

Appendix 1

List of Translatery

Page	Surah/Verse	Indonesian	English
	Al-qur'an surah Al-alaq/ Verse 1-5	<p>Bacalah dengan (menyebut) nama Tuhanmu Yang menciptakan, Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah Yang Maha Pemurah, Yang mengajar (manusia) dengan perantaran kalam, Dia mengajar kepada manusia apa yang tidak diketahuinya. (QS. Al-alaq: 1-5)</p>	<p><i>Read: In the name of Allah Who create, Create man from a clot. Read: And Allah is the Most Bounteous, Who teach by the pen, Teach man that which he knew not.(Al-alaq:1-5)</i></p>
	Al-qur'an surah Al-Nahl/ Verse 125	<p>(Wahai Nabi Muhammad SAW) Serulah (semua</p>	<p><i>Invite to the way of your Lord with wisdom and good instruction,</i></p>

		<p>manusia) kepada jalan (yang ditunjukkan) Tuhan Pemelihara kamu dengan hikmah (dengan kata-kata bijak sesuai dengan tingkat kepandaian mereka) dan pengajaran yang baik dan bantalah mereka dengan (cara) yang terbaik. Sesungguhnya Tuhan pemelihara kamu, Dialah yang lebih mengetahui (tentang siapa yang tersesat dari jalan-Nya dan dialah yang lebih mengetahui orang-orang yang mendapat petunjuk).” (QS. An-Nahl: 125)</p>	<p><i>and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided. (An-Nahl: 125)</i></p>
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Appendix 2

Classroom Observation

Class Observed : XI MIPA 2

Observer : Eka Yulia Hidayani

Date/Time : Tuesday, April 09th 2019

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE ELEVENTH GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task	✓		The teacher explain about hortatory exposition text that include : thesis, argument, and recommendation
2.	Students may brainstorm language they can use in the task	✓		The teacher ask to students about material that

				explained
3.	Students may listen to a recording or read a text	✓		Students pay attention and read material in their book while teacher explain
4.	Students do the task, in pairs or small groups	✓		Teacher divide students into small groups that will be present their work in front of the class
5.	The teacher monitors and encourages students, provides help if needed	✓		Teacher answer questions from students who don't understand
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered	✓		Yeah, students with their group prepare their presentation in front of the class in orally, first person about topic, second person about argument, and the

				third person about recommendation /solution
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports	✓		Teacher helps students to correct if there is mistakes
8.	Groups present their reports and compare results			
9.	The teacher acts as chairperson and gives feedback on content and form			
10.	Students examine and discuss specific features of the text or recording			
11.	The teacher brings useful words and language patterns to students' attention. She may also focus on language items from the report stage			

12.	The teacher conducts practice of new words and patterns, either during or after the analysis.			
13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned			

Appendix 3

Classroom Observation

Class Observed : XI MIPA 2

Observer : Eka Yulia Hidayani

Date/Time : Monday, April 15th 2019

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE ELEVENTH GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task	✓		The teacher explain about hortatory exposition text that include : thesis, argument, and recommendation
2.	Students may brainstorm language they can use in the task	✓		The teacher ask to students about material that

				explained
3.	Students may listen to a recording or read a text	✓		Students pay attention and read material in their book while teacher explain
4.	Students do the task, in pairs or small groups	✓		Teacher divide students into small groups that will be present their work in front of the class
5.	The teacher monitors and encourages students, provides help if needed	✓		Teacher answer questions from students who don't understand
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered	✓		Yeah, students with their group prepare their presentation in front of the class in orally, first person about topic, second person about argument, and the

				third person about recommendation /solution
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports	✓		Teacher helps students to correct if there is mistakes
8.	Groups present their reports and compare results	✓		Students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but just little, not all group
9.	The teacher acts as chairperson and gives feedback on content and form	✓		Yeah, teacher gives feedback after all students presentation
10.	Students examine and discuss specific features of the text or recording			
11.	The teacher brings useful words			

	and language patterns to students' attention. She may also focus on language items from the report stage			
12.	The teacher conducts practice of new words and patterns, either during or after the analysis.			Teacher do practice of new words and repeating
13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned			Teacher asks students to say what they learned about the topic and teacher gives conclusion and said to students "any question?"

