

**TEACHERS' PERSPECTIVE ON TASK BASED LEARNING IN
TEACHING ENGLISH AT SENIOR HIGH SCHOOL**

**By:
ABDUL LATIF IHSAN**



**ANTASARI STATE ISLAMIC UNIVERCITY
BANJARMASIN
2021**

**TEACHERS' PERSPECTIVE ON TASK BASED LEARNING IN TEACHING ENGLISH
AT SENIOR HIGH SCHOOL**

AN UNDERGRADUATED 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

By
Abdul Latif Ihsan
1601241809

ANTASARI STATE ISLAMIC UNIVERCITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMEN
BANJARMASIN

2021

APPROVAL

Title : Teachers' Perspective on Task Based Learning in Teaching English at Senior High School
Name : Abdul Latif Ihsan
SRN : 1601241809
Faculty : Tarbiyah dan Keguruan
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2016
Place/Date of Birth : Amuntai, 06 Maret 1998
Address : Pengambangan, Jln. Komplek Guru No. 98

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, Mei 31st 2021

Advisor
Contents and Research Methods



Drs. Sa'adillah, M.Pd
NIP. 196405201992031006

Advisor
Language and Writing Techniques



Afifah Linda Sari, S.S., M.Pd
NIP. 198711102015032004

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Nani Hizriani, S. Pd., M.A
NIP. 197711272003122001

VALIDATION

Title: Teachers' Perspective on Task Based Learning in Teaching English at Senior High School

Name: ABDUL LATIF IHSAN, SRN:1601241809, has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Monday

Date : 19 July 2021

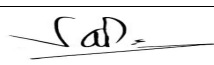
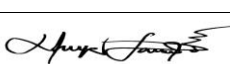
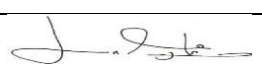
Stated : Online

Score : B+

Dean Faculty of Tarbiyah and Teacher Training UIN
Antasari Banjarmasin

Prof. Dr. H. Juairiah, M.Pd
NIP. 196001061986032004

THE BOARD OF EXAMINERS:

No	Name	Signature
1.	DRS. SAADILLAH, M.Pd (Chairperson)	
2.	Hj. NURLAILA KADARIYAH, S.Ag., M.Pd (Member)	
3.	AFIFAH LINDA SARI, M.Pd (Member)	

STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

I, the undersigned, Abdul Latif Ihsan, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill 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.

Banjarmasin, June 21st 2021

The writer



Abdul Latif Ihsan

ABSTRACT

Abdul Latif Ihsan. 2021. *Teachers' Perspective on Task Based Learning in Teaching English at Senior High School Level*, Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. Saadillah, M.Pd (II). Afifah Linda Sari, S.S., M.Pd

Keywords: Task Based Learning, Teachers' Perspective.

This study aims to inform teachers' perspectives about the task based learning model and the difficulties experienced by teachers when teaching English lessons using this model. This type of research is descriptive qualitative. Sources of data in this study are the answers of all English teachers at MAN 1 Barabai, amounting to 3 people. There are two data collection techniques used, questionnaire techniques and interview techniques. The results of these two techniques will be explained in order to find out the teacher's perspective and the difficulties experienced by the teacher with the task based learning model. After analyzing the two techniques, the teacher's perspective on the task based learning model is very positive. The percentage of teachers who strongly approve of the ease of learning using the task based learning model is 25%, teachers who choose to agree are 50%, teachers who choose to be neutral are 17%, and teachers who choose to disagree are 8%. The difficulties experienced by teachers when teaching using a task based learning model are the lack of facilities that students have to take part in online learning. Two teachers also stated that although only a small proportion of students, there were still some students in their class who were not very active in asking and answering questions. The difficulties experienced by the teacher in the learning process did not significantly affect the understanding and values obtained by students. Despite some difficulties, the learning objectives set by the curriculum can still be achieved by the teacher. Therefore, from the results of this study the teacher is expected to be more stimulating for students to be active in asking and answering questions. Teachers are also expected to use this task based learning model because it is effective for use in learning English.

