

**AN ANALYSIS OF TASK-BASED LANGUAGE  
TEACHING (TBLT) APPROACH USED BY THE  
TEACHER TO IMPROVE WRITING ABILITY AT SMA  
NEGERI 08 MUKOMUKO IN THE ACADEMIC YEAR OF  
2021/2022**

**THESIS**

**Submitted as Partial Requirements for Degree of Sarjana  
Pendidikan (S.Pd) in English Study Program Tarbiyah and  
Tadris Faculty**



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## **MOTTOS**

Verily, Allah does not change the condition of a people until they change what is in themselves.

QS. Ar-Ra'd: 11

Seeking knowledge is piety. Conveying knowledge is worship.  
Repeating knowledge is remembrance. Seeking knowledge is  
jihad.

(Abu Hamid Al Ghazali)

Be a pearl in the mud that still shines with kindness

(Intan Putri Permata Suci)

## DEDICATION

With gratitude and all of my love, this thesis is dedicated to :

- ❖ Thank you very much to Allah SWT. for the grace and enjoyment given to me. Strength and enthusiasm and perseverance while working on the thesis. Only Allah is where I ask for help and always listens to my prayers. I can be a good person at Your will. Allah who always accompanies me and takes care of me wherever and whenever. Allah is the best in life. The greatest love and grace of my life.
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## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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## ABSTRACT

**Intan Putri Permata Suci. 2022. An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, UINFAS Bengkulu.**

**Advisors: (I) Dr. Syamsul Rizal, M.Pd. (II) Valisneria Utami, M.Ed.**

**Keywords:** Writing Ability, Task-Based Language Teaching (TBLT)

This study aims to analyze the employed of Task-Based Language Teaching (TBLT) approach applied by teachers in improving writing skills and to find out what obstacles teachers face in using Task-Based Language Teaching (TBLT) in teaching writing skills. This type of research is descriptive qualitative with data collection techniques of observation, interviews and documentation. The research findings explain that in the Analyzing stage, the subject applies the technique according to their roles and tasks in TBLT. In the Evaluating stage, the subject applies learning activities in accordance with the Task-Based Language Teaching (TBLT) teaching procedure. In the Result stage, students got a positive feedback where students got an improvement in their writing skills. The second finding is Time, where it takes more time to apply TBLT and this approach cannot be used by class XII in preparing for the exam. The teacher carries out writing teaching through the Task-Based Language Teaching (TBLT) approach well so that it can improve students' writing skills.

## **ABSTRAK**

**Intan Putri Permata Suci. 2022. Analisis Pendekatan Task-Based Language Teaching (TBLT) yang digunakan oleh Guru dalam Meningkatkan Kemampuan Menulis Siswa di SMA NEGERI 08 Mukomuko Tahun Ajaran 2021/2022. Skripsi. Program Studi Pendidikan Bahasa Inggris., Fakultas Tarbiyah dan Tadris, UINFAS Bengkulu.**

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**Kata Kunci :** Kemampuan Menulis, Task-Based Language Teaching (TBLT)

Penelitian ini bertujuan untuk menganalisis penerapan pendekatan Task-Based Language Teaching (TBLT) yang diterapkan oleh guru dalam meningkatkan keterampilan menulis dan untuk mengetahui kendala apa yang dihadapi guru dalam menggunakan Task-Based Language Teaching (TBLT) dalam mengajar keterampilan menulis. Jenis penelitian ini adalah deskriptif kualitatif dengan teknik pengumpulan data observasi, wawancara dan dokumentasi. Hasil penelitian menjelaskan bahwa pada tahap Analisis, subjek menerapkan teknik sesuai dengan peran dan tugasnya dalam TBLT. Pada tahap Evaluasi, subjek menerapkan kegiatan pembelajaran sesuai dengan prosedur pengajaran Task Based Language Teaching (TBLT). Pada tahap Hasil, siswa mendapatkan feedback yang positif dimana siswa mengalami peningkatan dalam kemampuan menulisnya. Temuan kedua adalah Waktu, dimana dibutuhkan lebih banyak waktu untuk menerapkan TBLT dan pendekatan ini tidak dapat digunakan oleh kelas XII dalam mempersiapkan ujian. Guru melaksanakan pengajaran menulis melalui pendekatan Task Based Language Teaching (TBLT) dengan baik sehingga dapat meningkatkan keterampilan menulis siswa.

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ADVISOR SHEETS.....</b>	<b>ii</b>
<b>RATIFICATION.....</b>	<b>iii</b>
<b>MOTTOS .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>PRONOUNCEMENT .....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>viii</b>
<b>ABSTRACT .....</b>	<b>x</b>
<b>ABSTRAK .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS.....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF APPENDICES .....</b>	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Identification.....	8
C. Limitation of the Problems .....	9

D. Research Question.....	9
E. Research Objective.....	10
F. Significance of the Research.....	10
G. Key Term .....	11

## **CHAPTER II LITERATURE REVIEW**

A. Task-Based Language Teaching (TBLT)	
1. The Concept of Task-Based Language Teaching .....	13
2. The Principles for Task-Based Language Teaching .....	18
3. The Application of Task-Based Language Teaching .....	20
4. Teaching Procedure of Task-Based Language Teaching .....	25
5. Teacher Roles in Task-Based Language Teaching .....	28
6. Students Roles in Task-Based Language Teaching .....	31
7. The Benefits and Challenges of Task-Based Language Teaching .....	34
B. Writing Ability	
1. Nature of Writing Ability.....	43
2. The Concept of Writing Ability .....	45

3. Teaching Writing for Senior High School .....	46
4. The Criteria of Good Writing.....	49
5. Types of Writing .....	52
C. Previous Related Studies.....	57

### **CHAPTER III RESEARCH METHOD**

A. Research Design.....	60
B. Research Setting.....	62
C. Subject of Research.....	63
D. Instruments of the Research .....	63
E. Technique of Collecting Data .....	66
F. Data Analysis Technique .....	68
G. Trustworthiness .....	72

### **CHAPTER IV FINDING AND DISCUSSION**

A. Finding .....	76
B. Discussion .....	94

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	105
B. Suggestion.....	107

### **REFERENCES**

### **APPENDICES**

## LIST OF TABLES

Table 1 Basis Evaluation Writing .....	45
Table 2 Criteria for Students' Score.....	69
Table 3 Activities and Roles of Teacher in Teaching .....	79
Table 4 Student Activities and Responses in Learning .....	80

## **LIST OF APPENDICES**

Appendix 1 : Transcript of Observation Checklist Day 1

Appendix 2 : Transcript of Observation Checklist Day 2

Appendix 3 : Interview Transcript for Teacher

Appendix 4 : Interview Transcript for Student

Appendix 5 : Observation Checklist for

Task-Based Language Teaching

Appendix 6 : Interview Guideline

Appendix 7 : Students Writing Results



# CHAPTER I

## INTRODUCTION

### **A. Background**

In writing classes, learners are expected to be proficient in the language through journals, articles, fiction, letters, scientific papers, and other written outputs. Using rhetorical and discourse techniques, second language learners are expected to create cohesive writing, according to Indriani (2017). The results of writing that are arranged and written in a structured and correct way will make it easier for people to read and understand. Content, structure, vocabulary usage, grammatical use, and mechanisms such as spelling and punctuation are all important components of successful writing (Indriani, 2017).

However, writing difficulties are a serious problem in several countries in the world, especially in the

field of education. Writing issues are also a difficulty for Turkish students. The problems of writing experienced by the students in Turkey are grammatical, lexical and mechanical errors (Şen 2020). In term of types of writing, one of the genres that are difficult to produce is a story. The problem is also faced by the students in Philippines. According to Cabigao (2021) conducted research entitled "Improving the Basic Writing Skills of Grade 7 Learners in Filipino: An Action Research in Filipino Language." It was discovered that pupils in the Philippines have issues with cursive writing, capitalization, grammar, spelling, and paragraphing. Difficulties in writing skills also occur in students in Thailand. EFL students have a diverse variety of learning techniques. Those with little proficiency, particularly in academic writing, require constant supervision, scaffolding, and mentorship (Roy, et al 2009).

Writing difficulties are also a problem for students in Indonesia. According to Putu, et al (2017) states that

there are 8 difficulties in writing, namely: (1) difficulty in determining the topic, (2) difficulty in determining the theme, (3) difficulty in making an outline of writing, (4) difficulty in developing framework, (5) difficulty in assembling events into a storyline, (6) difficulty in determining the conflict of events, (7) difficulty in composing effective sentences, and (8) difficulty in composing good paragraphs. For example, students in the English Education Study Program, particularly in the second semester of STKIP Muhammadiyah Enrekang, still lack command of English academic writing skills. This is indicated by students' poor English academic writing achievements, as well as the difficulty of producing articles in English and papers for conferences, seminars, and symposiums, as well as papers for course assignments. Several lecturers also expressed their dissatisfaction. This is further demonstrated by the fact that when English professors ask students to write academic papers in English, they make several

grammatical errors and fall well short of the standards for competent and precise academic writing (Mustakim & Ismail, 2017).

To solve the problems related to writing difficulties, teachers may apply Task-based language teaching (TBLT). It is a technique that has proven to be efficient in promoting students' writing skills. According to Hermayati (2017), TBLT (Task-based Language Teaching), a method developed in the 20th century that was previously ignored, has been resurrected as a frequently applied method. TBLT is a teaching method that focuses on the development of cluster abilities in order to comprehend, complete, and solve problems in the teacher's tasks and lectures. The aim of TBLT is really to boost learners' confidence and enthusiasm. Task-based language teaching is the label for this approach. This is a "task" that could have been the resolution. A task is an assignment that students must execute one that requires learners to reach conclusions from the presentation

through some sort of thought process and for which the teacher can oversee and regulate.

When it comes to enhancing writing skill, task-based language education is extremely effective. Because the activities use the language and focus on the consequences of the activities rather than just using English, teaching through assignments can generate efficient learning conditions for English language learners. Students are capable of engaging, comprehending, and achieving responsibilities on their own. Students can enhance their expertise and experience, primarily in writing, by partaking in a series of activities. Task-based language teaching is one technique that is shown to be efficient in promoting students' writing skills (TBLT). TBLT is a language teaching strategy for those learning a second language. According to Richards (2006), the assertion of task-based teaching is that vocabulary knowledge will arise as a result of providing the relevant method of process response in the classroom,

and the correct strategy to do so is to use task-specifically focused learning (Indriani, 2017).