Appendix 4

Classroom Observation

Class Observed : XI MIPA 2

Observer : Eka Yulia Hidayani

Date/Time : Tuesday, April 16th 2019

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE ELEVENTH GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task	✓		The teacher explain about hortatory exposition text that include : thesis, argument, and recommendation
2.	Students may brainstorm language they can use in the task	✓		The teacher ask to students about material that

				explained
3.	Students may listen to a recording or read a text	✓		Students pay attention and read material in their book while teacher explain
4.	Students do the task, in pairs or small groups	✓		Teacher divide students into small groups that will be present their work in front of the class
5.	The teacher monitors and encourages students, provides help if needed	✓		Teacher answer questions from students who don't understand
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered	✓		Yeah, students with their group prepare their presentation in front of the class in orally, first person about topic, second person about argument, and the

				third person about recommendation /solution
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports	✓		Teacher helps students to correct if there is mistakes
8.	Groups present their reports and compare results	✓		Students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but just little, not all group
9.	The teacher acts as chairperson and gives feedback on content and form	✓		Yeah, teacher gives feedback after all students presentation
10.	Students examine and discuss specific features of the text or recording		✓	After presentation students just watch an other their friends presentation

11.	The teacher brings useful words and language patterns to students' attention. She may also focus on language items from the report stage	✓		Teacher asks students to give their ideas relates to the topic
12.	The teacher conducts practice of new words and patterns, either during or after the analysis.	✓		Teacher do practice of new words and repeating
13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned	✓		Teacher asks students to say what they learned about the topic and teacher gives conclusion and said to students "any question?"

Appendix 5

Classroom Observation

Class Observed : XI MIPA 3

Observer : Eka Yulia Hidayani

Date/Time : Thursday, April 18th 2019

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE ELEVENTH GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task	✓		The teacher explain about hortatory exposition text that include : thesis, argument, and recommendation
2.	Students may brainstorm language they can use in the task	✓		The teacher ask to students about material that

				explained
3.	Students may listen to a recording or read a text	✓		Students pay attention and read material in their book while teacher explain
4.	Students do the task, in pairs or small groups	✓		Teacher divide students into small groups that will be present their work in front of the class
5.	The teacher monitors and encourages students, provides help if needed	✓		Teacher answer questions from students who don't understand
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered	✓		Yeah, students with their group prepare their presentation in front of the class in orally, first person about topic, second person about argument, and the

				third person about recommendation /solution
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports	✓		Teacher helps students to correct if there is mistakes
8.	Groups present their reports and compare results			
9.	The teacher acts as chairperson and gives feedback on content and form			
10.	Students examine and discuss specific features of the text or recording			
11.	The teacher brings useful words and language patterns to students' attention. She may also focus on language items from the report stage			
12.	The teacher conducts practice of new words and patterns, either during or after the analysis.			

13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned			
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Appendix 6

Classroom Observation

Class Observed : XI MIPA 3

Observer : Eka Yulia Hidayani

Date/Time : Tuesday, April 23th 2019

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE ELEVENTH GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task	✓		The teacher explain about hortatory exposition text that include : thesis, argument, and recommendation
2.	Students may brainstorm language they can use in the task	✓		The teacher ask to students about material that

				explained
3.	Students may listen to a recording or read a text	✓		Students pay attention and read material in their book while teacher explain
4.	Students do the task, in pairs or small groups	✓		Teacher divide students into small groups that will be present their work in front of the class
5.	The teacher monitors and encourages students, provides help if needed	✓		Teacher answer questions from students who don't understand
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered	✓		Yeah, students with their group prepare their presentation in front of the class in orally, first person about topic, second person about argument, and the

				third person about recommendation /solution
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports	✓		Teacher helps students to correct if there is mistakes
8.	Groups present their reports and compare results	✓		Students present their reports in front of the class with their group, sometimes there is group bring note in paper when presentation, but just little, not all group. The topics such as: children and computer, having breakfast, illegal rice, abuse animals, why we have to increase our reading interest.

