-test:

**Table 2.** Classification of students' listening score

No.	Classifications	Interval
1.	Very good	86-100
2.	Good	71-85
3.	Average	56-70
4.	Poor	41-55
5.	Very poor	<41

(Depdiknas & PMPTK, 2008)

#### 3.6.2. Calculating the mean score and t-test

Based on the t-test result, the researcher utilized version 20.0 of the package for social science (SPSS) program to compute the mean score and t-test between the pre-test and post-test of both experimental groups, and to assess which strategy is more successful to

apply in teaching listening process. At long last, the scientist utilized an autonomous example t-test in the SPSS 20.0 program to survey whether there was a critical contrast in pre-test and post-test scores and to examine whether strategy was more effective in listening comprehension.

#### 4. FINDINGS AND DISCUSSIONS

##### 4.1. Findings

##### 4.1.1. Students' Listening Comprehension Before and After the Treatment

This section provides the study findings based on pre-test and post-test evaluations of listening comprehension, as well as the frequency and percentage of students' scores. It also described the primary scores, as well as the t-test results to observe the difference between the pre-test and post-test, and then the t-test findings on the pre-test and post-test in general. Before being used as a condition for the t-test, all normality data were checked.

##### 4.1.1.1. The Pre-test and Post-test Classification of Students' Listening Scores

The frequency score and percentage of the students' listening level in the pre-test are shown in the table below.

**Table 3.** The Pre-test Frequency and Percentage of Students' Listening Comprehension

Classification	Range of score	1 <sup>st</sup> Experimental Class		2 <sup>nd</sup> Experimental Class	
		F	%	F	%
Very good	86-100	1	2.94	3	8.82
Good	71-85	2	5.9	4	11.77
Average	56-70	5	14.7	4	11.77
Poor	41-55	13	38.23	5	14.7
Very poor	<41	13	38.23	18	52.94
		34	100	34	100

Table 3 demonstrates that the majority of students' listening levels in both experimental classes were classed as poor and very poor at the pre-test. The first experimental group shows that most of the students are in the level of poor and very poor with the same frequency and percentage where there are 13 students in very poor category (38.23%), 13 students as well for poor category (38.23%), 5 students are categorized average (14.7%), 2 students in good category (5.9%), and only one student is categorized very good (2.94%).

Meanwhile, the second experimental class shows that most of the students are categorized as very poor where there are 18 students in very poor category (52.94%), 5 students in poor category (14.7%), 4 students are categorized as average (11.77%), 4 students in good category (11.77%), and 3 students are categorized as very good (8.82%).

The outcome shows that the majority of the understudies had a similar degree of listening capacity; they were poor and exceptionally poor prior to being shown utilizing TBLT approach for the primary test class and CBI approach for the second trial class. In the meantime, after treatment, the post-test score on understudies' listening understanding improves, as should be visible in the table underneath, the level of understudies' listening scores for the primary test class and the second trial class:

**Table 4.** The Post-test Frequency and Percentage of Students' Listening Comprehension

Classification	Range of score	1 <sup>st</sup> Experimental Class		2 <sup>nd</sup> Experimental Class	
		F	%	F	%
Very good	86-100	1	2.94	6	17.64
Good	71-85	9	26.47	7	20.6
Average	56-70	14	41.17	12	35.29
Poor	41-55	3	8.82	4	11.77
Very poor	<41	7	20.6	5	14.7
		34	100	34	100

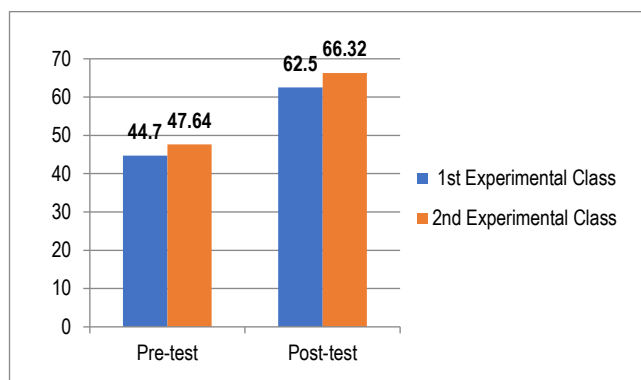
Table 4 demonstrates that after the treatment, the post-test shown significant changes of students' listening scores. Most of the students are categorized as good and average. Students' listening scores significantly improve in the category of average in both experimental classes. The first experimental group shows that most of the students are in the level of average by 14 students (41.17%), 9 students are categorized good (26.47%), 7 students in very poor category (20.6%), 3 students are categorized as poor (8.82), and only one student is categorized very good (2.94%). Meanwhile, the second experimental class shows that most of the students are categorized as average as well, where there are 12 students in average category (35.29%), 7 students in good category (20.6%), 6 students are categorized as very good (17.64%), 5 students in very poor category (14.7%), and 4 students are categorized as poor (11.77%). The result shows the improvement of score after students are given



