SUPPORTING STUDENTS' SPEAKING FLUENCY THROUGH TASK-BASED LANGUAGE TEACHING

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor Education in English Language Education

Organized by

Nur Cholifah Zahrotul Muna

1803046082

ENGLISH EDUCATION DEPARTMENT

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2023

THESIS STATEMENT

I am a student with the following identity:

Name : Nur Cholifah Zahrotul Muna

Student Number : 1803046082

Department : English Education

state that thesis entitled :

SUPPORTING STUDENTS' SPEAKING FLUENCY THROUGH TASK-BASED LANGUAGE TEACHING is my work. I am entirely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited following ethical standards.

Semarang, 5th April 2023
Researcher,

Nur Cholifah Zahrotul Muna
SN : 1803046082

ii

RATIFICATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title	:	Supporting Students' Speaking Fluency Thorugh Task-Based Language Teaching
Name	:	Nur Cholifah Zahrotul Muna
Student Number	:	1803046082
Department	:	English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining a Bachelor's Degree in English Education.

Semarang, 12 April 2023

THE BOARD OF EXAMINERS

Chairperson,

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

Secretary,

Daviq Rizal, M.Pd
NIP: 19771025 200701 1 015

Examiner I,

Dr. Hj. Siti Tarwiyah, M.Hum
NIP: 19721108 199903 2 001

Examiner II,

Dr. Muhammad Nafi Annury, M.Pd
NIP: 19780719 200501 1 007

Advisor,

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

iii

ADVISOR APPROVAL

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan, Semarang 50185, Indonesia
Telp. 024-7601295, Email: fitk@walisongo.ac.id, Website: fitk.walisongo.ac.id

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

Assalamu'alaikum, wr. wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

Title : **Supporting Students' Speaking Fluency Through Task-Based Language Teaching**

Name of Student : Nur Cholifah Zahrotul Muna

Student Number : 1803046082

Department : English Education

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamualaikum, wr. wb.

Semarang, 5 April 2023

Advisor,

Lulut Widyaningrum, M. Pd
NIP. 198008032009012010

iv

ABSTRACT

Title : Supporting Students' Speaking Fluency Through Task Based Language Teaching

Name : Nur Cholifah Zahrotul Muna

Student Number : 1803046082

This study attempted to report the realization of Task-Based Language Teaching (TBLT) which was previously applied by English teachers to teach pronunciation to support the fluency of students speaking. An English teacher uses this method because the students do not have enough confidence and have incorrect pronunciation when practicing speaking. TBLT was claimed as the one supportive method to help the learners comprehend the circumstances of learning. The result aimed to explain the implementation of Task-Based Language Teaching to teach speaking and to find out the students' perceptions of the implementation of Task-Based Language Teaching. This research was accomplished for eighth graders at SA Mambaul Huda for the subjects of both classes A and B; the participants were a total of 30 students with the topic of present continuous tense. To obtain clear data, the researcher arranged classroom observation, teacher interviews, and students questionnaire; this was a qualitative research design. The result showed that the realization of TBLT was able to support the students to achieve their goals through some tasks' practices, the teacher delivers the materials through the task according to the procedure of TBLT and students' perception of the use of TBLT according to the writer's opinion was in proper where the students achieved their goals. The implication for teachers' pedagogy was to create a clear and understandable direction for any task of classroom projects since this method came with numerous different stages in tasks.

Keywords: *Pronunciation, Speaking Fluency, Task-Based Language Teaching*

MOTTO

"Just do what makes you happy and don't worry about tomorrow because Allah is always with us"
Munamusthofa

DEDICATION

All praise to Allah SWT on His blessing and generosity so that the researcher can complete this research.

I dedicate this thesis to my parents, Mr. Mawahib Widodo and Mrs. Nur Azizah who always gives me encouragement, motivation and always support emotionally with prayer and love. I also dedication to my family, bani musthofa and bani masyhuri who always support, gives direction, and helps me until now.
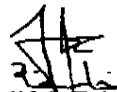
ACKNOWLEDGEMENT

Bismillahirrohmanirrohim

In the name of Allah SWT, the most gracious and the most merciful, it always gave praise to Him. *Sholawat* and *salam* are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

The researcher realized that many people had given their helps and useful suggestion for the finishing of this thesis. Therefore, the researcher would like to express gratitude and appreciation to :

1. Mr. Dr. K.H. Ahmad Ismail, M. Ag., M. Hum. as the Dean of Faculty of Education and Teacher Training of UIN Walisongo Semarang.
2. Mrs. Dra. Nuna Mustikawati Dewi, M.Pd. as Head and Mrs. Lulut Widyaningrum, M. Pd. as the secretary of the English Department.
3. Mrs. Lulut Widyaningrum, M. Pd. as the advisor who always accompanies me in every process of conducting this research and encouragement during the consultation.
4. All lectures of English Language Education Department.
5. All teachers and staff of Mts SA Mambaul Huda Talokwohmojo Blora.
6. Mr. KH. Labib Muhammad as the Chairman of Bumi Damai Darul Musthofa Boarding School.
7. To my beloved family that always gives me encouragement, motivation, and helps me until now.
8. My friends from *PBI B* who always fight together and embrace each other.
9. Achmad Khoiru Nur who always support me in every condition.

The researcher realizes this thesis is still far from perfect. The researcher hopes this thesis is useful for other researcher in particular and readers.

Semarang, 5th April 2023
Researcher,

Nur Cholifah Zahrotul Muna

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER 1
INTRODUCTION

The research is introduced in this chapter. It explains how and why the author chose this subject. The following themes are described as the research's fundamental elements: Background of the Research, Research Questions, Research Objectives, Research Pedagogical Implications, and Research Limitation.

1.1 Background of the Research

The most important goal of English instruction is to improve speaking fluency since speakers can communicate more successfully when they talk fluently. In addition, they enable the spoken communication of information in an understandable manner for the audiences. Unfortunately, different learners in the field are unable to articulate their thoughts, while many kids have only learned the basics of English. Furthermore, because the path to learning English revolves exclusively around sentence construction, a question of when the learners will communicate their thoughts and emotions will arise. It is undeniable that this has been a problem in learning English. Although the students are taught English, they never use it to communicate. Communicative competence can be developed by engaging learners in interactive tasks. Rather than employing a conventional syllabus, instructional tasks are the best way to create the right kinds of interactional processes in the classroom (Richards, 2006).

Informatively, speaking English is incredibly essential because it allows people from all over the world to communicate with one another, depending on developments in economics, commerce, education, and politics. Communication is one of how language is used in society to carry out its functions. Speaking is one of the methods of communication. Speaking is the most important goal in the English language since it is the foundation of communication, which then becomes a function of learning (Parmawati & Inayah, 2019).

The researcher truthfully saw in the speaking position that authentic expression is extremely important as a unit of speaking fluency but the learners do not demonstrate competence expectations. Speaking fluency, on the other hand, is the ability to convey someone's ideas or thoughts in a way that can be heard and understood by a large number of people (Safitri et al., 2020). Whereas the importance of speaking control is consciously significant since this continuum reflects the locator's negotiation of meaning that must be fully appreciated, i.e., speaking proficiency had better be unquestionably occupied on humans' cognition as the fundamental linguistics' evidence (Richards, 2006). As a result, even though speaking with fluency is difficult, it is designed to be effectively understood by students. Without hesitation, A speaker of a language must have a general understanding of the language's components, such as pronunciation, vocabulary, and grammar, to successfully express information (Azlan et al., 2019).

Naturally, pronunciation was the one of various aspects of speaking competence that needs very careful attention since this field takes a lot practice; L2 learners can practice the targeted features in dialogue, which immerses them in language use and provides feedback on their production, highlighted to pronunciation instruction that is centered on genuine communication. Because the listener typically relies on the communication context for their understandings and interpretations, this strategy is particularly compatible with the instruction of suprasegmental like stress and intonation (Nguyen & Hung, 2021).

In addition to learning a system of language, students must consistently interact with the use of language with its communicative intention, e.g., a mental process, according to linguistics. This encourages students to learn the fundamentals of oral communication, such as complexity, fluency, and correctness. In addition to learning a system of language, students must consistently interact with the use of language with its communicative intention, e.g., a mental process, according to linguistics. This encourages students to understand the fundamentals of spoken communication, such as complexity, fluency, and correctness (Campo, 2016). Besides, teachers' roles inside the class take a significant influence on the pupils in learning the language to communicate; The concept of interaction is incorporated into communicative language training, and it is seen as an important part of the entire process and outcome. The success of target language acquisition is influenced by the overall interaction in meaning on which students rely and participate. Of course, language input that is

3

combined with language output contributes to the development of students' systems. In short, A teacher should be a conversation leader and organizer, a group/pair work manager, a task process facilitator, a motivator of student engagement, a language advisor, and a language teacher.(V. Den Branden & Branden, 2018)

To support students' fluency in speaking range, Task-Based Language Teaching seems functional; TBLT is then categorized as a scientific technique that focuses on the process of figuring out how to communicate through the connection in the objective language (Ellis, 2020). TBLT is a scientific technique that focuses on the process of determining how to communicate in objective language through connection (Nunan, 2004). Because it gives language experience in the classroom, the Task-Based Language Teaching technique has several advantages in teaching English as a foreign language. TBLT focuses on learners spontaneously using language in pairs or small groups, allowing them to communicate their thoughts (Sartika et al., 2022). The learners are prepared to use their brains not just to become familiar with the structure of a language, but also to convey the language, using this methodology. Students are prepared to think about their psyches not just to achieve competency with the structure of a language, but also to convey the language, using this methodology (Hutagalung, 2014). Because of the curriculum's prerequisite, the students are expressively required to finish their requirements through a number of practices. Furthermore, according to Richard, teachers are required to convey material in order for students to learn effectively. To accomplish so, the teachers or

lecturers must first determine the study's objectives. The learners' language competency at the end of the courses is what the objectives are. Those exercises are believed to be beneficial since they give pupils a good chance to understand their purposes (Septiyana, 2019).

