AN UNDERGRADUATED THESIS

**THE EFFECT OF TASK-BASED LANGUAGE TEACHING
ON STUDENTS' SPEAKING ACHIEVEMENT
AMONG THE FIRST GRADE AT SMAN 1
SEPUTIH SURABAYA CENTRAL LAMPUNG**

BY:

OKI MERIANI

St. Number 14121957

**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H/ 2021 M**

THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AMONG THE FIRST GRADE AT SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG

Presented as a partial fulfillment of the requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

BY:

OKI MERIANI

STUDENT NUMBER 14121957

Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Dr. Dedi Irwansyah, M.Hum

Co-Sponsor: Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M

APPROVAL PAGE

Title   : THE EEFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AMONG AT THE FIRST GRADE SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG

Name   : Oki Meriani

NPM   : 14121957

Department : English Education

Faculty   : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Metro,   March 2021

Sponsor

Co-Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
                of Oki Meriani

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Oki Meriani
Student Number : 14121957
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE EEFECT OF TASK-BASED LANGUAGE TEACHING
                  ON STUDENTS' SPEAKING ACHIEVEMENT AMONG AT
                  THE FIRST GRADE SMAN 1 SEPUTIH SURABAYA
                  CENTRAL LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro,   March 2021

Sponsor   Co-Sponsor

Dr. Dedi Irwansyah, M.Hum   **Ahmad Subhan Roza, M.Pd**
NIP. 19791223 200604 1 001   NIP. 19750610 200801 1 014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Oki Meriani

                          Kepada Yth.,
                          Dekan Fakultas Tarbiyah dan Ilmu Keguruan
                          Institut Agama Islam Negeri (IAIN)
                          di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name   : Oki Meriani
Fakultas   : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE EEFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AMONG AT THE FIRST GRADE SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

Metro,   March 2021

Sponsor   Co-Sponsor

Dr. Dedi Irwansyah, M.Hum   **Ahmad Subhan Roza, M.Pd**
NIP. 19791223 200604 1 001   NIP. 19750610 200801 1 014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

RATIFICATION PAGE
No: B - 1060 /In-28·1/0/PP-00-9/04/2021

An Undergraduate thesis entitled: THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AMONG THE FIRST GRADE AT SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG, Written by: Oki Meriani, Student Number 14121957 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 12th, 2021, at 10.00-12.00. AM

BOARD OF EXAMINERS

Chairperson : Dr. Dedi Irwansyah, M.Hum (............................)

Examiner I : Dr. Umi Yawisah, M.Hum (............................)

Examiner II : Ahmad Subhan Roza, M.Pd. (............................)

Secretary : Ning Setio Wati, M.Pd (............................)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Hj. Akla, M.Pd.
NIP. 19691008 200003 2 005

vi

**THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON
STUDENTS' SPEAKING ACHIEVEMENT
AMONG THE FIRST AT SMAN 1
SEPUTIH SURABAYA CENTRAL LAMUNG**

ABSTRACT

BY:
OKI MERIANI

This research is about the the effect of task-based language teaching on students' speaking achievement among the first graders of SMA N 1 Seputih Surabaya central lampung. The researcher use method quantitative research. The population in this research is 37 students and all of students use for sample.

The result of the research show that psychology is one of internal factor that important must be understand by the teacher based on the result score sig is $0.30 \geq 0.05$ the task-based language teaching affect the speaking achievement.The effect of task-based language teaching on students' speaking achievement is a type of quantitative research that uses the value of student performance spacing and data from questionnaires and test distributed to students in the class.This observation used to get data about student activity while the test is used to get student learning outcomes data in speaking. This study is to determine the effect of task-based language teaching and speaking achievement.

The results of the data in this study indicate that between task-based of students and speaking achievement has a effect that has quite an impact on the learning process.

Keywords: *Effect, Task-based, Education, Speaking, Achievement,*

PENGARUH PENGAJARAN BAHASA BERBASIS TUGAS

TENTANG PENCAPAIAN BERBICARA SISWA SISWA KELAS X

SMAN 1 SEPUTIH SURABAYA LAMPUNG TENGAH

ABSTRAK

DITULIS OLEH:

OKI MERIANI

Penelitian ini adalah tentang pengaruh pengajaran berbasis tugas untuk pencapaian berbicara siswa di kelas 10 SMA N 1 Seputih SurabayaLlampung Tengah. Peneliti menggunakan metode penelitian kuantitatif dengan populasi 37 siswa dan keseluruhan siswa dijadikan sebagi sampel.

Hasil dari penelitian ini dapat dilihat bahwa pencapaian berbicara siswa adalah salah satu factor internal yang harus di pahami oleh para guru dalam proses. Dan berdasar kan pada hasil penelitian nilai Sig. $0.30 \geq 0.05$ yang berarti bahwa pengajaran bahasa berbasis tugas memiliki hubungan dengan bagaimana siswa tampil dalam berbicara.menyampaikan materi merupakan kegiatan yang selalu dilakukan oleh para guru dengan mengajar itu mereka telah membagi apa yang mereka miliki kepada orang lain. Keterkaitan pengaruh pengajaran berbasis tugas terhadap siswa ini merupakan jenis penelitian kuantitatif yang menggunakan nilai speaking performance siswa dan data dari angket yang di sebarkan kepada siswa dikelas. Observasi digunakan untuk mendapatkan data tentang keaktifan siswa sedangkan tes digunakan untuk mendapatkan data hasil belajar siswa dalam speaking.Tujuan dari penelitian ini adalah untuk mengetahui pengaruh tugas dasar terhadap pengajaran bahasa untuk pencapaian berbicara siswa.

Hasil dari data dalam penelitian ini menunjukan bahwa antara tugas dasar dan penampilan berbicara memiliki hubungan yang cukup berdampak dalam proses pembelajaran.

Kata-kata kunci:*Pengaruh, Tugas Dasar, Pendidikan, Berbicara, Pencapaian*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

        Name   : Oki Meriani

        Student Number   : 14121957

        Study Progam   : S1 English Education Department

States that this undergraduate thesis is original except the certain part of it quoted from blibiography mentioned.

<div align="right">

Metro,   April 2021

The Researcher

Oki Meriani

S.N. 14121957

</div>

PERNYATAAN KEASLIAN PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Oki Meriani

NPM : 14121957

Jurusan : S1 TBI (Tadris Bahasa Inggris)

Menyatakan keorisinalitasan skripsi ini kecuali bagian tertentu yang sudah dicantumkan dalam daftar pustaka yang ada.

Metro, April 2021
Peneliti

Oki meriani
S.N. 14121957

MOTTO

The miracles belong to those who endeavor!

It is you who try, later that Allah fulfill it.

(Oki Meriani)

Do not stop praying for the best for the person you love

(Ali Bin Abi Thalib)

.

DEDICATION PAGE

Only dedicate this undergraduate thesis to:

1. **My beloved parent Mrs. Mujinah and my brothers who always support me by their endless love.**

2. **My beloved husband Albet alfarian and My son Bais Muzhaffar Alfarian thanks for your loving,praying and supporting and i love you.**

3. **My beloved friends (Ony zakiya Latifah, Eka Herlina, Ajeng larasati, Sandi Pratama and the other friends).**

4. **My beloved almamater of State Institute for Islamic Studies of Metro.**

ACKNOWLEDGEMENT
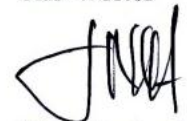
In the name of Allah, the Most Gracious, the Most Merciful. Prise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible . thanks also to our idol of life, the man of perfection, prophet Muhammad SAW, his families and companions. Finally the writer can accomplish this undergraduated thesis on title "The Effect of Task-Based Language Teaching on Students Speaking Achievement Among the First Grade at SMAN 1 Seputih Surabaya 2020/2021."

Regarding to the undergraduated thesis, the writer offers her big thank to Dr. Dedi Irwansyah, M.Hum as the First sponsor and Ahmad Subhan Roza, M.Pd as the co-sponsor. May Allah SWT give them his better reward for their spending to support and guide during the proposal writing process.

As human being, the writer completely realize that this undergraduated thesis still has a plety of weaknesses. The writer do apologizes for all mistake has made in writer and presentation items. All constructive comments and suggestion are very welcomed to measure the quality of this undergraduated thesis can be a meaningfull benefit very for the writer especially and for our campus and all generally

Metro,12 April 2021
The Writer

Oki Meriani
ST.N:14121957

TABLE OF CONTENTS

CHAPTER V CONCLUSION AND SUGGESTION

BLIBIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is very important for human. Language is a system communication which is used by people to comumnicated and interact with other people. English is a foregn language which is used by people over of the world communicated with other.

Ideally, English teacher must to use appropriate material to develop the students' intregative skills; listening, speaking, reading, writing, and aspect of language as well. Learning is the process of the unknown to know about the little thing or to understand something new. The primary aim leraning language is that the students' can communicate each other in spoken or written language especially in learning English. Yet, in fact learning English is not easy. The students have many diffculties in learning English. The students fint it diffcult to understand when they are given in English text and they cannot understand content the text.

Each school has given English lesson, but this is not maximum because the condition of classes do not support for instance noisy class, student not are ready to learn. Beside that, there are many problems in learning speaking. First it relates to the condition of the student who are lack of vocabulary. Second, the student better to use speak in Bahasa. Third, they are rarely practic to use English to communicate. The last and the seriously problem is that they are not interested in the material given to them.

The research will direct the students by providing information and feedback to the students, and the students not only seen from the grammatical accurancy point of view but rather a language approprieteness and acceptability.

In this research find some problems why this can happen, such as: low self-confidence, nervous and sometime they try to translate from their mother tongue into English. So, the writer thinks that student need a strategy in the teaching process to make learning English in classroom.