treatment. This shows that both TBLT approach and CBI approach are effective to use in teaching listening comprehension in the classroom.

**4.1.1.2. The Mean Score of Students' Listening Comprehension's scores**

As previously stated, in the wake of arranging the recurrence and level of the understudies' scores, the scientist decided the mean score of the understudies' pre-test scores and contrasted them with the post-test results. Preceding the treatment, the pupils were given a pre-test to decide their degree of listening perception. In addition, the objective of the tests was to decide if the understudies' scores had improved, and afterward to play out a post-test to see regardless of whether the understudies had worked on in picking up listening utilizing the TBLT and CBI approaches. The figure below depicts a comparison of the mean scores of the first experimental class and the second experimental class:



**Figure 1.** The Mean Scores of Students' Listening Comprehension

Figure 1 demonstrates that there are difference mean score of students' listening comprehension between the first experimental class which using TBLT approach and the second experimental class which using CBI approach as the treatment. Before applying TBLT approach for the treatment in the first experimental class, the mean score for the pre-test are 44.7 and 47.64 for the second experimental class which used CBI approach for the treatment. The difference mean score between both classes in the pre-test is 2.94. After the treatment is applied for both experimental class, the post-test mean scores are 62.5 for the first experimental class and 66.32 for the second experimental class. As a result, the mean score difference between the two post-tests is 3.82. The distinction between the pre-test and post-test hearing scores for the primary exploratory class is 17.8. Thus,

the employment of the TBLT technique is beneficial in teaching listening, as evidenced by a 17.8 increase in the mean score. Meanwhile, the difference in listening scores between the pre-test and post-test for the second experimental class is 18.68. In brief, the CBI technique is also effective in teaching listening, as evidenced by an increase of 18.68 in the mean score.

**4.1.1.3. Test of Significance (T-Test)**

The hypotheses were inspected utilizing inferential investigation. For this situation, the specialist utilized a t-test (testing of importance) autonomous example test to lay out the meaning of the distinction in the understudies' mean scores on the pre-test and post-test. Expecting that the degree of importance ( $\alpha$ ) = 0.05, all that is essential is a level of opportunity (df) = 64, where  $N - 2 = 62$  equivalents 2.000. This means that for all hypotheses,  $H_0$  (Null Hypothesis) is accepted if the computed SPSS 20.0 t-test result is less than or equal to 2.000 and the probability value is greater than the threshold of significance ( $\alpha$ ) = 0.05.  $H_0$  is rejected if the t-test result is more than 2.000 and the probability value is less than 0.05. The following tables are the T-Test findings for the pre-test and post-test in both experimental classes to answer the research questions:

**Table 5.** The Probability Value of T-Test of Students' Listening Skill Achievement in the First Experimental Class

	T	P-value	$\alpha$	Remarks
Pre-test and post-test of the first experimental class	3.750	0.000	0.05	Significantly Different

Because of information investigation, the researcher lays out that the likelihood esteem (0.000) is not exactly the degree of importance at t-table (0.05) ( $0.05 > 0.000$ ) and the level of opportunity 62, as displayed in table 5 on pre-test and post-trial of the principal test class. The information likewise showed that the t-count esteem (2.0003.750) is more noteworthy than the t-table worth. To answer the primary issue proclamation, it announced that the elective theory ( $H_1$ ) had been acknowledged and the invalid speculation ( $H_0$ ) had been dismissed. All in all, subsequent to getting the TBLT approach as treatment, there is a significant contrast in understudies' listening perception in pre-test and post-test. The scientist reasoned that the utilization of TBLT approach influences understudies'

listening cognizance as there is critical change displayed from the pre-test to post-test.

