

**THE EFFECT OF TASK BASED LEARNING METHOD
USING ANCHOR PODCAST APPLICATION
ON STUDENTS' SPEAKING ABILITY**

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ABSTRACT

Task-Based Learning (TBL) seems appropriate to be implemented during Covid 19 pandemic. Anchor podcast is one of the applications might be support to be used in this Internet of things (IoT) era. This research was conducted with the aim of identifying: (1) the effect of task-based learning method (anchor podcast application) on students' speaking ability; (2) the difference in the improvement of results between students who use the TBL-Anchor podcast and students who use the Discussion Method; (3) the students' responses after using task-based learning methods using anchor podcast application. This quasi-experimental research took the data from test, observations and questionnaires. The experimental class was given three meetings treatment by the anchor podcast application media. Meanwhile the control was given in the students' discussion method. There are three main findings in this research. First, the significance value of 0.000 is smaller than <0.05 , it can be concluded that H_0 is rejected and H_a is accepted. Second, the paired sample t_{test} , of the experimental class score is 14.666, it is higher than the control class which is 7.823. Third, the most perception aspect that the students got is affective aspect rather than cognitive, and behavior.

Keywords: Anchor Podcast Application, Covid 19, Task-based Learning, Speaking Ability

A. INTRODUCTION

Students in the post-Covid-19 pandemic situation were not easy to master English. Students are faced with a short learning time. As a result, students have difficulty absorbing or understanding the material due to the lack of intensity in the teaching and learning process in class. In this case, language skills are considered indispensable for students to face the world of work after graduating from school. The purpose of learning English is to develop communicative skills, one of which includes speaking skills. Therefore, teachers should equip students with speaking tasks and give them opportunities to use the target language to communicate with others.

Harmer (2001) stated that there are three bases in giving students speaking tasks by provoking them to use all their language skills and comment as they wish is important. The first basis is to give them practice, this will allow students to discuss freely. Secondly, Feedback, Teachers can see and analyze how they speak or comment and what language

problems they have. Third, engagement, this allows students and teachers to be mutually committed to learning.

However, measuring speaking ability requires proper measurement. According to Syakur (1987) as cited Abrar et al., (2016), speaking is a complex skill because it is related to at least one of the components: pronunciation, vocabulary, grammar, fluency and comprehension. Therefore, a method is needed to help students learn to speak English. Task Based Learning (TBL) is a language teaching methodology that focuses on task completion training (Willis, 1996). Task-Based Learning focuses on familiarizing students to speak English with tasks. Willis (1996) adds that there is a structure consisting of three stages: pre-task, task cycle and post-task. Pre-task is the stage where the first task is given to find out the basis of students' ability, next is cycle-task where this is the core stage that allows students to make the task more explicit in some kind of task. In addition, Ilyas and Yulianto (2019) added that in task-based learning design there are at least six types of tasks that can be applied, namely listing, arrangement and sorting, comparing, problem solving, sharing, and creative tasks. The last stage is post-task. Implementing this method is not solely devoid of disadvantages. According to Sholeh (2020), the disadvantages of Task Based Learning are Time-consuming, because many learning activities use Task Based Learning, students also need a lot of time. To anticipate this, good time management is needed by the teacher to optimize time.

The relationship of task-based learning with technology is also mentioned by Khawa (2020) that English and technology are important tools to support language learning and encourage social interaction. Based on that, Anchor podcast application as a medium for students to create tasks is deemed necessary for this learning. According to Hardiyana et al., (2021), podcast is a combination of the terms pod (as found in the iPod brand name) and broadcast. Furthermore, Suriani et al., (2021) add that podcasts are an effective and efficient learning media. Podcasts are called effective because podcasts can be used as a variety of learning and learning media, simple players, easy to find. Podcasts provide opportunities for teachers to support students in developing speaking skills.

Anchor is a platform to easily create and share podcasts using a Smartphone. The presence of Anchor brings new innovations that allow format changes in broadcast production from the original analog to digital (Mansyur, 2021). The light weight of the Anchor app makes it easy for students to create their own podcasts, so students can learn to speak English comfortably. So, this anchor podcast application is a place or medium for students to do their job with the creativity and knowledge they get during the learning process.

