ABSTRACT

Understanding and researching the nature of English as a foreign language is always challenging and important to the finding and development of useful approaches to help the learners as well as the teachers. There have been many researches done by either native or non-native English teachers in many countries related to the teaching methodology of English as foreign language. This thesis, however, is about trialing two principles of task designing method for a mixed-level class composed of adult EFL learners at EF-English First, Tanjung Duren. The principles implemented into the task designing process were Tiered Tasks and Bias Tasks. This research is aimed to prove the effectiveness of those principles in improving the students' speaking skills, whether the students will achieve the same fluency and become aware of what they are saying. The students were proven of becoming more confident and logical when speaking in English. They become able to use precise vocabulary and manage good grammar control when speaking in spontaneous interactions. The tasks produced during the research are flexible for future adaptation in the future. Nevertheless, the teachers' creativity and materials recycling process can never be detached from other principles in designing the right task to meet the students' needs.