

Gusmaidar, Fitri. 2014. *Developing Speaking Material Using Task Based Instruction in Autorun For the Seventh Grade Students at SMP Islamiq Qon Gkb-Gresik*. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Dr. Yudhi Arifani, M. Pd. Advisor II, Candra Hadi Asmara. M.Pd.

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In this study, the researcher dealt with the development of task based instruction material by using Autorun program to improve students' speaking. This study was to develop speaking material in task based by using Autorun program to increase students' motivation during the classroom teaching and learning.

The subject in this study was seventh grade of *SMP Islamiq Qon Gkb-Gresik*. The students were lack of speak English. The design of the study was Research and Development (R&D) Study. The development model used in this research was the ADDIE model. The ADDIE model is a framework that lists generic processes that instructional designers and training developers use.[1] It represents a guideline for building effective training and performance support tools in some phases. ADDIE model has the procedures, they are; a) Need analysis design, b) Development, c) Expert validation, d) Try out, e) Final product. The researcher's product was in the form of CD-Rom. Based on the syllabus and curriculum in first semester included of four topics, these were greeting, parting, thanking and apologizing. This program consisted of three stages: 1) Pre-Task Activities, the students would be introduced with four topics which divided into some different menu (greeting, parting, thanking and apologizing). 2) Task Stage, the students were invited to try out their ability in speaking that teacher said based on the materials. 3) Post Task Activities, the teacher asked to the students make some dialogues based on the material and perform in front of class.

In a process of the development, the researcher divided the materials into four topics as what the researcher stated above. Each topic consisted of several activities, they were introducing the material by listening, repeating, matching, reading phrase, and doing exercises. For the next step was expert validation, the researcher got some suggestions from the experts. The expert said that step of the product was good but researcher agreed to make the material better and finally the researcher could finish the material revision. Then, the researcher tried out the product to thirty students of the seventh grade of of *SMP Islamiq Qon Gkb-Gresik*. In revision, the researcher did the revision from the suggestion of the expert by adding topic to be four units and the researcher also must change the picture. After having revision, the final product had been ready to be applied to the first grade of of *SMP Islamiq Qon Gkb-Gresik*. The product was in the form of CD-Rom. This program was completed by pictures, videos, sounds and games which could make the students interested in learning English.

The researcher concluded that there were some steps in developing the

materials. They were need analysis, development, and expert validation, try out,

revision, and final product. Besides, three suggestions are provided. First, for the teacher, this product can help to provide better technique and new media for teaching reading. Second, for the students, it can be fun media whereas hopefully they will not bored and improve their motivation in learning English.