However, this research is not the first time. In previous research conducted by Nita et al., (2020) using high school students as research samples to investigate the use of task-based learning. Furthermore, the second study was conducted by Pabebang (2020) whose research was designed to investigate EFL students' speaking achievement after learning to use podcasts, showed the results of the study that students' speaking ability after being given the treatment increased significantly, as evidenced by student data that the average post-test score was higher than the pre-test ($55.60 > 77.30$). Furthermore, the same research was conducted by Bella (2022) with the method used is a descriptive quantitative approach with a pre-experiment design, showing an increase in students' speaking ability after using the Anchor application to create podcasts. Therefore, there is a striking difference from previous research, namely in the research subject or sample, in this research taken from tenth grade

vocational high school students, with samples from two classes with different majors, where the two courses have different abilities, especially in using technology, because in this study the task media used was technology-based. In addition, the focus of learning English in vocational high school is more emphasized on the needs of students in facing the world of work. Therefore, this research was conducted with the aim of identifying: (1) the effect of task-based learning method (anchor podcast application) on students' speaking ability; (2) the difference in the improvement of results between students who use the TBL-Anchor podcast and students who use the Discussion Method; (3) the students' responses after using task-based learning methods using anchor podcast application.

B. METHOD

In this research, researchers used quantitative and qualitative research. Therefore, researchers used the quasi-experimental design. The data for this research was gathered by a pre-test and post-test. The population taken in this research were tenth grade students of *Teknik Komputer Jaringan (TKJ)*, and tenth grade students of *Teknik Kendaraan Ringan (TKR)* with a total of 55 students at SMK Nurul Gina Abidin Kasomalang. The sample in this study was as many as 2 classes in tenth grade students of *Teknik Komputer Jaringan (TKJ)* as many as 18 students and 17 tenth grade students of *Teknik Kendaraan Ringan (TKR)*. The sampling technique used is quota sampling as stated by Sugiyono (2013) that so only part of the population that meets the criteria is used for the sample. The experimental group is students who are given treatment in the form of learning with task-based learning method using anchor podcast application, while the control group is students who are given learning treatment using the discussion method, each of which is given treatment for 3 meetings. The variables in this research are the independent variable in this research is the use of task-based learning using anchor podcast application, while the dependent variable in this study is speaking ability.

Data collection used the test method, questionnaire distribution, and observation. Questionnaires were distributed after the post-test and Observation during treatments. The instrument analysis test used the validity of the instrument, the reliability of the instrument. Data analysis techniques used data normality test, data homogeneity test, paired sample t-test, and regression test. Besides that, the statements in the questionnaire and observation consist of positive statements and negative statements. In this research, Likert scale analysis techniques are used to analyze questionnaire and observation. According to Sugiyono (2013), the Likert scale is a scale used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The scale has a value from 1 to 5. Each of these values determines the answers to the statements given to respondents, namely Strongly Agree, Agree, Hesitate, Disagree and Strongly Disagree. Furthermore, the formula according to Hadi (2014) used to calculate as follows: $p=f/n \times 100\%$.

C. FINDINGS AND DISCUSSION

This section is the data about the results of the effect of task-based learning method using anchor podcast application on students' speaking ability. To analyze the test data the instrument is used validity test, reliability, difficulty level, and differentiability. Analyze the validity of the instrument by making a test test question as many as 4 items. After being tested, it turned out that all the results were valid with the acquisition of the validity level for question number 1 which was 0.676, question number two 0.887, question number three 0.945, and question number four 0.863. These results can be concluded based on the interpretation of validity by Lestari and Yudhanegara (2015). The calculation analysis of the instrument reliability coefficient of the test results states that the questions for which the

reliability coefficient is 0.92 based on the classification reliability coefficient that uses ANATES V4, that the reliability of the test is stated to be very strong. Based on these results, the instrument test can be used for pre-test and post-test. The following are the results of the analysis tests that have been carried out:

1. The Effect of TBL on Students' Speaking Ability

The first analysis used regression analysis. It is described the effect between one variable called the dependent variable with another variable called the independent variable. In other words, this analysis is to determine the effect of the task-based learning method using the anchor podcast application on students' speaking ability. Statistical hypotheses for simple linear regression data are as follows:

- a) If the significance value < 0.05 , then H_a is accepted.
- b) If the significance value > 0.05 , then H_a is rejected.

