

## APPENDICES

### APPENDIX I: TRANSLITERATION

No.	Surah/Verse	Translation	
		English	Indonesia
1.	Surah Al-A'raf, Verse 204:  وَإِذَا قُرِئَ الْقُرْءَانُ فَاسْتَمِعُوا لِهِ وَأَنْصِتُوا لِعَلَّكُمْ تُرَحَّمُونَ	“When the Quran is recited, listen to it attentively and be silent, so you may be shown mercy.”	“Dan apabila dibacakan Al-Qur'an, maka dengarkanlah dan diamlah, agar kamu mendapat rahmat.”
2.	Surah Az-Zumar, Verse 18:  الَّذِينَ يَسْتَمِعُونَ الْقَوْلَ فَيَتَّبِعُونَ أَحْسَنَهُ	“Those who listen to speech and follow the best of it. Those are the ones Allah has guided, and those are people of understanding.”	“(yaitu) mereka yang mendengarkan perkataan lalu mengikuti apa yang paling baik di antaranya. Mereka itulah orang-orang yang telah diberi petunjuk oleh Allah dan mereka itulah orang-orang yang mempunyai akal sehat.”

## APPENDIX II: OFFICIAL LETTERS

### 1. Thesis Proposal Seminar Decree



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI ANTASARI  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492  
Web: <https://tbi.uin-antasari.ac.id>

**SURAT KETERANGAN**

Nomor: B-20/Un.14/III.1.f/PP.00.9/02/2025

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama	:	Selvia Sabrina
N I M	:	210101030877
Jurusan/Prodi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Cengkeh, Banjarmasin Timur.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“ANALYZING THE IMPACT OF TASK BASED LANGUAGE TEACHING ON  
ENHANCING LISTENING SKILLS”**

Pada Hari/Tanggal : Selasa, 11 Juni 2024

Tempat : Ruang SAC

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 12 Februari 2025



Ketua,

Afifah Linda Sari

## 2. Research Authorization Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN**  
**FAKULTAS TARBIYAH DAN KEGURUAN**  
 Jalan Jenderal Ahmad Yani Km. 4,5 Banjarmasin 70235  
 Telepon: (0511) 3265426; (0511) 6783136  
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

### **SURAT RISET**

Nomor : B- 1774 /Un.14/III.1/PP.00.9/12/2025

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

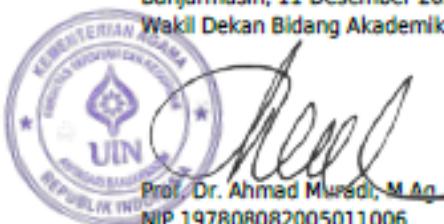
Nama : selvia sabrina  
 NIM : 210101030877  
 Semester : IX (Sembilan)  
 Alamat : JL. Cengkeh No. 82, kelurahan kebun bunga, banjarmasin timur  
 Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan judul :

### **EXPLORING STUDENTS' EXPERIENCES ON LEARNING LISTENING THROUGH TASK-BASED LANGUAGE TEACHING**

Tempat Penelitian : UIN Antasari Banjarmasin  
 Lamanya Riset : 2 (Dua) Bulan  
 Dari Tanggal : 08 Desember 2025  
 Sampai Tanggal : 08 Februari 2026

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

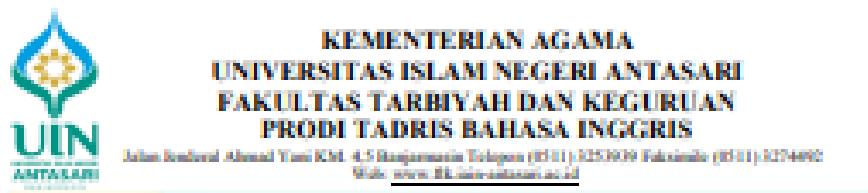
Banjarmasin, 11 Desember 2025  
 Wakil Dekan Bidang Akademik dan Kelembagaan,



Mahasiswa yang bersangkutan,

selvia sabrina  
 210101030877

### 3. Certificate of Completion of Research



#### **SURAT KETERANGAN SELESAI RISET**

Nomor: B-500/Un.14/III.1/PP.00.9/12/2025

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menyerangkan bahwa:

N a m a : Selvia Sabrina  
 NIM : 210104030877  
 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (08 Desember 2025-08 Februari 2026) dengan judul:

**"AN ANALYSIS OF SPEAKING PROFICIENCY LEVELS AMONG MOBILE LEGENDS PLAYERS IN THE ENGLISH EDUCATION DEPARTMENT"**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 29 Desember 2025  
 Ketua Prodi,

  
 Affiah Linda Sari

*Melalui Lebih Baik, Lebih Baik Melalui*

## APPENDIX III: RESEARCH INSTRUMENTS

### 1. In-Depth Interview Guide

Exploring stories (narratives) about events, feelings, challenges, strategies, and reflections experienced by participants while undergoing TBLT-based listening tasks.

Interview Section	Concept Focus and Reference Sources	Guide Questions (Open-Ended)
A. Building Context and Early Experiences	General listening experience, prior experience, and emotional readiness. Course context.	<p>1. Tell us a little about the Academic Listening course. How challenging is this course for you?</p> <p>2. in your opinion, what is the fundamental difference between TBLT-based listening assignments and regular listening assignments?</p>
B. Experience in the Pre-Task Stage	Cognitive and linguistic preparation. Reduction of anxiety and clarity of purpose.	<p>3. Before starting the main listening task, what do you do or prepare? If the lecturer provides media or specific materials, how does that affect your initial interest or readiness? (For example, note down vocabulary or focus on the media provided).</p> <p>4. How clear were the instructions you received at the beginning of the task? Did the instructions affect your confidence or anxiety level?</p>
C. Experience in the Task Cycle Stage	The essence of experience (performing tasks, interacting). Cognitive load and real-time challenges. Use of strategies (cognitive/metacognitive).).	<p>5. Describe your experience while working on the main listening task in chronological order. How did you feel while doing the task? (For example: anxious, motivated, or overwhelmed)</p> <p>6. When you encountered difficulties (e.g., fast accents, unfamiliar</p>

		<p>terms), what strategies did you use to complete the task? (Examples: note-taking, inferencing, monitoring comprehension)</p> <p>7. What role did your group members play during this phase? Did peer collaboration help you navigate difficulties?</p>
D. Experience in the Post-Task / Language Focus Stage	Reflection, self-evaluation, and consolidation of learning.	<p>8. After the main task was completed (e.g., when presenting reports or reflections), what moment do you remember most?</p> <p>9. When the lecturer discussed the language focus (grammar or vocabulary) that appeared in the recording, how did you feel? Did this help you understand the input better?</p>
E. Deep Reflection	Meaningful moments, challenges, adjustments, and personal interpretations.	<p>10. From all the TBLT listening processes you have undergone, which moment was the most memorable or challenging?</p> <p>11. How would you assess your progress in listening after participating in TBLT? Tell us how you made sense of this experience.</p> <p>12. If you could give advice to other students who will be participating in TBLT listening, what would you say? (To capture the final interpretation)</p>

## 2. Observation (Field Note) Guide

Observing student activities (especially those of two selected participants) and classroom dynamics during the TBLT stage.

Observed Aspects	Focus of Observation	Field Notes (Description of Events, Behaviors, & Interactions)
1. Class Context & Assignments	The type of listening task given. Classroom setting (individual/group).	<p>Date/Time:</p> <p>Course/Class:</p> <p>Task Context:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IELTS Simulation (Practice)</li> <li><input type="checkbox"/> Table/Form Completion</li> <li><input type="checkbox"/> Short Answer/Summary</li> </ul> <p>Course/Meeting:</p> <p>Task Description (Communicative Purpose):</p>
2. Pre-Task Stage	<p>1. Response to Instructions: Do students look confused or confident?</p> <p>2. Preparation: Are they actively brainstorming, taking notes, or staying silent?</p> <p>3. Engagement: Level of enthusiasm at the start.</p>	Write here!
3. Task Cycle Stage	1. Listening Behavior: Facial expressions (frowning, nodding, panic), body language during audio playback.	Write here!