ABSTRAK

Abdul Latif Ihsan. 2021. *Perspektif Guru tentang Pembelajaran Berbasis Tugas dalam Pengajaran Bahasa Inggris di Tingkat Sekolah Menengah Atas*, Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: (I) Drs. Saadillah, M.Pd (II). Afifah Linda Sari, S.S., M.Pd

Kata Kunci: Pembelajaran Berbasis Tugas, Perspektif Guru.

Penelitian ini bertujuan untuk memberitahu perspektif guru tentang model task based learning dan kesulitan yang dialami guru ketika mengajar Pelajaran Bahasa Inggris menggunakan model ini. Jenis penelitian ini yaitu deskriptif kualitatif. Sumber data pada penelitian ini yakni jawaban seluruh guru bahasa inggris di MAN 1 Barabai yang berjumlah 3 orang. Teknik pengumpulan data yang digunakan ada dua, teknik angket dan teknik wawancara. Hasil dari kedua teknik tersebut akan dijelaskan untuk mengetahui perspektif guru dan kesulitan yang dialami guru terhadap model task based learning. Setelah dianalisis dari kedua teknik tersebut, perspektif guru terhadap model pembelajaran task based learning sangatlah positif. Jumlah persentase guru yang sangat menyetujui kemudahan pembelajaran menggunakan model task based learning yaitu berjumlah 25%, guru yang memilih setuju berjumlah 50%, guru yang memilih netral berjumlah 17%, serta guru yang memilih tidak setuju berjumlah 8%. Adapun kesulitan yang dialami guru ketika mengajar menggunakan model task based learning yaitu pada kurangnya fasilitas yang dimiliki siswa untuk mengikuti pembelajaran online. Dua orang guru juga menyatakan meskipun hanya sebagian kecil siswa, namun masih ada beberapa siswa di kelasnya yang belum terlalu aktif dalam bertanya dan menjawab pertanyaan. Kesulitan yang dialami guru dalam proses pembelajaran tidak banyak mempengaruhi pemahaman dan nilai yang diperoleh siswa. Meskipun ada beberapa kesulitan, tujuan pembelajaran yang ditetapkan kurikulum tetap dapat dicapai oleh guru. Oleh karena itu, dari hasil penelitian ini guru diharapkan dapat lebih merangsang siswa untuk aktif dalam bertanya dan menjawab pertanyaan. Guru juga diharapkan memakai model task based learning ini karena efektif untuk dipakai dalam Pembelajaran Bahasa Inggris.

MOTTO

“Take the risk or you lose the chance”

DEDICATION

My experience in making this thesis has taught me not to give up on doing something. This thesis is an appreciation for myself because I have been able to fight until now. I also dedicate this thesis to my parents who never tire of praying for blessings for my life. All the achievements to date have never been separated from the prayers and efforts of my parents. With your prayers, I have come to this point. Without you, I have no purpose in life. Because my goal in life is to make you proud and be able to elevate both of you. With the various twists and turns of the path that I have taken so far I have realized that "I am stronger than the strength of the problems that stand in my way." Even with the various complaints that have been said, the heart and brain are always able to revive the spirit for the people I love. I am grateful for the problems that I have been through so far. Many of these problems can make me love myself more with the strength that I have without being seen by others. To myself, thank you for being strong to this point. To the parents who have supported me, thank you for being the reason for me to be strong.

ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ. الْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِیْنَ. الصَّلَاةُ وَالسَّلَامُ عَلٰی اَشْرَفِ الْاَنْبِیَاءِ وَالْمُرْسَلِیْنَ سَیِّدِنَا وَ مَوْلَانَا مُحَمَّدٍ وَ عَلٰی اٰلِهِ وَ صَحْبِهِ اَجْمَعِیْنَ. اَمَّا بَعْدُ.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “TEACHERS’ PERSPECTIVE ON TASK BASED LEARNING IN TEACHING ENGLISH AT SENIOR HIGH SCHOOL LEVEL”. Peace and salutation always be upon prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The researcher like to express appreciation and gratitude to:

1. Prof. Dr. H. Juairiah, M.Pd, as the Dean of Tarbiyah Faculty and Teachers Training of Antasari State Islamic University and all his staffs for their help in the Administrative matters.
2. Nani Hizriani, M.A, as the head of English Language Department for the assistance and motivation.
3. My academic advisors, Puji Sri Rahayu, M.A, for the guidance and encouragement.
4. My thesis advisors, Drs. Saadillah, M.Pd, as the advisor of content and research methods for the advices, helps, suggestions, and corrections.
5. Afifah Linda Sari, S.S., M.Pd, as the advisor of language and writing techniques for the advices, helps, suggestions, corrections and motivations.
6. Drs.H. Tri Joko Waloyo, MM, as the head master of MAN 1 Barabai for giving the permission for this research.
7. Halidi, S.Pd.I, as the English teacher of MAN 1 Barabai for the assistance and motivation.

8. Lailaturrahmah, S.Pd.I, as the English teacher of MAN 1 Barabai for the assistance and motivation.
9. Rity Reswati, S.Pd, as the English teacher of MAN 1 Barabai for the assistance and motivation.
10. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

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

Banjarmasin, Syawal, 19th 1442 A.H
Mei, 31st 2021 A.D



Abdul Latif Ihsan

CONTENTS

TITLE PAGE	i
APPROVAL	ii
VALIDATION	iii
STATEMENT OF AUTHENTICITY	iv
ABSTRACT	v
ABSTRAK	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMEN	ix
CONTENTS	xi
CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Research Question	7
C. Objectives of Study	7
D. Significance of Study	7
E. Definition of Key Term	8
1. Task Based Learning	8
2. Perspective	9
CHAPTER II THEORITICAL REVIEW	10
A. Task Based Learning	10
1. The Definition of Task Based Learning	10
2. Characteristic of Task Based Learning	12
3. Stages of Task Based Learning	14
4. Types of Task in Task Based Learning	15
5. The Advantages and Disadvantages of Task Based Learning	17
6. Problems of Implementing Task Based Learning in Teaching English in Indonesia	
18	
7. Task Based Learning at MAN 1 Barabai	21
B. Perspective/Perception	22

1. The Definition of Project Based Learning	22
2. Component of Perspective/Perception	25
3. The Factors that Play a Role in Perspective	25
4. Factors Influencing Perception	28
C. Previous Study	30
CHAPTER III RESEARCH METHOD	34
A. Research Design	34
B. Research Setting	34
C. The Subject of the Research	35
D. Data	36
1. Data	36
2. Data Source	36
E. Technique of Data Collection	36
1. Questionnaire	36
2. Interview	38
F. Data Analysis	38
CHAPTER IV FINDINGS AND DISCUSSION	40
A. Research Findings of Teachers' perspective on Task Based Learning in Teaching English at Senior High School	40
1. Teachers' Perspective on Task Based Learning in Teaching English at Senior High School Level	41
a. Questionnaire	41
1) Role of Students in Learning	41
2) Students Activeness in Asking and Answering Questions	42
3) Increased curiosity of students toward the material	43
4) Students' Understanding of the Material	43
5) Students' Ability in Working on Project and Assignments	44
6) The value of Students' Project and Assignment	44
7) Achieving Learning Objectives	45
8) Task Based Learning Model Effectiveness	45
b. Interview	46

1) The Use of Task Based Learning Model in English Language Learning	46
2) The Role of Students in Learning English Using a Task Based Learning Model	47
3) Application of Project Based Learning Model in English Language Learning	49
4) Task Based Learning Model for English Teachers	50
5) Teachers' difficulties when Using Task Based Learning Models in English Language Learning	50
2. Teachers Difficulties in Applying Task Based Learning Model in Teaching English	52
B. Discussion Research Teacher's Perspective on Task Based Learning in Teaching English at Senior High School Level	53
1. Discussion Teachers' Perspective on Task Based Learning in Teaching English	54
2. Discussion Teachers Difficulties in Applying Task Based Learning Model in Teaching English	56
CHAPTER V CONCLUSION AND SUGGESTION	58
A. Conclusion	58
1. Teachers' Perceptions of the Task Based Learning Model	58
2. Teachers' Difficulties in Applying Task Based Learning Model in Teaching English at Senior High School	59
B. Suggestion	59
REFERENCES	61
APPENDICES	63