Based on research that has been done by previous researchers, task-based language teaching (TBLT) is able to improve writing skills. The first research was conducted by Umi Sholihah in 2011 in her thesis entitled "Improving Students' Writing Ability Using Task-Based Language Teaching (TBLT) (A Classroom Action Research at the Students of Class X TKJ 1 SMK Negeri 2 Sragen in the 2010/2011 Academic Year)". The second research by Indriani Hazaroh in 2016 was entitled "Improving Writing Ability of Grade XII Students at SMA Negeri 1 Majenang Using Task-Based Language Teaching (TBLT) in the Academic Year of 2016/2017". The third research by Nurlaillatul Barokah in 2018 on her thesis entitled "The Effect of Task-Based Language Teaching (TBLT) and Critical Thinking on Students' Writing of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade students of SMAN 1

Jawilan Serang- Banten)". So we can conclude from the three studies, TBLT is very effective and appropriate to use in improving writing skills.

In the preliminary research, the researcher completed pre-observation, which entailed gathering preliminary data from Mam LPS, S.Pd (2021), an English teacher at SMA NEGERI 08 Mukomuko. The data that researcher collected from Mam L shows that several problems with learning writing skills. Some of these problems are that students find it difficult to organize ideas, limit vocabulary, use punctuation marks, and use grammar correctly. As a result of these difficulties, students have a low writing level with a score of 70-80. Then the teacher applies the Task-Based Language Teaching (TBLT) technique in teaching writing. The results obtained in applying TBLT are that students' progress in writing and increase in the value of good writing skills, namely 90-95. This shows that TBLT has

been successfully used by teachers in improving students' writing ability.

Therefore, the researcher wants to conduct a research entitled “**An Analysis of Task-Based Language Teaching (TBLT) Approach Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022**” to find out how does teacher employ Task-Based Language Teaching (TBLT) approach in teaching writing ability. This research is expected to be useful for all readers, especially for teachers, students, schools both theoretically and practically.

## **B. Problem Identification**

The following issues can be detected based on the context of the situation mentioned above:

1. Teacher employ Task-Based Language Teaching (TBLT) as the main teaching and learning strategy



2. The teacher employ Task-Based Language Teaching (TBLT) as a strategy in overcoming students' writing difficulties
3. Teacher employ Task Based Language Teaching (TBLT) techniques in improving students' writing skill
4. Task-based language teaching (TBLT) a language learning technique that focuses on the learning process and skill development

### **C. Limitation of the Problems**

The scope of the research is limited to the problems that how does teacher at SMA NEGERI 08 Mukomuko employ Task-Based Language Teaching (TBLT) approach in teaching writing ability.

### **D. Research Question**

The Research question of the research is formulated in the following question.

How does teacher at SMA NEGERI 08 Mukomuko employ Task-Based Language Teaching (TBLT) approach in teaching writing ability?

### **E. Research Objective**

Based on the research question, the research objective is formulated.

To explain how does teacher at SMA NEGERI 08 Mukomuko employ Task-Based Language Teaching (TBLT) approach in teaching writing ability

### **F. Significance of the Research**

#### 1. Theoretically

The findings of this research are intended to add to and improve the findings of comparable previous studies by providing further empirical data about English teachers' use of the Task-Bask Language Teaching (TBLT) approach as a learning strategy for developing writing skills.

#### 2. Practical

##### a. For teachers

This research is expected to be used as a learning tool to integrate the use of Task-Bask Language Teaching (TBLT) approach by engaging directly so that they can see, feel, and appreciate

whether the learning practices carried out so far have been effective and efficient.

b. For students

This research is expected to increase students' writing skills to find knowledge and develop insight, improve writing skills through Task-Based Language Teaching (TBLT) approach.

c. For school

Expected to contribute and can be input for schools to improve the practice of teachers' writing skills to be more effective and efficient so that the quality of learning and student learning outcomes increases.

## **G. Key Terms**

1. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is language instruction that focuses on how the English

language is used to complete a certain activity. Students' self-efficacy and excitement for learning are also cultivated through TBLT. Task-based activities encourage language acquisition by focusing on the results of learning while maximizing the employment of the English language (Maria & Siane, 2017).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Task-Based Language Teaching (TBLT)**

##### **1. The Concept of Task-Based Language Teaching (TBLT)**

According to Rod Ellis (2003) TBLT is an approach that focuses on the many tasks students performs as characters in their own learning processes in order to critically interpret their knowledge. According to Dodi Mulyadi (2016) TBLT helps in meeting the immediate needs of learners and providing a fun and engaging learning framework. Activities in TBLT learning have enriched our knowledge of adapting teaching strategies to ensure student involvement in the EFL process. The task-based language teaching (TBLT) approach is described as a communicative methodology for language teaching and learning that primarily sees

language as a means of communication rather than an object of study. It is through meaningful and properly designed and sequenced tasks that learners use and acquire the language communicatively (Manuel, 2022). TBLT is formed in the field of second language acquisition with the purpose of developing process-oriented curriculum and communicative activities that encourage students to use English in everyday contexts (Khomkrit, 2021). Rod Ellis, an exponent of TBLT, also emphasizes that TBLT can make use of learners' natural abilities and help learners acquire language incidentally when they engage with language as a meaning-making tool in tasks (Surya & Sasidhar, 2021). A focus on understanding rather than form, TBLT is an English teaching method that emphasizes the use of educational activities inside classroom tasks that require students to grasp, operate, produce, or engage in the target language. Learners' academic performance and interpersonal skills are set to

improve as a result of task based language education. In summary, task-based language training allows students to produce target languages using communicative tasks. According to David Nunan (2021) Skehan (1998) five key characteristics of a task: meaning is primary, learners are not given other people's meaning to regurgitate, there is some sort of relationship to comparable real-world activities, task completion has some priority, the assessment of the task is in terms of outcome.

Task-based language education is a method of language teaching that makes use of tasks as the primary planning and instruction elements, according to Laxman & Lumbini (2020). Students could achieve the fluency and accuracy of language use in communicative tasks. As a process-oriented approach, TBLT is used to emphasize communicative language teaching at the centre of syllabus design and instructional goals. Therefore, task-based language

teaching requires teachers to make use of their own linguistics resources to assess students' performance in both direct and indirect ways (Tham & Huyen, 2021). The main principle of TBLT may be summarized as the students' assignments. The student's task at the start of the material or meeting, on the other extreme, becomes the method's characteristic in this context. TBLT approach claim, there should be some connection between the two. However, tasks which are used in language classrooms need to contribute to developing communicative abilities (Siros, 2010). Huong et al (2021) identified six elements of an effective task, namely, goals, input data, task types, teacher role, learner role, and settings. Generally, tasks are considered to be student-centered, authentic, holistic and communicative in nature since they focus on the content rather than the form of the message, although pre-tasks and post-tasks or



pedagogic tasks, depending on the model of TBLT, can focus on language (Jose Belda, 2021).

According to Rod Ellis (2009) for a language-teaching activity to be a ‘task’ it must satisfy the following criteria:

- a. The primary focus should be on ‘meaning’ (by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances).
- b. There should be some kind of ‘gap’ (i.e. a need to convey information, to express an opinion or to infer meaning).
- c. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
- d. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

Some studies have highlighted that TBLT becomes successful language pedagogy to emphasize how the meaningful language learning activities with diverse real-life tasks to attain communicative outcomes the goal of this TBLT should be primarily focused on enhancing learners' target language performances with meaningful tasks (Entika et al, 2021).

## **2. The Principles for Task-Based Language Teaching (TBLT)**

The principles of TBLT should be employed as a guideline for implementing it. Nurlailatul (2018) lists seven criteria that must be observed in the context of task-based language instruction:

- a. Scaffolding
- b. Task dependency
- c. Recycling
- d. Active learning

- e. Integration
- f. Reproduction to creation
- g. Reflection

The context in which learning can occur is established by the instructor at the outset of the learning process. Furthermore, when the pupils contribute information in their thinking, the teacher draws out advanced knowledge from them. In essence, before going on to the next stage of the learning process, scaffolding aids students in strengthening their foundational knowledge (Ashley, 2022). The instructor should take the task's reliance into account while assigning tasks. This indicates that each activity should be completed independently of the others. The challenges will be used to develop a pedagogical task sequence. Then, through recycling language, learners have an additional opportunity to encounter target language objects over time. Learners can comprehend more if they are given more opportunities to repeat

language elements across a variety of academic fields (Sutiyatno, 2014).

The teacher can correctly utilize TBLT based on the seven principles listed above. The instructor must be aware that before assigning the work, he or she must elicit the students' prior knowledge by establishing the context. Because TBLT is a learner-centered technique, students are actively utilizing the language. The teacher should also be knowledgeable with language recycling, integration, and the shift from reproductive to creative language use. Last but not least, the instructor must give students an opportunity to consider what they have learned and how well they are doing.

### **3. The Application of Task-Based Language Teaching**

Since the learners' level was beginner or even advanced, TBLT may be used with senior high school students. Students become the main subject of the

teaching-learning process while using this strategy. They are given a variety of tasks that they must do in groups of two. As a result, individuals may increase their relationships with their peers while doing the activity, encouraging them to be more conversational and active.

When teaching employed TBLT, the teacher generally serves as a facilitator rather than a showman or an explanation. In TBLT, the teacher simply assigns tasks using real teaching processes. The students then use their creativity to complete the tasks on their own. Although TBLT is learner-centered, this does not imply that students or learners are left to do activities without any focus on improvement or explanation. In TBLT, there is a phase or stage that explains what will be required of the students after they complete the assignment. As a result, it is appropriate to use it in English classes for SMA students.

As part of the communicative approach, Task-Based Language Instruction (TBLT) is one of the strategies that may be used for teaching. TBLT aims to improve students' interlanguage skills by giving them a task to do and then employing language to achieve it. Prabhu (1987) was the first to create it in Bangalore, Southern India. In his definition of a task from 1987, Prabhu said that it is "an activity that challenges learners to generate an output from knowledge through some process of thought while allowing teachers to manage and govern the process" he felt that students would learn more effectively. The job is active, in accordance with the preceding description, whenever the target language is utilized for communicative purposes in order to accomplish a goal (Willis, 1996).

According to Willis (1996), TBLT tasks include the following:

a. Listing

The process of listing entails brainstorming and fact-gathering, with the final effect being a comprehensive list or a draft mind map. This sort of activity can help students improve their understanding and induction skills.

b. Ordering or sorting

This task entails sequencing, rating, and categorizing data, with the end result being a set of data that has been arranged and sorted according to certain criteria. These types might help with understanding, logic, and reasoning.

c. Comparing

This form of task entails matching, identifying similarities, and identifying differences. The end result might include pieces that are well-matched or constructed. This sort of activity improves pupils' differentiating abilities.

d. Problem-solving

Analyzing real-life issues, thinking, and making decisions are all part of this sort of activity. The end result is a set of problem-solving options that may be examined. These activities assist students in improving their reasoning and decision-making skills.

e. Sharing experience

Narrating, describing, examining, and expressing attitudes, ideas, and emotions are examples of sharing experience tasks. Normally, the result is social. These activities allow students to communicate and exchange information and experiences.

f. Creative tasks

Brainstorming, fact-gathering, arranging and sorting, comparing, and a variety of other tasks are among them. As a result, you'll have a finished work that connects to a larger audience.