The research assumes that task-based language teaching can apply in teaching English learning especially in speaking. Task-based language teaching is a strategy that can be used in speaking class. It is very usefull to motivate student to speak. In task based learning, are going to task to themselves. The researcher intends to investigate whether task-based language teaching can give the positive effect for the ability of student in speaking. Morever, the data of pre-survey test can be seen on the table below:

Table The Pre-survey Data

No	Score	Frequency	Percentage	Category
1	≥75	14	37,83%	complete
2	≥75	23	62,74%	Incomplete
Total		37	100	

The completeness of standard of English at Senior High School 1 Seputih Surabaya is 75. Based on the speaking score, it can be concluded that students' speaking at Senior High School 1 Seputih Surabaya are still low.

The researcher assumes that task -based language teaching can be to give effect of the students' speaking achievement. That fact has led the researcher to focus the research on the effect of as task-based language teaching on students' speaking achievement.

B. Problem Identification

Based on the background above, the writer identifies the problem as follow:

1. The students' speaking achievement is very low.

2. The students' lack of motivation in speaking achievement.

3. The students' have low vocabulary and pronounciation.

4. The students' learning process is not interesting.

C. The Limitation of Problem

From the identification above, the researcher conducts the research at SMAN 1 Seputih Surabaya. This school is chosen because the students' still low about their speaking, the research would like focus on researching the using task-based language teaching to give the effect students' speaking achievement.

D. The Formulation of Problem

Referring to the identification of the problem and the limitation of problem, the researcher formulated the problem as follow:"Is there any effect of task-based language teaching on students' speaking achievement among the first grade of Senior High School 1Seputih Surabaya?"

E. Objective and Benefits of The Study

1. Objective of The Study

The objective of this research conduct in order to know is task - based language teaching to give positive and significant on effect students' speaking achievement at the first grade Senior High School 1 seputih surabaya.

2. Benefit of The Study

The finding of this study are expected for three groups are:

a. Students

The students will know how to improve their peformance by doing the activity in the class especially their speaking achievement.

b. Teachers

The result of this study can be used by the teachers in the progam Task -based language teaching on students' speaking achievement s for the student.

c. School

The result of the research is expected to improve the quality of English teaching and learning especially in effect of task-based language teaching on students' speaking achievement in studying English in the class.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. **Theoretical Review**

1. **The Nature of Speaking**

   a. **Definition of Speaking**

   Gert and Hand states that speaking or utterences with the perpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions[1]. It mean that when someone interacts with other by using a language as a mean, certainly, they want to convey something important, for excample, they want to utter their feeling and tought. It this strongly impossible for someone to make a communication with other without having any perpose.

   Nunan states that speaking is the single most important aspect of learning a second of foreign language, and success in measured in term of the ability to carry out a conversation in the language[2]. In other Hand, Tomburry states that speaking is a speech production that becomes a part of our daily activities, speaking mean creative process; an active interaction between speaker and listener that involves

---

[1] Efrizal ,Dedy. *Improving Students' Speaking through Communicative Language Teaching Method at Mts Ja-alhad, Sentot Ali Basa Islamc Boarding School of Bengkulu, Indonesia*, October 2012, 127.

[2] Nunan David. "*Langauge Teaching Methodology*". Prentice Hall Oxford University Press. P. Teaching Methodology". Prentice Hall Oxford University Press. 39.

thought and emotion[3]. In other word speaking is a process to transfer the information in people daily activities.

Then, Brown states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skils.[4]

At the end, Combleet states that speaking is activity that speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production[5].

Moreover , speaking is productive skill in the oral mode. It is like the other skills, is more complicated that it seems at first and involves more than just pronouncing words[6]. Based on the statement above, it can be concluded that speaking is an interactive process to communicate as by talking to build and share the meaning through the use of verbal and non-verbal symbols to convey message to the listener.

---

[3] Akhyak "*International Journal of Language and Literature, Vol. I. Improving Student English Speaking Competence*. December 2013, 19.

[4] Brown h. Douglas "*Teaching by Principles an interactive Approach to Language Pedagogy*". Longman. 140.

[5] Sandra Combleet & Ronal cater. "*The Language of Speech and Writing*". New York: Routladge, 2001. 17.

[6] Mariam Bashir, *Factor Effecting Student' English Speaking Skill*, (pakistan: british Journal Publishing, 2011), Vol.2 No.1, 38.

b. Types of Classroom Speaking Performance

According to Douglas Brown, there are six activities can be applied to the kind of oral production that students are expected to carry out in the classroom:[7]

a. Imitative In this kind of speaking performance learners try to imitate what the teacher says. For example the learners practice an intonation or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are "going over" certain forms of language.

c. Responsive This kind of speaking performance is short replies to the teacher or student-initiated question or comments. And these replies do not extend into dialogues. For example: Teacher: How are you today? Student: Pretty good, thanks, and you?

d. Transactional Transactional language is an extended form of responsive language. The purpose of this kind of speaking performance is to delivering or exchanging specific information.

---

[7] H Douglas Brown, Op.Cit., p.271

e. Interpersonal The other form of conversation is interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue) Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches. Extensive (monologue) is more formal and deliberative.

These types of speaking performance need creative teachers who will always measure speaking ability of his or her students through many kinds of techniques that are agreed by students and suitable with their level, whether beginner, intermediate or advanced students. Beside those kinds of speaking activities in the classroom, we have to consider the aim of activity when we talk about it whether the activity is given to improve student‟s accuracy, or to improve student‟s fluency. In accuracy activity, teacher perhaps want to make sure the students get enough practice in a particular point of grammar,
 vocabulary, or pronunciation, because their purpose is to make sure the students get something right. The teacher will often work with the whole class.

c. **Problems in Speaking Performance**

Speaking problems are some problems that make someone lacks of speaking ability. Language problems actually serve as one of the important reasons behind poor academic performance. These problems may become

the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. This emphasizes that psychological problems also affect students performance in speaking.[8]

a. Linguistics problems

Linguistics is a scientific study of language such as the study of langauge structure (grammar), words, and phonology. According to Spolsky & Hult generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation.

---

[8] DeaAriesFitriani, RahayuApriliaswati, Wardah, *A Study On Student's English Speaking Problems In Speaking Performance*, English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, p: 4-6

1) Vocabulary is an individual word or a set of words which have specific meaning. The words come in at least two forms; oral and print. Oral vocabulary mis the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.

2) Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. Grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures;

3) it is not uncommon to find back sliding occuring with the introduction of new form to the learners' interlanguage.

4) Pronunciation English has become a language which connects people all over the world. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

b. Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

c. Lack of Self-Confidence

Lack of Self-Confidence Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. Concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-condfidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence. Here are some of the characteristics of lack self-confidence:

1) A major confidence crisis

2) A lack of faith in themselves to take on new challenges

3) Difficulty of being assertive

4) Fear of confrontation

5) An extremely low opinion on themselves

6) Difficulty in one area such as speaking in social group

7) Social phobia.

d. Anxiety Generally

Anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened automic nervous system activity, a state that can have negative and positive effects, and which motivates and facilities as well as disrupting cognitive action such as learning. In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speask English better in the future.

d. Reason for Teaching Speaking

The students have three main reasons to speak in the classroom Firstly, speaking activities give training opportunities for the students to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to feedback for the teacher and students. The last, the more students have opportunities to activate in the elements of language they

have save in their brains, the more automatic their use of these elements become.[9]

e. **The Process of Speaking**

As students actively involved in the speaking process, their perception change from time to time. As individuals get a new information, the language they use make meaning changes. As they reflect by information that shared or received, they revise their understanding, developing again their schemas about language and the world.

The speaking process includes activities that occur before and after the actual speaking event. For example before speaking, the speaker will choose the actual content of the message, how it should be giving a clear message, tone of voice, suitable vocabulary, possible responses, the environtment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer question, explain concepts not undertood, and assess process.[10]

f. **The Function of Speaking**

Several language experts have attempted to categorize the function of speaking in human interaction. According to Brown and Yule, as quoted be Richard the function of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as

---

[9] Jeremy Harmer, *How To Teach English*,(Longman 2007). P. 123.
[10] Lynne Cameron, *Teaching English For Young Learner*, (Cambridge University Press 2001). P: 36.

performance. Each of these speech activities is quite distinct in term of from and function and requires different teaching approaches.

The function of speaking are classified into three, they are:

1) Talk as Interaction

Talk as interaction is speaking function as interaction refer to coversation activities that are asually carry out and related to social function. They are use formal language or language that often to use in everyday. Such exchanges maybe either casual or more formal depending on circumtances and their natural has been well described.

2) Talk as Transaction

Talk as transaction an activity in conversation that provides information or announcement to the public or someone directly.

3) Talk as Performance

Talk as performance an talking to friends or other people through social media or electronics thaat they are can understood in the use language.[11]

g. The Component of Speaking

Harris states five components are generally recognized in analyses of speech process; there are pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronuncation

---

[11] Jack C Richard, *Developing classroom, speaking Activities from theory to practice*. Cambridge University Press, Cambridge, 2006, 2.

It is a skill to pronounce the terget language with its accent and includes the segmental of features fowel ,consonants, and the stress and intonation patterns.

2) Grammar

Grammar is the set of structural rules that govern the composition of clauses, phrases and word in any given natural language.

3) Vocabulary

Vocabulary is a list or collection of word arranged in alphabetical order that we use to talk.

4) Fluency

Fluency is the ability to speak quickly, effortlessly and effeciently with good and meaningfull expression.

5) Comprehension

It is skill understand the meaning or importance of what the speaker and listener are talking about or the ability to respon to speech as well to initiate it.[12]

h. Assessment of Speaking

Assessment of speaking is the activities that undertoot to obtain and abberative the information about the speaking learning outcomes

---

[12] H Douglas Brown, *Teaching by Principles an Interactive to Language Pedagogy*, Secon Edition, (San Frasisco: State University, 2001), 271.

of the students at grade level during and after the teaching and learning activities.[13]

Indicator	Score	Assessment
Pronuncation	1	Errors in pronunciation are ussualy happen but can be understood by a native speaker used with foreigners that try to speak his language.
	2	Accents are understanable when they are quite wrong.
	3	Errors never annoy with understanding and rarely disturbs the native speaker, accent may be clearly foreign.
	4	
	5	Errors in pronunciation are rare occur. Equivalent and fully accepted by educated native speakers.