Regarding several occurrences of TBLT in practical studies, the researcher took the preceding topics as the support of the current study. The first study which was prominently conducted showed that coming tasks to deliver target language input and generating the kind of language use involved form-focus that offers second language learners the optimal opportunity to practice and enhance their language skills, the presence of teachers who are supported with specific assignments is critical. They can model target language use and interact with their learners by participating in Task-Based discussions. They can enhance the possibility that every student will approach the work in an active manner and learn from it by efficiently scheduling classroom activities and inspiring their classmates. In accordance with the available studies on the teacher's impact on instructed learning (K. Van Den Branden, 2016). Possibly, the second phenomenon was taken from the preceding paper which tellingly reported the advantages of the Task-Based teaching approach; Student achievement through the mechanism of classwork-based activities positively reflected results. Furthermore, students' opinions on task-oriented learning and educational activities were positive. As a result, Task-Based activities can be said to play an important role in improving listening and speaking skills in EFL environments (Saricoban & Karakurt, 2016). Even though the previous papers were

essentially functional and supportive to push language learners, those contributions were not actually addressed students' speaking fluency; this study, therefore, is proposed by the writer to give the readers various outcomes about the procedures of TBLT to support students' fluency.

According to the phenomenon above, students are Probably engaged in a series of academic duties as a result of this TBLT system, which demand them to actively and accurately pronounce some texts. Finally, this well-known plan could aid both the teacher and the pupils in creating a well-organized environment in which to teach speaking. As a result, based on the above-mentioned issue, and after analyzing some related recent studies as well as classroom observation. The researcher observes and reports on how using a TBLT strategy to teach speaking in lower secondary school – 8th grade – which allows students to be motivated to improve their speaking skills (the researcher concerns with pronunciation) via systematic practices at Darul Mustofa Boarding School in academic year 2022/2023.

1.2 Research Question

The researcher toward the topic investigated tries to get an answer to the following questions:

1. How is the procedure of Task-Based Language Teaching implemented in the classroom to support students' speaking fluency?

2. How do the students perceive toward the realization of Task-Based Language Teaching to support their speaking fluency?

1.3 Research Objectives

According to the research question formulated, here some objectives of research:

1. To explain the procedure of Task-Based Language Teaching implemented in the classroom to support students' speaking fluency.
2. To explain the students' perception toward the realization of Task-Based Language Teaching for their speaking fluency.

1.4 Significances of the Research

The study of Task Based Language Teaching is supportive for any practitioner to react the situation in the class where the students need facilitation as well as guidance to achieve their goals. Here some significant outcomes toward the study held:

1. Theoretical significance

The goal of this study will be significant for English classroom. In addition, it is intended that the research's conclusions will be used as a guide in the literature on Task-Based language teaching, which has been shown to be an effective method for teaching pronunciation in speaking classes at any grade level. The kind of classroom design used by the English teachers to foster their students' collaborative approach is also visible in this final report, also this method is easiness to be implemented in any class with numerous purposes.

2. Practical significance

The use of TBLT for academic purposes, here some practical benefits why the function of TBLT must be determined:

a. **For the Teachers**

The utilization of TBLT seems significant whereby this method keeps motivating students to apply their knowledge in their daily lives through speaking skills, TBLT can make it easier to teach speaking to students. It does this by assisting teachers in making connections between the classroom topics and the students' real world.

b. **For the Students**

The students toward the advantages of TBLT could benefit plenty of assistances; the benefit of Task-Based teaching is that it allows students to use their abilities at their current level, which helps them to grow their language skills. It has the benefit of directing pupils' attention toward achieving a purpose where language serves as a tool, making language use necessary.

c. **For the Readers**

The readers might consume numerous insights of realization of TBLT in any class for any subject where the use of TBLT keeps you interested in the language as you concentrate on finishing the task. The ultimate result is a more authentic, natural, and efficient method of learning that is also more encouraging.

1.5 Limitations of the Research

The study is limited with some restrictions so that the readers could comprehend what the topic of the study certainly presents about; the writer therefore presents the use of Task-Based Language Teaching: this method then implemented to teach speaking fluency for the grade

of lower secondary school. Even, the limitation will be only the theoretical studies which relate to the significant benefit and procedures of TBLT.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter includes the prior research linked to the research as well as a few fundamental theories related to the research. It offers some earlier research that covers a subject that is nearly identical to the current research as well as a few theories that explain how the current research came to be.

2.1 Previous Studies

The previous studies that used Task-Based language teaching as the primary teaching strategy to support speaking ability are highlighted in this chapter. These studies were carried out by linguists, experts, and practical researchers. The second major point is the review of related literature that scientifically discusses the general idea of Task-Based language teaching, Task-Based Language Teaching as the primary teaching strategy, and speaking ability. Here some studies which precedingly written by the experts in highlighting Task-Based Language Teaching for speaking class.

The first study came from Arif and Leyla where the study highlighted the use of Task-Based activities to improve speaking skills. The purpose of this study was to use Task-Based activities to enhance the English listening and speaking abilities of EFL learners at a State University in Turkey's Department of Basic English B1 and B1+ groups. The school year 2014-2015 Spring Fall included 56 participants in total. 16 lesson plans were employed as the data

collection tools, and the speaking and listening test results served as the post-tests. Statistics were used to determine the mean, maximum, and minimum values of the scores. The study's findings demonstrated that B1 groups received virtually significant listening test scores but no meaningful results. Task-Based teaching and teaching activities were viewed well by the pupils. As a result, it can be claimed that Task-Based activities significantly contribute to the development of speaking and listening abilities in EFL contexts. These studies are similar where the current topic tries to report the investigation of Task-Based Language Teaching to support students' fluency for graders lower secondary school and the preceding theme was also reporting the elevate of students' performance through the mechanism of Task-Based teaching. On the contrary, both studies are unequal in the setting of the students where the previous study was hold to observe the students at collage where this current study will be attempted at grade of junior high school (Saricoban & Karakurt, 2016).

The second study was conducted by Iswari and Putrawan, this study covered the purpose of this study which it was to determine the limitations of teaching speaking using TBLT on first-grade pupils at SMAN 1 Bandar Lampung's speaking proficiency. This study was qualitative in nature. There were 29 first-graders from SMAN 1 Bandar Lampung who served as the subjects. The research tools used were observation and interview. The findings of the study demonstrated that the role of the teacher in providing instructions, the role of the task itself, and students' past knowledge particularly on

language forms and vocabularies were the restrictions of teaching speaking using TBLT. This study's theme the employment of TBLT for students' speaking spots was actually identical to this one's present research (Iswari & Putrawan, 2017).

The third topic was reported by Linda where her report was to describe the procedures for creating English-speaking materials for Islamic economics students at IAIN Metro utilizing Task-Based teaching language (TBLT) and to use Task-Based language teaching, ascertain the students' replies to English Speaking Materials (TBLT). This study was a Research and Development project (R&D). Within a 5-month period, this study was completed. IAIN Metro's Islamic Economics Department students made up the study group. The findings revealed that 1) potency and problem, data collecting, product design, design validation, product design revision, product testing, and product revision are the phases in designing English speaking materials utilizing Task-Based teaching language (TBLT). This preceding topic was actually linier with this latest situation where this researcher is going to also observe the procedure at the class about the use of Task-Based Language Teaching (TBLT) on the contrary both these topics are different from the setting of subject of the study.

The use of TBLT was also implemented, as the fourth study, to highlight the competence of speaking field, this study was introduced by Anjum and friends (Anjum et al., 2019) where the case represented the analysis of the impact of Task-Based Language Teaching on the improvement of secondary level students' speaking abilities. A Task-Based teaching program made up of four units from the grade IX

textbook was created to accomplish this goal. The population of the study consisted of pupils in the Islamabad district's IX grade. Two groups, experimental and control, were drawn at random from an Islamabad district school and placed in a natural setting. To compare the mean scores of the two groups, pre- and post-tests were administered to each. Before beginning the intervention or treatment, a teacher-made speaking proficiency exam was given to both groups. While the control group received 45 days of traditional instruction, the experimental group received therapy. The setting of treatment in this study makes different from this current research where the previous case utilized teaching program as the media on students' tasks while this current case, the writer is going to employ Task-Based Language Teaching to support students' speaking fluency through numerous tasks.

The fifth research which reported the use of Task-Based Language Teaching (TBLT) as the ultimate recognition to maintain the fluency of students' speaking was popularized by Nita and friends (Nita et al., 2020); this study looked into how Task-Based teaching can help students in senior high school improve their speaking abilities. This study employed a quasi-experimental methodology and was quantitative in nature. In this study, there were two classes: an experimental class and a control class, each with 36 pupils. Task-Based teaching was treated in the Experimental class, and Conventional Teaching was treated in the Control Class. The two classes received distinct treatments. Speaking score was obtained via a speaking test. The data were analyzed using the T-test formula. The

findings indicated that Task-Based teaching had a considerable impact on students' speaking abilities. The fact that the value of observed was 5.270 and the value of table 1.669 was lower served as evidence. Therefore, it showed that Task-Based teaching students had superior speaking skills than students who received conventional instruction. The context of this study differs from prior cases in which instructional programs were used as the media for students' tasks. In this example, the author will use Task-Based Language Teaching to assist students' speaking fluency through a variety of tasks.

The last related study was investigating the mechanism of Task-Based Language Teaching which might beneficial and supportive as this technique supports the act of facilitators toward their students; one case happened in Canada where the writer introduced the procedure of TBLT for his goal. This study, it was written by Bourgoin and Bouth (Bourgoin & Le Bouthillier, 2021), looked at how Task-Based Language Teaching (TBLT) principles can be applied and/or modified to better serve L2 beginners who are working independently at different literacy stations. This study was conducted in a classroom and used a practical "research design" approach. In order to create language/literacy challenges based on TBLT principles for use in literacy centers, researchers collaborated with Grade 1 FI teachers (n=3). Classroom observations in two Grade 1 FI classrooms, student work samples, teacher interviews, and Task-Based lesson plans were all used to collect data. The results indicate that TBLT principles were particularly effective in supporting young beginning language learners with extended language output, peer

interaction, learner autonomy, emerging spontaneous language use, and student involvement in small group independent learning stations. Oral communication skills, form and function emphasis, and more instructional emphasis on corrective feedback were also reported. The use of TBLT as a supportive strategy to improve students' speaking is a common case in both studies, although the circumstances of the two are very distinct from one another.