**Table 6.** The Probability Value of T-Test of Students' Listening Skill Achievement in the Second Experimental Class

	T	p-value	$\alpha$	Remarks
Pre-test and post-test of the second experimental class	3.303	0.002	0.05	Significantly Different

Because of information examination, the specialist laid out that the likelihood esteem (0.000) is not exactly the degree of importance at t-table (0.05) as (0.05>0.002) and the level of opportunity 62, as displayed in table 6 on the primary trial class' pre-test and post-test. As indicated by the information, the t-count esteem (2.0003.303) is greater than the t-table worth. It reported that the elective theory (H1) had been taken on and the invalid speculation (H0) had been dismissed in light of the second issue articulation. As such, there is a huge distinction in understudies' listening cognizance between pre-test and post-test in the wake of getting the CBI method as treatment. The study found that the application of the CBI approach has an effect on students' listening comprehension since there is a substantial difference shown from the pre-test and post-test.

The researcher provided the preceding table to determine which approach is more effective between TBLT approach and CBI approach.

**Table 7.** The Probability Value of T-Test of Students' Listening Skill Achievement in Pre-test and Post-test of Both Experimental Classes

	T	P-Value	$\alpha$	Remarks
Pre-test of first and second experimental classes	0.536	0.594	0.05	Not Significantly Different
Post-test of first and second experimental classes	0.774	0.442	0.05	Not Significantly Different

The researcher saw that the likelihood esteem (0.594) is more than the degree of importance at the t-table (0.05) and the level of opportunity 62 because of information

examination (0.050.594), as displayed in table 7 on the pre-trial of the first and second exploratory classes. The information additionally demonstrated that the t-count esteem (2.000>0.536) is more modest than the t-table worth. The invalid speculation (H0) had been acknowledged, as indicated by the assertion. At the end of the day, in the pre-test before treatment, there is no huge contrast in the listening understanding of understudies in both trial courses. After given the treatment, the researcher discovered that the Probability value (0.442) is likewise more than the level of significance at the t-table (0.05) and the degree of freedom 62 (0.05<0.442). The data also revealed that the t-count value is less than the t-table value (2.000>0.774). In other words, students' listening comprehension in the first experimental class and the second experimental class is not significantly different in post-test after being treated.

It meant that the null hypothesis (H0) had been accepted for the last research questions. In other words, there is no substantial difference in the students' listening comprehension in the post-test following the use of TBLT approach and CBI approach in the listening class. It indicates that the effectiveness of TBLT approach is as same as the use of CBI approach in teaching listening.

#### 4.2. Discussions

The researcher used the TBLT approach as the treatment for the first experimental class. According to the data acquired during the pre-test and post-test on the first experimental class, the students' listening comprehension after given TBLT approach was extremely good. It is proved by the rate of percentage of the pre-test and post-test scores. The result of the pre-test shows that most of the students are in the level of poor and very poor with the same frequency and percentage where there are 13 students in very poor category (38.23%), 13 students as well for poor category (38.23%), 5 students are categorized average (14.7%), 2 students in good category (5.9%), and only one student is categorized very good (2.94%). Moreover, the students' pre-test mean score for the first experimental class is 44.7.

Following treatment using the TBLT approach, the results demonstrate a substantial difference in students' listening comprehension on the pre-test and post-test scores. The post-test of the first experimental class reveals that 14 students (41.17 %) are categorized

as average, 9 students are categorized as good (26.47%), 7 students are categorized as very poor (20.6%), 3 students are categorized as poor (8.82), and only one student is categorized as very good (2.94%). Meanwhile, the first experimental class's post-test mean score is 62.5. It proves the increase 17.8 of the students' mean score before and after given TBLT approach as the treatment. The result shows that after the treatment there is significant change on most of students' listening comprehension classification from poor and very poor to average. The t-test result also shows that there is significant change between the pre-test and post-test of the first experimental class after given TBLT approach as the treatment. It proved by the result of t-test which shows the probability value ( $0.05 > 0.000$ ) and the t-count value is higher than t-table value ( $2.000 < 3.750$ ).

In view of the discoveries, the researcher inferred that utilizing the TBLT approach to deal with instruct understudies' listening cognizance is fruitful for EFL instructors.