---

[13] H. Douglas Brown, *Language Assessment Principle and Classroom Practice,* (Longman 2004). 172.

Grammar	1	Errors in grammar are usually happen, but speaker can be understood by a native speaker used to dealing with foreigners try to speak his
	2	language.
	3	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar.
	4	Control of grammar is good. Able to speak the language with accuracy structural to participate affectively in most formal and informal conversation on practical, social, and professional topics.
	5	Able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare.
		Equivalent of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	3	Able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.
	4	

	5	Can understand and participate in any conversation in the range of his experiences with a high degree of precision of vocabulary. Speech on all levels is can accepted by educated native speakers in all its features including breath of vocabulary or idioms, colloquialisms, and related, cultural references.
Fluency	1	No specific fluency description (refer to other languages areas at the level of fluency).
	2	Can handle with confidence but not with facility most social situation, including introduction and casual conversation about condition that take place, as well as work, family and autobiographical information.
	3	
	4	Can discuss particular interested of competence with easy.
	5	Able to use the language fluently on all levels normally related to professional needs. Can participate in any conversation within the range of this experience with a high degree of the fluency. Has complete fluency in the language such that his speech is fully accepted by educated native speakers

Comprehension	1	In a very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase
	2	Can get the core of most the conversation is nontechnical subjects
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation with the range of his experience.
	5	Equivalent of that of an educated native speaker.

2. **The Concept of Task Based Languaage Teaching**

a. **Task Based Language Teaching**

Nunan argue the pedagogical task" is a piece classroom work that involves learnes in comprehending, manipulating, producing or interacting inthe target language while their attention is focused in mobilizing their grammatical knowladge in order to express meaning, in which the intention is to convey meaning rether than to manipulate. The task sould also have a sense of completeness, being able to stand alone as a communicate act in its own right with a begining a middle and a end".[14]

Morever, Ellis argue the pedagogical task in the following way:

---

[14] Nunan, David, Task Based Language Teaching. University of Hongkong: Cambridge University Press, 2003, 4.

A task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires the learners to give primary attention to meanings and make use of their own linguistic resource, altought the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world.[15]

According to from Nunan and Ellis's argue that they have a similar about task is a work from the teacher to the students' that they can understand what about they learn in the classroom and it can be evaluated has ben conveyed.

Brown stated a task is really a special from of technique. In some cases, task and technique maybe synonimous (a problem solving task/technique, a role-play technique, for excample).[16]

Based on the statements from many experts above, the researcher could infer that task is a work of the student in comprehending in interacting about the learning in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, the main idea and the perpose which their work can achieve an outcome.

---

[15] Ellis, Rod, Task Based Language Leraning and Teaching, new York: Oxford University Press, 2003, 16

[16] Ibid

Then, the researcher would explain about the kind and the concepts of task based language teaching. Task based language teaching is an approach. So, the research is going to explain about approach. According to Brown urge that "Approach is theoretically well-informed position and believe about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting".[17]

Now, the research would explain the concept of task-based language teaching approach. The defferent experts have the different definition about task based language teaching approach. Richard and Rodgres stated that task-based language teaching approach refer to an approach based on the use of task as the core units of planning and language teaching.[18]

Leaver and Willis stated that "as participant in progam that use TBLT, they are all making a real effort to communicate as best as they can in the foreign language".[19]

Based on the definition of task-based language teaching approach from the some experts above, it can be conclude that task-based language teaching approach is an approach based on the task as the unit of planning and instruction from the teacher for language

---

[17] Brown, Op.ci.t 16.

[18] Richards, J. C and Rodgers, T. Op.Cit, 223.

[19] Leaver , Betty Lou and Jane R. Willis, Task based Language Teaching Approach in Foreign Language Education(pratice and progam), Washington D. C . Georgetown University Press, 2004, 3.

student to make real effort to communicate as best as they can in the foreign language which they are learning.

b. Types of Task

Prabhu urges that meaning focused activity in the classroom can be divided broadly into three types of the task; information-gap, reasoning-gap, and opinion-gap.[20]

1. Information-gap Activity

Which involves a tranfer of given information from one person to another generally calling for the decoding or encoding of information from or into language.

2. Reasoning-gap

It involves deriving some new information from given information throught process of inferences, deducation, practical reasoning, or a perception of relationship or patterns.

3. Opinion-gap

Opinion-gap activity involves identifying and articulating a personal preference, feeling of attitute in response to a given situation.

Based on the explanation above, three types of the task can be concluded that from many kind of taks, these can be devided into three task; information-gap activity, reasoning-gap, and opinion-gap. In the research will concern with the reasoning-gap.

---

[20] Prabhu, N. S , Second Language Pedagogy, New York: Oxford University Press, 1987, 47.

c. Advantages and Disadvantages of Task based Learning

Task-based language teachingg benefits the students' because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Task-based language teaching provides a natural opportunity for revision and acquisition of words expressions sentence patterns and styles of writing. It promotes opportunities to assess learners' progress in communicative skills through activities and provides clear objectives in terms of what participants will gain.

As the tasks are familiar to the students in real life situations (such as going to school), students are more likely to be engaged. Task-based language teaching provides the students' with an active role in participating and motivates the students in their learning and often provides for practical extra-linguistic skill building. It offers the students more opportunities to display their thinking through action. The tasks allow the students to use all the language they know and are learning, rather than just the target language of the lesson.The students are ultimately free to use what grammar they need and vocabulary they want. The task can provide the students to work together. The different participants, peer students and the groups can project different views on the same situation. The students can present their product and evaluate others.

B. Theoretical Framework and Paradigm

1.   Theoretical Framework

Surachmad stated "theoretical framework is a concept which comprising relation of casual hyphotesis between independent variable and dependent variable in order to giving answer to problem of accurate.[21] In this research have two variables. The independent variable(X) is using Task-Based Learning and the dependent variable (Y) is the students' speaking achievement.

The indicator of variable (X) is task-based learning (TBL), namely the students 'introduce themself' practice in front of class and the students understand it. And the indicator of variable (Y) is speaking achievement;the students can be more motivated and active in learning English especially in speaking.

The theoretical framework in this research is if using task-based learning and be predicted that there is a positive and significant the effect on.

2. Paradigm

"Research Paradigm is link pettern between one and other variable that will be researched.[22] Based on the theoretical framework above the researcher describes the paradigm is following.

---

[21] Winarno Surachmad, *Pengantar penelitian Ilmiah Dasar Metode dan Tekhnik* (Bandung,1994), P.73
[22] Ibid, P.38

```
┌──────────────┐     ┌──────────────┐          ┌──────────────┐     ┌───┐
│              │     │              │          │  Complete    │     │ H │
│  Task Based  │ ──→ │   Students   │ ──→      └──────────────┘ ──→ │ Y │
│   Language   │     │   speaking   │                               │ P │
│   Teaching   │     │  achievement │ ──→      ┌──────────────┐ ──→ │ O │
│              │     │              │          │  Incomplete  │     │ T │
└──────────────┘     └──────────────┘          └──────────────┘     │ H │
                                                                     │ E │
                                                                     │ S │
                                                                     │ I │
                                                                     │ S │
                                                                     └───┘
```
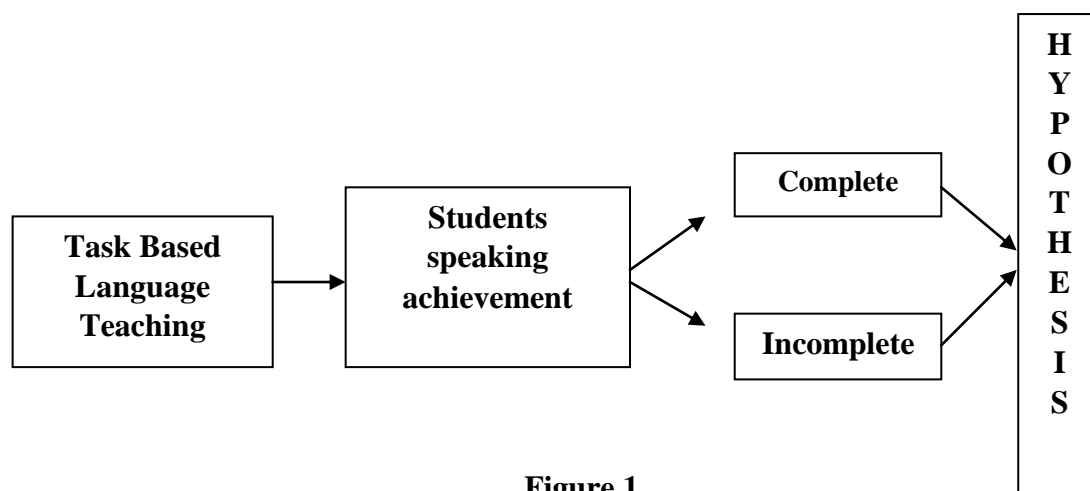
Figure 1
The Scheme of Paradigm

Based on the paradigm above the research hypothesis of this research is using task-based learning as the effective of the students speaking achievement will increase. It mean that there is a positive significant the effect of task based learning on students speaking achievement. Morever, if using task based learning is not effective the students speaking achievement will low it means that there is not significant the effect of task based learning.

C. Hypothesis Formulation

Hypothesis are predictions the research od hold about the relationship among variable.[23] Based on the frame of the theories above, the writer formulates the hypothesis as follows:

---

[23] John W. Creswell, Research Design: Qualitative, Quantitative, and Mixed method Approach, Second Edition, (California:Sape Publicate,2003), 18.

1. Alternative Hypothesis (Hi) :

    There is a positive and significant the effect of task based learning on students speaking achievement Senior High School 1 Seputih Surabaya.

2. Null Hypothesis (Ho) :

    There is no any positive and significant the effect of task based learning on students speaking achievement at Senior high Schoo 1 Seputih Suarabaya.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted in Senior Hight School 1 Seputih Surabaya. There are research design, population and sampling technique, the operasional definition variable, data collection method, research instrument, and last data analysis technique.