Based on the data processing of simple regression linear analysis with The SPSS 26 version for Windows program obtained the following results:

Table 1. The Results of Simple Regression Linear Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.220	4.843		4.794	.000
	TBL	.826	.097	.905	8.505	.000

The results of simple linear regression data processing obtained then was tested whether it is valid to predict the dependent variable. In other words, testing was conducted whether task-based learning by using anchor podcast applications can affect students' speaking skills or not. Based on table 1, a simple linear regression equation can be made, using the formula from Sugiyono and Susanto (2015) as follow $Y = a + bx$. It is known that the value of (a) is 23,220. This value is a constant number which means that if there is no task-based learning method (X) then the constant value of speaking ability (Y) is 23,220. And the value of (b) is the regression coefficient number with the score 0.826. This figure means that every 1 value addition of the task-based learning method (X) affects students' speaking ability (Y). Thus, it can be said that the task-based learning method (anchor podcast application) has an effect on students' speaking ability. In other words, the regression equation is $Y=23,220 + 0.826X$. Furthermore, related to hypothesis testing, a decision can be made based on table above, that the significance value is 0.000 smaller than < 0.05 . Therefore, it can be concluded that H_0 is rejected and H_a is accepted, which means that “there is an effect of task-based learning method (anchor podcast application) on students' speaking ability”. It is in line with Pabebang (2020) who found that students' speaking ability increased significantly after being given the treatment.

2. The Deference of Enhancement

The second of analysis to see if there is a significant difference in the mean between two paired or related samples used paired sample t_{test} . The results of the paired sample t_{test} analysis calculation shown in table 2:

Table 2. The results of Paired Sample t_{test}

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std Deviation	Std Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-test Experiment - Post-test Experiment	- 14.666	3.6 42	.85 84	- 16.47	- 12.85	- 17.0	17 85	.000
Pre-test Control - Post-test Control	-7.823	3.9 56	.95 96	-9.857	-5.789	- 8.15	16 3	.000

Based on the table above, it can be seen that the significance value or Sig. (2-tailed) $0.000 > 0.05$. Regarding this finding, it was found that H_a was accepted. This proves that there is a difference in the means post-test between the experimental class and the control class as a result of this research. Through the paired sample t_{test} , it showed that there was a difference in the values before and after being given treatment. The data shows that the student's score is increasing. This shows that there is an effect of the Task Based Learning Method on Students' Speaking Ability. The value of the experimental class is better than the value of the control class. The difference between these values is quite significant between the pre-test and post-test scores. And there is a difference in the increase in the means value of the experimental class which shows a mean value of 14.666 which is greater than the increase in the mean value of the control class which is only 7.823.

3. Students' Responses After Using TBL

Attitude data were collected using a questionnaire and observation. The questionnaire in the research consisted of 20 statements. Each questionnaire used to find out the affective, behavior and cognitive of students after learning Speaking using the Task Based Learning method. The result from questionnaire and observation was divided into positive statements and negative statements. The result of students' responses after being taught by using Task Based Learning can be seen in Table 3. While, the result of observation sheets data can be seen in Table 4.

Table 3. Students' Responses in Questionnaire

Positive Statements						
No	Affective Aspect	5	4	3	2	1
1	I feel interested in learning to speak English using TBL method	11%	83%	6%	0%	0%
2	I became more confident speaking English after being taught using the TBL method	11%	83%	6%	0%	0%
3	My interest in speaking using English improved after being taught using the TBL method	28%	72%	0%	0%	0%

No	Cognitive Aspect	5	4	3	2	1
4	Pronunciation improves after learning to speak English using the TBL method	6%	83%	11%	0%	0%
5	After using the TBL method I was able to make sentences in English with proper grammar.	0%	56%	39%	6%	0%
6	My vocabulary has increased after learning to speak English using the TBL method	0%	83%	17%	0%	0%
7	My ability to speak English is more fluent after learning using the TBL method	6%	61%	33%	0%	0%
8	I understand better the intent and meaning of each sentence in speaking English after learning to use the TBL method	0%	83%	17%	0%	0%
No	Behaviors Aspect	5	4	3	2	1
9	I am interested in making my own podcast. After learning to use the TBL method, I made a Podcast using the Anchor application	0%	44%	56%	0%	0%
10	I will use TBL method to make Podcasts using the Anchor to learn English even more deeply.	0%	44%	56%	0%	0%
Negative Statements						
No	Affective Aspect	1	2	3	4	5
11	I am not interested in learning to speak English using the TBL method	0%	0%	22%	72%	6%
12	I am embarrassed to speak English after being taught using the TBL method	0%	0%	22%	78%	0%
13	My motivation is reduced after learning English using the TBL method	0%	0%	0%	100%	0%
No	Cognitive Aspect	1	2	3	4	5
14	I find it difficult to pronounce words in English after learning using the TBL method	0%	0%	0%	100%	0%
15	I have difficulty making sentences in English with proper grammar.	0%	11%	28%	61%	0%
16	I have difficulty getting a new Vocabulary after learning to speak English using the TBL method	0%	0%	0%	100%	0%
17	My ability to speak English is less fluent after learning using the TBL method	0%	0%	6%	94%	0%
18	I find it difficult to understand the intent and meaning of every sentence in speaking English after learning TBL method	0%	0%	11%	89%	0%
No	Behaviors Aspect	1	2	3	4	5
19	I am not interested in making my own podcast. After learning to use the TBL method, I made a Podcast using the Anchor application.	0%	0%	39%	61%	0%
20	I will look for other methods to learn English more deeply.	0%	0%	0%	100%	0%