Students hone their problem-solving skills, as well as their thinking and analytical skills.

#### **4. Teaching Procedure of Task-Based Language Teaching (TBLT)**

Because of the resources that are available, the students' needs, interests, and learning levels, as well as the teachers' specific skills and training, each teacher's classroom procedures may be different. The pre-task phase, the task cycle, and the language emphasis are the three phases Izadpanah (2010) suggests instructors design around a task. Only a creative person can effectively plan, carry out, and assess the pupils' work on language projects.

- a. As stated by Izadpanah (2010), the teacher introduces the subject by connecting it to their existing knowledge, assists students in learning new language, explains the structure of the tasks, and exposes them to some finished sample work in the pre-task phase. The instructor familiarizes the

pupils with the assignments and helps them get ready to complete the.

- b. The students debate and negotiate the meaning throughout the assignment phase. While the teacher supports their learning, they create the report individually, in pairs, or in groups. To finish the work, they draw on their existing knowledge and personal judgments. According to Larsen-Freeman & Anderson (2011), one example of an opinion activity would be for the instructor to give the students a societal issue, like unemployment, and ask them to come up with many potential solutions. In this stage, it is advised that they put more emphasis on fluency than correctness of the target language. Here, the instructor supports his or her students in developing their imagination and creativity. To create a report, the students participate in meaningful and communicative activities. The instructor assesses and gives

comments after the students present the results of their activities to the entire class so that, in the post-task phase, they will complete the tasks more meaningfully in terms of both form and substance. The instructor then moves on to the linguistic emphasis, which consists of practice and analysis. The instructor conducts a post-task analysis with a clear focus on form, especially those forms that students found challenging during the task-phase. By drawing learners' attention to words, phrases, and shapes, he or she does this. Throughout the practice phase, s/he guides pupils through practice forms that included memory tests, dictations, drills, etc. during the analysis phase. If they don't get complete confidence, s/he may ask them to repeat the assignment to practice. She urges students to revisit useful words, phrases, and sentences from the activities they've finished in order to increase their language proficiency. They

then repeat the exercises on their own to acquire confidence.

- c. For students to obtain a deeper grasp of and confidence in the language activities they are completing, the post-task phase gives them the chance to reflect on how they performed and to try the assignment again

## **5. Teacher Roles in Task-Based Language Teaching (TBLT)**

Three key duties should be fulfilled by the language instructor who wants to adopt task-based language learning in the foreign language classroom:

- 1) Task selector and sequencer
- 2) Getting students ready for assignments
- 3) Consciousness-raising

It should be emphasized that the language teacher actively chooses, adapts, and designs assignments before developing them to meet the requirements, expectations, interests, and language

proficiency levels of the learners. This is pertinent to the first teacher position. In relation to the second teacher function, it can be said that language learners often receive some pre-task instruction. These training exercises might involve introducing the subject, outlining the task requirements, helping students learn or remember helpful terms and phrases to make the task completion simple, and providing a partial depiction of the task process. Regarding the third teacher function, it should be noted that the instructor utilizes a variety of form-focused tactics, including attention-focusing pre-task activities, analyzing the provided text, guiding exposure to comparable tasks, and employing information that has been highlighted (Laxman & Lumbini, 2020).

Izadinia (2009) asserts, "Years ago, teachers were considered unquestionable authorities who were only responsible for delivering knowledge to students, and students, in turn, were doomed to

listening meekly," when referring to the role of a teacher in a language class. However, today, teacher's role has tremendously undergone through various changes. In task-based learning, the language teacher's job is to promote the students' learning by getting them involved in a range of worthwhile projects.

The assignments are selected after the instructor has first assessed the needs, skills, and interests of his or her students. Three more functions for a teacher are suggested by Hismanoglu (201): "selecting and sequencing of activities, preparing learners for tasks, and consciousness-raising." He or she chooses tasks that are suited for the learners' requirements and arranges them in order of increasing complexity. Then, after providing them with instructions and an introduction to the subject, pre-tasks are given to them. Students can understand the purpose of the exercises and how they connect to

potential circumstances in their life outside of the classroom since the assignments are meaningful and relevant (Larsen-Freeman & Anderson, 2011). The teacher then gives the pupils the assignment to use the text to generate the required results. He or she keeps an eye on their performance in the meantime and steps in if needed.

#### **6. Students Roles in Task-Based Language Teaching (TBLT)**

When task-based language education is used in a foreign language classroom, the language learner should fulfill three key functions:

- 1) A group member
- 2) Monitor
- 3) Pioneer and risk-taker

When it comes to the first learner role, it can be said that the students do a variety of activities in pairs or small groups. The adaption of pair or group work may be necessary for students who are more accustomed to whole-class activities and/or

independent work. It should be emphasized that tasks are used in task-based learning as a tool to facilitate the learning process, which is related to the second learner role. Activities in the classroom should be planned so that students may see how language is used in conversation. The message in task work, as well as the manner in which such messages are often packaged, should both be "attended" to by the learners themselves. In relation to the third learner role, it can be said that a lot of activities would force students to create and elaborate on messages for which they lack the necessary language resources and background knowledge. This is supposedly the purpose of such duties in reality. It may be necessary to improve the abilities to infer meaning from verbal and contextual cues, seek for clarification, and confer with other students (Laxman & Lumbini, 2020).

Since TBLT uses a learner-centered teaching strategy, it is essential that students participate in the



development, delivery, and evaluation of the curriculum. The proper completion of the work is the main responsibility of the learners in task-based language training. Other tasks include monitoring, being a risk-taker and inventor, and participating in groups (Laxman & Lumbini, 2020). To acquire language through effective communication, the students either do the job independently or actively participate in pairs, groups, or the entire class activity. Along with actively participating, the students assist and keep an eye on each other's work as they complete tasks. Despite their lack of complete confidence, they produce and understand signals. To complete the work in a foreign or second language, the learners must acquire the abilities to infer from verbal and contextual cues, seek clarification, and confer with other learners (Laxman & Lumbini, 2020).

## **7. The Benefits and Challenges of Task-Based Language Teaching (TBLT).**

Saputro et al. (2021) claim that teaching TBLT in Indonesia has a number of advantages, including:

- a. TBLT was perceived as a 'right' teaching method or approach.

The instructors believed that TBLT was a good and "proper" teaching strategy in compared to the way they currently teach English to their pupils. They defined "right" as a method or plan that has given their students better learning opportunities. It was believed that TBLT might engage students in engaging activities where they could provide feedback to both their professors and their peers. Additionally, when working on assignments, students got additional chances to hone their language abilities. In the past, teachers believed that their Presentation-Practice-Production (PPP) approach of instruction involved

a lot of discussion and little actual participation from the pupils. In the PPP class, they had to continually supervise and "police-monitor" the kids. When they first started utilizing TBLT, this did not occur in their class. The teachers might play more than simply a police (monitoring) role, such as an assistant, a source person, a consultant, and other more useful roles in assisting the students achieve their duties. The students were mostly supervised by their tasks and peers since they had to fulfill them.

- b. TBLT actively engaged students in learning English.

The characteristics of the activities and the layout of the task sequence allow students to actively engage in the teaching and learning process. Based on how they were typically designed, the teachers believed that the activities and task sequences were carefully planned and

developed so that they would engage the students and help them learn a lot. As a result, some teachers felt confident in the value of TBLT for motivating pupils in their classrooms even before the implementation stage. The instructors also recognized the task and task sequence's ability to create an engaging class in which the students were active learners because they had to finish the tasks after the implementation stage.

- c. TBLT was deemed relevant with the current curriculum in Indonesia.

The fundamental traits and tenets of TBLT, according to the instructors, were comparable to those of the 2013 Curriculum. The primary and secondary national curricula for Indonesia were released in 2013. This curriculum, which was framed in the idea of learner-centered learning, was focused on the learners' outcomes, learner-centered learning, and systematic plan "scientific

process The acknowledges that the idea of a task has some of the six criteria of a task, including a work plan, a focus on meaning, a real-world process, four language skills, cognitive process, and communicative output "scientific approach."

- d. TBLT could increase students' motivation in learning English.

Teachers' perceptions of the students' motivation, which seem to be enhanced by TBLT, are most based on the implementation stage and the students' perceptions afterward. The teachers agreed that TBLT may boost their students' motivation by engaging their interest in class. They noted that the students were interested in the class and seemed to like it. Even while engagement and enjoyment are not enough to study the effective nature of motivation, they both acted as favorable indicators of the students'

motivation. Furthermore, the majority of teachers claimed that their students are enthusiastic about TBLT implementation. The students informed the teachers that the English lesson was more enjoyable and informative than the previous ones.

- e. TBLT's scaffolding helps students to "use" the language and "accomplish" the tasks.

The scaffolding feature of designing a task sequence is known to assist students in completing the goal tasks. The teachers are very good at using the scaffolding concept in task sequence design. The scaffolding is designed to provide students with enough information to let them prepare for and complete the task sequence. In this context, the teachers believed that one of the primary variables that made TBLT able to raise the learning value was the scaffolding component. They also noted that the TBLT scaffolding design

is difficult to create since it does not enable explicit form learning as the scaffold's structure.

According to Saputro et al (2021) there are several challenges of teaching TBLT in Indonesia, including:

- a. TBLT was time-consuming in terms of the preparation

The majority of the instructors expressed worry about the time it would appear to take to prepare a task-based session. The teachers needed more time to prepare the lesson for TBLT than for PPP. The process of creating a task sequence from the goal task and building the enabling tasks based on the scaffolding idea, according to one instructor, looked difficult. It was considerably harder for the teachers since each activity in the task sequence had to satisfy all six requirements for a TBLT assignment. Additionally, they stated

that they felt less confident in their ability to create a task-based lesson because of their other obligations outside of teaching.

- b. A task's aspects were difficult to understand and perplexing.

The teachers thought that a task's six requirements were complex and perplexing. The teachers were frequently questioned about how they comprehended the six aspects of an assignment during the FGD and interview. They mostly considered them to be daunting since they had to consider those six criteria while creating a task, in addition to the fact that the idea behind the criterion was still unclear to them. Most of them still had concerns about certain criteria, including the work schedule, practical method, and communication output. They might be used to



compare TBLT with PPP in terms of how simple it is to design and create PPP activities.