9.	The teacher acts as chairperson and gives feedback on content and form	✓		Yeah, teacher gives feedback after all students presentation
10.	Students examine and discuss specific features of the text or recording		✓	After presentation students just watch an other their friends presentation
11.	The teacher brings useful words and language patterns to students' attention. She may also focus on language items from the report stage	✓		Teacher asks students to give their ideas relates to the topic
12.	The teacher conducts practice of new words and patterns, either during or after the analysis.	✓		Teacher do practice of new words and repeating
13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned		✓	Teacher gives conclusion and said to students "any question?"

Appendix 7

Interview transcript of English teacher in XI Grade at SMAN 7 Banjarmasin and students of second grade at SMAN 7 Banjarmasin

Location : In the class

Date/Time : April 23, 2019

Question for interview (Students)

Researcher : Are you happy to study English ?

Student 1 : Yes, very happy because I think I can explain more with English than Indonesia.

Student 2 : Yes, I'm happy because English is Fun, easy to learn, it's use for international language.

Student 3 : Yes, very happy because English is universal language, we should use English for future.

Student 4 : Yes because I can communicate with strangers

Student 5 : Yes because make thinking more developed and make watching movies easier.

Student 6 : Yes

Student 7 : Yes, I'm

Student 8 : Yes

- Student 9 : Yes
- Student 10 : Yes, I'm happy
- Student 11 : Yes, because English is a universal language
- Student 12 : Yes
- Student 13 : Yes
- Student 14 : Yes
- Student 15 : Yes
- Student 16 : No doubt, English is one of my favourite
- Student 17 : Yes, I'm happy because English is international language that can be use for study, travelling, and many more
- Student 18 : Yes, I'm really happy
- Student 19 : Yes, I'm happy
- Student 20 : Yes, I'm happy
- Researcher : Do you fully understand with the teachers' explanation in the lesson? If you don't understand, what are you doing ?
- Student 1 : Understand, because I'm understand english, I have been learning English since little,when I was primary school.

- Student 2 : Sometimes don't understand because sometimes teachers' explanation too fast. If don't understand, I search google translate.
- Student 3 : Sometimes if don't understand I will learn again.
- Student 4 : If don't understand I play game.
- Student 5 : Sometimes if don't understand I will ask to a friend, if still don't understand so ask to the teacher.
- Student 6 : Yes, I'm understood because her explanation is very nicely
- Student 7 : Sometimes I don't understand about it, maybe because my teacher can't explain it more about that
- Student 8 : Sometimes I don't understand but if I don't understand I will ask my friend or read the book many times until I understand
- Student 9 : Yes, I understand
- Student 10 : Usually, I quite understand some of the lessons taught by Ibu thoi but if there is something don't understand I will search the internet
- Student 11 : Not really, sometimes I sleep or watch video
- Student 12 : Yes, I'm understand

- Student 13 : Yes, I understand but I often missed lesson. If I was don't understand, I read my book
- Student 14 : Sometimes I don't understand, I usually having some conversation with my friend
- Student 15 : Yes, I understand because her explanation is good
- Student 16 : Yes, I understand
- Student 17 : Yes
- Student 18 : Yes
- Student 19 : Yes, because she teach well
- Student 20 : Yes
- Researcher : Do you have some difficulties in the lesson ? If yes, what are they?
- Student 1 : Nothing difficulty
- Student 2 : Sometimes about vocabulary and grammar
- Student 3 : Action (pronunciation) easier American
- Student 4 : about grammar
- Student 5 : Sometimes action (pronunciation) unclear