In this research is quantitative research. According to Creswell, quantitative approach is one in which the investigor primarily uses post positives claims for developing knowledge (i.e cause and effect thinking, reduction to specific variable and hypotheses questions used for measurement and observation and the test of theories).[24] Such as Daniel Muijs said that Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particuralstatistic).[25]

This research was intided to investigate whether there is any positive and significant the effect task based learning students speaking achievement in learning English.

---

[24] Jhon W. Creswell,Research Design: *Qualitative,Quantitative and Mixed Method Approaches* second edition, (California: sape publicasi,2003), 18.
[25] Daniel Muijs, Doing research in Education, (New Delhi:London Thousand Oaks,2004), 1.

B. Population and Sampling Tachnique

1. **Population**

    Population or universe means the entire mass of observation, which is the perent group from which a sample is to be formed.[26] It mean that the population was all subject that would be observed in this research.

    The population of this research is the first grade Senior High School 1 Seputih Surabaya. The total of population in this research is 215 student which are divided into the first classes.

2. **Sample**

    Geoffrey defined Sample is a subset of the population[27]. The sample of the research is class X ips1 of the first grade SMA 1 Seputih Surabaya at the academic 20019/2020. The number of class at the first is 7 classes. The research will take only one class that is X ips1 class which concist of 37 students.

3. **Sampling Tachnique**

    In order that each member of the population in this research has an opportunity to become a sample, the writer decided to use simple rendom sampling technique in this research.

    The researcher will use Cluster Random Sampling as sampling technique in this research. In Cluster sampling the sample units contain

---

[26] Ibid, 82.
[27] Geoffrey Marczyk et.al., Essential of Research Research Design and Methodology, New Jersy, Jhon Willey and Sons Ins., 2005, 18.

groups of elements instead of individuals members or items in the population[28].

C. The Operational Definition Variables

Variable are general class of object, event, situation, characters and attributes that are of interest to the researches.[29] There are two variables the research, while the operational definition of variables as follow:

1. Independent Variables

Independent variables can be understood at the factor that is measured, manupulated, selected or controlled by the researcher.[30] It is the major variables which is hoped to investigate. Independent variables (X) of this research is task based learning of speaking at Senior High School 1 Seputih Surabaya.

2. Dependent Variables

The dependent variables is variable which someone measure to determine the effect of the Independent variables.[31] Its mean thet dependent variable is variable that depent on the independent variable and it is the result of the effect of independent variable. Dependent variable (Y) of this research is speaking achievement.

---

[28]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics,* (NewDelhi: New Age International (P) Limited Publisher, 2006), 89.

[29] Mark and Peter, Introduction Quantitative Research Method, (New Delhi: Sage Publication,2001), 26.

[30] Yoges Kumar Singh, Fundamental of Research Methodology and Statistics, (New Delhi: New Age International Publisher,2006), 63.

[31] Jhon Creswell, Research Design: *Qualitative,Quantitative and Mixed Method Approaches* second edition, 94.

D. Data Collection Method

In collecting the data, the writer will describe as follows:

1. Test

According to Anderson and Arsenault, "instrument includes test and questionnaire, observation schedules and any other tools used to collect data.[32] Test is the string of question or exercise to measure the knowladge skill, intellegence, ability or the talent that individual or group have. In this research will be conducted pre-test and post-test either for experimental class or control class.

a. Pre-test

Hatch and Farhady state that "a pretest is administrasted to capture the initial differences betwen the group".[33] In accordance with the statement, the researcher administared pre-test in the first meeting before doing tretsment in order to find out the initial differences between the students how have similar level before use task based learning.

b. Post-test

The posttest was given in the last meeting after three treatments in order to find out whether achievement in the experimental. The improvement can be see if the mean scores of the experimental student is higher the control student of if there is significant differences

---

[32] Gary Anderson, with Nancy Arsenault, Fundamental of Educational Research,(USA: Falmer Press,2005), 94.

[33] Hatch and Farhady, Research Design and and Statistic for Applied Linguistics, Massachosutts: Newbury hous Publisher,1982, 22.

between the pretest scores and the posttest scores of the experimental students.

2. Documentation

Documentation is the method which is used to get information from written language or documents such as books, magazine, rule, note and other.[34] This research uses this method to get data about the history of the school, the sum of teacher, official employed and student and others. That is document by headmaster.

E. Research Instrument

The research intrument in this research held the test which has explained follows:

1. Instrument blueprint

The instrument which used to measure the student speaking achievement is test. The test is oral test, its consist pre-test and post-test. The teacher given test consist of introduce themself to the student and the student to speak in front of class. The instrument which will be used in documentation method is document guindance. It is the history of the school, the sum of teacher, official employed and students of SMAN 1 Seputih surabaya.

---

[34] Arikunto, Prosedure Penelitian Suatu Praktik, 158.

2. **Instrument Calibration**

Instrument calibration is the score of measure met which will be used to decide the action of calibration.[35] In the research, the writer used logical validity in the fromof content validity. Hatch anf Farhady state that "content validity is the extant to which a test measures a representative sample of the subject matter content".

The researcher used content validity based the syillabus and materials of speaking at SMA 1 Seputih Surabaya.

F. **Data Analysis Technique**

Data analysis is processing information or data that has been gethered in order to draw conclution. It is a process of organizing the dta in order to gain regularity of the petternand form of the research.

To investigate whether there is any positive and significant the effect of task based language teaching on students speaking achievement at the first grade of SMAN 1 Seputih Surabaya, the researcher analyzes the data by using of Social Package for the Social Sciences(SPSS).

---

[35] Ibid, 251.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Research Setting

The location of the research conducted by the researcher is in SMA N 1 Seputih Surabaya at Jl. Pendidikan Gaya Baru VIII Seputih Surabaya Central Lampung.SMA N 1 Seputih Surabaya was build on 1997, at the time of first with occupy SDN 1 Gaya baru VIII received 3 class with students is 120 before building SMA N 1 Seputih Surabaya the exist. Mr. Slamet Widodo, M.Si as the first Headmaster in SMA N 1 Seputih Surabaya and open the students registration for the first time with a total students is 120.

SMA N 1 Seputih Surabaya has a instructors who are accordance with their scientific discipline, so they hope to be able improve the competence of both the instructor them self and students. Amount of teacher in SMA N 1 Seputih surabaya is 60 and all of the teacher S1 graduates, 19 of the teacher roll as the staff TU, there are some 4 other employed 2 security and 2 cleaning service of school and they are graduate from SMA N 1 seputih Surabaya.

Totally Students in SMA N 1 Seputih Surabaya is from class X − XII is 673 the data detail as follow in X totally students is 215, class XI totally student is 213 and XII with the totally students is 245.

2. **The Result of Research**

Descriptive analysis results will be explained first before conducting prerequisite tests and hypotesis testing,this descriptive statistic has the aim to provide an overview of the data has that been obtained on each variable. These data include the mean, madian, mode standard deviation, highest score, lowes score.

Data is also displayed in the form is frequency distribution tables, data trends and diagrams, the following is a descriptive analysis of data on each variable.

a. **The Effect Language Teaching**

The data was measured using a speaking performed in front the class one by one the students in class. The speaking performed in front the class is distributed to 37 students in class X. The highest score that can be achieved in each item is 5 and the lowes score is 1. The result data students the effect language teaching in class X can be seen in the table:

Table Result Data Pra-Survey

N	Valid	37
	Missing	0
Mean		41.38
Median		41.00
Mode		34
Std. Deviation		6.722
Variance		45.186
Range		28
Minimum		24
Maximum		52
Sum		1531

The table above can be seen that Mean is 41.38, Median is 41, Modus is 34, Standar Deviation is 6.72, Max score is 52 and Min score is 42. And then the in table of frequency distribution get the data is bellow:

Table Students Language Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
	24	1	2.7	2.7	2.7
	33	2	5.4	5.4	8.1
	34	5	13.5	13.5	21.6
	36	1	2.7	2.7	24.3
	37	2	5.4	5.4	29.7
	38	2	5.4	5.4	35.1
	39	2	5.4	5.4	40.5
	40	2	5.4	5.4	45.9
Valid	41	3	8.1	8.1	54.1
	42	4	10.8	10.8	64.9
	45	2	5.4	5.4	70.3
	47	2	5.4	5.4	75.7
	48	1	2.7	2.7	78.4
	49	1	2.7	2.7	81.1
	50	3	8.1	8.1	89.2
	51	3	8.1	8.1	97.3
	52	1	2.7	2.7	100.0
	Total	37	100.0	100.0	

Based on the table frequency distribution above can see score 34 is a highest, totally 5 students with persentage 13.5% and the lowest is 24,36,48,49 and 52 the frequency 1 with persentage 2.7%.
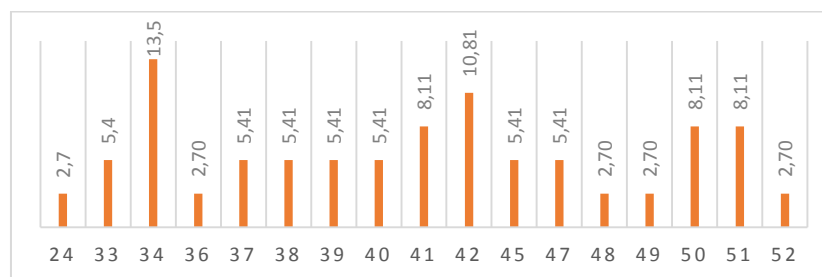
b. Description of Speaking Achievement

Data result students learning is taken from the test they are is pre-test and post-test, where the totally students is 37 as a sample, these data are the average speaking value obtained from test of English language subjects, the score includes all component in speaking they are is vocabulary, pronunciation, grammar, fluency, and comprehension.