2.2Theoretical Review

Review of some related of theoretical studies are significant to strengthen and extend the insight toward the topic studied; this part also is presented to serve relevant cases about Task-Based Language Teaching (TBLT) and students' speaking fluency. Here are as follows:

2.2.1   Task-Based Language Teaching

The study of Task-Based Language Teaching is significance as this mechanism is selected to help the teachers maintaining students' performance.

 a.   Definition of Task-Based Language Teaching

Primarily, Task-Based Language Teaching (TBLT) is a method of language acquisition in which students are assigned interactive activities to perform. They must communicate in order to accomplish this. The teacher discusses the language used after the activity is completed. The students devise a schedule for a visitor who will be staying with their teacher. TBL combines real student resources, communicative interaction, and effective interlocutor feedback to

provide students the best chance of success in language application (Chen & Wang, 2019). Practice is crucial when it comes to teaching speaking. In this case, TBLT is an appropriate method to use because it allows students to practice speaking skills. It encourages students to speak English in class and to discuss and negotiate their views while completing tasks. As a result, students can maximize their target language practice through Task-Based exercises (Nita et al., 2020)

Also, Nunan says that Task in a single word may define as A piece of work undertaken for oneself or for others, freely or for some reward. Those examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letter, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road, in other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play and in between (Nunan, 2004). The majority of modern approaches to Task-Based language training also include some instruction on the formal features of the target language; tasks also give learners input and opportunity for meaningful language use (Richards & Renandya, 2002)

Teachers must employ an approach that encourages pupils to speak more in class to urge them to do so. Methods that allow students to participate actively in successful and meaningful classroom activities are seen to be the solution to this challenge. The TBLT technique uses these classifications (Iswari & Putrawan, 2017). The teacher provides feedback on the shape or meaning of words from the

context and asks students to repeat some conversation activities or to create an oral performance as an output. Students may have the opportunity to reflect on their learning process by commenting on the results of the task, the repeated activities and the grammatical error that occurred during the repetition of the task. This way students will experience meaningful learning (Safitri et al., 2020). To sum up, the teacher must turn these chores into instructional ones in order to provide learning opportunities in the classroom (Nunan, 2004).

b. **Procedure of Task-Based Language Teaching**

The Task-Based Language Teaching technique has been widely used in specific teaching and learning that focuses on students' performance in advance, for example, learners are constantly needed to complete a variety of prospective tasks in order to improve their communicative language skills (Chen & Wang, 2019). In accordance to three stages in TBLT's design, Nunan then classifies it into three prominent procedures: *pre-task stage* begins with the incentive for providing new points or themes in the assignment, as well as the planning of learners using efficient setting structures and forms of language, and the creation of a model of what and how the learners will be required to complete the task. Secondly, *during students' task*; this is an opportunity for students to demonstrate how activities are completed, in addition to the focus of language output being fluency, which requires dialogue among participants. *The last stage* is the students' report where the educator should applaud all of the positive aspects and encourage understudies to maintain trying because their

presentation will most Probably not be comparable to that of a local speaker.

These following ways belong to Ellis' thought in accommodating the students with the tasks (Ellis, 2003):

Table 1 The Procedure of TBLT

Stage	Requirements
Pre-task	- Framing the activity - Planning time - Giving a similar task
During-task	- Time pressure - Number of participants
Post-task	- Learner's report - Consciousness raising - Repeat task

In TBLT's procedures, the instructor chooses the tasks, creates the lessons that will go with them, and then supervises and leads the activities that are used to raise awareness. These exercises help pupils concentrate and pay attention to form (Anjum et al., 2019).

The use of TBLT for supporting students' speaking to be more fluency, the study conducted by Albino claims that The TBLT approach also gives students the chance to develop their use of linguistic forms because they practice speaking while concentrating "primarily on meaning," "communicating information," and using "their linguistic and nonlinguistic resources," as opposed to focusing

18

primarily on linguistic forms.(Albino, 2017) In term of learning English in Indonesia, the main standard objectives for English language education in Indonesian secondary schools have been established. The standard English curriculum objectives are as follows: (1) developing oral and written communicative competence in order to achieve informational literacy; (2) raising awareness of the nature of English as a foreign language in order to compete with other countries in the global community; and (3) developing students' understanding of the relationship between language and culture (Kemendikbud, 2013).

In term of pronunciation task, students are continuously engaged with numerous activities which support them talk in proper; The usage of minimal pairs, repetition drills, articulatory descriptions, and reading aloud are often regarded as favored or commonly utilized activities (Huensch, 2019).

c. **Benefits of Task-Based Language Teaching**

The benefit of Task-Based Language Teaching is that it allows students to apply their knowledge at the level they are at while still strengthening their language skills. It has the advantage of directing pupils' attention toward achieving a purpose for which language serves as a tool, making language use necessary. Moreover, the majority of the advantages stem from how teachers view a Task-Based lesson that has been implemented in a real class. The primary component that contributes to the teachers' perceived effectiveness is thought to be the way that TBLT creates a natural learning environment for L2 learners (Saputro et al., 2021).

Probably, the foundation of TBLT was the learner-centered and experiential notion that second language acquisition (SLA) would be improved when learners engaged in authentic communicative language usage activities and were accountable for observing the rules underlying the language as they used it (East, 2019). Continuously, learning environments become autonomous, tasks themselves are analogous to real-world work, and task design becomes student centric. The transfer of task abilities and/or language traits for usage outside of the classroom in a local community is a common area of focus for TBLT practitioners. The change in context affects numerous factors that affect how well an L2 is used, including known or unknown interlocutors, unpredictable interaction, and the use of familiar or unfamiliar terminology and language (Nolen & Kim, 2017).

In case of its practice, TBLT represented both facilitators and students' action where it includes students in understanding, manipulating, engaging, or producing in the target language. Students are encouraged to mobilize their grammatical knowledge to express meaning rather than to manipulate form (Putri & Ratmanida, 2021)

2.2.2 Speaking Fluency

The writer determines fluency in the field of speaking competence as this term is seen extremely significant; fluency seems the ease and effectiveness with which you communicate, especially when speaking. The explanation may have a few occasional grammatical errors, but it should be presented clearly and demonstrates your command of the language.

a. Notion of Speaking Fluency

Speaking is a communication skill that requires us to speak orally and may involve some interpersonal engagement. Probably, Speaking is the ability to pronounce articulation of sounds or words for expressing, declaring, and transmitting thought, ideas, and feelings. Because grammar, pronunciation, fluency, and vocabulary are all important components of speaking, it is extremely difficult to master (Tarigan, 1990). The concept of "speaking fluency" is connected to the idea of "communication." For instance, a learner might make a grammatical mistake in a discussion but still speak the sentence with some fluency. The student can speak without stumbling over words, making it easy to understand what they are saying. Speaking fluency is actually the "automaticity and rapidity of speech production," according to one definition (Albino, 2017).

Speaking aptitudes are one of the language skills that is in high demand and is frequently discussed by educators and politicians. The majority of the students passed the English exam, but not all of them can communicate successfully in English (Azlan et al., 2019). Tellingly, the English Language Curriculum's goal is to provide students with basic language skills that will enable them to communicate effectively in a variety of contexts appropriate to their developmental level. To support its advance, some teachers might be influenced to their practical attempt to realize students' assignment through some authentic performance; Imitative, intensive, responsive, transactional (conversation), interpersonal (dialogue), and extended

are the six styles of speaking performance (monologue) (Brown, 2007).

b. Typical of Speaking Fluency

Speaking English confidently and comfortably is a sign of fluency. Strong fluency is demonstrated by speakers' ability to speak for extended periods of time. It also involves demonstrating a direct relationship between each point that speakers are attempting to express. With this ability, the listener can keep up with what is being said and avoid getting lost. Therefore, speaking ease and without many pauses or breaks is a sign of fluency. This limited definition of speech fluency is typically divided into three sub-constructs: breakdown fluency (the frequency and duration of interruptions in a continuous speech), speed fluency (the number of words or syllables delivered), and repair fluency (how frequently learners repeat the same words and repair their utterances) (Hanzawa, 2021).

In line with the case of fluency; speech tempo, speech run length, and the quantity and length of filled and unfilled gaps are examples of fluency (Albino, 2017). Even, fluency could be arrived to both accuracy and automaticity where the expression seems current (Syamdianita & Maharia, 2020) On contrast to, fluency differs from accuracy since Fang and friends stated that speaking component consists of accuracy and fluency; here, fluency is claimed as the situation where participants are aware to increase listeners' comprehension, students focus on speaking clearly, speaking quickly, and communicating in context (Fang et al., 2021).

These four factors were added together to determine the level of fluency to which the speakers belong. This approach was taken from Stockdale (Stockdale, 2009).

 1) **Speech Rate (SR)**

The measured speech rate does not include any disfluencies or clipped syllables. The entire number of syllables is divided by the total amount of time needed to produce the speech sample in seconds to determine speech rate. The number of syllables per minute is calculated by multiplying the result by 60.

 2) **Pause Rate (PS)**

The total amount of corrections and repeats, including pauses and filled pauses like "uh-oh," "err," and "emm," is divided by the total amount of time, represented in seconds, and then multiplied by 100.

 3) **Disfluent syllables (DS)**

By deducting the number of trimmed syllables from the sample's overall number of syllables, the number of disfluent syllables is determined. Filler, typos, and repetitions are examples of pruned syllables. The number of disfluent syllables is the end result, which is then multiplied by the entire duration in seconds and divided by 230, the greatest average number of syllables per minute.