- c. The scaffolding method was not easy to implement.

Similar to this, the scaffolding notion in TBLT was similarly seen to be reasonably simple to explain but challenging to put into practice. The definition of scaffolding as "no explicit form instruction" was not utilized with the instructors. Before the students engaged in language practice, they used to believe that the scaffold may take the shape of instructional forms. Most teachers found it difficult to include the scaffold into the task sequence design since it should also take the shape of a task in TBLT.

- d. "Getting-right-in-the-end" remained a big question

The teachers didn't know that TBLT required them to clearly teach forms at the end of the task sequence. As was previously mentioned, the teachers had previously taught the students the forms as a scaffold for the practice and production stages, which is a standard PPP technique. Thus, despite being told of the reasons and advantages of this specific approach to the students' learning and acquisition, the instructors continued to have doubts about the efficiency of the "getting-right-at-the-end" strategy in TBLT.

- e. TBLT was not an approach to prepare students for an exam

The teachers at this school discovered that TBLT was not appropriate for classes that would be taking the national test when they began to

concentrate more on it. They contended that while TBLT appeared to be beneficial for first- and second-graders who had yet to take the exam, third-graders should be taught according to the traditional method in order to familiarize them with the test topics in the exam. The predominant method of instruction used here was either the PPP or exam preparation.

## **B. Writing Ability**

### **1. Nature of Writing Ability**

One of the English skills that any English learner should learn is how to write. Writing, according to Weigle (2002), is an act that occurs within a context, achieves a certain goal, and is correctly framed for its primary audience. According to Brookes and Grundy (2007), writing is a multi-step process that includes deciding what to write and organizing it into sentences and even paragraphs. Furthermore, Harmer (2004) interprets writing as a

form of process wheel in which authors travel both around and across the spokes of the wheel. It illustrates the several processes that authors must go through in order to complete a piece of writing. Then, according to Harmer (2007), one of the skills that learners, particularly language learners, must acquire is writing. Based on the aforementioned conceptions, writing is one of the four skills in English acquisition that transmit the writer's or someone's thoughts in written form, which necessitates numerous procedures. Learning to write cannot be done at a subconscious level because the learners must be in a specific circumstance and be in a conscious situation where they can write with concentration and seriousness, such as in the classroom, during a lecture, or in any situation where they can write with concentration and seriousness. As a result, the researcher claims that writing should be taught

utilizing the right method, technique, or strategy in order to generate effective writing results.

## 2. The Concept of Writing Ability

According to Tribble (1996), one of the talents in English that students must learn is writing competence. Students can use writing to convey their thoughts, feelings, and responses in addition to producing a text. Writing, on the other hand, remains the hardest language talent to learn. It is because there are too many things to do in the process of producing an excellent final essay. There are five elements that are frequently used to evaluate a student's writing.

**Table 2.1 Basis Evaluation Writing**

**(Adapted by, Hughes 2003, 104)**

No	Components	Evaluation Base
1	Contents	Think creatively and develop thoughts
2	Organization	Write in appropriate manner
3	Vocabulary	Use of word/idiom
4	Language	Write in appropriate

		structure
5	Mechanics	Use punctuation, capitalization, spelling and layout correctly

It can be concluded that the aptitude to write is the English skills that students should achieve. Writing, on the other hand, is a talent that is seen as more difficult than the others since there are so many factors to consider while writing, such as content, grammar, vocabulary, language, and mechanics. These elements are crucial in writing; without them, pupils would struggle to produce a strong writing output.

### **3. Teaching Writing for Senior High School**

The 2006 curriculum, also known as the school-based curriculum, is based on content standards and graduate competency criteria (BNSP, 2006). In senior high school, English is a required subject in terms of content standards. As part of their

graduation requirements, SMA students must demonstrate English listening, speaking, reading, and writing skills. According to government rules number 9 of 2005, writing ability is one of the characteristics that students should learn, according to government rules number 9 of 2005. The teacher plays an important role in helping students improve their writing abilities. According to Harmer (2007), the teacher's responsibilities in teaching writing include displaying, inspiring and stimulating, supporting, reacting, and assessing.

In various kinds of writing, the teacher should be able to explain writing principles and genre limits. As a result, the teacher becomes a motivator for his or her students. The instructor may then help the kids by encouraging them to come up with fresh ideas, piquing their interest in the task's relevance, and letting them know how much fun they can have with

it. The words needed to begin a writing task are generally provided by the teacher.

The teacher should be supportive when the students are writing. The teacher is always eager to help students with their tasks (except during the writing exam). The teacher also gives them comments on how they utilize language and suggests ways to enhance their work. Finally, the teacher points out where students did well in their writing and where they made mistakes. When the students get their papers back, they can look through them for errors and try to fix them.

The teacher is responsible for all above. First and foremost, the teacher must serve as a role model for the students. It implies that the teacher may demonstrate writing performances and instruct students on how to generate certain types of writing. Second, the teacher must be able to generate ideas from students by motivating and persuading them. As



a result, the students are able to articulate their thoughts and produce quality writing. Then there's the teacher's assistance, which is essential. The teacher must be able to provide positive reinforcement to the students so that they feel confident in their ability to write. Another responsibility is responding. It implies that the teacher must reply to the students' work, point out their problems, and explain how to improve them. Finally, the teacher must be able to modify. The students are entitled to get teacher criticism on their writing. However, if the teacher provides direct correction of the students' writing, the students will have more privacy and will be able to develop their writing as a result of the teacher's correction.

#### **4. The Criteria of Good Writing**

According to Nurlailatul (2018) to make a good writing, a writer should pay attention to the

certain criteria, such as the unity, coherence, and the cohesion of the paragraph.

- a. Unity is an important element that is used to make a good paragraph. If the writer starts to discuss a new idea, he/ she should start to make a new paragraph. Every supporting sentence in the paragraph must be directly related to the main idea. According to Nurlailatul (2018) unity means that a writer discusses a certain main idea in each paragraph. The information that does not supported and related to the idea should not be included into the paragraph. It contains only those details that help develop, explain, or support the central idea. Writing that lacks of unity makes it difficult for the readers to determine exactly what you are trying to say.
- b. Coherence is exactly manages the elements of the sentence paragraph into orderliness, sequence, and clarity until becomes the text. A text can be said

coherence if the idea given is sense into semantic unity. Moreover, coherence is a neat arrangement of facts and ideas, facts and ideas into a logical thread so that it is easy to understand the message it connects. Coherence refers to the connection which can be made by the reader or listener based on knowledge outside the discourse (Nurlaillatul, 2018).

- c. Cohesion is the relationship between sentences in a discourse, either in grammatical or in lexical. In order to understand the discourse well, knowledge and mastery of good cohesion are needed. We can say that a text or discourse is really cohesive if the form of language and context is appropriate. Moreover, cohesion is referring to the connections which have their manifestation in the discourse itself (Nurlaillatul,2018). Cohesion is the relationship between sentences in a discourse, either in grammatical or in lexical. In the

grammatical stages Tannen and Schiffrin (2001) groups cohesion into five categories, namely: reference, substitution, ellipsis, conjunction and lexical cohesion (Tannen and Schiffrin, 2001).

## 5. Types of Writing

In English written language, there are several genres of writing that the second language learners need to acquire. Each type of writing has its own social function. Therefore, the learners should take into account about the types of writing. As stated by Umi Sholilah (2011) there are three genres of writing, they are: academic writing, job-related writing, and personal writing. Following are the types of each genre of writing:

- a. Academic writing. It relates to the writing which is made for the pedagogical purpose. For example: papers and general subject reports; essays, compositions; academically focused journals;

short-answer test responses; technical reports (e.g., lab reports); and theses, dissertations.

- b. Job-related writing. It is made to accomplish the communicative purpose in the work life. For example: messages, letters/emails; memos, schedules, labels, signs; advertisements, announcements; manuals.
- c. Personal writing. It is used by individual person in the real life. For example: letters, emails, greeting cards, invitations; messages, fiction.

All those genres of writing above can be in the form of many types of texts. According to Umi Sholilah (2011), there are several types of texts in English, such as:

- a. Descriptive. Social function: to describe people, animals, things, places or the other things specifically. Generic structure: identification, description (it contains of the

information about the feature of objects).

Language features: specific nouns (e.g. doctor, market, apple, etc.), simple present tense, detailed noun phrase, adjective (about describing, numbering, classifying), relational process, figurative language.

- b. Narrative. Social function: tells a story and entertains the reader or listener. Events in the story are usually arranged in a temporal sequence. Generic structure: orientation, events, re-orientation (optional element). Language features: focus on individual participants, use of past tense, focus on a temporal sequence of events, use of material (or action) clauses and processes.
- c. Report. Social function: factual text which describes the way things are, with reference to a whole range of phenomena, natural, cultural, and social in our environment.

- Generic structure: general classification, description (parts and their functions, qualities, habits/behaviors or “uses” if non-natural. Language features: focus on generic participants (group of things), use of simple present tense (unless extinct), no temporal sequence, use of “being” and “having” clause.
- d. Procedure. Social function: factual text designed to describe how something is accomplished through a sequence of actions or steps. Generic structure: goal, steps  
Language features: focus on generalized human agents, use of simple present tense, use of mainly temporal conjunctive relations, use of mainly material (action) clauses.
- e. Explanation. Social function: factual text used to explain the processes involved in the evolution of natural and social phenomena or how something works. Language features:

focus on generic (non-human participants), use of simple present tense, use of temporal and clausal conjunctive relations, use of mainly material (action) processes, some passives used to get the right theme. The theme is what comes first in the clauses and is what the clause (or message) is about.

- f. Exposition. Social function: factual text used to put forward a point of view, or argument, e.g. essay, letter to the editor. Generic structure: thesis, arguments, reiteration. Language features: focus on generic human and non-human participants, use of simple present tense, few temporal conjunctive relations, use of material, relational and mental processes.
- g. Discussion. Social function: to present information about and arguments for both sides of a topical issue, concluding with a



recommendation based on the weight of evidence Generic structure: issue, arguments for and against, statement of various point views, recommendation. Language features: focus on generic human and non-human participants, use of simple present tense, use of logical conjunctive relations, use of materials, relational and mental processes.