	<p>2. Strategy Use: Note-taking mechanics, asking peers, keyword spotting.</p> <p>3. Writing Behavior: Do they write answers simultaneously (real-time) or wait for pauses (memory recall)?</p> <p>4. Coping Mechanism: What do they do when they miss an answer? (Skip it, panic, or look at friends?)</p>	
4. Post-Task Stage / Reflection	<p>1. Reporting: Confidence level when presenting results.</p> <p>2. Attention: Focus during the "Language Focus" analysis by the lecturer.</p> <p>3. Reaction: Student reactions to feedback/correction.</p>	Write here!
5. General Atmosphere & Affect	<p>1. Emotional Climate: Signs of anxiety, frustration, laughter, or relief.</p> <p>2. External Factors: Audio quality, classroom noise, time pressure.</p>	Write here!

**Note:**

4. Take a photos of the lecturer explaining or walking around the classroom monitoring students as they work.
5. Take a photos focusing on the four participants (while working on the assignment/feeling confused while working/anything that shows their expressions).
6. Take a photos of all students doing the test.
7. Take a photos of the researcher with the background while class is in session.

## APPENDIX IV: SUMMARY OF DATA ANALYSIS

### 1. Preliminary Interview Transcript

**Date** : December 1st – 3rd, 2025  
**Informant** : Thaibatun Nisa, M.Pd. (Lecturer of Academic Listening)  
**Interviewer** : Selvia Sabrina (Researcher)  
**Media** : WhatsApp Messaging  
**Topic** : Classroom Context and Teaching Procedures

*(Note: The interview was conducted in Indonesian and has been translated for the purpose of this research)*

No.	Researcher's Question	Lecturer's Response (Clarification)
1	in listening instruction, do you typically provide tasks that require students to do something with the information (e.g., filling tables, summarizing)?	Yes. The exercises focus heavily on IELTS preparation. Therefore, there are many variations of questions in the form of tables, fill-in-the-blanks, and discussions.
2	Do you use authentic audio (YouTube, news) or textbook audio?	All Listening materials come from textbook audio.
3	Is grammar/vocabulary taught separately or integrated?	Grammar and vocabulary are integrated directly, as they are crucial parts of IELTS discussions.
4	Do you provide clear goals before tasks (e.g., "summarize this for discussion")?	Yes. Even though instructions are written, students are still given a "spill" (brief explanation) of what they are supposed to do.
5	Is the focus on meaning or accuracy?	Both. Understanding is important, but word accuracy (including grammar) is also important in this context.

## 2. Interview transliteration (full transcripts)

<b>Participant 1: (S1) - Class A</b>
<ul style="list-style-type: none"> <li>• <b>Researcher:</b> "At the beginning, was the lecturer's instruction clear enough? I noticed you were quiet. Was it because you understood or were you nervous to ask?"</li> <li>• <b>S1:</b> " in my opinion, the instructions were very clear. However, the key is I had to be really focused from the start. Sometimes, I got distracted by chatting with my seatmate, so I missed some parts. I didn't really feel nervous to ask, but if I missed something, my strategy was to ask my friend first, then try to reconstruct (<i>mereka-reka</i>) what the lecturer said."</li> <li>• <b>Researcher:</b> "So focus is crucial. When the audio started, you looked very serious, holding your head and moving your legs. Was that a reflex?"</li> <li>• <b>S1:</b> "Yes, because I feel my IELTS listening ability is quite weak. The main cause is the British English accent. To me, British sounds 'closed' and complicated. I am more familiar with American accents from YouTube. My body language (holding my head) means I missed an answer and felt panicked. My moving legs showed my anxiety because I couldn't catch what I was supposed to hear."</li> <li>• <b>Researcher:</b> "How did you feel when the audio was repeated three times?"</li> <li>• <b>S1:</b> "It helped a lot. For me, 1-2 playbacks only give me 4-6 correct answers out of 10. With 3 playbacks, I feel calmer and can double-check. I realize that in a real test, it's only played once, so I need to practice more."</li> <li>• <b>Researcher:</b> "I noticed you looked sad when checking answers and realized you got some wrong, then you immediately erased and changed them. What was on your mind?"</li> <li>• <b>S1:</b> "I felt disappointed and annoyed (<i>gemas</i>). Especially when I realized my initial answer was actually correct, but I changed it right before the discussion because I doubted myself."</li> </ul>
<b>Participant 2: (S2) - Class A</b>
<ul style="list-style-type: none"> <li>• <b>Researcher:</b> "During the brainstorming, you were very active. Is it because the topic was interesting or do you just like being active?"</li> <li>• <b>S2:</b> "I love Listening and Speaking, but I find Grammar boring. I feel more confident in my listening skills compared to others. I am active because I noticed some students in the back were noisy or sleeping, and I didn't want the lecturer to feel disrespected. Even though I am naturally shy, sitting in the front row helps me focus without seeing what's happening behind me, which reduces my anxiety."</li> </ul>