 4) **Mean Length of Run (MLoR)**

The average number of syllables produced in runs of speech between pauses and other disfluencies is measured to get an estimate of how much is uttered uninterrupted. The average length of runs is determined by dividing the total number of syllables by the number of pauses longer than 0.3 seconds and other disfluencies, and then

23

multiplying the result by the average number of syllables per minute for the 2 minutes speech sample.

Depending on the skill it refers to, fluency might indicate different things. Speaking with ease means being able to make words or other oral productions that the listener or the speaker himself can understand. Depending on the skill it refers to, fluency might indicate different things (Haryanto, 2016). In conclusion, speaking with ease means being able to make words or other oral productions that the listener or the speaker himself can understand.

2.2.3 Students' English Pronunciation in EFL Context

Effective oral communication requires comprehensible second language (L2) pronunciation in the contemporary globalized world where communication among speakers of various English dialects is becoming more prevalent every day (Gordon, 2021). Many students learning English as a second language frequently neglect to pay enough attention to English pronunciation. This misconception that pronunciation is less significant than other linguistic components like grammar, lexicology, and vocabulary is largely to blame for the undervaluation of pronunciation among students. Pronunciation is essential to effective communication since poor pronunciation invariably results in the recipient misinterpreting the message (Syamdianita & Maharia, 2020).

This aptitude may stress how the persons gain their communicative competence; the ability of pupils to develop their language skills and usage in a certain society through social contact is referred to as communicative competence (Purwanto, 2019).

Teaching pupils about pronunciation not only helps them understand the various sounds and sound features (and what they represent), but it can also significantly improve their speaking (Suryani et al., 2019). For processing developing pronunciation aspect in speaking class, a recurring thread from a survey of this material is an investigation of the effectiveness of applying phonetics training to enhance learners' pronunciation (Huensch, 2019).

Errors in language usage can result from poor pronunciation, which will change the meaning. In this context, pronunciation accuracy becomes crucial to ensuring that the listener understands the conversation's intended meaning (D. R. Pratiwi & Indrayani, 2021). There are kinds of pronunciations which persons normally pronounce: vowels and diphthongs. Vowels are utilized to understand how a sound exits the mouth, enabling good English production. Second, understanding vowels will enable you to pronounce English correctly in casual conversations (R. Pratiwi, 2021). Moreover, vocal sounds that shift from one vocal position to another are used to create diphthongs. In phonetics, the initial positions of the diphthong letters are represented by the first two letters, while the second letter represents the position of the movement (R. Pratiwi, 2021). A diphthong is made up of two vowels that are entirely distinct from one another and occur in the same syllable. The vowel quality varies from one syllable to the next (Demirezen, 2020).

CHAPTER III
RESEARCH METHOD

This chapter describes the current study's research methodology. It is made up of a research design, a research topic, a data collection method, and a data analysis method.

3.1 Research Design

The author used a technique known as the qualitative method to carry out the investigation. The writer chooses the method because the writer wants to display the use of Task-Based Language Teaching (TBLT) to support students' speaking fluency. In his book Educational Research, Creswell stated that qualitative research is a type of study in which the researcher is reliant on the information of the object/participant on: a broad scope, general questions, data collection consisting primarily of the participants' words/text, doing analysis on words, and conducting research subjectively (W.Creswell, 2009).

This qualitative design simplifies to the case study since the researcher would investigate the specific phenomenon inside the class. One type of social science research is the case study method; others are experiments, surveys, histories, and archival analyses like economic or statistical modeling (Yin, 2014) In case, a case study is a particular occurrence that frequently serves as an illustration for a larger, more universal theory; the case study researcher often pays attention to the traits of a single unit, such as a child, a group of

friends, a class, a school, or a community. In order to draw generalizations about the larger population to which that unit belongs, such observations aim to delve deeply and analyze intensely the variety of occurrences that make up the life cycle of the unit (Cohen et al., 2018).

3.2 Subject and Setting of Research

The researcher intends to observe the mechanism of Task Based Language Teaching which utilized by the teacher to help the students extend their speaking ability. The subject of the study will be some selected students who will be asking to be interviewed by the writer in the issue of the implementation of TBLT. The object of the study is utilizing the theory which was proposed by Richard which is entitled "Communicative Language Teaching" The students are 8 graders for class A and B who will be the subject of the research; they were 30 students. The location of the research setting is at Darul Musthofa Boarding School and SA Mambaul Huda Junior High School. For upcoming material through the mechanism of TBLT, the researcher will be observing the running teaching and learning by the teacher inside the class; the teacher at the time is going to teach expression of asking for and giving an opinion which focuses on the students' pronunciation.

3.3 Data Collecting Technique

To achieve the objective goal in this scientific thesis, the writer serves a technique which helps the writer to gain the accurate data. This research was conducted in February 2023. This research was accomplished for eighth graders of SA Mambaul Huda for the

subjects of both class A and B; the participants were a total of 30 students with the topic of present continuous tense. This school was established in June 2009, SA Mambaul Huda is an Islamic-based school with Islamic boarding school model education. The researcher conducted teacher's interview at dhuha prayer breaks and conducted classroom observations at 10.40 am with present continuous tense material, the researcher continued by giving questionnaires to students to determine students' perceptions with the implementation of TBLT; the following tables is qualitatively used to list the students' responses and the teacher. The researcher technically proposed three different approaches of colleting the data: classroom observation, students' questionnaire, teacher's interview, the following are the items:

The first data collection was classroom observation and field notes that require the researcher to describe how and what situations the class expresses when teachers implement Task-Based Teaching, that planned to help the researcher finding the first research problem; this usage was regularly functioned to investigate the classroom situation when the teacher employed Task Based Language Teaching to facilitate students, here was the descriptive lists:

Table 2. Table of Teachers' Observation

Description of classroom observation	Yes	No
Pre-task		
To prepare the students physically and mentally		

To give the students motivation		
To serve an apperception before teaching		
To deliver the goal of the learning of present continuous tense (daily activities)		
To deliver the scope of the learning of present continuous tense (daily activities)		
To introduce the scope of assignment goal as well as their rubric's instruments for students' tasks from present continuous tense topic (daily activities)		
To require the students in analyzing what they need to know and what they need to evaluate from present continuous tense topic (daily activities)		
During the task		
To present the materials about English issues highlighted with a drilling a continuous pronunciation, giving vocabularies, correcting grammatical usages		
To apply an active learning of the pronunciation by a drilling		
To prepare students with numerous points of assignment such as fluency, vocabulary, intonation etc.		
To require the learners (groups' collaboration and communication) with an energetic activity such as asking for the learners to engage with numerous tasks of English-speaking performance: - Dialogue		

- Monologue (speech) - Presentation		
To assess the students' activity through the instruments		
To ask the students in reflecting themselves after being assessed		
The end of the task		
To evaluate (giving comment, addition, objection) for the teacher toward the students' performance toward the case of language focus such pronunciation, lexical terms, or punctuation.		
Closing		
To conclude the learning materials		
To reflect what the materials given and to give further assignment		

This following part was field note of classroom observation which required the researcher to describe how and what situation expressed the classroom when the teachers implemented Task-Based Language Teaching:

Table 3. Field Note

Class	:
Teacher	:
Subject	:

Period	:
Description	:

Both are qualitative observation and field note which was being applied to monitor the classroom incidents between teacher and students in learning English. That classroom investigation was then supported with students' questionnaire where the researcher needed to know how supportive and helpful TBLT was; students' questionnaire written in Indonesia version was arranged to know what and how the students felt after being taught through the mechanism of TBLT:

Table 4. Students' Questionnaire

No	Description	Students' Perception
1	Di awal pembelajaran, guru saya perlu untuk memberikan banyak contoh dan panduan untuk mata pelajaran Bahasa Inggris sebelum diberikan tugas karena saya belum memahami dasar-dasar Bahasa Inggris	
2	Guru perlu memberikan instruksi yang jelas dan mudah untuk dipahami bagi semua siswa sebelum memberikan tugas.	

31

3	Guru perlu memberikan waktu yang cukup bagi Siswa untuk berliterasi banyak tentang cangkupan tugas pada Bahasa Inggris terutama pada hal pronunciation	
4	Guru perlu memberikan batasan yang jelas tentang produk atau proses yang akan dilakukan oleh siswa.	
5	Saat penugasan berlangsung, guru perlu membantu di dalam memberikan fasilitas, arahan, dan koreksi tentang performa Siswa.	
6	Guru memberikan catatan positif dan masukan tentang hasil Siswa baik berupa presentasi, dialog, atau monolog.	
7	Guru memberikan motivasi tentang hasil unjuk diri Siswa dalam hal pronunciation	

The table above was written to answer the 2nd research question which mostly organized to the students' perception about TBLT. The third form was teacher's interview, through the interview

process, the researcher asked several pertinent questions on how the TBLT technique was chosen and how the TBLT approach in the science classroom encouraged students to participate in scientific activities. The following inquiries centered on how the English teachers would be interviewed:

Table 5. Teacher's Interview

No	Description	Teacher's Response
1	Bagaimana Anda melihat pengucapan siswa di kelas speaking sebelum mereka diajarkan dengan pendekatan Pengajaran Bahasa Berbasis Tugas?	
2	Bagaimana Anda memahami pengucapan bahasa Inggris di antara siswa ketika Tugas dilaksanakan?	
3	Apakah Anda melihat kemajuan dalam mengajar pengucapan yang ditekankan oleh Pengajaran Bahasa Berbasis Tugas?	
4	Apakah Anda setuju pelaksanaan Pengajaran Bahasa Berbasis Tugas sangat	

	membantu untuk menggali kompetensi siswa dalam mempelajari pengucapan? Jelaskan secara umum!	
5	Apakah menurut Anda fokus bahasa Inggris siswa meningkat?	

3.4 Method of Analyzing Data

The process of systematically gathering information through interviews, field notes, and documentation is known as data analysis. by categorizing data, describing it to units, synthesizing, composing into patterns, selecting which ones are significant and will learn, and drawing conclusions that are simple for both you and others to comprehend (Sugiyono, 2019)

According to Miles & Huberman, the methods used by researchers to analyze data included three concurrent activity streams, interactive work, and a time-consuming process (Matthew B. Miles, 2014). Data analysis is conducted as follows:

1. Data Reduction

By summarizing, selecting the most important information, concentrating on what matters, and searching for themes and patterns, data can be reduced. Reducing the amount of data will clear up the picture and make it simpler for researchers to collect additional data and find it if they need to.