There were several reasons why the TBLT approach contributed significantly to improving students' listening capacity in the first experimental class. According to Prabhu (1987), A task is an activity that requests students to show up at a result from gave information through some course of thought, while permitting instructors to manage and administer that interaction. It enables pupils to easily exercise their listening skills. The TBLT approach is intended to assist students in learning four English skills, particularly listening comprehension. The pupils were engaged in listening and hearing-related tasks. First and foremost, the students in the experimental class were engaged and ready to learn. During the instructional process, they could grasp the instructions to complete the work. Students in the first experimental class were given audios and asked to listen to them. Following that, the students are modest and confident in their responses to the post-test since they are habituated to the activity of listening and performing many tasks.

As for CBI approach, the researcher used CBI approach as the treatment for the second experimental class. According to the data acquired during the pre-test and post-test on the second experimental class, the students' listening comprehension improved dramatically following treatment with the CBI approach. This is demonstrated by the rate of percentage of pre-test and post-test findings. The pre-

test result of the second experimental class shows that most of the students are categorized as very poor where there are 18 students in very poor category (52.94%), 5 students in poor category (14.7%), 4 students are categorized as average (11.77%), 4 students in good category (11.77%), and 3 students are categorized as very good (8.82%). Meanwhile, the pre-test mean score for the second experimental class is 47.64.

After giving CBI approach as the treatment, the result on students' listening post-test shows significant change between the pre-test and post-test. On the post-test, the second experimental class shows that most of the students are categorized as average, where there are 12 students in average category (35.29%), 7 students in good category (20.6%), 6 students are categorized as very good (17.64%), 5 students in very poor category (14.7%), and 4 students are categorized as poor (11.77%). Meanwhile, the students' post-test mean score for the second experimental class is 66.32. It proves the increase of 18.68 score on students' listening comprehension mean scores after given the treatment.

The result shows the significant change of classification on most of students' listening comprehension from very poor to average category after given the treatment. The t-test result likewise demonstrated that there is critical change between the pre-test and post-test after given CBI approach as the treatment. It demonstrated by the aftereffect of t-test which shows the likelihood esteem ( $0.05 > 0.002$ ) and the t-count esteem is higher t-table worth ( $2.000 < 3.303$ ). In view of the outcome over, the analyst infers that CBI approach is compelling to use to show tuning in by EFL instructors.

CBI approach improves students' learning outcomes and provides some benefits when used in the classroom. It also suggests certain advantages, such as making it easier for students to integrate materials and real-life situations to their learning requirements. According to Corrales and Maloof (2011), the usage of CBI also served to stress the significance of the language by employing actual material. Of course, it may entice and drive students to study by making the learning environment engaging, welcoming, and natural. Furthermore, CBI approach promotes language development in a variety of ways, such as motivating students to learn because the subject they studied was useful, fascinating, and connected to their current and future needs.

Based on the results above, the researcher concludes that both TBLT approach and CBI approach are effective to use to teach listening by EFL teachers. Even though the increase of mean score of the use of CBI approach is higher than the use of TBLT approach, but after conducted the t-test to prove the significant different in both experimental classes in pre-test and post-test. The output reported that there is no significant different in both experimental classes. The probability value (0.442) obtained by the researcher is also more than the threshold of significance at the t-table (0.05) and the degree of freedom 62. The data also indicated that the t-count value ( $2.000 > 0.774$ ) is smaller than the t-table value. In other words, students' listening comprehension in the first and second experimental classes is not substantially different in the post-test following treatment. In other words, the use of TBLT approach affects students' achievement in listening comprehension as same as using CBI approach.

## 5. CONCLUSION

Based on the researcher's evaluation of the data and discussion in the previous chapter about the effectiveness of the TBLT approach and the CBI approach on students' listening comprehension, the researcher concluded that the listening comprehension achievement for the first experimental class, Science 1 class of eleventh grade students from SMAN 10 Makassar, is increasing after the TBLT approach was given as the treatment. This indicates that the use of TBLT approach is effective to teach listening in the classroom.

The listening comprehension' achievement for the second experimental class which is Science 2 class of the eleventh grade students from SMAN 10 Makassar is increasing after given CBI approach as the treatment. This demonstrates that the use of CBI approach is effective to teach listening in the classroom. So, both pre-test and post-test of the first and second experimental classes are not significantly different. The researcher concludes that both TBLT approach and CBI approach are effective to use to teach listening by EFL teachers. But, students' achievement in both experimental classes is not significantly different. In other words, the use of TBLT approach affects students' achievement in listening comprehension as same as using CBI approach.

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