- **Researcher:** "During the third playback, I saw you resting your head on the table. Were you sleepy?"
- **S2:** "No, it was because I had already finished all the questions. I usually cross-check during the second playback. By the third or fourth playback, I get bored because there's nothing left to do, so I just closed my eyes until it finished."
- **Researcher:** "What about the interaction with your seatmate?"
- **S2:** "We listen individually first, then we compare answers. If there's a difference, like one heard 'Cap' and the other heard 'Train,' we verify it together during the next playback before deciding on the final answer."

#### **Participant 3: (S3) - Class B**

- **Researcher:** "Regarding the Pre-Task stage (when the lecturer explains the instructions and conducts brainstorming before the main audio is played), what is your participation strategy? Do you prefer to listen passively or actively respond to the lecturer's questions??"
- **S3:** "I focus more on understanding the question and listening to the lecturer. I rarely answer questions directly, unless I have a specific understanding of what the question is asking. For example, if the lecturer asks about a particular word, only then will I answer. In essence, I focus on understanding the question myself."
- **Researcher:** "What was your strategy during the task? You looked very calm."
- **S3:** "I focused on the question sheet immediately. I prepared my hand to write as soon as my ears caught the answer. I use the 'explanation sentences' in the audio as time to think and write, then quickly move to the next question. IELTS is sequential, so understanding the instructions first (blank space vs. multiple choice) is the most important step."
- **Researcher:** "You held your head and moved your legs too. Was it anxiety?"
- **S3:** "Holding my head is an unconscious reflex when I think hard. Moving my legs is because I can't sit still for hours; I get bored easily. However, if I miss a question, I try not to panic and just move on, hoping to catch it in the second playback."
- **Researcher:** "You didn't seem excited to volunteer to write answers on the board. Why?"
- **S3:** "It's not because I couldn't do it. I wanted to give 'the stage' to other students who are usually quiet. I only step forward as a 'last resort' if no one else can answer."

**Participant 4: (S4) - Class B**

- **Researcher:** "How was your physical condition during the task? You looked very tired."
- **S4:** "I was hungry because I skipped breakfast for my diet. I only felt sleepy in the middle of the session, especially when the audio was repeated too often. It became boring."
- **Researcher:** "Regarding brainstorming sessions about upcoming task, how active are you? Do you choose to just listen, or do you actively respond to the lecturer's questions?"
- **S4:** "Before the audio was played, the lecturer discussed the questions. I tended to just listen while having a light discussion with my friend next to me. I also wrote down my estimated answers next to the questions in preparation for the brainstorming phase."
- **Researcher:** "You laughed when the audio got fast. Why?"
- **S4:** "It was a reflex because I was shocked and confused by the fast British accent. My friend and I were like, 'What did he just say?'. But then we tried to focus again."
- **Researcher:** "I saw you sleeping with your head on the desk. Was it the audio or exhaustion?"
- **S4:** "I am a commuting student (*pelaju*) from Banjarbaru to Banjarmasin. I take the bus and sleep there, but the fatigue carries over to the 8 AM class. After I answered most of the questions and felt dizzy, I decided to nap for a bit and 'surrender' the rest to my friend's answers."
- **Researcher:** "Did your friend help you?"
- **S4:** "Yes, we've been best friends since middle school. I marked my 'guesses' first (like between A or D), then after I woke up, I verified them with her. She is very open and not stingy with answers (*tidak pelit ilmu*)."