2. Data Display

Presenting data comes after data reduction. Narrative writing is the method most usually used to communicate data in qualitative research. Data presentation will make it simpler to comprehend and organize the upcoming job.

3. Conclusion or Verification

The data analysis process ends with the conclusion. In qualitative research, fresh, previously undiscovered findings serve as the conclusion. Findings can take the shape of a description or a description of an object when it is still dim or even dark, making it clearer after further investigation. This conclusion can include a causal connection or an interactive relationship, as well as theories or hypotheses.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section provides both research findings and discussion to gain the authentic reports of the realization of Task-Based Language Teaching to support the students' speaking which implemented for eighth graders

4.1. Research Findings

To gain the responses toward the research problems arranged by the researcher toward the theme developed; supporting the students' speaking fluency through the use of Task-Based Language Teaching implemented by the teacher for eight graders (Class A and B) at Darul Mustofa Boarding School. According to the research procedures which the researcher function: classroom observation, teacher's interview, and students' questionnaire; the researcher achieved as following notes:

4.1.1 The Procedure of Task-Based Language Teaching

The realization of Task-Based Language Teaching to teach the students how to fluently speak English was normally apprehended, the researcher at the moment investigated the situation in the class; the writer in fact accomplished its investigation through classroom observation and field notes. Both of those tools utilized by the researcher to know the running teaching and learning. This following table was showed the result of researcher's observation in the class:

Table 6. The Result of Classroom Observation

Description of classroom observation	Yes	No

Pre-task		
To prepare the students physically and mentally	✓	
To give the students motivation		✓
To serve an apperception before teaching	✓	
To deliver the goal of the learning of present continuous tense (daily activities)	✓	
To deliver the scope of the learning of present continuous tense (daily activities)	✓	
To introduce the scope of assignment goal as well as their rubric's instruments for students' tasks from present continuous tense topic (daily activities)	✓	
To require the students in analyzing what they need to know and what they need to evaluate from present continuous tense topic (daily activities)	✓	
During the task		
To present the materials about English issues highlighted with a drilling a continuous pronunciation, giving vocabularies, correcting grammatical usages	✓	
To apply an active learning of the pronunciation by a drilling	✓	
To prepare students with numerous points of assignment such as fluency, vocabulary, intonation etc.	✓	
To require the learners (groups' collaboration and communication) with an energetic activity such as asking for the learners to engage with numerous tasks of English-speaking performance:	✓	

37

- Dialogue - Monologue (speech) - Presentation		
To assess the students' activity through the instruments	✓	
To ask the students in reflecting themselves after being assessed	✓	
The end of the task		
To evaluate (giving comment, addition, objection) for the teacher toward the students' performance toward the case of language focus such pronunciation, lexical terms, or punctuation.	✓	
Closing		
To conclude the learning materials	✓	
To reflect what the materials given and to give further assignment	✓	

Through classroom observation, the researcher understood that there were three different cycles in the issue of Task-Based Language Teaching which accommodated by the teacher. Thus, in the first cycle, the teacher, as investigated by the writer, did her pre-task, they were such: to prepare the students' both physically and mentally, to give them apperception before doing numerous tasks, to facilitate them the theme of present continuous tense, and to require them to do reflect what they already understood from the material at the past; the teacher did not motivate them yet.

During the task, the teacher early accommodated the students with the clues of the material with drilling the pronunciation tasks, facilitating them with certain unknown vocabularies and closed with correcting their faults on grammatical usages. This part of ongoing tasks, the researcher discovered that the teacher applied students centered learning in order to inquire to pronounce as much as they can; the assignments according to the classroom phenomenon were such asking the learners to do pronouncing fluently. In case of the types of students' works, the teacher served them to do conversation to reflect their ability in speaking: the works could be such dialogue, monologues, and presentation.

In accordance with the language focus (the end of the task), the researcher knew that the teacher did regular evaluation such giving them comment, addition, even the objection toward the content of their presentation. Those feedbacks were typically such pronunciation, lexical terms, and punctuation. To support the realization of the teacher's concept of Task-Based Language Teaching, the writer also distributed interview section to know the consideration of why tasks were selected to help the students' speaking. This following table was the result of teacher's interview:

Table 7. The Result of Teacher's Interview

No	Description	Teacher's Response
1	How do you see the students' pronunciation in the speaking class before they are taught with approach of Task-Based Language Teaching?	Students can only respond to something that is familiar, therefore the teacher is obliged to give explanations repeatedly by giving them the same task in several

		meetings. Students who understand the material and assignments are still below 50% of the total, therefore the teacher accustoms students to permission to use English, hoping that this is a small step to get them used to speaking English.
2	How do you perceive an English pronunciation for among students when Tasks are implemented?	The students were active in asking questions when assignments were given and many of them chose and used vocabulary they already knew, even though in public speaking practice many were not confident, I as a teacher always made sure that mistakes were not a problem and we can fix them. The most important thing in learning is willingness, therefore I always apply it to students to be brave and brave is great.
3	Do you see any advance in teaching pronunciation stressed by Task-Based Language Teaching?	Task-Based learning is able to increase students' motivation and enthusiasm, especially assignments such as daily activities because they can explain and describe something they already know, this has an impact on students'

		speaking practice where they master pronunciation and vocabulary more.
4	Do you agree the implementation of Task-Based Language Teaching is very helpful to explore the students' competence in learning the pronunciation? Explain in general!	I agree that the implementation of Task-Based learning really helps students to explore student competence in learning and practicing English pronunciation properly and correctly, because with assignments it is able to equalize the level of understanding of students starting from students who are smart or who are less so that no one will be left behind in the lesson. and students will be familiar with the words or sentences used.
5	Do you think students' English focus was elevated?	The application of Task-Based learning is able to improve students' English pronunciation on a regular basis, around 75% of the total students in the class are able to use grammar and pronunciation well because I always try to repeat the vocabulary they need to learn and understand.

According to the table of interview, the researcher comprehended to report that the condition of students since the continuous tasks of language teaching was

given to them, the situation changed where the students were right now enthusiastic to learn English as the result the teacher gave them cycles to perform. They were accustomed to using their familiar expression in daily classroom speaking. In addition to its advancement, the teacher kept its duties to encourage the learner to speak properly. Similarly, any advance of students' progress was showed by them as the system of Task-Based Language Teaching enabled them to focus on language tasks.

In the same way, almost 75% of the class's total students were able to use grammar and pronunciation well as a result of task-based teaching since the teacher, according to the investigation, always tries to repeat the terminology they need to learn and understand. The learners' advance was signified from their language focus especially for the topic of present continuous tense.

Furthermore, this following field note recorded the way TBLT was procedurally implemented in the class:

Table 8. The Result of Field Note of Teacher's Implementation

Class	: 8 MTs SA Mambaul Huda
Teacher	: Lailatul Maghfiroh, S.Pd
Subject	: Present continuous tense
Period	: 10.40-12.00
Description	: During the lesson, the students felt enthusiastic about learning to speak English using TBLT. The students are listening to their teacher seriously when the teacher explain about the material, they are so active and responsive. In speaking the students must be confident and brave, as long as they using the

	correct grammar and say it louder then when there is a wrong pronunciation the teacher will correct it. The teacher will guide students to look for vocabulary they do not know and practice it with an assignment to practice their pronunciation. The teacher using two languages, English and Indonesian language to make the students easier and understand about the material.

According to the findings above, the research could say that the use of TBLT was meaningful; the learners seemed glad and supportive to come with the teacher's direction through the technique of TBLT. Because of their enthusiastic, the researcher understood that the students were paying very carefully to their teacher when explained about the topic of the materials. The theme was about present continuous tense, as the described by the researcher, the learners followed the rules of TBLT.

This field note was functioned to support the classroom observation; through this display, the teacher applied certain stages of giving the tasks, and the learners gave their good impression such expressed actively and they were so responsive. Through this field note, the researcher found that the material given was about present continuous tense which facilitated by Madam Lailatul Maghfiroh.

4.1.2 Students' Perception toward The Realization of Task-Based Language Teaching

This part was the period where the researcher put several students' perception toward the realization of Task-Based Language Teaching to support their speaking

in classroom. The researcher functioned questionnaire to 30 students under treatment of TBLT by the teacher for 8th graders. This data collection unveiled the learners' perception toward the implementation of TBLT. These following tables were the amount of students' opinion representation:

Table 9. Students' Perception toward the Realization of TBLT

No	Description	Students' Perception
Name : Nabila Nur Azizah		
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions, my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in completing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave me a little motivation to be enthusiastic about learning and doing assignments.

No	Description	Students' Perception
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

No	Description	Students' Perception
Name : Siti Nafisatun		
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in completing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic in doing the task.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

No	Description	Students' Perception
Name: Muhamad Hilmi Shihab		
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher gave an explanation about the material so that we could understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher gives me motivation after I do an assignment or after practicing it.

No	Description	Students' Perception
Name: Siti Miftahul Janah		

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, the teacher always gives explanations and material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher assigns the same assignment at every meeting.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	I don't think the time given by my teacher is enough because I need to learn more about the material.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	My teacher always gives clear instructions before assigning assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can easily understand the material.

2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave me the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Those tables were arranged as the representative students' opinion of the realization of TBLT; they knew the steps of certain tasks since the teacher applied and directed numerous parts of assignments of present continuous tense. In short, they were drilled to perform fluent speaking within authentic tasks.

According to the finding, some tables represented how the learners understood the concept of TBLT and why they were on some tasks given. The researcher found through this following questionnaire that question number 1 reflected them what they in fact didn't know about the material (present

continuous tense). Thus, the teacher gave them guidance and explanation therefore they seemed understood about the topic.