1) Pre-test

The researcher conducted pre-test in the first meeting,this research form pre-test that is speaking test with simple conversation. The result of pre-test can be identified as follows:

Table pre-test

N	Valid	37
	Missing	0
Mean		67.03
Median		60.00
Mode		60
Std. Deviation		7.769
Variance		60.360
Range		20
Minimum		60
Maximum		80
Sum		2480

From the table above can see that Mean is 67.03, Median is 60.00, Mode is 60 and Standard Deviation is 7.76 , Max score is 80 and then Min score is 60 and for frequency distribution from the data students language teaching we can see in the table bellow:

		Frequency	Percent	Valid Percent	Cumulative Percent
	60	19	51.4	51.4	51.4
	70	6	16.2	16.2	67.6
Valid	75	8	21.6	21.6	89.2
	80	4	10.8	10.8	100.0
	Total	37	100.0	100.0	

Based on the table frequency distribution table above, we can see that score has 60 the highest frequency is 19 students with a persentage 15.4%.

So, the score that has the lowest frequency is 80 with total frequency of 4 students with a persentage10.8%. the table description of the frequency distribution of learning outcomes can be seen in the histogram bellow:

2) Post-test

The researcher conducted post- test after the researcher got score pre- test the result in the second meeting of this research form post-

test that is speaking test with simple conversation. The result of post-test can be identified as follows.

Table post-test

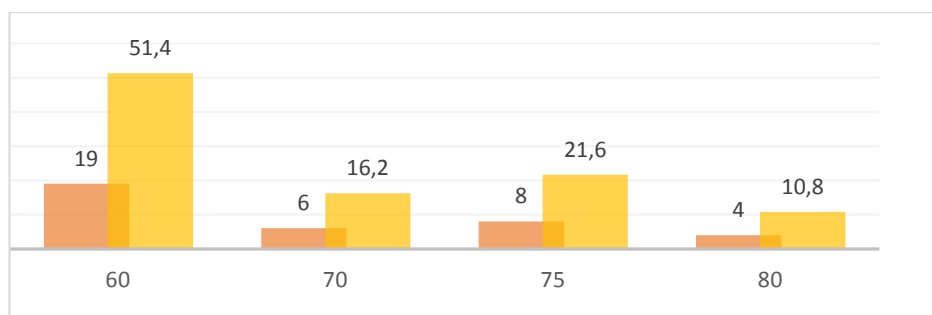| N	Valid	37
	Missing	0
Mean		72.03
Median		75.00
Mode		75
Std. Deviation		7.213
Variance		52.027
Range		20
Minimum		60
Maximum		80
Sum		2665

From the table above that Mean is 72.03, Median is 75.00, Mode is 75 and Standard Deviation is 7.21, Max score is 80 and Min score is 60, for the frequency distribution from the dta students language teaching we can see in the table bellow:

		Frequency	Percent	Valid Percent	Cumulative Percent
	60	8	21.6	21.6	21.6
	70	7	18.9	18.9	40.5
Valid	75	13	35.1	35.1	75.7
	80	9	24.3	24.3	100.0
	Total	37	100.0	100.0	

Based on the frequency distribution above, it can be seen that the score 75 has the highest frequency is 13 students with a persentage 35.1%. So, the score that has the lowest frequency is 80 with a total frequency of 9 students with persentage 24.3%. the table description of

frequency distribution of learning outcomes above can be seen in the histogram bellow:
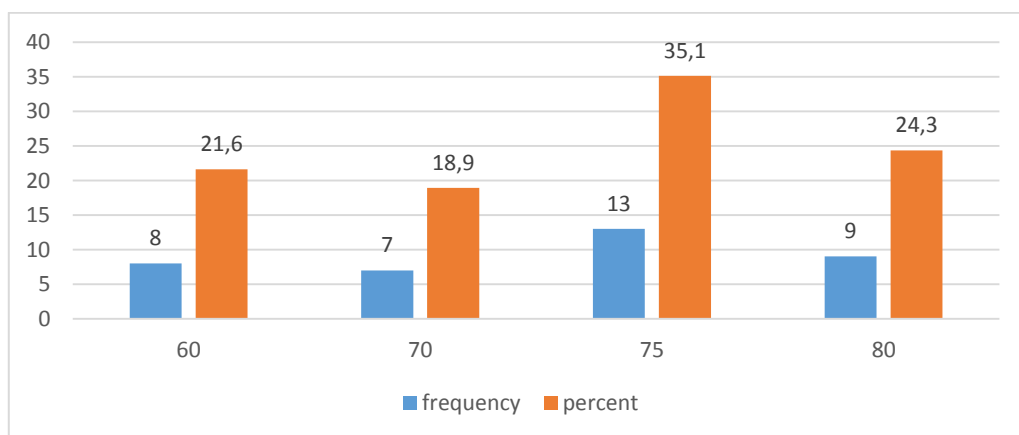
c. **The Effect of Task-Based Language Teaching on Students Speaking Achievement**

Researcher used parametric analysis, namely the task-based language teaching, the requirement that must be met are the normality test (data must be normaly distributed) and the linearity test.

1) **Normality Test**

Normality test is carried out to determine whether or not a normal distribution of data, this is important to know related to the accuracy of the selection of the statistic test to be used. Following the are result of the normally test using SPSS 20.

Table Normally Test

		Unstandardized Residual
N		37
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	2.77163266
Most Extreme Differences	Absolute	.218
	Positive	.218
	Negative	-.123
Kolmogorov-Smirnov Z		1.324
Asymp. Sig. (2-tailed)		.060

Based on the table above, SPSS output the score of significant Asymp. Sig (2-tailed) is $0.060 > 0.05$. So, it can be concluded that the data normally distributed. This is the assumption or normally requirement in the regression model have been fulfilled.

2) Homogenety Test

Homogenety test is a test of the equal or not the variences of two or more distribution. For to get the data about to homogenety test the researches used SPSS aplication.

H0: Data homogenous

Ha: Data does not homogenous

Levene Statistic	df1	df2	Sig.
1.254	12	37	3.19

Based on the table above, it can be seen concluded that sig. $0.319 > 0.05$. so, H0 is accepted.

3) **Hypothesis Test**

In the process of analyzing this data, the data that is still raw are processed and then intrepeted, so that the proposed hypothesis can be test for truth.

The hypothesis test is performed using product moment correlation analysis.The criteria for accepting or rejecting a hypothesis is to look based on the significant value (Sig):

a) If the significant value (Sig). <probability 0.05 then there is the influence of the independent variable (X) on the Dependent variable (Y) or the hypothesis is accpeted.

b) If significant value (Sig) >probability 0.05 then there is not influences of the independent variable (X) on the dependent variable (Y) or the hypothesis rejected. Following are the result of the analysis using SPSS.

Table Hypothesis Test

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constan)	60.830	8.263		7.362	.000
	Pretest*post test	.262	.115	.358	2.268	.030

Based on the analyzed output SPSS above we know that significant score (Sig) is 0.30. because score > 0.05 so the independent variable effect on dependent variable. So, there is the effect of tak-based language teaching on students' speaking achievement in class X SMA N 1 Seputih Surabaya.

B. Discussion

In teaching speaking to the SMA N 1 Seputih Surabaya especeally in students of class X IPS 1, based on the pra-survey there are some problem like some students difficulties in speaking without english text. The researcher chose task-based language teaching for to got the effect on students speaking achiement.

Based on the explanation of pre-test and post-test, its can be inferred that the use of the effect task-based language teaching on students speaking achievement. There are progress from the students get score ≥75 from pre-test 32.4 % or 12 students and post-test 59.4 % or 21 students. We can be seen that is an effect on the students complete score and total of score of the students who passed the leats from pre-test and post-test.

Morever the standard criteria with the score minimum is 75 in this research, in the pre-test there are 12 students or 32.4% passed the test with the average 60 and the post-test there are 21 students or 59.4% who passed the test with the average 77.5. From the explanation, the researches concludes that the research has successful and it can be stopped in the post-test because the indicator of success 75%.

The researches chose this method because the method effective and simple. Using this method made students felt the studying is more interesting and the result is that their score increased.

C. Interpretation

The perpose this research is to find out the effect of task-based language teaching on students' speaking achievement at the first graders of SMA N 1 Seputih Surabaya. This researcher use sampling technique with saturated sample because 37 students as sample.

Based on the result of a pray-survey on the table can be seen, the score 34 is highest, totally 5 students with percentage 13.5% and the score with lowest is 24,36,48,49 and 52 the frequency 1 student with percentage 2.7%, and from all of test in this research using SPSS get value of Significant (Sig) >0.05. It is mean that there is a positive and significant the effect of task-based language teaching on students' speaking achievement in class X SMA N 1 Seputih Surabaya.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In relation to the finding of this study the effect of task-based language teaching on students' speaking achievement at the first grader SMA N 1 Seputih Surabaya that the students very difficult in learning speaking can be overcome with one way of understanding the taks-based language teaching by the students, its can be evidance with result data from this research. Task-based language teaching to give successfully to the students for speaking achievement. The student who have difficult for speaking in front the class because to fear or nervousness, so if the teacher can be handeld about the students with the task-based language teaching and the teacher can choose the right method to be applied in learning process. Precise hendling by the teacher causes students to express their trought speaking and have the caurage to spaking achievement wherever they are.

B. Suggestion

Based on the result of this research, the researches proposed the suggestion as follow :

1. For the Teacher

   Task- based language teaching is an important thing must know by the teacher for facilitate the learning process in the class, when the teacher know state the students speaking achievement.

2. For the Students

   The students get more motivation to study and improve their achivement in academic field.

3. For the research

   After conduction this research the researches can add new insight and knowladge to be applied and develop existing knowladge for better better.

BIBLIOGRAPHY

Akhyak " *Internasional Journal of Language and Literature*", Vol. 1. *Improving Student English Speaking Competence*. Desember 2013.

Brown H. Douglas "*Teaching by Principles an interactive Approach to Language Pedagogy*". Secon Edition: Longman 2012.

Brown H. Douglas, *Teaching by Principles an Interactive to Language Pedagogy*, Secon Edition, (San Frasisco: State University, 2001.