- Student 6 : I don't have any, but I'm sure because when I don't understand about the lesson it's better for me to learn by myself
- Student 7 : No
- Student 8 : No
- Student 9 : I think when I learning grammar
- Student 10 : I have trouble memorizing grammar
- Student 11 : No
- Student 12 : Yes, I can't memorize fastly
- Student 13 : Yes, I think vocabulary is little bit hard than the others
- Student 14 : I'm not sure, cause I've learned that before in course
- Student 15 : No, because I learn that lesson again at home
- Student 16 : No
- Student 17 : Yes, sometimes teacher has a little mispronounce in some words which has similar meaning. So I longer understand what the teacher mean
- Student 18 : No
- Student 19 : I have some difficulties but not sure what are they
- Student 20 : Yes about vocabulary

- Researcher : Does the method develop your language ability ? Why ?
- Student 1 : develop english in the course than school.
- Student 2 : Yes, teacher give a good explanation, after that implementation.
- Student 3 : Yes, like work in group, speaking, reading.
- Student 4 : Yes, like approach that the teacher uses, first theory after that implementation.
- Student 5 : Yes, teachers' explanation very good.
- Student 6 : Yes, I think because the teacher is very good about her explanation
- Student 7 : Not really, because there are some explanations that I'm not understand
- Student 8 : Slightly develop language ability, because what is taught only helps to answer the tes questions
- Student 9 : So far develope beacuse teacher often gives task making dialogue then presented in front of her, so our writing and reading skills to be better
- Student 10 : Literally No, cuz I study English in a way and style of learning from my self.

- Student 11 : Because she teach well and humble
- Student 12 : Not really, cause I'm having a hard time to understand the subject
- Student 13 : Like a conversation because it will improve my language skills
- Student 14 : Yes because I learn something that I don't know before
- Student 15 : 50 % can develop
- Student 16 : For me it's very important sharpen our ability especially for English lesson, and many people learn English follow the method of teacher teach, and after that they will improve that, and choose the best method.
- Student 17 : I wouldn't say no, because I believe that we all at least learned something from the teacher despite of the method that they use
- Student 18 : So far less develop
- Student 19 : Maybe not really because I have learned that before in course
- Student 20 : Not really
- Researcher : Do you prefer learning English before learn English in the class ?
- Student 1 : No, there is no preparation.

- Student 2 : No,there is no preparation also.
- Student 3 : Sometimes make preparation.
- Student 4 : No also
- Student 5 : No
- Student 6 : Yes, I do
- Student 7 : Yes
- Student 8 : Yes
- Student 9 : No
- Student 10 : Maybe yes
- Student 11 : Sometimes I do it if the lessons will be difficult
- Student 12 : Yes in English course
- Student 13 : Yes but not so sure about it
- Student 14 : Yes
- Student 15 : Yes
- Student 16 : Yes, of course
- Student 17 : Yes because I rarely to see in the class talk about daily conversation, I think we need lesson that make us to speak more in English

Student 18 : Yes

Student 19 : I prefer learning English before learn English in the class

Student 20 : No, I don't

Question for interview (Teacher)

Researcher : What is your education background ?

Teacher : S1 English department (FKIP)

Researcher : How long have you taught English ?

Teacher : 26 years

Researcher : According to you, Is it important we use an approach and method in learning process ?

Teacher : Of course, it is important for us to determine approach and also method for creating way to teach

Researcher : How does students' response when you use TBLT approach in your subject matter ?

Teacher : When students are given assignments and questions, students can do that, do assignments and answer questions. It means that students have response and the response is good

Researcher : Do you always use TBLT approach in every learning process ?

Teacher : I often use its approach in learning process. Because it is one of school's demand for some teacher

Reseracher : Does TBLT approach can help students' successful in getting the target language?

