

## APPENDICES

### Appendix I. Translation of Al-Qur'an

No.	Name of The Surah	Indonesian	English
1	<p style="text-align: center;">Al-Isra verse 28</p> <p style="text-align: center;">وَأَمَّا تُعْرِضَنَّ عَنْهُمْ ابْتِغَاءَ رَحْمَةٍ مِّن رَّبِّكَ تَرْجُوهَا فَقُلْ لَهُمْ قَوْلًا مَّيْسُورًا</p>	<p>“Jika (tidak mampu membantu sehingga) engkau (terpaksa) berpaling dari mereka untuk memperoleh rahmat dari Tuhanmu yang engkau harapkan, ucapkanlah kepada mereka perkataan yang lemah lembut”.</p>	<p>”If (you are unable to help so) you (are forced) to turn away from them to obtain the mercy from your Lord that you hope for, say to them a gentle word”.</p>

## Appendix II. Research Instruments

### Research Instrument for RQ 1:

Interview Question	Participant's Response
<p>Teacher's Experiences in Implementing Task-Based Learning in Developing Students Speaking Skill</p> <p>1. Listing :</p> <ol style="list-style-type: none"> <li>a. Have you ever give assignments such as brainstorming or fact-finding?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ol>	
<p>2. Ordeeing &amp; Sorting</p> <ol style="list-style-type: none"> <li>a. Have you ever given assignments such as arranging, ranking, categorizing, classifying?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ol>	
<p>3. Comparing</p> <ol style="list-style-type: none"> <li>a. Have you ever given students assignments such as matching, finfing similarities, finding differences?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ol>	
<p>4. Problem solving</p> <ol style="list-style-type: none"> <li>a. Have you ever given assignments such as problem solving as the problems given are based on daily life?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ol>	
<p>5. Sharing personal experience</p> <ol style="list-style-type: none"> <li>a. Have you ever given assignments such as sharing personal experience?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ol>	
<p>6. Creative tasks</p>	

<ul style="list-style-type: none"> <li>a. Have you ever give assignments such as project tasks?</li> <li>b. What kind of activities do you do in pre task, task cycle &amp; language focus?</li> </ul>	
<p>7. What kind of activities &amp; assignments are usually given to students whether individually, in pairs or groups?</p> <ul style="list-style-type: none"> <li>a. Do individual, paired and group activities facilitate students to develop their speaking skills?</li> <li>b. How do students respond to activities done individually, in pairs or groups?</li> <li>c. Is there a difference in the development of students' speaking skills between individual, pair and group activities? Can you give an example of that difference?</li> </ul>	
<p>8. In what ways do teachers develop fluency in accuracy and pronunciation?</p> <ul style="list-style-type: none"> <li>a. Are they free to express themselves without much grammar correction or is there provision made to develop their speaking skills?</li> <li>b. What are some ways teachers help students avoid speaking mistakes?</li> <li>c. In what ways do you think the students' speaking skills have developed significantly?</li> </ul>	
<p>9. Does Task-Based Learning inspire teachers to be creative?</p> <ul style="list-style-type: none"> <li>a. Is Task Based-Learning very helpful for teachers in teaching students?</li> </ul>	

**Research Instrument for RQ 2:**

<b>Interview Question</b>	<b>Participant's Response</b>
<p>Benefits of Implementing Task-Based Learning for Students' Speaking Skills</p> <ol style="list-style-type: none"> <li>1. Do you create your own task or based on in English Textbook to make them participate in learning process?               <ol style="list-style-type: none"> <li>a. Have you made lesson plan that can make provide interaction to close relationship with students to increase motivation, confidence, conducive learning atmosphere by using communicative target language?</li> <li>b. How do you do that given the language limitations of the students?</li> <li>c. Of each task given, are all tasks easy to apply to students?</li> <li>d. How does the teacher monitor students' work to complete the task?</li> </ol> </li> </ol>	
<ol style="list-style-type: none"> <li>2. Do task-based speaking activities help students learn to communicate well with their classmates? What is an example?               <ol style="list-style-type: none"> <li>a. Does Task-Based Learning make it easier for students to understand the material?</li> <li>a. Why does Task-Based Learning make it easier for students?</li> </ol> </li> </ol>	
<ol style="list-style-type: none"> <li>3. During speaking practice do you correct the pronunciation of students who are having difficulty or do you leave it uncorrected?               <ol style="list-style-type: none"> <li>a. If yes, how do you help students' pronunciation?</li> <li>b. Is it easy for students to correct their incorrect pronunciation?</li> <li>b. Does Task-Based Learning also make it easier for teachers to teach?</li> <li>c. What benefits do teachers get from implementing Task-Based Learning in teaching?</li> </ol> </li> </ol>	