## **6. Previous Related Study**

The first is done by Umi Sholihah (2011) entitled "Improving Students' Writing Ability Using Task-Based Language Teaching (TBLT). (A Classroom Action Research at the Students of Class X TKJ 1SMK Negeri 2 Sragen in the 2010/2011 Academic Year )" To determine whether using TBLT may improve students' writing skills and to pinpoint the advantages and disadvantages of using TBLT to help students with their writing. Both quantitative and qualitative methodologies were employed in this

investigation. The findings of this research regarding utilizing TBLT to improve students' writing skills suggest that this approach is successful from a number of angles, and that it is possible to pinpoint both the advantages and disadvantages of its application.

The second is done by Indriani Hazaroh (2017) entitled "Improving Writing Ability of Grade XII Students At SMA NEGERI 1 Majenang Using Task-Based Language Teaching (TBLT) in the Academic Year of 2016/2017" Using task-based language teaching, grade XII students at SMA Negeri 1 Majenang will be able to write better during the 2016–2017 academic year (TBLT). Both quantitative and qualitative methodologies were employed in this investigation. The results show that task-based language teaching increased the students' writing skills (TBLT). The pupils showed good growth in the five writing-related areas of content, organization, vocabulary, language usage, and mechanics.

The third is done by Nurlailatul Barokah (2018) entitled "The Effect Of Task-Based Language Teaching (TBLT) And Critical Thinking On Students' Writing Of Argumentative Essay (A Quasi-experimental Research in the Twelfth Grade students of SMAN 1 Jawilan Serang-Banten)" aimed to gather data on the impact of task-based language teaching (TBLT) on students' ability to write argumentative essays at the SMAN 1 Jawilan, Serang-Banten twelve-grade kids. This sentence employed numbers (quasi experiment). Students who were taught through TBLT guided writing and those who were taught through free writing had different effects on their ability to write argumentative essays. Students' ability to write argumentative essays did not differ between those with strong critical thinking skills and those with low critical thinking skills. No interaction between TBLT guided writing and critical thinking affected students' capacity to write argumentative essays.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The writer utilized a descriptive qualitative method in this research. Qualitative research, according to Ezer & Aksut (2021), is research in which data is articulated explicitly and interpreted without the need for analytical techniques. The mission of descriptive research is to improve people's understanding of the thing being evaluated and to establish problematic concepts, explain reality in terms of theory, and establish an understanding of a phenomenon. The assessment of events and circumstances in their rural environment, utilizing data gathering techniques and qualitative or verbal processes to comprehend individual perceptions and experiences, is based on descriptive research. Qualitative research emphasis the correct and comprehensive manifestation of events in their rural location, and it consists of various primary data collection methods such as observation,

interviews, and document analysis (Feyzullah & Selda, 2021).

The aim of this qualitative research is to examine and study a certain aspect of human existence. In essence, qualitative research is a study in which a qualitative process is used to comprehend an individual or society's perceptions and experiences on a specific topic (Bolderston et al, 2018). To do qualitative research, the study design must be assessed by comparing an issue with the time and resource demands of the problem. Qualitative research can augment quantitative research, but it should not be interpreted as a counterpart to quantitative research (Creswell, 2016). Qualitative research is hermeneutic in design, with something like a natural outlook on life (Denzin & Lincoln, 2011). One of qualitative research's attractions is that it depicts actual life because it focuses on everyday activities that occur organically (Miles & Huberman, 2016).

Due to the obvious qualities listed above, this research is categorized as descriptive qualitative. Descriptive research, according to Ezer & Aksut (2021), is research on problems in the form of current facts from a population that approaches a task to measure attitudes or opinions toward individuals, organizations, surroundings, or procedures. Meanwhile, descriptive research, according to Cooper, H.M. (2007), is research performed to ascertain the value of regress, such as one or more independent variables, without drawing comparisons or associating them to other considerations.

## **B. Research Setting**

The research was conducted at SMA NEGERI 08 Mukomuko in IPA class XI. The researcher choose this school because intended to go into incredible detail on the application and benefits of Task-Based Language Teaching (TBLT) approach in enhancing writing skills amongst some of the school's teachers. In conclusion, the

researcher constrained the inquiry by scrutinizing the English teacher in the class.

### **C. Subject of Research**

The subject in this study is an English teacher who teaches in IPA class XI. A total of 35 students were surveyed consisting of 10 male and 25 female students. This class chooses for this research because it was more active and interested in English than other classes. As a result, the researcher was curious to know more about the opportunities and challenges of Task-Based Language Teaching (TBLT) strategies for enhancing writing skills.

### **D. Instruments of The Research**

Basically, qualitative research collects information through observations, interviews, documents, and visual materials. Data gathering processes in qualitative research encompass four main types: observation, interviews, documents, and visual pictures, writes Creswell (2003). Qualitative approaches aim to obtain in-depth information about social phenomena that occur. To get it all, basically,

the researcher is an instrument in his research. "The role of researchers in qualitative research is rather problematic," Bolderston et al (2018) explains. He is a planner, an implementer of data collection, analysis, data interpretation, and, at the end of the day, a researcher's reporter". In data collection, there are three data collection techniques as follows:

1. Observation checklist

The assessment instrument is a convenient and practical rating scale because it enables teachers to become more focused in their observations and in comprehending the activities that make learning conceivable (Dewi & Riani, 2016).

A checklist is a compendium of notes on anything that includes a comprehensive means of establishing whether or not something occurred. The checklist can be used to evaluate a child's developmental progress (Ayriza, 2007). The instructor



can utilize the checklist to identify the child's skills or developmental features so that a better plan can be made for the next stage. It will be simpler for observers to take notes throughout the checklist evaluation, allowing them to record a group of pupils at the same time. It also doesn't take long to complete the checklist assessment. However, because the behavior to be observed is constrained, this record will be imperfect (Alya, 2019).

## 2. Interview

Interviews are perhaps talks with sources to receive credible information on essential inquiries to ask the interviewer. Usually two or more employees, depends on the interviewer's expectations. The study's interview approach was directed towards the English instructor in order to obtain the information needed for the study. To minimize misunderstandings when submitting information and to make the circumstances and conditions more relaxed, the interview method is

conducted in Indonesian. Answers from sources are acquired and recorded by researchers.

### 3. Documentation

Documents are used to represent a significant amount of facts throughout the form of documentation. The majority of the information is in the form of letters, chronicles, treasures, reports, artifacts, and photographs, among other things. Documentation was employed as a supporting document to explain the research's data's legitimacy. Documents reference to a wide range of textual, physical, and visual items in this study. They can take the shape of documents, educational materials, or photographs. All of the papers and images that were utilized to back up the original data gathered through observation and interview.

### **E. Technique of Collecting Data**

The writer employed two methods for gathering accurate data, which are as follows:

## 1. Observation Checklist

When seeing and assessing the skills of an individual's employees, an observer must complete a set of questions known as an observation checklist. Users can utilize the Foundation Performance Observation Checklist to easily examine and assess skills in real time.

## 2. Interview

This research was conducted by interview resource person, namely English teacher. Research was conducted using an observation checklist and audio recorder as a voice recording device to facilitate researcher, interviews are conducted in order to obtain information on how they apply TBLT technique. Learners and researchers hope that the application of this method can also be implemented in other schools.

## **F. Data Analysis Technique**

"Data analysis in qualitative research is a process of classification, description, and synthesis," written Pratidina et al (2021). For the description and understanding of the phenomena under investigation, data reduction is required. In essence, data analysis is the systematic process of examining obtained data. Data analysis, according to Miles and Huberman, began when data gathering began and continued after data collection was concluded. According to Miles and Huberman (1994), the Interactive Model is a cyclical and interactive data analysis method that involves four phases of analytical activity.

According to Pratidina et al. (2021), the data analysis approach utilized in this study is qualitative data supported by quantitative data. The researchers analyze the information collected from the students' multiple-choice replies. As a result, in order to discuss the study

topic, the researcher employs the following data analysis formula:

$$M = \frac{\sum x}{N}$$

Explanation:

M = the average of students score

$\sum x$  = total score

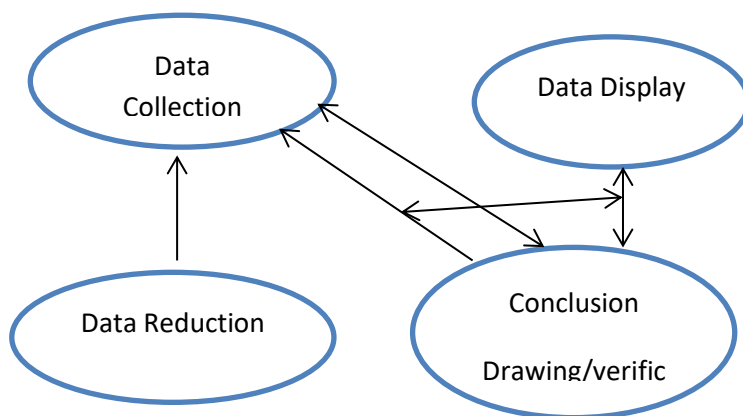
N = the number of students

The average score from one cycle will be compared against the average score from three cycles. It's also important to understand how to track students' progress in this study. The researcher gives the following measurements to elucidate the data of the measurement test.

**Table 3.1 Criteria for Students' Score**

Score	Predicate	Criteria
93-100	A	Excellent
84-92	B	Good
75-83	C	Average
<75	D	Poor

(Kemendikbud, 2017)



**Figure 1:**

### **Components of Data Analysis: Interactive Model**

#### **Miles and Huberman**

From the figure 1 above, the procedure can be describes as the following details:

#### 1. Data Collection

The consequence of data gathering procedures, including observation and interviews, is data collection. In this research project, the data was collected using an observation checklist and an interview.

## 2. Data Reduction

According to Donal Ary, data reduction is the assessment of qualitative data using theme analysis or thematic coding while concurrently evaluating quantitative data using descriptive statistics. In this circumstance, the researcher selected the study's critical data and emphasized the data that led to the analysis of concerns or the solution of a research problem. The data for the interview was retrieved using data reduction. It was summarized and focused on the significant information during data reduction.

## 3. Data Display

After reducing the data, the researcher structured and formatted it in such a way that it could be simply comprehended. The explanation was given in the form of a data display by the researcher. Because it was the outcome of a systematic data reduction in the report that could be understandable

and acceptable of the data collected in the field, 4

Conclusion The researcher reached the conclusion after collecting all of the data. After that, the data is verified by going over all of the data collection, data reduction, and data presentation that occurred after the data was collected. As a result, the researcher can draw conclusions from the data on the Task-Based Language Teaching (TBLT) approach for improving writing skills. In addition to assessing the data, the researchers went out into the field and discovered and gathered data.

### **G. Trustworthiness**

In a study, the validity of the study's findings is significant. Some approaches are used by researchers in qualitative research to confirm that the study data is accurate. As a result, triangulation was employed to verify the data's veracity.



