

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

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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.