Daniel Muijs, *Doing research in Education*, New Delhi:London Thousand Oaks,2004.

DeaAriesFitriani, RahayuApriliaswati, Wardah, A Study On Student's English Speaking *Problems In Speaking Performance*, English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak.

Efrizal ,Dedy. *Improving Students' Speaking throught Communicative Language Teaching Method at Mts Ja-alhad, Sentot Ali Basa Islamc Boarding School of Bengkulu, Indonesia*, October 2012.

Ellis, Rod, Task *Based Language Leraning and Teaching*, New York: Oxford University Press, 2003.

Gary Anderson, with Nancy Arsenault, *Fundamental of Educational Research*,Falmer Press,2005.

Geoffrey Marczyk et.al., *Essential of Research Research Design and Methodology*, New Jersy, Jhon Willey and Sons Ins., 2005.

Hatch and Farhady, *Research Design and and Statistic for Applied Linguistics*, Massachosutts: Newbury hous Publisher,1982.

Jack C Richard, *Developing classroom, speaking Activities from theory to practice*. Cambridge : Cambridge University Press, 2006.

Jeremy Harmer, How To Teach English, Fourth Edition, Pearson: Longman 2007.

Jhon W. Creswell,Research Design: *Qualitative,Quantitative and Mixed Method Approaches* second edition, California: Sage Publication,2003.

Leaver , Betty Lou and Jane R. Willis, Task based Language Teaching Approach in Foreign *Language Education(pratice and progam)*, Washington D. C . Georgetown University Press, 2004.

Lynne Cameron, *Teaching English For Young Learner*, Cambrige University Press 2001.

Mariam Bashir, *Factor Effecting Student' English Speaking Skill*, (Pakistan: British Journal Publishing, 2011.

Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi: Sage Publication,2001.

Nunan David. "*Langauge Teaching Methodology*". Prentice Hall Oxford University Press. Akhyak "*International Journal of Language and Literature, Vol. I. Improving Student English Speaking Competence*. December 2013.

Nunan, David, *Task Based Language Teaching*. University of Hong Cambridge University Press, 2003.

Prabhu, N. S , *Second Language Pedagogy*, New York: Oxford University Press, 1987. Winarno Surachmad, *Pengantar penelitian Ilmiah Dasar Metode dan Tekhnik* Bandung,1994.

Sandra Combleet & Ronal cater. "*The Language of Speech and Writing*". New York: Routladge, 2001.

Yoges Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher,2006.

APPENDICES

LIST OF APPENDICES

1. Appendix 1 Instrument Blue Print
2. Appendix 2 Measurement Rubrics of Speaking
3. Appendix 3 Instrument speaking achievement
4. Appendix 4 Syllabus
5. Appendix 5 Lesson Plan
6. Appendix 6 Pre-test
7. Appendix 7 Post-test
8. Appendix 8 Students' Scores on Pre-test
9. Appendix 9 Students' Scores on Post-test
10. Appendix 10 the Letter of Free to the Book Library
11. Appendix 11 the Letter of Free to the Book Major
12. Appendix 12 Permit of Pre-survey
13. Appendix 13 Permit of Research
14. Appendix 14 Research Assignment Letter
15. Appendix 15 Response Letter of Research
16. Appendix 16 Research Proposal Guidance Letter
17. Appendix 17 APD Guindance Letter
18. Appendix 18 Thesis Guindance Letter
19. Appendix 19 Documention
20. Appendix 20 Curriculum Vitae

Appendix 1

Instrument Blueprint

Mata pelajaran   : English/Bahas Inggris

Kelas   : X

Semester   : I

Alokasi Waktu   : 90 Minutes

No	Aspec	Subaspect	Indicator	Number	Item	Source
1.	Speaking Performace	pronunciation	The students able to understanding and rarely disturbs the native speaker, accent may be clearly foreign	1,2	2	H. Douglas Brown, (2004: 172-173) Shareesh Chauday,(1997: 22)
2.	Speaking Performace	Grammar	The students able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare	3,4	2	H. Douglas Brown, (2004: 172-173)
3.	Speaking Performace	vocabulary	The students able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.	10,12	4	H. Douglas Brown, (2004: 172-173) Shareesh Chauday,(1997: 22)
4.	Speaking Performace	Fluency	The students able to participate in any conversation within the range of this	5,6,7,9	4	H. Douglas Brown, (2004: 172-173) Shareesh

			experience with a high degree of the fluency			Chauday,(1997: 22)
5	Speaking Performace	Comprehensi on	The students able to understand any conversation with the range of his experience	8,11	2	H. Douglas Brown, (2004: 172-173)

Appendix 2

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicator
Pronunciation	88-100	4 (Excellent)	Errors in pronunciation are rare occur.
	72-84	3 (very good)	Errors never annoy with understanding and rarely disturbs the native speaker, accent may be clearly foreign
	44-68	2 (Good)	Accents are understanable when they are quite wrong.
	20-40	1(Fair)	Errors in pronunciation are ussualy happen but can be understood by a native speaker used with foreigners that try to speak his language.
Vocabulary	88-100	4 (Excellent)	Can understand and participate in any conversation in the range of his experiences with a high degree of precision of vocabulary.
	72-84	3 (very good)	Able to speak the language with enough vocabulary to participate effectively in most formal and informal conversation on practical, social and professional.
	44-68	2 (Good)	Has speaking vocabulary sufficient to express him simply with some circumlocutions.
	20-40	1(Fair)	Speaking vocabulary inadequate to express anything but the most elementary needs
Grammar	88-100	4 (Excellent)	Able to use the language, accurately on all levels normally involves to professional needs, errors grammars are quite rare.
	72-84	3 (very good)	Control of grammar is good. Able to speak the language with accuracy structural to participate affectively in most formal and

			informal conversation on practical, social, and professional topics..
	44-68	2 (Good)	Can usually handle elementary construction enough accurately but does not have through or confident control of grammar
	20-40	1(Fair)	Errors in grammar are usually happen, but speaker can be understood by a native speaker used to dealing with foreigners try to speak his language.
Fluency	88-100	4 (Excellent)	Can participate in any conversation within the range of this experience with a high degree of the fluency
	72-84	3 (very good)	Can discuss particular interested of competence with easy.
	44-68	2 (Good)	Can handle with confidence but not with facility most social situation, including introduction and casual conversation
	20-40	1(Fair)	No specific fluency description (refer to other languages areas at the level of fluency)
Comprehension	88-100	4 (Excellent)	Can understand any conversation with the range of his experience
	72-84	3 (very good)	Comprehension is quite complete at a normal rate of speech
	44-68	2 (Good)	Can get the core of most the conversation is nontechnical subjects
	20-40	1(Fair)	very limited language experience can understand simple questions and statements if they are convey with slow repetition or paraphrase

Appendix 3

PRE-TEST

Title : Increasing Students' Speaking Achievement

Direction :

1. Choose one topic that gives by the teacher.
2. Make simple dialogue (Asking and giving information) based on the topic.
3. Practice the dialogue in front of the class with your parther.

Excample :

Rina : What do you think of Messi performance lasts night?

Riko : In my opinion, he was not playing well.

Situasion :

1. You meet your friend and your frieds aks your opinion about the new English teacher.
2. In the bus station, you find that the bus station is very dirty. You ask your friends opinion it and your friend respon you.
3. Nina meet Leo, nina ask Leo opinion about Lia the birthday party.
4. In the mini concer of Jamrud, you ask your friends opinion about Jamrud performance.

Post-test

Direction :

1. Make simple dialogue based your own experiance.
2. Practice the dialogue in front of the class with your partner.

Appendix 4

SILABUS SMA/MA

Mata Pelajaran   : **BAHASA INGGRIS - WAJIB**

Kelas   : **X**

Kompetensi Inti   :

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar 2.2. Menunjukkan perilaku jujur,	**Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri** *Fungsi sosial* Menjalin hubungan dengan guru, teman dan orang lain	**Mengamati** • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.	**Kriteria penilaian:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan,

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman. 3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	*Ungkapan* *My name is... I'm ... I live in ... I have ... I like ....* dan semacamnya *Unsur kebahasaan*: (1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi. (2) Kata kerja dalam simple present tense: *be*, *have* dalam simple present tense (3) Kata tanya *What*? *Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi	**Mempertanyakan** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. • Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri **Mengeksplorasi** • Siswa mencari pemaparan jati diri dari berbagai sumber. • Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. • Siswa berlatih memaparkan jati diri melalui tulisan **Mengasosiasi** • Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan. • Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh	dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog yang menyebutkan jati diri didepan kelas • Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
	(5) Rujukan kata *Topik* Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.	balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*).	karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.	**Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* Menjaga hubungan interpersonal dengan guru, teman dan	**Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji	**KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	orang lain. *Ungkapan* *"Excellent! You really did it well, Tina." "That's nice, Anisa. I really like it." "It was great. I like it, thank you,"* *Unsur kebahasaan:* Ucapan, tekanan kata, intonasi	bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). **Mempertanyakan (questioning)** Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. **Mengeksplorasi** Siswa memuji bersayap dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam	tangan • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. • Kesungguhan siswa dalam

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian
		menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).	proses pembelajaran di setiap tahapan. • Kesantunan dan kepedulian dalam melaksanakan Komunikasi

Appendix 5

LESSON PLAN

Schooled name   : SMA N 1 SEPUTIH SURABAYA
Subject   : English language
Class / semester   : X / 1
Standar copetence   : Speaking
Basic copetence   : Introduce My Self
Time allocation   : 1 x 45 minutes

A. **Core Competencies**

• KI-1 and KI-2: Live and practice the teachings of the religion they hold. Live and practice honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), responsible, responsive, and pro-active in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment around, nations, countries, regional regions and international regions. "

• IC 3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events , and apply procedural knowledge in specific fields of study according to their talents and interests to solve problems

• KI4: Process, reason, and serve in the realm of concrete and abstract domains related to the development of what they learn in school independently, act effectively and creatively, and be able to use methods according to scientific principles.