Teacher : So far the value of students is good so the method is successfully applied

Researcher : Did you do need analysis before you teach in the class ?

Teacher : Yes, I do analysis.

Researcher : In teaching, where did you take the material ?

Teacher : I take material from curriculum 13 which is the examples (material) taught can browsing from news paper, or from news in the television.

Researcher : How many source that you usually use to take the material ?

Teacher : News paper, magazine, news in the television.

Researcher : How can you develop the material from the source you got ?

Teacher : By speaking performance (retell the text).

Researcher : How you apply the material in the class ?

Teacher : Explain the theory first, then divide students into small groups, one group consist 3 students. First student will explain about

thesis, second student explain about arguments, and the last student will explain about recommendation.

Appendix 8

Profile of the English Teacher

Name : Dra. Hj. Thoi'bah

Place and Date of Birth : Surabaya, Maret 3rd, 1962

Adress : Komplek palapan indah blok.J No:153

Gender : Female

Religion : Islam

Email : hj.thoibah62@gmail.com

Educational Background : English Education Department

Appendix 9

PICTURES WHILE ENGLISH LANGUAGE TEACHING PROCESS AT XI
GRADE OF SMAN 7 BANJARMASIN









Appendix 10

OBSERVATION SHEET AND INTERVIEW GUIDANCE

Classroom Observation

Class Observed :

Observer :

Date/Time :

Research Instrument

“THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE SECOND GRADE AT SMAN 7
BANJARMASIN”

1). Observation Sheet

No.	Statements	Yes	No	Explanation
1.	The teacher introduces the topic and explains the task			
2.	Students may brainstorm language they can use in the task			
3.	Students may listen to a recording or read a text			

4.	Students do the task, in pairs or small groups			
5.	The teacher monitors and encourages students, provides help if needed			
6.	Students prepare to report (orally or in writing) how they did the task, what they decided or discovered			
7.	The teacher acts as a language adviser, helps students to correct or rephrase their reports			
8.	Groups present their reports and compare results			
9.	The teacher acts as chairperson and gives feedback on content and form			
10.	Students examine and discuss specific features of the text or recording			
11.	The teacher brings useful words and language patterns to students' attention. She may			

	also focus on language items from the report stage			
12.	The teacher conducts practice of new words and patterns, either during or after the analysis.			
13.	The teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned			

Question for interview (Students)

1. Are you happy to study English?
2. Do you fully understand with the teachers' explanation in the lesson? If you don't understand, what are you doing?
3. Do you have some difficulties in the lesson? If yes, what are they?
4. Does the method develop your language ability? Why?
5. Do you prepare learning English before learn English in the class?

Question for interview (Teacher)

1. What is your education background?
2. How long have you taught English?
3. According to you, it is important we use an approach and method in

learning process?

4. Do you always use TBLT approach in every learning process?
5. Does TBLT Approach can help students' successful in getting the target language?
6. Did you need analysis before you teach in the class?
7. In teaching, where did you take the material?
8. How many source that you usually use to take the material?
9. How can you develop the material from the source you got?
10. How you apply the material in the class?

CURRICULUM VITAE

I. Personal Details

Name : Eka Yulia Hidayani

Place and Date of Birth : Kandangan, July 03rd, 1997

Gender : Female

Marital Status : Single

Religion : Islam

Nationality : Indonesia

Parents : Ayah : Abdu Syahid, S. Pd, M.M. Pd.
Ibu : Reni Fauziah S. Pd.

