

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

By

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ANTASARI STATE ISLAMIC UNIVERSITY

BANJARMASIN

2019



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BANJARMASIN

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

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English Language Education**

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2019**

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STATEMENT OF AUTHENTICITY

I, the undersigned, Eka Yulia Hidayani, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Eka Yulia Hidayani. 2019. The Implementation of Task Based Language Teaching in Teaching Reading to The Eleventh Grade at SMAN 7 Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dra. Hj. Wardah Hayati, M.A, (II) Afifah Linda Sari, SS, M.Pd

Keywords: Implementation, Task based language teaching, Teaching reading

This research is about The Implementation of Task Based Language Teaching in Teaching Reading to The Eleventh Grade at SMAN 7 Banjarmasin. The objectives of this research are to find out how the implementation of task based language teaching in teaching reading to the eleventh grade at SMAN 7 Banjarmasin and students' responses towards the implementation of task based language teaching in teaching reading. In this research, the researcher used descriptive qualitative method. The technique of collecting data were observation, interview, and documentation. The subject of this research is a teacher who uses the task based language teaching in teaching reading and the students of eleventh grade there are MIPA 2 and MIPA 3 at SMAN 7 Banjarmasin.

The results showed that from five times observation, the researcher is very like of English subject matter, judging from the attitude and response of students is very good when learning. First teacher explain theory about the material, then she divides 3 students in one group, first person retell thesis, second person about argument, third person about recommendation, they will present their topic in front of the class. Teacher select the task/ take the material from curriculum 13 which is the material taught can browsing from news paper or from news in television. Teacher develop the material by speaking performance (retell the text). Teacher uses slide as a media in the learning process which uses English language completely. In observation technique, the teacher sometimes convey the material using English language about 50% and sometimes review the material before. At the same time, the teacher often summarizes course content covered direct and student's preparation for next class. Students' responses towards the implementation of task based language teaching in teaching reading are good, they feel suitable and comfortable learning reading with the approach used by the teacher. In addition, teachers' explanation is very clear for students, eventhough they had difficulties in the vocabulary and grammar. Teacher roles in TBLT those are: selector and sequencer of tasks, preparing learners for tasks, acts as a language adviser, and acts as chaiperson. And learner roles in TBLT those are: as group participant, as monitor, as risk-taker, and innovator.

ABSTRAK

Eka Yulia Hidayani. 2019. *Pelaksanaan Pengajaran Bahasa Berbasis Tugas dalam Pengajaran Reading di Kelas Sebelas Tingkat SMAN 7 Banjarmasin.* Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I)Dra.Hj.Wardah Hayati, MA, (II) Afifah Linda Sari, SS, M.Pd

Kata kunci: Pelaksanaan, Pengajaran Bahasa Berbasis Tugas, Pengajaran Reading

Penelitian ini tentang pelaksanaan metode/pendekatan task based language teaching dalam pengajaran reading pada siswa kelas 11 SMAN 7 Banjarmasin. Tujuan penelitian ini adalah untuk mengetahui pelaksanaan metode task based language teaching dalam pengajaran reading di SMAN 7 Banjarmasin dan tanggapan/reaksi/respon siswa terhadap pelaksanaan metode task based language teaching. Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Teknik pengumpulan datanya adalah observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah seorang guru yang menggunakan pengajaran bahasa berbasis tugas dalam mengajar reading dan siswa kelas dua yaitu kelas MIPA 2 dan MIPA 3 di SMAN 7 Banjarmasin.

Hasil penelitian menunjukkan bahwa dari pengamatan lima kali, peneliti sangat menyukai materi pelajaran bahasa Inggris, menilai dari sikap dan respon siswa sangat baik ketika belajar. Pertama-tama guru menjelaskan teori tentang materi pelajaran, kemudian beliau membagi tiga siswa dalam satu kelompok, siswa pertama tentang retell thesis, siswa kedua tentang argument, siswa ketiga tentang recommendation, mereka akan mempresentasikan topic mereka didepan kelas. Guru memilih tugas atau mengambil materi dari kurikulum 13 yang mana materi yang diajarkan bisa dengan browsing dari koran/surat kabar atau dari berita di televisi. Guru mengembangkan materi pelajaran tersebut dengan speaking performance (retell the text). Guru menggunakan slide sebagai media dalam proses pembelajaran, yang medianya menggunakan bahasa Inggris sepenuhnya. Dalam teknik observasi, guru terkadang menyampaikan materi menggunakan bahasa Inggris sekitar 50% dan kadang-kadang meninjau materi sebelumnya. Pada saat yang sama, guru sering merangkum isi pelajaran yang dibahas langsung dan persiapan siswa untuk kelas berikutnya. Respon siswa terhadap pelaksanaan pengajaran bahasa berbasis tugas dalam pengajaran reading adalah baik, mereka merasa cocok dan nyaman terhadap pembelajaran reading dengan pendekatan yang digunakan oleh guru. Dan juga penjelasan guru sangat jelas untuk siswa, kadang-kadang kesulitan dalam kosa kata dan tata bahasa. Peran guru dalam metode TBLT yaitu: sebagai pemilih tugas, mempersiapkan peserta didik untuk tugas-tugas, sebagai penasihat, dan sebagai pemimpin. Adapun peran peserta didik dalam metode TBLT yaitu: sebagai peserta kelompok, penerima tugas, dan innovator.

MOTTO

“The best revenge is to improve yourself”

(Imam Ali bin Abi Thalib)

“Laziness will destroy you if you don't destroy it”

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Abdu Syahid, S. Pd, M.M. Pd and Reni Fauziah, S. Pd who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
2. My lovely brother, Ahmad Nor Hidayatullah Syahid, your sister has been always blessed with the laughs and happiness. They are such life amusements for me.
3. All my family who give me motivation and energy to finish my study.
4. All my teachers who have given me knowledge and guidance which is without them I cannot make this thesis.
5. All my brothers and sisters in Fosma “45” 2015, a place that made me like a second home with sincere and kind people.
6. ESA Antasari, another place where I have gained knowledge and experiences in speech.
7. All my brothers and sisters in PBI A 2015 who always together with me face all happiness and sadness during the time of study in English Department Majors of UIN Antasari.
8. Another family in PPL SMPN 30 Banjarmasin, thank you for the *madness* and two months experiences that I have never done before in my life.
9. All of my friends in UIN Antasari Banjarmasin who have given me supports and love for completing my study.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ , الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ , الصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ
سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ , أَمَا بَعْدُ.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “ The Implementation of Task Based Language Teaching in Teaching Reading to The Eleventh Grade at SMAN 7 Banjarmasin”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah.

The writer would like to express appreciation and gratitude to:

1. Prof. Dr. H. Juairiah, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Nani Hizriani, M.A, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Drs. H. Ahdi Makmur, Ph.D, and Fajrianor S.Pd, M.Pd for the guidance and encouragement.
4. My thesis advisors, Dra. Hj. Wardah Hayati, M.A, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. Afifah Linda Sari, SS, M.Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. Dra. Hj. Thoi’bah, English teacher of SMAN 7 Banjarmasin who help me so much in my research.
7. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Syawal, 20th 1440 A.H

June, 24th, 2019 A.D

Writer

Eka Yulia Hidayani

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