Triangulation is a method for judging the significance of information. In Kasiyan (2015), Sutopo described four types of triangulation methods: 1) data triangulation, 2) investigator triangulation, 3) theoretical triangulation, and 4) technique triangulation.

#### 1. Data Triangulation.

It is the process of a researcher double-checking and comparing data from several sources in order to eliminate bias in the results. For instance, compare the outcomes of an interview, a questionnaire, and an observation.

#### 2. Investigator triangulation

Investigator triangulation is a technique, which involves using research or other observers to double-check the reliability of the data. Another method is to compare the results of one analyst's work with those of others and to utilize procedures to decrease variances in data collection.

### 3. Theoretical Triangulation

This triangulation involves applying a theory to a situation or actuality. Its aim is to examine a topic or event from several perspectives. Indeed, the more diverse they are, the more likely they are to identify a variety of problems or concerns; the more concepts do not have to be similar or compatible.

### 4. Methodological Triangulation

Methodological triangulation is checking the level of confidence in the findings of research through several data collection techniques. Meanwhile, the fourth approach is theoretical triangulation, which is concerned with the qualitative research's end outcome in the form of an information formulation or thesis statement. The data is then compared to appropriate theoretical views in order to eliminate the researcher's own bias in the results or conclusions.

Based on this research, only one triangulation will be used, namely data triangulation. Where the process of collecting data and information using the interview method, observation checklist, and documentation.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter shows the findings and discussion about an analysis of Task-Based Language Teaching (TBLT) approach used by the teacher to improve writing ability at SMA NEGERI 08 Mukomuko in the academic year of 2021/2022. The data was gotten from the observation checklist and interview. This research recorded meeting of classroom for observation checklist. The instrument was guided using observation checklist and interview task-based language teaching based on thesis by Indriani (2017).

#### A. FINDING

##### **1. The English teacher employed Task-Based Language Teaching (TBLT) approach to improve writing ability at SMA Negeri 8 Mukomuko**

At this stage the researcher found that teacher at SMA Negeri 8 Mukomuko used Task-Based Language Teaching (TBLT) approach in carrying out English language learning by employing group

division. This makes it easier for teacher to share the material to be taught, this group division aims for a learning approach that focuses on students in developing work skills. So that in groups students can understand, conclude and solve problems in task. Learning English is conducted face-to-face (offline) so as to optimize students' understanding and skills, especially writing.

“English learning is done face-to-face (offline) the students enter class in the morning according to the specified schedule. Attendance of students is done directly one by one by myself. And for the task, I gave task with group divisions, so that they were able to solve problems in the task. I monitor the learning process and direct them”.

According to Hermayawati (2017) one of the methods developed since the twentieth century that was previously not considered much, namely TBLT

(Task-based Language Teaching) is now back into a widely used method, especially in universities. TBLT is a learning approach that focuses on developing skills to work in groups to understand, conclude and solve problems in the tasks/practices given by the teacher/lecturer.

**a. Data from the observation**

In this observation, the researcher found that the teacher of SMA Negeri 8 Mukomuko employ the Task-Based Language Teaching (TBLT) approach as the main teaching and learning in English subjects. Richards and Rodgers (2001) describe task-based language education as an approach to language teaching that uses tasks as the main planning and instruction units. TBLT is a language learning method that focuses on the activities that learners are given. The focus of language instruction learning is the task of tasks.

The main principle of TBLT may be summarized as the students' tasks.

**Table 4.1 Activities and roles of teachers in teaching**

<b>Teacher Role</b>	<b>Yes</b>	<b>No</b>	<b>Description</b>
Selector and sequence of tasks	✓		The teacher arranges and designs assignments according to the learning themes listed in the lesson plans and syllabus. For example, for narrative text material, the teacher makes assignments related to narrative texts. The teacher adjusts the students' interests and interests, namely the legend about Surabaya
Preparing learners for tasks	✓		The teacher divides students into several groups to complete the given task. The teacher introduces the topic of the lesson and its important points. Then the teacher explains the task instructions and monitors students during discussions with their groups in solving task problems.
Consciousness-raising	✓		The teacher gives the opportunity for each group to show the results of their writing. Each group is given time to respond to the other groups' writings. The teacher focuses on students' attention, guides learning and checks students' writing results.

According to Richards & Rodgers (2002) suggest three additional roles of a teacher- “selecting and sequencing of tasks, preparing learners for tasks, and consciousness-raising”. Based on the table above, the researcher concludes that the SMA Negeri 08 Mukomuko

teacher really prepares everything before starting learning, the teacher also always reminds students to always comply with health protocols, besides the teacher does not make it difficult for students to do the tasks or homework that she gives, the teacher is very helpful for students in learning and during the learning process. According to Laxman Prasad Bhandari (2020) the role of the language teacher in task-based teaching is to facilitate the learners' learning by getting them to engage them with a variety of meaningful tasks.

**Table 4.2 Student activities and responses in learning**

<b>Students' Activities</b>	<b>Yes</b>	<b>No</b>	<b>Description</b>
The students pay attention to the teacher's explanation.	✓		Students noted the important points of the teacher's explanation and understand it.
The students are active in the class.	✓		Students participate with their group members and discuss in solving task problems. All members are involved in learning activities because each group divides the roles and tasks of each member



The students concentrate to the teacher's explanation.	✓	Students are enthusiastic in understanding the teacher's explanation because they need to understand the language that is conveyed and then they combine it in their writing
The students ask the question to the teacher regarding to the materials.	✓	Students are active in knowing more about the material given by the teacher. They asked details from the structure, use and elements of language. They will also ask if they do not understand the material.
The students do the exercise in groups.	✓	After the teacher divides the students into several groups, the students will immediately join the group and form a circle so that they can share their ideas. Each member of the group has their own role and task in solving problems then they combine some of their ideas to solve and find solutions to task problems
The students ask the teacher or their friends if they find difficulties.	✓	When students find difficulties in completing assignments,

		students will ask their group members. If the group members are unable to answer, the students will ask about the difficulty. They will try to solve it first with their group and then involve the teacher if it is difficult
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Based on the table above, the researcher concludes that the students of SMA Negeri 08 Mukomuko are very enthusiastic and appreciative in starting learning, the students also always obey the health protocols, besides that the students are active in doing assignments and discussions or homework given by the teacher. Based on theory Laxman Prasad Bhandari (2020) To acquire language through effective communication, the students either do the assignment alone or actively participate in pairs, groups, or the full class activity. Along with actively participating, the students assist and keep an eye on each other's work as they complete tasks. Despite their

lack of complete confidence, they produce and understand signals. To complete the work in a foreign or second language, the learners must acquire the abilities to infer from verbal and contextual cues, seek clarification, and confer with other learners (Richards & Rodgers, 2002).

#### **b. Data from the interview**

In the interview process, the researcher used several questions related to the Task-Based Language Teaching (TBLT) technique, including:

##### **1) The teacher employed of Task-Based Language Teaching (TBLT) to improve writing ability**

The process of learning English in class XI IPA seems to be getting better and there is progress. Currently, in the category of good grade in English. The students have started to be interested in learning English. This is a rapid development and improvement during the process of learning English. Although writing skill is the most difficult and complex skill, the students' writing ability is quite good. It's just that they

have limited vocabulary and find it difficult to develop ideas so that sentences and words are limited to the words they know. As a result, their writing products still seem monotonous and unattractive. The obstacle in teaching students' writing skills is that they are less motivated in writing. Besides being limited to vocabulary, another obstacle is grammar because the majority of people practice pronunciation and speaking more. So they don't really pay attention to grammar, even though speaking actually pays attention to accuracy. Like a lack of understanding in the use of tenses that are being used in a sentence and in writing. They have not been able to distinguish the simple present, past tense, future tense and others as needed. So that students' writing is still difficult to understand theoretically and grammatically. Besides that, they still have a lot of miss spelling, for example, "title" they write the title, the word "nation" is written as nasion. Because the students heard it more often without seeing

the correct writing of the word affected the pronunciation is written in their writing. Then they still do not understand the correct use of punctuation marks such as the use of period punctuation (.), comma (,), question mark (?), command sign (!), and quotation mark (" ") in an article.

The teacher has tried and tried to improve the students' English writing ability in several ways. The first way, in improving vocabulary skills, the teacher requires all students to bring a dictionary to make it more effective in learning. So that when they do not know the meaning and writing of a word, they can look it up individually in the dictionary. As a result, students will try to understand and understand directly and quickly the word they are looking for. Those who do not bring a dictionary will be penalized so that they are active in learning English without borrowing a friend's dictionary. The second way, then each meeting is required to deposit the vocabulary that has been studied

in writing and pronunciation at the next meeting or directly to the teacher's room. Each meeting the students are given 10-20 English words that have been studied and then written in a special book to be memorized and deposited in pronunciation and writing to the teacher. So that their vocabulary can be increased in writing and is not limited to just one vocabulary. The third method is the application of the Task-Based Language Teaching (TBLT) method in teaching students' English writing skills. Previously, the teacher applied CLT (Communicative Language Teaching) but it turned out to be less effective, especially in writing skills. Then the teacher looks for another method, namely TBLT, after being applied in learning, especially writing, the results are more effective in improving writing skills.

After employing the TBLT technique, there was an increase, especially in writing skills. The students understand and are more interested in writing using the

TBLT technique from the process to the result. The material is taught in accordance with the SK and KD that have been set in the Syllabus according to class XI. So the desired learning objectives are achieved. TBLT is more effective in improving writing skills because the learning is student-centered and the language produced. The division into several groups makes it easier for students to understand, conclude and solve problems (tasks). Each group can show the results of the writings that have been discussed and then guided by the teacher in improvement. Students are encouraged to show their group to be the best in their writing for appreciation. The assignments given in TBLT really help students improve their writing skills. After using TBLT the students' ability to increase vocabulary was achieved. They are more active and innovative in sharing ideas with the group. The use of tense in each meeting was successfully completed according to the text being taught. In writing the text

they also pay attention to the use of punctuation and grammar (tenses) is achieved.

The teacher explained that TBLT was very effective in improving students' writing skills. In learning to use TBLT students are more active and interested in writing. The assignments given and the division of groups make students enthusiastic in solving problems and showing good results. Students are active in understanding, concluding and solving problems in the given task. Based on theory Maria & Siane (2017) Task-Based Language Teaching (TBLT) is language instruction that focuses on how the English language is used to complete a certain activity. Students' self-efficacy and excitement for learning are also cultivated through TBLT. Task-based activities encourage language acquisition by focusing on the results of learning while maximizing the employment of the English language. This TBLT technique is very helpful for teachers to overcome obstacles in learning



to write English. There are several improvements in using TBLT such as increasing vocabulary, using grammar, using spelling and others. So it can be concluded that the TBLT is very effective and successful in improving English writing skills for the students of SMA NEGERI 08 Mukomuko.