<p>4. How do you create a lively learning environment?</p> <ul style="list-style-type: none"> <li>a. Does Task-Based Learning make students more active with authentic tasks (relevant to daily life?</li> <li>b. How does the teacher provide opportunities for students to practice speaking with each other?</li> <li>c. By interacting with each other, can this increase students' confidence to speak in class?</li> <li>d. What is an example of a student's self-confidence in speaking English in class?</li> </ul>	
<p>5. Can it reduce students' anxiety to speak with Task-Based Learning?</p> <ul style="list-style-type: none"> <li>a. What do teachers do to get students to participate in speaking skill classes?</li> <li>b. Does Task-Based Learning promote students' academic progress, especially speaking skills?</li> <li>c. What kind of progress do students make during Task-Based Learning?</li> </ul>	
<p>6. Is the implementation of Task-Based Learning enabling students to negotiate their thoughts and feelings?</p> <ul style="list-style-type: none"> <li>a. Does negotiating help students improve their vocabulary?</li> <li>b. In what ways does the teacher help teach the pronunciation of some words and phrases?</li> </ul>	
<p>7. In your opinion, can teaching using Task-Based Learning reduce the fear of speaking slowly?</p> <ul style="list-style-type: none"> <li>a. Can you give an example of the development of students after doing the assignment given that initially they have stiffness in speaking?</li> </ul>	
<p>8. What do you think are the advantages and disadvantages of using Task-Based Learning?</p>	

## Appendix III. Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
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Nomor : B- 0063 /Un.14/III.1/PP.00.9/01/2025  
 Sifat : Penting  
 Lampiran : 1 (Satu) Berkas  
 Hal : Mohon Izin Riset

15 Januari 2025

Yth. ....  
 .....  
 .....

*Assalamu'alaikum Wr.Wb*

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 :

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Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.  
*Wassalamu'alaikum Wr.Wb*

Banjarmasin, 15 Januari 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



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### **SURAT KETERANGAN PENELITIAN**

Nomor : 500.6.18/317/SMKN 1 BJM/2025

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan ( SMK ) Negeri 1 Banjarmasin, dengan ini menerangkan bahwa :

- |                     |   |
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| 1. Nama             | : Audina Indriani   |
| 2. NIM              | : 21010103564   |
| 3. Program Studi    | : Tadris Bahasa Inggris   |
| 4. Semester         | : VII ( Tujuh )   |
| 6. Judul Penelitian | : Teacher's Experience In Implementing Task-Based Learning In Developing Speaking Skill |

Yang namanya tersebut di atas telah melaksanakan penelitian untuk penyusunan disertasi pada SMK Negeri 1 Banjarmasin. Sesuai Surat dari **Direktur Pascasarjana Universitas Islam Negeri ( UIN ) Antasari Banjarmasin** Nomor : e-13/Un.14/IV/PP.00.8/1/2025 Tanggal 06 Januari 2025

Demikian Surat Keterangan ini disampaikan untuk dapat diketahui dan dipergunakan dengan semestinya.



Banjarmasin, 18 Maret 2025

Kepala,

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## Appendix IV. Photographs

### Interview with teachers











## Appendix V. Consultation Schedules and Note

### CONSULTATION

NAME OF ADVISOR: Nur Laila Kadariyah, S.Ag, M. Pd.

No	Day/Date	Notes	Signature
1	Friday, 13 December 2024 (Offline)	<ul style="list-style-type: none"> <li>• Correction of definitions of key terms</li> <li>• Correction of research significance</li> <li>• Additional correction of theory on technique of data collection</li> <li>• Correction of research instruments</li> <li>• Change into thesis format</li> </ul>	
2	Monday, 23 December 2024 (Offline)	<ul style="list-style-type: none"> <li>• Consultation of additional theory in chapter 2</li> <li>• Correction of research instruments</li> </ul>	
3	Friday, 31 January 2025 (Offline)	<ul style="list-style-type: none"> <li>• Revised chapter 2</li> <li>• Correction to the addition of theory to the research design</li> <li>• Correction of research setting</li> <li>• Participant correction</li> <li>• Data correction</li> <li>• Grammar correction</li> <li>• Correction of research instruments</li> </ul>	
4	Friday, 11 April 2025 (Offline)	<ul style="list-style-type: none"> <li>• Revised findings</li> <li>• Revised discussion</li> <li>• Grammar correction</li> <li>• References correction</li> </ul>	
5	Monday, 24 April 2025 (Offline)	<ul style="list-style-type: none"> <li>• Revised discussion</li> </ul>	
6	Monday, 28 April 2025 (Offline)	<ul style="list-style-type: none"> <li>• Revised discussion</li> <li>• Conclusion correction</li> <li>• Suggestion</li> <li>• Abstract</li> </ul>	

## CURRICULUM VITAE

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9. Academic Achievement : -
10. Non-Academic Achievement : -
11. List of Scientific Works : -

Banjarmasin, 11<sup>th</sup> May 2025



Audina Indriani