Siblings : Ahmad Nor Hidayatullah Syahid

II. Formal Educational Background

2002 – 2008 : State Elementary School of Pakapuran 1 Amuntai
(SDN Pakapuran 1 Amuntai Utara)

2008 – 2010 : State Islamic Junior High School
Rakh Amuntai (MTs NIPI Rakha Amuntai)

2010 – 2015 : State Islamic Senior High School Rakha Amuntai (MA
NIPI Rakha Amuntai)

2015 – 2019 : English Education Department of Antasari
StateIslamic University Banjarmasin

III. Organization Experience

2015 – 2016 : Member of Forum silaturrahmi mahasiswa (FOSMA)

2015-2018 : Member of ESA Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: 244/Un.14/III.1.t/03/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Eka Yulia Hidayani
N I M : 1501240473
Jurusan/Prodi : TBI
Alamat : Jalan manunggal II gang 9 RT.28 Kelurahan
kebun bunga Kecamatan Banjarmasin Timur

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE FIRST GRADE AT SMAN 7
BANJARMASIN**

Pada Hari/Tanggal : Senin, 4 Maret 2019

Tempat : Students Access Center

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 11 Maret 2019

Ketua





PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN

Komplek Perkantoran Pemerintah Provinsi Kalimantan Selatan
Jalan Dharma Praja II No. 1 Trikora Banjarbaru
Website : disdik.kalselprov.go.id

Banjarbaru, 29 Maret 2019

Nomor : 070/ 0087 -Set/Disdikbud/2019

Lampiran : -

Perihal : Izin Penelitian

Kepada :

Yth. Dekan Fakultas Tarbiyah dan Keguruan UIN
Antasari Banjarmasin
Jl. Jenderal Ahmad Yani KM 4,5
di- Banjarmasin

Menindaklanjuti surat Saudara Nomor : B-1105/Un.14/III.1.t/03/2019 tanggal 12 Maret 2019, perihal izin melakukan penelitian di SMAN 7 Banjarmasin dalam rangka pengumpulan data untuk penyusunan Skripsi, atas nama :

Nama : **EKA YULIA HIDAYANI**
NIM : 1501240473
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Judul Penelitian: **"THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN TEACHING READING TO THE FIRST GRADE AT SMAN 7 BANJARMASIN".**

Pada prinsipnya :

1. Kami dapat menyetujui dan memberi izin melakukan penelitian di SMAN 7 Banjarmasin;
2. Penelitian dilaksanakan sesuai prosedur dan norma yang berlaku di SMAN 7 Banjarmasin;
3. Hasil penelitian harap dilaporkan ke SMAN 7 Banjarmasin.

Demikian disampaikan untuk dapat dipergunakan sebagaimana mestinya.

an. Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan
Sekretaris
DINAS PENDIDIKAN
DAN
KEBUDAYAAN
Drs. H. SUHARYANTO, M.Si
Pimpinan Utama Muda
NIP. 19630511 198503 1 010

Tembusan :

1. SMAN 7 Banjarmasin
2. Yang bersangkutan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

Nomor : B-1105/Un.14/III.1.t/03/2019
Sifat : Penting
Lampiran : I (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, 12 Maret 2019

K e p a d a,

Yth. **Kepala Dinas Pendidikan dan Kebudayaan
Provinsi Kalimantan Selatan**
di – Banjarbaru

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Eka Yulia Hidayani

N I M : 1501240473

Jurusan : PBI

Fakultas : Tarbiyah dan Keguruan

Alamat : Jalan Manunggal II Gang 9 RT.28 Kelurahan Kebun Bunga Kecamatan Banjarmasin Timur

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Hairul Hudaya, M.Ag
197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala SMAN 7 BANJARMASIN



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Email: ftk.antasari@gmail.com Web: www.ftk.iain-antasari.ac.id

SURAT RISET

Nomor: B-1105/Un.14/III.1.t/03/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Eka Yulia Hidayani
Nomor Induk Mahasiswa : 1501240473
Semester : VIII (Delapan)
Alamat : Jalan Manunggal II Gang 9 RT.28 Kelurahan Kebun
Bunga Kecamatan Banjarmasin Timur
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN TEACHING
READING TO THE FIRST GRADE AT SMAN 7 BANJARMASIN**