In the issue of giving the tasks, the students responded that their teacher succeeded to make the students were clear about the direction of the tasks; one student and left were similar in responses. In brief, the teacher was making clear direction about the assignment provided to the numbers of the students before they engaged with the tasks.

In accordance with students' preparation to have enough literacy, the researcher knew from the table presented that the teacher organized them quite well; the students had enough time to be well-appointed to comprehend the schema of pronuncial tasks. Then, they were ready with certain output of English pronunciation in the end of the learning.

Ongoing students' tasks, the teacher accompanied as far as they facilitated them especially in organizing the topics given by such drilling: the students were supposed to achieve their needs through this actional assignments. The researcher understood that the learners at that time were excited and helpful because of teacher's a companion. The learners were so relaxing and encouraged to finish their project.

The end of the performance was done, the leaners were ready to listen and change their way how to properly pronounce when the teacher gave them notes of revision toward their turn-transferring within the individual tasks of pronunciation time. According to the students' perception, the teacher was very supportive and handy to simplify the tasks for the learners; the tasks were given very procedural but understandable.

4.2. Research Discussion

This discussion popularized the realization of Task-Based Language Teaching among the students of 8 grade to increase the point of students' speaking. The data collection technique which captured the phenomenon of classroom situation as well as the teacher' consideration to utilized TBLT was properly functional. The researcher administrated both classroom observation and field note, to support the classroom condition, to comprehend how well the TBLT implemented. To sustenance the theory as well as its procedures, the researcher was inspired from Willis's book and several academic papers: Gabriel Albino written in 2017; Chen reported in 2019; Muhammad Badrus Sholeh published in 2021 and Putri and Ratmanida accomplished in 2021. Their published articles reasoned that TBLT was very useful and supportive to aid the learners developed through abundant tasks.

4.2.1. Comparison and Contrast

According to the findings where the researcher understood from the classroom observation, table 4.1.1, that the researcher realized through classroom observation that the teacher accommodated three distinct cycles in the Task-Based language instruction issue. This issue was in case and similar with certain output of preceding papers where the earlier authors successfully used Task-Based language learning to encourage students' speaking fluency through a variety of exercises even the setting of research design was different: it was experiment study (Anjum et al., 2019). But the method used are different, this research uses case study. Preceding papers used pre- and post-tests to find out the results of the methods used, and preceding papers also used comparisons between task-based learning methods and conventional learning.

To support this current study, the researcher might correlate with certain preceding papers: Nita et al.,2020; this study investigated how task-based language teaching can help students in senior high school improve their speaking abilities. But there were two classes: an experimental class and conventional instruction. Therefore, it showed that TBLT students had superior speaking skills than students who received conventional instruction. To sum up in the field of research discussion, the prior research papers, Anjum et al., (2019) and Nita et al., (2020) was functionally supportive and effective to encourage as well as motivate the learners to elevate their personal performances in doing speaking tasks as the medium of English teaching.

4.2.2. Research Limitation and Strength

This research has been carried out in accordance with scientific procedures. The researcher realized that this research had not been optimal. The study is limited with some restrictions so that the readers could comprehend what the topic of the study certainly presents about; the writer therefore presents the use of Task-Based Language Teaching: this method then implemented to teach speaking fluency for the grade of lower secondary school. Even, the limitation will be only the theoretical studies which relate to the significant benefit and procedures of TBLT. The strengths of the task-based learning approach are: (1) Task based learning assist students to interact spontaneously, (2) Task-based learning provides opportunities language learner for learn and improve vocabulary, (3) Maximize space to communicate: Task based learning provides the enabling conditions learner to assimilate what they noticed and understand while doing the task.

4.2.3. Research Implications

The implication for teachers' pedagogy was to create a clear and understandable direction for any task of classroom project since this method came with numerous different stages in tasks. In addition to the teacher's rule, the situation was suggesting the teacher to reflect: such giving them facilitation, feedback, drilling, as well as thankfulness.

To end this research discussion, the researcher needed to control this current topic as the limitation of the research; this following field was in case in the realization of Task-Based Language Teaching to facilitate the learners' proficiency in speaking ability through the mechanism of tasks.

CHAPTER V
RESEARCH CONCLUSION AND SUGGESTION

This part involves either research conclusion or research suggestion toward the realization of Task-Based Language Teaching (TBLT) to support students in speaking for eighth graders.

5.1 Research Conclusion

This section shared what the researcher could summarize toward the use of TBLT in support the system of students' learning within numerous tasks given by the teacher. According to the research question, the researcher arranged two types of different problems which arose to explain the procedure, the implementation, and the learners' assumption toward the application of TBLT to encourage the leaners speak fluently.

The first conclusion of this study was about the procedure of TBLT instigated by the teacher to teach students pronunciation. Based on the findings reported, the researcher completely concluded that the procedure of TBLT inside the class was in proper applied; this started with the pre-task: the teacher early gave the students to understand about the situation about the material of present continuous tense through numbers of facilitation. This summary was reported from classroom observation and teacher's interview in how and why the application of TBLT was selected and supportive to support the students' condition. Also, according to, classroom's field notes; this track supported the primary data collection: both classroom observation and classroom field notes. The researcher then was able to resume that the realization of TBLT to enhance the learners' aptitude to achieve their

competence in speaking, in term of pronunciation skill was significantly supportive. The reality said that the leaners were encouraged to learn: they accustomed to paying very carefully attention, they delivered both questions and feedbacks, they came with the learning process undoubtedly, they accomplished their tasks positively. Automatically, to achieve those phenomena, according to the classroom field notes, the researcher came for her assumption that the teacher succeeded to encourage as well as facilitate them through the system of TBLT.

The last conclusion arisen from the data which claimed that the students' satisfaction toward the TBLT applied by their teacher; the researcher come with her summary that the students early didn't comprehend anything related to the way the pronunciation should be ideally done, they had few experiences in learning present continuous tense, also they were not motivated in doing any task translated into English. The data showed and determined that the students were then passionate to gain with any circumstance of English tasks such dialogue, monologue, and presentation as far as the teacher accommodate them to learn. This previous learners' perception was the last documentation of data collection to represent the image of general realization of TBLT among them.

5.2 Research Suggestion

This research suggestion could be summed up to declare what should be properly done for further studies in case of the employment of Task-Based Language Teaching or for any classroom situation in teaching English. Based on the findings and discussion explored previously, the researcher might assume that for upcoming topics regarding with the use of TBLT in teaching,

facilitating, assessing several numbers of classroom activities must be dominantly accomplished through the clear objects and problems as long as this method of teachers' teaching was extremely effective or supportive to support the learners' output with numerous assignments.

In accordance with the research question number one – the procedure of TBLT to support students' speaking – was actually accomplished through the data of classroom observation and teacher's interview. This current study could perhaps recommend to observe more than one class to give comparison (differences and similarities) about the implementation of TBLT as the result of different subjects and condition. Also, the tasks given might be supportive and clear when one single student has a copy (not only spoken direction) so that they were clear in doing the tasks. As well as, in the issue of the implementation of TBLT with numbers of stages, the suggestion might be truly for teacher's ongoing tasks. Therefore, the teacher must engage them with strong instruction as well as her doubtless facilitation; the implementation of this tasks was significantly helpful when one to another step of stage was clearly declared.

This last suggestion, the researcher saw that some numbers of students' perception toward the teacher's employment through the steps of TBLT might give them beneficial in comprehending the concepts of present continuous tense stressed with the tasks. However, the researcher might give an implication toward the upcoming teaching with this method, the teacher must not unknowingly understand based on the students' assumption which the teaching of English topics must be based on the students' participation and their passion so that the condition of learning process could be running in proper. Especially for the method of TBLT, the teacher must firstly know the

students' preparation and their attitude toward the topics, as the result, the students could achieve their goals. This research suggestion then followed with several implications toward the reviewed papers in prior to: the researcher comprehended through the implication of articles within English teaching development, it was from Iswari & Putrawan (2017), the implication of teaching speaking via TBLL were the teacher's role in giving directions, the task itself, and students' prior knowledge, notably on language forms and vocabularies. This study's theme, the use of TBLL for students' speaking spots, was actually the same as the research being conducted now. The second preceding implication for teaching English was from Anjum et al., (2019); since the writer was going to use Task-Based language learning to support students' speaking fluency through a variety of activities, the teaching software that served as the media for students' tasks had an influence on the current case. The students appeared to be supported.

REFERENCE

Albino, G. (2017). Improving Speaking Fluency in a Task-Based Language Teaching Approach: The Case of EFL Learners at PUNIV-Cazenga. *SAGE Open*, *7*(2). https://doi.org/10.1177/2158244017691077

Anjum, M. H., Kayani, M. M., & Jumani, N. B. (2019). The Effect of Task Based Language Learning (TBLL) on Developing Speaking Skills of Secondary School Learners in Pakistan. *International Journal of English Linguistics*, *9*(2), 283. https://doi.org/10.5539/ijel.v9n2p283

Azlan, N. A. B., Zakaria, S. B., & Yunus, M. M. (2019). Integrative Task-Based Learning: Developing Speaking Skill and Increase Motivation via Instagram. *International Journal of Academic Research in Business and Social Sciences*, *9*(1), 620–636. https://doi.org/10.6007/ijarbss/v9-i1/5463

Bourgoin, R., & Le Bouthillier, J. (2021). Task-Based Language Learning and Beginning Language Learners: Examining Classroom-Based Small Group Learning in Grade 1 French Immersion. *Canadian Journal of Applied Linguistics*, *24*(2), 70–98. https://doi.org/10.37213/cjal.2021.31378

Branden, V. Den, & Branden, V. Den. (2018). Task-Based Learning in Task-Based Teaching : *Annual Review OfApplied Linguistics, 38*, 162–186. https://doi.org/10.1017/S026719051800003X

Campo, A. C. B. (2016). Improving 10th Graders' English Communicative Competence Through the Implementation of the Task-Based Learning Approach. *PROFILE*, *18*(2), 95. https://doi.org/10.15446/profile.v18n2.48272