B. Basic Competence and Competency Achievement Indicators

Basic Competency Indicator

3.3 Applying social functions, text structure, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to the intention to carry out an action / activity, according to the context of its use. (Note the linguistic element be going to, would like to)

- Identify the giving and asking for information related to the intention to carry out an action / activity

- Identify the different ways of disclosure from each context

- Understanding the structure of the text of expressions giving and asking for information related to the intention to carry out an action / activity

- Understand the linguistic element of the expression of giving and asking for information related to the intention to carry out an action / activity

4.3 Compose short and simple transactional oral and written interaction texts involving the act of giving and requesting information related to the intention to carry out an action / activity, taking into account social functions, text structure, and correct linguistic elements in context

- Composing sentences of intention to carry out an action / activity

- Respond to statements of intention to carry out an action / activity aimed at him.

C. Learning Objectives

After following the learning process, students are expected to be able to:

- Identifying giving and asking for information related to the intention to carry out an action / activity.

- Identify the different ways of disclosure from each context.

- Understanding the structure of the text of expressions giving and asking for information related to the intention to carry out an action / activity.

• Understand the linguistic element of the expression of giving and asking for information related to the intention to carry out an action / activity.

• Compose a statement of intention to carry out an action / activity.

• Respond to statements of intention to carry out an action / activity aimed at him.

D. Learning Materials

➢ Social Function

-Declare a plan, suggest, etc.

➢ Text Structure

-Respond (expected or unexpected)

➢ ¬Linguistic Elements

- Expressions of intent statements that are appropriate, with modal going to, would like to

- Singular and plural nouns with or without a, the, this, those, my, their, etc.

- Speech, word pressure, intonation, spelling, punctuation, and handwriting

➢ Topic

-Interaction between teachers and students inside and outside the classroom involving statements of intention that can foster the behavior contained in KI

E. Learning Methods

1) Approach: Scientific

2) Learning Model: Discovery learning, Problem Based Learning (PBL)

3) Method: Question and answer, interview, discussion and role playing

F. Learning Media

1. Media

• Worksheets or worksheets (students)

• Rating sheets

2. Tools / Materials

- Ruler, marker, blackboard
- Laptop & infocus

G. Learning Resources

- Curriculum Support Book 2013 Subjects of Class X, Ministry of Education and Culture, Revised 2016
- English Dictionary
- Student and teacher experience

H. Learning Step

Learning activity steps:

1. Advance activity

Apperception and Motivation:

- The leader leads the prayer before the lesson begins.
- The teacher check the attendance list of the students by calling the name of each students in the order of absences.
- The Teacher briefly discusses the material that has been learned
- The Teacher explains the material studied in detail and gives example for students to the understan the material being studied
- The teacher give the students time to prepare the assigned task.
- The teacher call one by one the students for start their task.
- Students start to tell about their task.

2. Activity Fundamental

📖 *Exploration*

In activity explores, teacher:

☞ Student can Respond instruction very simple with action in point and gets to figure how situation in text

📖 *Elaboration*

In elaborate activity, teacher:

☞ Student expected to hear what does be uttered learns and do appropriate action by order of that is given.

☞ As training of startup, student can do classical action.

☞ The teacher will give the students time to work on the task

📖 *Confirmation*

In confirmation activity teacher:

☞ The teacher asks the students to present what they have done

☞ Teacher gets question-answer about things which be known student

☞ Learn with student gets question-answer correct fault in student reads,

3. Activity Shell

In closing activity, teacher:

☞ Teachers do feedback.

☞ Before the lesson is finished the teacher repeat again the materials for today and students will repeat is back on the house study already be given at class.

☞ Teacher asks for student for Praying, The leader leads prayer after the lesson is finish.

Estimation :

Instrumental form	Instrumental form	Instrumental form	Instrumental form
Respond by undertaking action write that the teacher conveyed	Work of respected	Responding	Writing and Speaking

ESTIMATION CREATION FORMAT

  Product (discussion result)

No.	Aspect	Criteria	Score
1.	Concept	* Very good	A
		* Good	B
		* Enough	C
		* Not good	D

  Performansi

No.	Aspect	Criteria	Score
1.	Science	* Science	A
		* sometimes Gnostic	B
		* are not Gnostic	C
2.	Practice	* Practicing active	A
		* sometimes active	B
		* are not active	D
3.	Attitude	* Attitude	A
		* sometimes Attitude	B
		* not Attitude	C

For student what does KKM'S estimation ineligibility therefore arranged
Remedial.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA N 1 Seputih Surabaya
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/ Ganjil
Materi Pokok	:Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga
Alokasi Waktu	: 45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2:Menghayati dan mengamalkan** ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)	• Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman • Menanggapi permintaan informasi terkait jati diri dan keluarganya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyusun kalimat meminta infromasi terkait jati diri dan keluarga teman
- Menanggapi permintaan informasi terkait jati diri dan keluarganya

D. Materi Pembelajaran

➤ Fungsi Sosial

   Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru

➤ Struktur Teks

   - Memulai
   - Menanggapi (diharapkan/di luar dugaan)

➤ Unsur Kebahasaan

   - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan
   - Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*)
   - Subjek Pronoun: *I, You, We, They, He, She, It*
   - Kata ganti possessive *my*, *your*, *his*, dsb.
   - Kata tanya *Who*? *Which*? *How*? Dst.
   - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
   - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➢ Topik

Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1) Pendekatan : Saintifik

2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)

3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media

❖ Worksheet atau lembar kerja (siswa)

❖ Lembar penilaian

2. Alat/Bahan

❖ Penggaris, spidol, papan tulis

❖ Laptop & infocus

G. Sumber Belajar

❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016

❖ Kamus Bahasa Inggris

❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran.
- Memeriksa kehadiran peserta didik sebagai sikap disiplin
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi :
  ungakapan-ungkapan memberi dan meminta informasi terkait jati diri dan hubungan keluarga
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan   materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.
- Menjelaskan mekanisme pembelajaran pada hari ini

2. **Kegiatan Inti**

Mengamati

- Lembar kerja materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga.
- Pemberian contoh-contoh materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga untuk dapat dikembangkan peserta didik, dari media interaktif, dsb.

Menanya

- Guru mendorong kreatifitas siswa dalam bentuk bertanya, memberikan gagasan yang dapat membuat siswa memiliki rasa ingin tahu mendalam tentang materi.
- Guru membahas, dan menanyaka secara mendalam tentang materi.

Mengumpulkan Informasi

- Siswa mencatat semua informasi tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

- Siswa dapat bertukar informasi tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga.

3. **Penutup**

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi perbedaan cara pengungkapan dari masing-masing konteks dalam memberi dan meminta informasi terkait jati diri dan hubungan keluarga yang baru dilakukan

- Guru memberikan tugas kepada siswa sebagai pendalaman materi yang telah disamapaikan.

- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Guru membimbing siswa menyimpulkan materi yang telah disampaikan.

- Guru dapat meminta siswa untuk mengulangi materi yang telah disampaikan di rumah.

- Guru menyampaikan rencana pembelajaran di pertemuan selanjutnya.

I. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Merespon dengan melakukan tindakan menulis apa yang guru jelaskan	Unjuk kerja	*Responding*	*Writing and Speaking*

FORMAT KRITERIA PENILAIAN

📖 *PRODUK (HASIL DISKUSI)*

No.	Aspek	Kriteria	Skor
1.	Konsep	* Sangat lancar	4
		* Lancar	3
		* Cukup	2
		* Tidak lancar	1

📖 *PERFORMASION*

No.	Aspek	Kriteria	Skor
1.	Pengetahuan	* Pengetahuan	4
		* kadang-kadang Pengetahuan	2
		* tidak Pengetahuan	1
2.	Praktek	* aktif Praktek	4
		* kadang-kadang aktif	2
		* tidak aktif	1
3.	Sikap	* Sikap	4
		* kadang-kadang Sikap	2
		* tidak Sikap	1

Appendix 6

Nama : Dea Amanda.
Kelas : X IPS 1

1. Anggun : Hi how are you, I heard we will have a new teacher?
   Me : Yes, he replaced the english teache who will be out
   of own. I think his teaching method is good.

2. Me : What do you think about this bus station?
   Anggun : This is very dirty. lost of trash
   scattered about.

3. Jeni : How has Lia's birthday part this time?
   Lisa : Very good.

4. Anggun : How was the Jambrut concert this time?
   Me : amazing ... he Sings the Song So Passionately.

Nama : Anggun Dwi Astuti
Kelas : X IPS 1
Mapel : B. Inggris.

Me : Hi how are you, I heard we will have a new teacher?
Dhea : Yes, he replaced the English teacher who will be
        out of town. I think his teaching method is good.
Me : what do you think about this bus station?
Dhea : this is very dirty. lost of trash scattered about.
lele : How was lia's birthday party this time?
jenie : very good.
Dhea : how was the jambrut concert this time?
Me : Amazing... he sings the song so passionately.

Nama : Reza Apriadi
Kelas : X Ips 1.

* Situation :
1. Dedek : Hi how are you, I heard we will have a new
teacher ?
   Me : Yes, he replaced the english teacher who will
be out of town. I think his teaching method
is good.

2. Me : What do yo think about this bus situation
?
   Dedek : This is very dirty. Lots of trash scatte-
red about.

3. Leo : How was Lia's birthday party this time ?
   Nina : Very good.

4. Dedek : How was the jamrud concert this time ?
   Me : Amazing, he sings the song so passionately.

Appendix 7

21 okb 2020

Nama Celompok : Feai Sulistiani.
: Jelita Saputese

Kelas : X IPS 1
Mapel : Bahasa Inggris.
Dialog (1)

Jelita : How are you Feni?
apa kabar mu Feni?

Feni : I'm fine you alone?
aku Baik² saja kamu sendiri?

Jelita : I'm fine too.
aku juga Baik² saja.

Jelita : When do you want to do work together again?
kapan feni mau ngerjain tugas Bareng lagi?