### 3. Observation Narrative Field Notes

This section summarizes the classroom observations conducted in Class A and Class B, focusing on the participants' behaviors and strategies during the TBLT-based listening tasks.

#### 1) CLASS A (December 8, 2025)

- Focus Participants: (S1) and (S2).
- Topic: IELTS Simulation (Section 1 & 2).

Stage	Observation Key Points
Pre-Task	Instructions were very clear. S1 was silent and focused. S2 was highly active, asking questions and responding enthusiastically during brainstorming.
Task Cycle (Section 1)	<b>S1:</b> Showed high anxiety; looking down, holding her head, and repeatedly moving her legs ( <i>nervousness</i> ). She gave a "bitter smile" when she struggled.  <b>S2:</b> Focused at first but became more social in the second playback, chatting with her seatmate.
Task Cycle (Audio 3)	<b>S1:</b> Stayed in "high-focus mode," staring at the ceiling while thinking hard.  <b>S2:</b> Disengaged; stretched, folded her arms, and put her head on the desk ( <i>falling asleep</i> ) as she had already finished.
Task Cycle (Section 2)	S1 remained consistent with her leg-moving reflex. S2's focus fluctuated; she looked tense when the audio started but immediately chatted during breaks. Both discussed answers with peers after the session.
Post-Task	<b>S2:</b> Very confident; answered loudly, volunteered to go to the front, and stood up to check the board.  <b>S1:</b> Insecure; spoke softly and looked sad when she got answers wrong. She only spoke loudly when certain of her answer.

## 2) CLASS B (December 9, 2025)

- Focus Participants: (S3) and (S4).
- Topic: IELTS Simulation (Section 1 & 2).

Stage	Observation Key Points
Pre-Task	The class was generally quiet. S3 stared at the question sheet seriously, preparing herself. S4 sat relaxed without significant verbal response.
Task Cycle (Section 1)	<b>S3:</b> High concentration; held her head and stared at the paper. <b>S4:</b> Reactive; laughed when the audio felt too fast and chatted with her neighbor during pauses.
Task Cycle (Audio 3)	<b>S3:</b> Showed signs of fatigue/boredom (yawning and stretching) because she had finished all answers. <b>S4:</b> Extremely sleepy; leaned her head on her hand. The researcher noted she was "between listening or sleeping"
Task Cycle (Section 2)	An audio error occurred. <b>S4</b> took the chance to chat and laugh, but when the audio resumed, she fell into a deep sleep. She briefly woke up to check a friend's answer before falling asleep again.  <b>S3</b> remained disciplined, monitoring her sheet and revising answers.
Post-Task	<b>S3:</b> Calm and rational; stood up to verify answers on the board and volunteered when asked. <b>S4:</b> Relaxed and less pressured; joked about the difficult questions despite her performance being hindered by her physical condition (sleepiness).

Photographs:



*The lecturer explains in the pre-task at Local A*



*Pic of S2 from the front*



*Pic of S1 from the front*



*The lecturer explains in the middle of the classroom.*



*The lecturer explains in the pre-task at Local A*



*Local student B is taking a test.*



*S4 sleeping in the back seat while S3 worked in the front seat*

**APPENDIX V: CONSULTATION NOTES**

**CONSULTATION NOTES**

Name of Advisor: Hidayah Nor, M.Pd

No.	Day/Date	Notes	Signature
1	16 June	Konsul bab 1-3	HS
2	5 Dec	Ajukan riset Hubungi dosen pengampu	HS
3	5 Dec	TTD surat riset dan surat kesediaan membimbing	HS
4	16 Dec	Revisi penulisan Ajukan daftar sidang	HS

**APPENDIX VI: CURRICULUM VITAE**

1. Full Name	: Selvia Sabrina
2. SRN	: 210101030877
3. Place and Date of Birth	: Tanah Laut, May 24th 2003
4. Nationality	: Indonesia
5. Address	: Pelaihari, Tanah Laut, Kalimantan Selatan, ID
6. Phone Number	: +6285157791243
7. Email	: Selviasabrina24@gmail.com

Banjarmasin, December 23<sup>rd</sup>, 2025

Writer