Chen, S., & Wang, J. (2019). Effects of Task-Based Language Teaching (TBLT) Approach and Language Assessment on Students' Competences in Intensive Reading Course. *English Language Teaching*, *12*(3), 119. https://doi.org/10.5539/elt.v12n3p119

Cohen, L., Manion, L., & Morrison, K. (2018). Case studies. In *Research Methods in Education*. https://doi.org/10.4324/9781315456539-19

Demirezen, M. (2020). Long vowels versus diphthongs in North American English: Which one is easy to recognize and hear? *International Journal of Curriculum and Instruction*, *12*(1), 289–309. https://www.google.com.tr/search?q=

East, M. (2019). Sustaining innovation in school modern foreign language programmes: teachers' reflections on Task-Based language teaching three years after initial teacher education. *Language Learning Journal*, *47*(1), 105–115. https://doi.org/10.1080/09571736.2016.1221440

Fang, W. C., Yeh, H. C., Luo, B. R., & Chen, N. S. (2021). Effects of mobile-supported Task-Based language teaching on EFL students' linguistic achievement and conversational interaction. *ReCALL*, *33*(1), 71–87. https://doi.org/10.1017/S0958344020000208

Gordon, J. (2021). Pronunciation and Task-Based Instruction: Effects of a Classroom Intervention. *RELC Journal*, *52*(1), 94–109. https://doi.org/10.1177/0033688220986919

Hanzawa, K. (2021). Development of second language speech fluency in foreign language classrooms: A longitudinal study. *Language Teaching Research*, 136216882110086. https://doi.org/10.1177/13621688211008693

Haryanto. (2016). The Assessment Procedures of Speaking Fluency Using Retelling Technique. *Jurnal Edulingua*, *3*(2), 7–14. https://ejournal.unisnu.ac.id/JE/article/view/502

Huensch, A. (2019). Pronunciation in foreign language classrooms: Instructors' training, classroom practices, and beliefs. *Language Teaching Research*, *23*(6), 745–764. https://doi.org/10.1177/1362168818767182

Hutagalung, E. Y. (2014). The Implemention of Task Based Teaching to Teach Speaking Descriptive To The First Graders of Junior High School. *E-Journal Unesa*, *01*, 1–10.

Iswari, K. D., & Putrawan, G. E. (2017). The effect of Task-Based Langauge teaching on Students' Speaking Achievement at the First Grade of SMAN 1 Bandar Lampung. *AKsara Jurnal Bahasa Dan Sastra*, *18*(2), 113–121.

Matthew B. Miles. (2014). *Qualitative Data Analysis*.

Nguyen, L. T., & Hung, B. P. (2021). Communicative pronunciation teaching: Insights from the Vietnamese tertiary EFL classroom. *System*, *101*(February), 102573. https://doi.org/10.1016/j.system.2021.102573

Nita, A., Rozimela, Y., & Ratmanida. (2020). The Use of Task-Based Learning to Enhance Speaking Skill of Senior High School Students. *Advances in Social Science, Education and Humanities Research*, *463*, 161–165. https://doi.org/10.2991/assehr.k.200819.030

Nolen, C., & Kim, Y. (2017). *Task-Based Language Leaning and Vocabulary in the Real World* (Issue March 2019).

Nunan, D. (2004). *Task-Based Language Teaching*. https://www.ptonline.com/articles/how-to-get-better-mfi-results

Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through English movie in scope of speaking for general communication. *Eltin Journal : Journal of English Language Teaching in Indonesia*, *7*(2), 43–53.

Pratiwi, D. R., & Indrayani, L. M. (2021). Pronunciation Error on English Diphthongs Made by EFL Students. *Teknosastik*, *19*(1), 24. https://doi.org/10.33365/ts.v19i1.486

Pratiwi, R. (2021). Students Difficulties in Pronouncing Vowels at Grade VIII Mts.S NU Batahan. *International Journal of Research on English Teaching and Apllied Linguistics*, *2*(1), 29–41.

Purwanto, A. (2019). Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices. *Scope : Journal of English Language Teaching*, *3*(2), 81. https://doi.org/10.30998/scope.v3i2.4129

Putri, R. G., & Ratmanida, R. (2021). The Effect of Using Task-Based Language Teaching on Students' Reading Comprehension at SMAN 1 Bangkinang Kota. *Journal of English Language Teaching*, *10*(4), 578–587. https://doi.org/10.24036/jelt.v10i4.114793

Richards, J. C., & Renandya, W. A. (2002). METHODOLOGY IN LANGUAGE TEACHING: AN ANTHOLOGY OF CULTURAL PRACTICE. In *Cambridge University Press* (Vol. 69, Issue 1, p. 219). https://doi.org/10.2307/416467

Safitri, H., Rafli, Z., & Dewanti, R. (2020). Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department. *International Journal of Multicultural and Multireligious Understanding*, *7*(6), 88. https://doi.org/10.18415/ijmmu.v7i6.1647

Saputro, T. H., Hima, A. N., & Farah, R. R. (2021). Benefits and challenges of doing task- based language teaching in Indonesia : Teachers ' perception. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, Dan Pengajarannya*, *7*(1), 131–142.

Saricoban, A., & Karakurt, L. (2016). The Use of Task-Based Activities to Improve Listening and Speaking Skills in EFL Context. *Sino-US English Teaching*, *13*(6), 445–459. https://doi.org/10.17265/1539-8072/2016.06.003

Sartika, W., Tahrun, & Magdad, H. (2022). The Influence of Task-Based Learning Approach and Self-Confidence toward Students' Speaking Ability at SMA N 4 Palembang. *Journal of Applied Linguistics and Literacy*, *6*(1).

Septiyana, L. (2019). Designing English Speaking Materials Using Task-Based Language Teaching (Tblt) for Islamic Economics Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *7*(2), 154–163. https://doi.org/10.24256/ideas.v7i2.1031

Sugiyono, P. D. (2019). Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D (Cetakan Ke 26). *Bandung: CV Alfabeta*,

1–334.

Suryani, L., Syahrizal, T., & El Fauziah, U. N. (2019). Using Orai Application in Teaching Pronunciation. *Indonesian EFL Journal*, *5*(2), 93. https://doi.org/10.25134/ieflj.v5i2.1835

Syamdianita, & Maharia, A. C. (2020). Developing Speaking Skill Through Debating: Undergraduate EFL Students' Perception. *Advance in Social Science, Education and Humanities Research*, *432*(Esic 2019), 22–26. https://doi.org/10.2991/assehr.k.200417.006

Van Den Branden, K. (2016). The Role of Teachers in Task-Based Language Education. *Annual Review of Applied Linguistics*, *36*(2016), 164–181. https://doi.org/10.1017/S0267190515000070

W.Creswell, J. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). SAGE Publications.

Yin, R. K. (2014). Case Study Research; Design and Methods (5ed). In *SAGE Publications* (5th editio, Vol. 4, Issue 1). SAGE Publications.

APPENDICES
APPENDIX I
CLASSROOM OBSERVATION

Description of classroom observation	Yes	No
Pre-task		
To prepare the students physically and mentally	✓	
To give the students motivation		✓
To serve an apperception before teaching	✓	
To deliver the goal of the learning of present continuous tense (daily activities)	✓	
To deliver the scope of the learning of present continuous tense (daily activities)	✓	
To introduce the scope of assignment goal as well as their rubric's instruments for students' tasks from present continuous tense topic (daily activities)	✓	
To require the students in analyzing what they need to know and what they need to evaluate from present continuous tense topic (daily activities)	✓	
During the task		
To present the materials about English issues highlighted with a drilling a continuous pronunciation, giving vocabularies, correcting grammatical usages	✓	
To apply an active learning of the pronunciation by a drilling	✓	
To prepare students with numerous points of assignment such as fluency, vocabulary, intonation etc.	✓	
To require the learners (groups' collaboration and communication) with an energetic activity such as asking for the learners to engage with numerous tasks of English-speaking performance: - Dialogue - Monologue (speech) - Presentation	✓	
To assess the students' activity through the instruments	✓	

To ask the students in reflecting themselves after being assessed	✓	
The end of the task		
To evaluate (giving comment, addition, objection) for the teacher toward the students' performance toward the case of language focus such pronunciation, lexical terms, or punctuation.	✓	
Closing		
To conclude the learning materials	✓	
To reflect what the materials given and to give further assignment	✓	

APPENDIX II
FIELD NOTES

Class	: 8 MTs SA Mambaul Huda
Teacher	: Lailatul Maghfiroh, S.Pd
Subject	: Present continuous tense
Period	: 10.40-12.00
Description	: During the lesson, the students felt enthusiastic about learning to speak English using TBLT. The students are listening to their teacher seriously when the teacher explain about the material, they are so active and responsive. In speaking the students must be confident and brave, as long as they using the correct grammar and say it louder then when there is a wrong pronunciation the teacher will correct it. The teacher will guide students to look for vocabulary they don't know and practice it with an assignment to practice their pronunciation. The teacher using two languages, English and Indonesian language to make the students easier and understand about the material.

No	Description	Teacher's Response
1	How do you see the students' pronunciation in the speaking class before they are taught with approach of Task-Based Language Teaching?	Students can only respond to something that is familiar, therefore the teacher is obliged to give explanations repeatedly by giving them the same task in several meetings. Students who understand the material and assignments are still below 50% of the total, therefore the teacher accustoms students to permission to use English, hoping that this is a small step to get them used to speaking English.
2	How do you perceive an English pronunciation for among students when Tasks are implemented?	The students were active in asking questions when assignments were given and many of them chose and used vocabulary they already knew, even though in public speaking practice many were not confident, I as a teacher always made sure that mistakes were not a problem and we can fix them. The most important thing in learning is willingness, therefore I always apply it to students to be brave and brave is great.
3	Do you see any advance in teaching pronunciation stressed by Task-Based Language Teaching?	Task-Based learning is able to increase students' motivation and enthusiasm, especially assignments such as daily activities because they can explain and describe something they already know, this has an impact on students' speaking

No	Description	Students' Perception
		practice where they master pronunciation and vocabulary more.
4	Do you agree the implementation of Task-Based Language Teaching is very helpful to explore the students' competence in learning the pronunciation? Explain in general!	I agree that the implementation of Task-Based learning really helps students to explore student competence in learning and practicing English pronunciation properly and correctly, because with assignments it is able to equalize the level of understanding of students starting from students who are smart or who are less so that no one will be left behind in the lesson. and students will be familiar with the words or sentences used.
5	Do you think students' English focus was elevated?	The application of Task-Based learning is able to improve students' English pronunciation on a regular basis, around 75% of the total students in the class are able to use grammar and pronunciation well because I always try to repeat the vocabulary they need to learn and understand.