Tempat yang dituju : SMAN 7 BANJARMASIN
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 11 Maret 2019
Sampai dengan tanggal : 11 Mei 2019

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

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Eka Yulia Hidayani
NIM. 1501240473



PEMERINTAH PROVINSI KALIMANTAN SELATAN
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SMA NEGERI 7 BANJARMASIN

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Website : www.sman7-bjm.sch.id E-mail : info@sman7-bjm.sch.id

SURAT KETERANGAN

Nomor : 074/ 293-SMAN7/Disdikbud/2019

Yang bertanda tangan dibawah ini :

nama : **H. Arusliadi,M.Pd**
nip : 19660807 199512 1 003
pangkat/gol.ruang : Pembina Tk. I/IV/b
jabatan : Kepala Sekolah,

dengan ini menerangkan bahwa :

nama : **Eka Yulia Hidayati**
nim : 1501240473
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan UIN Antasari Banjarmasin
Waktu : 11 Maret s.d 11 Mei 2019

benar-benar telah selesai melakukan Penelitian untuk memperoleh informasi/data dalam rangka penyusunan Skripsi pada Sekolah Menengah Atas (SMA) Negeri 7 Banjarmasin, sesuai Surat A.n Kepala Dinas Pendidikan Dan Kebudayaan Provinsi Kalimantan Selatan, Sekretaris, nomor : 070/0887 -Set/Disdikbud/2018, tanggal : 29 Maret 2019

Dengan judul :

"The Implimentation Of Task Based Language Teaching In Teaching Reading To The First Grade At SMAN 7 Banjarmasin"

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.



26 Juli 2019

Kepala,

H. Arusliadi,M.Pd

Pembina Tk. I

Nip. 19660807 199512 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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22 Mei 2019

Nomor : 1080/Un.14/III.1.t/05/2019
Lamp : -
Hal : Perubahan Judul Skripsi

Kepada Yth.
Sdr (i) Eka Yulia Hidayani
NIM. 1501240473
Mahasiswa Jurusan TBI

di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE FIRST GRADE AT SMAN 7 BANJARMASIN**

Berubah menjadi:

**THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING IN
TEACHING READING TO THE SECOND GRADE AT SMAN 7 BANJARMASIN**

Menunjuk :

1. Dra. Hj. Wardah Hayati, MA sebagai Dosen Pembimbing Konten dan Metodologi.
2. Afifah Linda Sari, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.


Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.



Dekan Bidang Akademik

Ma'arifah, M.Pd
NIP. 198708212015032004

Bimbingan ke-	Tanggal	Catatan Pembimbing Konten dan Metode Penelitian	Tanda Tangan
10/7/19	-	<ul style="list-style-type: none"> - quoting technique ? - Revise the def of key terms - Quote by explanation on previous study - Revise all the marked words / sentences ch. 1- 2 	
15/7/19	-	<ul style="list-style-type: none"> - Revise object - Revise the grammatical error eg. I am understand. X - Revise conclusion no 1! Kamu tdk menilai → jadi tdk bisa mengatakan good/bad. you just describe how it is. - Revise conclusion no 2 what do you want to say that they communicate with me use full English? Clauses long respon mereka terdapat 	

pelaksanaan TBLT

Bimbingan ke-	Tanggal	Catatan Pembimbing Bahasa dan Teknik Penulisan	Tanda Tangan
1	6/5/19	Research discussion	Jale
2	26/6/19	<ol style="list-style-type: none"> 1. Check your writing technique: Margins, font size, space, Paragraph, capital/small letter, numbering technique. 2. See all my notes on your draft from chapter 1-5. Revise it properly. 3. Be sure that you have written all the names of the writer. 4. Prepare for your exam! 	Jale
3	10/7/19	<p>Revise your conclusion. It should be short and cover all information of your research.</p> <p>-Ready for their's examination.</p>	Jale