**2) Students' responses to employed of Task-Based Language Teaching (TBLT) in writing ability**

In learning English students are more interested in speaking skills because they do not need to think about grammar and punctuation. In addition, they still have difficulty developing writing ideas. Writing in English is tricky because you have to use tenses, grammar, and correct use of punctuation. The main problem is the students' limited vocabulary in writing. In addition, it is still difficult to understand the use of tenses such as simple present, past tense, and future tense correctly. Because the use of tenses must pay attention to the type of text, for example,

for narrative text, it must use the past tense. Inappropriate writing and pronunciation (misspelling) in writing vocabulary. The students wrote a lot according to the words they heard, for example the word "can" there they wrote "ken" according to the pronunciation they heard. Then to overcome this misspelling problem the students learn from listening to songs using the lyrics of the song. So they can enjoy the song while remembering the writing of the lyrics. But no one has been moved to take lessons or tutoring because there is no place or tutor there.

Then the teacher has used the Task-Based Language Teaching (TBLT) technique which helps students to improve their understanding of writing skills. Learning using Task-Based Language Teaching (TBLT) is more effective and fun. Language learning using assignments is better able to make students understand the learning being taught. The students are very encouraged and motivated in

producing the best writing among other groups. Tasks in TBLT really help students in developing ideas and thinking skills.

In TBLT learning, students are divided into several groups, then the teacher gives assignments. Each group completes the assigned task and shows the results of their writing to the teacher and other groups. For example, in writing narrative texts, students are able to write according to the generic structure and tenses used or according to the instructions given by the teacher. Then the teacher will help monitor the learning process and provide direction for improvement in his writing. After using TBLT students are able to produce better and structured writing products. Use of appropriate tenses (grammar), punctuation and effective vocabulary in writing.

Based on the data above, students explained that learning to write using TBLT strongly encouraged students to show their best writing results. Students are very enthusiastic in completing the given task. Improving understanding in learning to write is very effective using TBLT assignments so that students are able to overcome difficulties in writing. The students are very active in discussing with their group members in solving the problems given. They understand learning faster and are able to create better writing results. TBLT is able to overcome students in increasing vocabulary, improving grammar, developing ideas and using appropriate punctuation marks. It can be concluded that TBLT has succeeded in improving students' writing skills.

## **2. Challenges of English Teachers in Implementing Task-Based Language Teaching (TBLT)**

Every lesson there must be challenges and difficulties in this problem, the researcher found that

teachers had challenges in applying the TBLT technique, for example it was difficult to conduct group discussions, in that problem the teacher needed additional time to give the group time to think. The teacher has difficulty in determining the right group and takes more time to complete the discussion. In addition there is a mismatch of members in the group, so they have different opinions with each other. In addition to being required to produce good written products, students must be brave in presenting their group's writings and ideas. There are some students who are less focused on the given task so that they need a re-explanation in the steps to complete the task.

From the statement above, the researcher can conclude that the teacher experienced some difficulties after using the TBLT technique, such as difficulty conducting group discussions due to lack of time in discussion, but to overcome this problem the teacher anticipated it by dividing the group into

several groups. The method of discussion as a substitute for group discussions, conducted two group discussions at once for discussions between other groups so that discussions between students can be carried out in the most efficient time possible.

## **B. DISCUSSION**

### **1. Implementation of Task-Based Language Teaching (TBLT)**

Based on the findings above, the researcher will explain in more detail how the teachers of SMA Negeri 08 Mukomuko apply the TBLT technique and what their difficulties are when using the method. Learning TBLT, based on the results of the interview, it can be seen that the reason for implementing the TBLT technique is basically to help students in obtaining good and efficient learning because not all parties can do full offline learning after the pandemic. Before the implementation of TBLT the teacher used

other techniques but was unable to overcome the problems in writing. Then the teacher provides a technical update in teaching writing skills, namely the Task-Based Language Teaching (TBLT) technique.

In addition, it can be seen that the TBLT technique includes the preparation of learning tools, making schedules to be more efficient and effective as well as the preparation of special teaching materials for learning to write using TBLT. Provide material according to student needs. Furthermore, the teacher also explained that learning on the TBLT technique was actually almost the same as other learning. It's just that it lies in its delivery combined with group discussions and focuses on students and the language produced. With the implementation of the TBLT technique, it provides opportunities for students and teachers to carry out learning independently and actively. The learning process is divided into several groups of students. Where each group involves

students in interactive experiences such as discussion or collaboration. While the teacher as a monitor to provide material with very broad learning resources. Students can find learning resources anywhere.

The researcher can conclude that teachers at SMA Negeri 08 Mukomuko use TBLT in learning to write English. Even though the learning is divided into several groups, the learning system is the same, but there are differences between other groups. Every student has an idea and has the opportunity to develop his idea into a good and correct written product. Students who were initially less active became more active and brave in developing their writing skills. This shows a very significant good change in the students. This statement is based on the theory put forward by Dziuban, Hartman & Moskal (2005) to be able to pay attention and adapt to change, you must first change yourself. Always keep your focus on the desired result. In its use, the teacher must be able to



ensure that all participants have basic literacy skills and do not forget to monitor the facilities and infrastructure, so that group discussion learning can run well and efficiently. Educators have also prepared the best solutions for any problems that may develop.

## **2. Assessment employing the Task-Based Language Teaching (TBLT) approach**

From the results of the interviews, the researchers also found how the teacher gave an assessment using the TBLT approach and were the teacher's difficulties when conducting an assessment using the TBLT approach. From the respondent's statement, the researcher can conclude that the score on learning to write at TBLT is assessed directly based on the process and accuracy of the task results. Each group is assessed directly by the teacher from the results of discussions and writing results in completing the tasks given by the teacher. So that students can immediately find out the shortcomings

and improvement of their tax results. The TBLT principles should be used as a guide for implementing them. According to Nunan (2004), seven criteria that must be considered in the context of task-based language learning are scaffolding, task dependency, recycling, active learning, integration, creative reproduction, and reflection.

### **3. Challenges of using Task-Based Language Teaching (TBLT) approach**

The researcher also found the difficulties experienced by teachers when using the TBLT approach from the two resource persons who stated that the first problem of TBLT required a lot of time in terms of preparation. One teacher shared that the process of creating a task sequence from the target task and building a facilitating task based on the scaffold concept seemed challenging. Furthermore, each task in the task sequence must meet the six task criteria in TBLT which makes it even more

challenging for teachers. So to overcome this problem, the teacher has prepared assignments in sequence before learning begins. Usually the teacher has prepared it from home and has been designed before starting the class.

Then TBLT is not an approach to prepare students for exams. As the teachers at this school focused more on the national exam, they found that the TBLT was not appropriate for the class that was going to face the national exam. So the teacher thinks that TBLT seems to be good for students of class X and XI who have not faced the exam, but class XII should be taught in a conventional way so that they are familiar with the test items in the exam.

#### **4. Teacher's Role in Learning Writing Skills**

The teacher's role in writing activities is as a motivator, learning resource, and feedback provider. Giving motivation this is done by encouraging students to express their ideas or by provoking their

opinions regarding the content, format, typical type or variety of writing (genre), and linguistic aspects of their writing. The role as a resource can be done by the teacher in complex writing exercises. In this role, the teacher provides himself to provide guidance, information, and assessment needed by students for the development of the quality of their performance, both individually, in pairs, or in groups. The teacher's role as a feedback provider demands more intensive attention, because he or she must respond positively to the performance of each student by correcting the accuracy of focus and the suitability of focus the writing with the needs and objectives of the practice.

As a facilitator, the teacher should always be ready with material that is a source of learning, which can be learned from various authentic sources available, such as from mass media, magazines, journals, or from textbooks specifically provided for learners at a certain level. As a helper, the teacher

should always be ready to help students if they encounter difficulties in their learning activities. As a moderator, the teacher should be able to manage the course of learning activities and create a conducive classroom atmosphere during the teaching and learning process (PBM) for the achievement of the learning objectives that have been set.

#### **5. Task-Based Language Teaching (TBLT) Function in Improving Writing Ability**

The use of language training tasks (tasks) as a learning tool has been carried out by teachers in schools. Practice assignments are often given in the form of translating literature available in various sources. The exercise assignments can be in the form of projects to make posters, brochures, pamphlets, oral presentations, radio plays, videos, websites and performances in the form of plays and operas. The characteristics of various practice tasks tend to be concentrated more on a particular structure, function

or phrase. Such an exercise exploits the development of a wider use of language. In many ways, students also have different levels of communicative language skills.

The TBLT approach model refers to a focus that students will learn effectively if the learning process is more focused on language training tasks rather than using language practically. This TBLT is used by teachers using practice assignments as a follow-up to a series of structure, function and vocabulary-based learning. The exercise task is only a development activity as part of Sequential and structured learning giving practice assignments (tasks) is the focus of learning activities.

Students are more enthusiastic in participating in learning. Their understanding of the lesson also increased. They ask teacher about the correct use of capital letters and punctuation. Activities are

continued with activities aimed at improving students' ability to use correct punctuation and capital letters. Students still work in groups. Students do the assignments well, and they work together in groups. The students also have an immediate opportunity to correct their mistakes by doing "peerediting". This is found when they communicate with their peers. Therefore, the researcher discussed that student interactions and peer responses during The teaching and learning process of writing has had a positive influence on students' knowledge in aspects of language use and mechanisms. TBLT can improve students' abilities. Activities at TBLT require each student to come to class with a set of experiences and learnings. The students have to share their knowledge and individual point of view through activities provided by the researcher using whatever language they already know. In addition, sharing during the Task-cycle process in TBLT helps students to enrich

information when they exchange ideas among members in the group. They revealed that practicing writing with peers can make it easier for them to get ideas when they are writing narrative texts. This makes their motivation to learn English increase.

So it can be concluded that TBLT helps students improve writing skills through active group learning in the results of assignments. Tasks in TBLT are able to help students better understand the problems to be solved. Students are able to make written results with groups so that they are able to exchange ideas. They got improvements in vocabulary, sentence structure, better use of punctuation and grammar. Tasks in TBLT attract students to provide the results of their assignments in the form of interesting writing while providing more experience and understanding of each learning process.