APPENDIX IV
STUDENTS' QUESTIONNAIRE

Name : Nabila Nur Azizah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions, my teacher gave the same

No	Description	Students' Perception
		assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in completing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave me a little motivation to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Siti Hidayatun Nafisah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the

No	Description	Students' Perception
		same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in completing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic in doing the task.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Muhammad Hilmi Sihab

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher gave an explanation about the material so that we could understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.

No	Description	Students' Perception
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher gives me motivation after I do an assignment or after practicing it.

Name : Siti Miftahul Jannah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, the teacher always gives explanations and material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions.
3	Teachers need to give enough time for students to be literate a lot about the scope	My teacher assigns the same assignment at every meeting.

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	I don't think the time given by my teacher is enough because I need to learn more about the material.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	My teacher always gives clear instructions before assigning assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Ayu Permatasari

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can easily understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave me the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	I don't think the time given by my teacher is enough because I need

8

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Meylia Nur Cahyani

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, the teacher always provides explanations and materials so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	I don't think the time given by my teacher is enough because I need

9

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	The teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Alma Aprilya Maharani

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and the teacher gave the same task at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need

No	Description	Students' Perception
		to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Izzatul Mufiidah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the material properly and correctly.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	I don't think the time given by my teacher is enough because I need

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	My teacher always helps the students and directs in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gives me motivation after I do an assignment or after practicingit.

Name : Siti Nur Alimah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations and material so that we can understand the material well.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	I don't think the time given by my teacher is enough because I need

		of assignments in English, especially on pronunciation matters	to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : A. Rizky Ardiana S.

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before being given assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the assignments
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Zahrotun Nafisah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material so that we can understand the mtaeri well.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and giving assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Siti Salma Izahtun Naimah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations and materials so that we can understand them.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes. My teacher gave me clear instructions, my teacher gave me the same task at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn and understand more about the material taught.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in teaching assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Khoirin Nida

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes. Our teacher provides explanations about the material so that we can understand the material well.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, our teachers give clear instructions and our teachers give the same tasks at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	Our teachers always give clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Muhammad Refan

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material presented.

4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gives clear instructions before assigning assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Muhammad Lutfi Nur Hidayat

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, I am always given an explanation of the material so that I can understand the material from the teacher.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment in every material.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material presented.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	My teacher always helps the students and directs in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Selvi Mu'asaroh

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher provides corrections when there are students who make mistakes in assignments or speaking practices.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Nur Rahma Himayah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need to learn more about the material.

No	Description	Students' Perception
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	For me, I am rarely given motivation by the teacher after I do an assignment or after practicing it.

Name : Alfika Rifa'atuz Zulfa

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	I don't think the time given by my teacher is enough because I need

No	Description	Students' Perception
		to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Siti Nurul Husna

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	I don't think the time given by my teacher is enough because I need

	of assignments in English, especially on pronunciation matters	to learn more about the material.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher always helps the students and directs in doing the task.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher provides corrections when there are students who make mistakes in assignments or speaking practices.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Lathiful Asror

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was

No	Description	Students' Perception
		always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Dita Anggreini

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	My teacher gave me about 20 minutes to complete the

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Wijiani Lii Mufrihatul Baqiyah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope	My teacher gave me about 20 minutes to

25

No	Description	Students' Perception
	of assignments in English, especially on pronunciation matters	complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Chilmi Uliyana

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.

No	Description	Students' Perception
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Siti Hidayah Khoirotun N.

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the

No	Description	Students' Perception
		same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Devi Larasaty

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so that we can understand the material.

2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Alfiah Nur Fitriono

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being given assignments because I did not understand the basics of English	Yes, my teacher always gives explanations about the material presented so

No	Description	Students' Perception
		that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Ulfatus Sayidatina Aisyah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being	Yes, my teacher always gives explanations about the

No	Description	Students' Perception
	given assignments because I did not understand the basics of English	material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Azka Ahmabunnaja

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and	Yes, my teacher always gives

No	Description	Students' Perception
	guidelines for English subjects before being given assignments because I did not understand the basics of English	explanations about the material presented so that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	Yes, my teacher assigns tasks to me at every meeting.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Siti Revia Azzakiah

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being	Yes, my teacher always gives explanations about the material presented so

No	Description	Students' Perception
	given assignments because I did not understand the basics of English	that we can understand the material.
2	Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3	Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4	Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5	During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6	Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7	The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

Name : Najwa Salsabila

No	Description	Students' Perception
1	At the beginning of the lesson, my teacher needed to provide many examples and guidelines for English subjects before being	Yes, my teacher always gives explanations about the

		given assignments because I did not understand the basics of English	material presented so that we can understand the material.
2		Teachers need to provide clear and easy-to-understand instructions for all students before assigning assignments.	Yes, my teacher gave clear instructions and my teacher gave the same assignment at every meeting.
3		Teachers need to give enough time for students to be literate a lot about the scope of assignments in English, especially on pronunciation matters	My teacher gave me about 20 minutes to complete the assignment and I was always given a 5-minute time warning before it was collected.
4		Teachers need to provide clear boundaries about the product or process that will be carried out by students.	My teacher always gave clear instructions before giving assignments.
5		During the assignment, the teacher needs to assist in providing facilities, direction, and correction about student performance.	The teacher only assists a few students in doing assignments.
6		Teachers provide positive notes and input about student results in the form of presentations, dialogues, or monologues.	My teacher gave a little motivation and direction to the students to be enthusiastic about learning and doing assignments.
7		The teacher provides motivation about the results of students' performance in terms of pronunciation	My teacher rarely gave me motivation after I did an assignment or after practicing it.

RENCANA PELAKSANAAN PEMBELAJARAN

Madrasah Huda	: MTs SA Mamba'ul	Kelas/ Semester	: VIII / 2 (Genap)
		Alokasi Waktu	: 2 x 40 Menit
Mata Pelajaran	: Bahasa Inggris		
Materi Pokok	: Teks Interaksi Transaksional; Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar
- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi
- Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
- Membuat kalimat pendek terkait kegiatan rutin yang dilakukan setiap hari sebagai anggota keluarga dan remaja sekolah menengah
- Mempraktekkan dialog yang berhubungan dengan kegiatan yang sedang terjadi/sedang dilakukan/ sedang berlangsung

Media Pembelajaran & Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian */ Task-Based Language Teaching* (TBLT)
❖ Alat/Bahan	:	Penggaris, spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2016

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2
Pendahuluan (10 menit)
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin

Pertemuan Ke-2	
Pendahuluan (10 menit)	

2.	Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjtnya.
3.	Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan.*
4.	Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiata n Inti (60 Menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan.*
	CRITICAL THINKING (BERPIKIR KRITIK) • Dalam *pre-task* guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan* dilanjutkan dengan memberikan penugasan tentang *present continuous tense*.
	COLLABORATION (KERJASAMA) • Aktifitas kedua ialah *during students' task* dimana peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan dan* peserta didik mempresentasikan hasil kerja

36

Pertemuan Ke-2

Pendahuluan (10 menit)

	kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan.

STUDENTS' REFLECTION (REFLEKSI SISWA)

- Dalam aktivitas *during students' task* siswa terlebih dahulu merefleksikan dirinya tentang pengalaman belajar yang dilakukan tentang hal-hal yang telah dipelajari terkait ***Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan***. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami.

EVALUATION (EVALUASI)

- Guru di dalam aktivitas *the last stage of task* memberikan masukan, saran, catatan, atau evaluasi tentang hal-hal yang telah dipelajari terkait ***Fungsi Sosial Teks Interaksi Transaksional Lisan Dan Tulis Yang Melibatkan Tindakan Memberi Dan Meminta Informasi Terkait Keadaan/Tindakan/ Kegiatan/Kejadian Yang Sedang Dilakukan/ Berlangsung Saat Diucapkan.***

Penutup (10 menit)

1.	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2.	Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan dalam *Struktur Teks Dalam Memulai Dan Menanggapi Terkait Informasi Tentang Keaadaan/Tindakan/Kegiatan/ Kejadian Yang Dilakukan/Terjadi Secara Rutin Atau Merupakan Kebenaran Umum*
- **Penilaian Keterampilan**; berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio tentang kegiatan *Struktur Teks Dalam Memulai Dan Menanggapi Terkait Informasi Tentang*

Keaadaan/Tindakan/Kegiatan/ Kejadian Yang Dilakukan/Terjadi Secara Rutin Atau Merupakan Kebenaran Umum

Ngawen,   Januari 2022

Mengetahui,
Kepala Madrasah

Guru Mata Pelajaran

Ahmad Wasik, S.Pd.I
NIP. ……………………

Lailatul Magfiroh, S.Pd.
NIP. …………………………..

APPENDIX VI
CURRICULUM VITAE

A. Personal Details:
1. Nama   : Nur Cholifah Zahrotul Muna
2. Place of birth   : Blora, July 6, 2000
3. Address   : Cikiwul, 02/01 Bantargebang Bekasi
4. Phone   : 082338112943
5. E-mail   : munamusthofa9@gmail.com

B. Formal Education:
1. TK An-Nahdliyah Talokwohmojo Blora graduated in 2006
2. SDN 1 Talokwohmojo Blora graduated in 2012
3. SMP N 1 Ngawen Blora graduated in 2015
4. MA NU Banat Kudus graduated in 2018
5. UIN Walisongo Semarang graduated in 2023

Semarang, 5th April 2023
The researcher,

Nur Cholifah Zahrotul Muna