Feni : yes, if there is another chance 1 will
definitely work together again.
ya kalau ada kesempatan lagi aku
pasti ngerjain Bareng lagi kok.

Jelita : Oke gapapa kok santai. (Okee, It's okay to relax)

Feni : okeh makasih yah.
okay thanks yeah.

Jelita : iyah sama - sama ga masalah.
yeah, no problem

NAMA: ABDUL AZIS
KlS: X IPS I
MAP: Bhs. Inggris

No. _____
Date : _____

AZIS : Hai

Naufal : Hai

AZIS : What's your name ?

Naufal : my name Naufal zamyani , you can call me Naufal, and you ? what is your name ?

AZIS : My name is ABDUL AZIS you can call me Azis

Naufal : Nice too meet you

AZIS : Nice too meet you too

Naufal : AZIS, where are you come from ?

AZIS : I come from Gaya baru four. You ?

Naufal : I come from Gayatri

AZIS : Where is your school from?

Naufal : SMP N2 bumi nabung , and you ?

AZIS : I used to go to school at SMP Muhammadiyah

Naufal : Alright I going home first

AZIS : Yes, See you next time Naufal

Naufal : See you

SIDU
2020.10.22 16:24

Appendix 8

Pre Test Score

No	Name	Score
1	AYTP	70
2	AN	70
3	AUK	75
4	AN	75
5	ABS	75
6	AZ	80
7	BAP	75
8	DK	70
9	DMS	75
10	DSS	70
11	DPS	70
12	EHS	70
13	GP	70
14	GY	75
15	HA	70
16	IYP	75
17	IIP	80
18	IPB	75
19	JAN	70
20	MRS	70
21	MNS	65
22	MA	75
23	NHA	70
24	PRS	70
25	PNSD	75
26	RM	75
27	RA	70
28	RAP	65
29	RAK	65
30	SD	65
31	SY	70
32	WDWS	75
33	WWN	70
34	YK	70
35	YM	75
36	YHS	65
37	ZNA	65

Appendix 9

Post Test score

No	Name	Score
1	AYTP	78
2	AN	78
3	AUK	80
4	AN	80
5	ABS	78
6	AZ	85
7	BAP	80
8	DK	80
9	DMS	78
10	DSS	80
11	DPS	80
12	EHS	78
13	GP	75
14	GY	80
15	HA	75
16	IYP	80
17	IIP	85
18	IPB	80
19	JAN	80
20	MRS	80
21	MNS	85
22	MA	80
23	NHA	80
24	PRS	78
25	PNSD	80
26	RM	80
27	RA	75
28	RAP	77
29	RAK	78
30	SD	75
31	SY	77
32	WDWS	80
33	WWN	78
34	YK	85
35	YM	85
36	YHS	75
37	ZNA	85

Appendix 10

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

IAIN
METRO Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-139/In.28/S/U.1/OT.01/02/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : Oki Meriani
NPM   : 14121957
Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 14121957

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Februari 2021
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd
NIP. 19580831198103100131

Appendix 11

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : OKI MERIANI

NPM : 1412957

Fakultas : Tarbiyah

Jurusan : Tadris Bahasa Inggris

Angkatan : 2014

Telah menyerahkan buku berjudul _Teaching and Learning English Literature_

Metro
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Appendix 12

PEMERINTAH PROVINSI LAMPUNG

DINAS PENDIDIKAN DAN KEBUDAYAAN

SMA NEGERI 1 SEPUTIH SURABAYA

Jl. Pendidikan, Gaya Baru VIII, Kec. Seputih Surabaya, Kab. Lampung Tengah, Kode Pos: 34158

Telp: (0725) 7629281, E-mail: smansasepsur@gmail.com

Nomor   : 421.3/648 /III.01/SMA/2019
Lampiran   : -
Perihal   : Mengizinkan melaksanakan penelitian Pra- survey

Kepada Yth,

Kaprodi Pendidikan Bahasa Inggris
Institut Agama Islam Negeri Metro
Di
        Metro

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Seputih Surabaya Kabupaten Lampung Tengah, dengan ini mengizinkan kepada :

Nama   : **OKI MERIANI**
NPM   : 14121957
Program Studi   : Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)

Untuk dapat melaksanakan penelitian Pra- Survey di SMAN 1 Seputih Surabaya sebagai syarat menyelesaikan studi.

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Seputih Surabaya, 12 Agustus 2019
Kepala Sekolah

Gusti Ketut Suparja, S. Pd. MM
Pembina Tk. I
NIP. 19690716 199412 1 001

Appendix 13

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2542/In.28/D.1/TL.00/09/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 1 SEPUTIH
SURABAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2541/In.28/D.1/TL.01/09/2020, tanggal 11 September 2020 atas nama saudara:

Nama	:	**OKI MERIANI**
NPM	:	14121957
Semester	:	12 (Dua Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 SEPUTIH SURABAYA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS` SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 September 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Appendix 14

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-2541/In.28/D.1/TL.01/09/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**OKI MERIANI**
NPM	:	14121957
Semester	:	12 (Dua Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMAN 1 SEPUTIH SURABAYA, guna mengumpulkan data (bahan-bahan) dalam rangka **meyelesaikan penulisan** Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF TASK-BASED LANGUAGE TEACHING ON STUDENTS' SPEAKING ACHIEVEMENT AT THE FIRST GRADE OF SMAN 1 SEPUTIH SURABAYA CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 11 September 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

GUSTI MADE ADI SUARNYANA, M.Pd
NIP. 19720308 200501 1 007

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

Appendix 15

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 SEPUTIH SURABAYA
http://www.smansasepsur.sch.id   e-mail: smansasepsur@gmail.com
Jl. Pendidikan QB VIII Seputih Surabaya – Lampung Tengah, Tlp : (0725) 7629281.Post : 34158

Nomor   : 421.3/215/III.01/SMA/2020
Lampiran   : -
Perihal   : Mengizinkan melaksanakan Research

Kepada Yth,

Wakil Dekan I
Institut Agama Islam Negeri Metro
Fakultas Tarbiyah dan Ilmu Keguruan
Di
        Metro

Berdasarkan surat dari Institut Agama Islam Negeri Metro Nomor: B-2542/In.28./D.1/TL.00/09/2020 perihal Izin Research, maka Kepala SMAN 1 Seputih Surabaya Kabupaten Lampung Tengah memberikan izin kepada :

Nama   : OKI MERIANI
NPM   : 14121957
Fakultas   : Pendidikan Bahasa Inggris
Jurusan   : Pendidikan Bahasa Inggris
Semester   : 12 (Dua Belas)

untuk melaksanakan observasi/Survey di SMAN 1 Seputih Surabaya, dengan Judul "The Effect Of Task-Based Languade Teaching On Students Speaking Achievement At The First Grade Of SMAN 1 Seputih Surabaya Central Lampung"

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Seputih Surabaya, 29 September 2020
Kepala Sekolah

I Gusti Made Adi Suarnyana, M. Pd.
NIP. 19720308 200501 1 007

Appendix 16

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani   Jurusan : TBI
NPM : 14121957   Semester : XIII/2021

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 13-01-2021		∨	Revisi bab IV, V	
2	Kamis 19-01-2021		∨	Revisi cover, bab IV	
3	Jum'at 15.01-2021		∨	Revisi bab 1-5	
4	Rabu 20-01-2021		∨	Ali Muyoto See I Advisor	

Appendix 17 (appears between rows)

Appendix 18 (appears near signatures)

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani   Jurusan : TBI
NPM : 14121957   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	25/11/19	✓		Chapter I – III - Mechanical aspects - Quotation - Research Method - Bibliography Please revised accor dingly	
	27/11/19	✓		Acc for Proposal Seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani   Jurusan : TBI
NPM : 14121957   Semester : XII

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	Senin, 15-06-2020		c		

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani
NPM : 14121957

Jurusan : TBI
Semester : XII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 28 Juni 2020	✓		- Revisi convasation - Revisi Lesson plan	
2	Selasa, 19 Juni 2020	✓		- Revisi (APD) conversation	
3.	Kamis, 02 Juli 2020			Research Instrument Acc	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani   Jurusan : TBI
NPM : 14121957   Semester : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 01-02-2021	✓		- Revisi bab I - Revisi bab IV - Revisi cover	
2.	05/Feb/ 2021			Chapter 1 - Too many grammatical mistakes - Please revise -	
	Feb, 10/2021			- Chapter I please revise again - Chapter II Perlu di-paraphrase. Coba ambil teori di bab II lalu copy-paste ke google, akan banyak persamaan.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani   Jurusan : TBI
NPM : 14121957   Semester : XIV/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	22/02/2021			→ Chapter I -V → Please see Buku Pedoman to know how to write a proper Bibliography → Pay attention to sentence Structure →	
	02/03/2021			- Perbaiki Cara Penulisan Bibliography - Donload pedoman Skripsi → Silakan bawa buku pedoman Skripsi saat bimbingan	
	08/03/2021			ACC for Munaqosah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oki Meriani Jurusan : TBI
NPM : 14121957 Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Wednesday/ 3/11/ 2019		✓	- REVISE COVER - REVISE Acknowledgement - REVISE chapter 1-III	
2.	Friday / 15/11/ 2019		V	- REVISE Page - REVISE chapter III - REVISE Blibiografi	
3			✓	- REVISE Theory	
4		✓		Na Anmar bel & Hus...	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Appendix 19

Documentation

The researcher give exercise for the students

The researcher ask the studends applause for their friends

The researcher give a intruction for the students

The students do the test from the researcher

Appendix 20

CURRICULUM VITAE

The writter name is Oki Meriani. She was born in Gayabaru on October, 1th 1995. Live in Banjarasi 29 Lampung Utara. The writer finished her formal education on elementary school at SD N 2 Gayabaru, junior high school at SMPN 1 Seputih Surabaya and senior high school at SMAN 1 Seputih Surabaya. After graduated from senior high school, the writer became the student of IAIN Metro since 2014. The writer listed as student in English department program of IAIN Metro.