Based on the table 3, it can be seen that the affective aspects in the questionnaire are listed at numbers 1, 2, 3, 11, 12, 13. Based on the explanation in the analysis, it can be concluded that in general students give statements indicating that students' effectiveness such as motivation, students' interest in learning to speak English using the Task Based Learning

method has a positive effect. This is evidenced by the calculation of the data of 91% which can be interpreted very good (Riduwan, 2007). Furthermore, in the cognitive aspect, there are statements number 4, 5, 6, 7, 8, 14, 15, 16, 17, 18. In this aspect there are at least 5 assessments related to pronunciation, grammar, vocabulary, fluency and comprehension. and it can be concluded from all statements on this aspect, showing a very good response from students, with a percentage of 82% according to (Riduwan, 2007). The last is behavioral aspect. This aspect explores how the Task Based learning method is applied and used by students in daily English learning. This aspect is in statement number 9, 10, 19, 20. After the statements are calculated, analyzed and accumulated, it can be concluded that the student response in the behavioral aspect shows a good response with a percentage of 62% based on interpreted by (Riduwan, 2007).

Table 4. The Result of Observations Sheet Data

No	Statements	Meetings		
		1	2	3
Positive Statement				
1	Students are more interested in learning English with TBL method.	3	4	4
2	Students easily understand the English material delivered by the teacher because of the fun teaching method.	3	4	4
3	Students are encouraged to speak English using the TBL method.	3	4	5
4	Students enjoy learning more using the TBL method.	3	4	5
5	Students are motivated to learn using the TBL method.	2	4	5
6	Students are given more space and opportunities to speak using the TBL method.	3	4	4
7	Students have the opportunity to be more creative in using technology in learning English.	3	4	5
8	Students easily understand the material because the teacher gives clear instructions when studying.	2	4	4
9	Students are free to use their English when studying in class.	3	4	4
10	The method used can develop students' speaking skills	2	3	4
Negative Statements				
11	Students do not feel happy learning English using the TBL method.	3	4	4
12	Students find it difficult to understand the English material delivered by the teacher because the learning method is not fun	3	4	4
13	Students feel embarrassed learning to speak English using the TBL.	3	4	4
14	Students do not enjoy learning using the TBL method.	2	4	5
15	Students are less motivated to learn using the TBL method	3	4	5
16	The method given limits the ability of students to learn in class.	3	4	5
17	Students tend to be passive in using technology in learning English.	3	4	5
18	Students are confused with the instructions during learning	2	4	4
19	Students are less free to use their English when studying in class.	3	4	4
20	The method used cannot develop students' speaking skills	3	3	4
Total of Percentage		56	78	88
		%	%	%
Means of Percentage			74%	
Category of Observation			Good	

Based on the results of the observations, it can be interpreted that there were students' improvement after being taught by using TBL. It is indicated by the percentage results observation of 74% which can be interpreted into good criteria. At the first meeting the yield percentage was 56%. This result was influenced by the observer's assessment who saw the condition of the students who were still confused and not too bland with the learning and methods that the researcher gave and the instructions given by the researcher were not clear, so that many students were still confused. In addition, at the second meeting the percentage rose to 78% which showed an increase compared to the previous meeting, this was influenced by students who began to accept the behavior and learning methods that the researchers gave, and the instructions given were clearer, but there were still doubts about this method being able to improve students' speaking ability. Finally, at the third meeting the results showed a significant increase with a percentage of 88%, with this result being influenced by the observer who saw that the students were used to and enjoyed the given method, and the observer assessed that the task-based learning method was able to improve students' speaking ability. Observer gives a positive value to student development by using Task Based Learning method that can affect students' interest, motivation, ability in learning speaking English.

Based on the results of the research, it can be concluded that there is a significant effect of the use of task-based learning methods using anchor podcast application on students' speaking ability, this can be seen from the results of the simple linear regression test. Supported by the results of the paired sample t_{test} which showed the same significance value, and followed by the results of an increase in the means value in the experimental class greater than the control class. This is in line with the results of previous research conducted by Ilyas and Yulianto (2019) which showed that there was a significant improvement in students' speaking skills using the task-based learning method, as well as Safitri et al., (2020). But there are differences regarding the sample used and the type of task assigned. In the previous research, the research sample was college students and the type of task was in the form of speaking for everyday lectures communication in the form of groups or individuals. In contrast to this research, which uses the Anchor Application as a task media. Anchor is an application to create podcasts, in this case students record voices as task according to learning topics to practice speaking. It is in line with Bella (2022) who found that there was a significant development of students' speaking ability.

Furthermore, the data from test which showed a significant effect is supported by findings on student responses and observations. In the student response questionnaire, it was found that each indicator representing the student's response to students' speaking ability showed very good results, especially from the affective aspect which showed a percentage of 91%. These results are supported by the findings on the observation sheet which shows that aspects of affect such as, motivation, feelings and encouragement to be more enthusiastic about learning with the task-based learning method during treatment. Then, the cognitive aspect showed positive results with the achievement of a percentage of 82%. This is supported by the test results which showed an increase of 14.6% compared to the control class which was only 7.8%. However, there are some points that only experienced a slight increase in students' grammar mastery skills, namely 56% in positive statements and 61% in negative statements, so that when means the results become 58.5% which gives a positive response. Compared to other cognitive aspects, the results can be said to be smaller than other cognitive aspects, such as pronunciation, fluency, comprehension and vocabulary. In addition, students' cognitive abilities can be said to increase with the accumulation of student

responses with a percentage of 82%, also supported by observation sheets which show an increase in each meeting.

Finally, the behavioral aspect also showed an increase even though it was only 62%, smaller than the previous aspect. When viewed from the questionnaire, there are inconsistencies that are quite contrasting with student responses in the positive statement and negative statements, where in the positive statement section there are only 44% positive responses, in contrast to the negative statement section which shows 61% positive results. This is based on the meaning and essence of each statement, where the positive statement in the first point causes students' interest to continue making podcasts using Anchor, where most of the students, 56% are confused and answer doubtfully. However, the first point in the negative statement section shows that 61% of students answered positively, they did not agree if they were not interested in making podcasts using Anchor. The second point is also the same, where in the second point, namely statements number 10 and 20, there are inconsistencies in student answers, where in positive statements only 44% of students answered positively, in contrast to the negative statement section where 100% answered positive responses. This can be based on students' reluctance to find other methods to learn speaking English. Moreover, if we look at the paradigm of students towards task, in this case homework, there are some students consider task as burdensome for them and lack motivation. This is in line with research conducted by Rudini and Agustina (2021) which shows the influence of student learning motivation doing homework is not motivated.

On the other hand, there is a tendency for students to be unprepared to accept and apply technology as a learning tool for students to be able to develop English speaking ability. As in previous findings on Darwis (2016) and Hikmah et al., (2021) who found that the factors that made students unable to apply ICT in English learning were the lack of internet access and the ability of students to get access to supports them such as gadgets, quotas and others, even more a lack of knowledge about the media used, in this case the podcast application. According to Svenningsson et al., (2021), this must continue to be developed, especially the use of task to stimulate students' interest in using technology as a medium for learning. This is an implementation for teachers to answer challenges in the post-covid-19 era which requires teachers to have a new normal mindset, new approach, new curriculum, new learning, new media, new pedagogy, and new assessments accompanied by government support in providing access such as quotas in implementing learning in the present era (Nugraha and Yulianto, 2020).

D. CONCLUSION

Therefore, from the findings of this study, it can be concluded that there is a significant effect of using task-based learning method using podcast anchor application on students' speaking ability. And there is a positive response from students who use this method than those who do not, with increased motivation, willingness and ability of students in learning to speak English. Students can increase their learning independence by practicing in a fun way. However, teachers still need to play an important role in using this anchor application as a task media to guide their students, so that students can be directed.

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