## **Chapter V**

### **Conclusion and Suggestion**

#### **A. Conclusion**

Task-Based Language Teaching (TBLT) is an English learning approach used by teacher at SMA NEGERI 08 Mukomuko especially in writing skills. This TBLT focuses on the language produced in learning and emphasizes the activeness of students to be able to understand and solve problems in the form of assignments. The teacher's role is only as a monitor and task provider. Teacher at SMA Negeri 08 Mukomuko really prepare everything before starting learning, the tasks given to students have been prepared so that the TBLT learning process can be carried out. In addition, the teacher does not make it difficult for students to do the assignments or homework they give, the teacher is very helpful for students in learning and during the learning process.

Challenges of English Teacher in Implementing Task Based Language Teaching (TBLT) Every lesson there must be challenges and difficulties in this problem, researchers found that teacher had challenges in employing TBLT approach, for example it was difficult to conduct group discussions, in that problem the teacher needed additional time to give the group time to think.

From the statement above, the researcher can conclude that the teacher experienced some difficulties after employing the TBLT approach, such as having difficulty conducting group discussions due to lack of time in discussion, but to overcome this problem the teacher anticipated this by dividing the group into several groups. However, the learning process can be carried out well with the Task-Based Language Teaching (TBLT) approach. Therefore, this TBLT approach can be said as a solution in improving students' writing skills.

## **B. Suggestion**

Based on the research that has been done, there are several things the author would like to convey as follows:

1. Schools should be able to maximize school facilities and infrastructure in the application of Task-Based Language Teaching (TBLT) approach, especially in face-to-face learning (offline), schools should provide a forum for students to publish their writings so that students are more motivated in improving their writing skills.
2. Due to the Task-Based Language Teaching (TBLT) approach which can be used as an alternative or solution for learning writing skills, the teacher must play a role in disseminating the concept of this TBLT approach to school members so that the use of this approach can be carried out by other teachers.
3. This research may be taken into account when formulating new educational policies by pertinent

organizations, particularly educational institutions. For instance, it can serve as the foundation for planning instruction that incorporates the principles of educational creativity.

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## Appendix 1

### Transcript of Observation Checklist

Observation Day 1

Date : Monday, June 28, 2022

Time : 07.30-09.00 WIB

Topic : Procedure text

Student attendance : 100% (35 students)

T : Assalamualaikum warahmatullahi wabarakatuh

S : Waalaikumsalam warahmatullahi wabarakatuh

T : Good morning everyone.

S : Morning mam

T : How are you today?

S : Good mam

T : Kalau good berarti sudah siap untuk pembelajaran hari ini ya

S : Oke mam siap

T : Hari ini ada kakak kalian alumni SMA kita juga namanya Intan. Panggilnya miss Intan ya. Jadi miss Intan mau observasi atau mengamati kita belajar.  
Ayo miss Intan perkenalkan diri dulu

R : Hello class. I am Intan Putri Permata Suci. You can call me miss Intan. Miss dari UINFAS Bengkulu mau meneliti pembelajaran Bahasa Inggris disini.  
Nice to meet you guys

S : Nice to meet you too miss

S : Miss berarti mau jadi guru Bahasa Inggris juga ya

R : Iya nak nanti kalian bisa jadi guru Bahasa Inggris juga. Miss izin mengamati kalian belajar ya

S : Iya miss Intan

R : Kembali kepada mam. Saya izin mengamati ya mam.

T : Materi hari ini adalah tentang text dimana didalamnya terdapat langkah-langkah membuat atau melakukan sesuatu. Ada yang tau namanya?

S : Text procedure mam

T : Nah bener banget. Intinya text procedure itu membahas tentang langkah-langkah membuat atau melakukan sesuatu. How to make....

S : misalnya memasak pisang goreng ya mam

T : Yes right. Tutorial memasak pisang goreng atau membuat brosur dan lainnya. Generic structure nya ada title (tujuan), materials, dan steps. Misal tentang memasak pisang goreng. Nah coba ada yang tau title nya apa?

S : How to make fried banana

T : Good. Materials nya apa ?

- S : Materials itu bahan dan alat kan mam. Jadi ada pisang, tepung, air, garam, minyak. Kalau alatnya wajan, pisau, kompor sama sutil mam.
- T : Nice. Iya kalau materials sebutkan bahan dan alatnya ya. Next steps ada yang bisa jelasin?
- S : Steps itu langkah mam. Jadi pertama bikin adonan tepungnya mam dimasukkan tepung, air dan garam. Terus pisangnta dikupas dan dipotong. Dichelupkan ke adonan tepung terus goreng pakai minyak di wajan mam.
- T : Language feature atau ciri kebahasaannya memakai simple present tense dan imperative sentences atau kalimat perintah
- S : Simple present tense itu untuk yang terjadi sekarang atau kebiasaan kan mam
- T : Yes, karena procedure text merupakan fakta pembuatan sesuatu. Sekarang berhitung ya 1-7 dari Faiz terus ngulang sampai terakhir. Yang no nya sama itu satu kelompok jadi ada 5 kelompok dengan anggota 7 siswa.
- S : Oke mam
- T : Sekarang masing-masing kelompok mam kasih tugas seperti biasa ya. Hari ini kalian buat text procedure apa aja dalam Bahasa Inggris terus tentukan generic structure dan simple present tense. Mam kasih waktu 30 menit ya. Masing-masing kelompok saling bekerja sama dengan tim untuk membuat procedure text yang menarik.
- S : Siap mam

T : Oke sekarang kelompok 3 silahkan menunjukkan hasil tulisan kelompoknya  
ya. Kelompok lain menyimak.

S : Baik mam kami dari kelompok 3 akan menyampaikan hasil diskusi  
kelompok kami tentang How to make fried rice

a. Materials & Ingredients

Ingredients	Materials
<ul style="list-style-type: none"><li>- 2 plates of</li><li>- white rice</li><li>- 3 eggs</li><li>- Salt to taste</li><li>- 3 cloves of red onion</li><li>- 2 cloves of garlic</li><li>- 1 leek</li><li>- Cooking oil</li><li>- Tomato sauce</li></ul>	<ul style="list-style-type: none"><li>- Frying pan</li><li>- Spatula</li><li>- Knife</li></ul>

b. Steps

- Prepare a frying pan and pour cooking oil according to taste
- Heat on medium heat
- After the oil is hot, add the onion, garlic and chili
- Stir all ingredients until fragrant and cooked
- Add additional ingredients according to taste
- Stir until evenly cooked
- Add eggs and scramble until cooked
- Add the white rice and stir until it is mixed with all the ingredients
- Add tomato sauce, salt until all ingredients are mixed

- When it smells good and the fried rice is cooked, serve it on a plate

T : Untuk kelompok 3 udah bagus ya procedure text nya. Saran dari mam perbaiki kalimat yang bagiannya stepsnya ya. Pemilihan katanya diperbaiki lagi. Misal step pertama according to taste ganti dengan suit one's taste karena kalau pakai according itu lebih ke menurut teori atau berdasarkan teori gitu ya. Jadi nanti kumpul hasil diskusi kelompok procedure textnya ya sama mam.

S : Baik mam terimakasih masukkan dan sarannya.

Kegiatan pembelajaran berlangsung sama setiap kelompok sampai selesai.

T : Ok hari ini udah pada bagus tulisannya ada beberap saran dari mam untuk masing-masing kelompok tadi. Semoga ilmu hari ini bisa bermanfaat untuk kalian. See you again on Thursday

S : See you mam

T : Assalamualaikum wr.wb

S : Waalaikumsalam mam



## Appendix 2

### Transcript of Observation Checklist

Observation Day 2

Date : Monday, June 30, 2022

Time : 07.30-09.00 WIB

Topic : Procedure text

Student attendance : 100% (35 students)

T : Assalamualaikum. Good morning students

S : Waalaikumsalam. Good morning mam

T : Are you good class?

S : I am good mam. Thank you mam

T : You're welcome. Materi pelajaran hari ini yaitu narrative text menceritakan tentang masa lampau. Contohnya ada legenda, cerita rakyat, mitos, dan lainnya.

S : Berarti kayak cerita tangkuban perahu itu termasuk narrative text ya mam?

T : ya benar. Cerita asal-usul nama daerah, terjadinya danau atau sesuatu itu legenda dalam narrative text. Kuncinya kejadiannya yang sudah terjadi dimasa lampau. Berarti pakai tense apa?

S : Past tense mam

T : Right. Karena menggunakan V2. Generic structure nya pertama ada orientasion yaitu perkenalan berisi tentang siapa, kapan, di mana suatu cerita ditetapkan. Yang kedua complication menceritakan awal masalah yang menyebabkan puncak masalah (klimaks) . Bagian ini biasanya melibatkan karakter utama dari cerita tersebut. Yang ketiga resolution yaitu akhir dari cerita atau berupa solusi dari masalah yang terjadi. Masalah dapat diselesaikan dapat menjadi lebih baik atau malah lebih buruk yang nantinya akan membuat cerita berakhir dengan bahagia atau sebaliknya.

S : Jadi ada urutannya ya mam.

T : Iya ada alur cerita ya. Language feature atau unsur kebahasaannya ada yang tau?

S : Pakai past tense mam

T : Iya karena V2 sudah terjadi. Menggunakan pronoun atau kata ganti orang seperti hes, she, they. Selanjutnya ada yang tau?

S : Menggunakan kata hubung then, and, next kayak gitu kan mam?

T : Good. Selanjutnya menggunakan Adjective yang membentuk Noun Phrase seperti strong animal. Sekarang buat 5 kelompok ya jadi masing-masing 7 orang.

S : Ya mam.

T : Ini mam ada legenda tentang Surabaya. Kalian tentukan generic structure dan language featurenya. Nanti setiap kelompok mam tanya ya.

### The Legend of Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit Sura very hard. Sura finally gave up and went back to the sea. Baya was happy.

Guru memberikan waktu bagi siswa untuk berdiskusi dengan kelompoknya selama 30 menit.

T : Sekarang waktunya kelompok memberikan hasil diskusinya. Mulai dari kelompok 5 jelaskan generic structurenya.

S : Baik mam kami dari kelompok 5 akan memberikan hasil diskusi kami. Generic structure yang pertama orientasi atau pengenalan yaitu paragraph 1 : a long time ago, there were to animals, Sura dan Baya. Complication yaitu Then they fought for the goat dan Baya was very angry when he knew that Sura broke the promise. Resolution atau akhirnya yaitu paragraph terakhir, Sura finally gave up and went back to the sea. Baya was happy.

T : Nice. Generic structurenya sudah benar ya buat kelompok 5. Selanjutnya kelompok 1 untuk language features yang tense dan pronoun.

S : Baiklah kami dari kelompok 1 akan menyampaikan hasil diskusi kami untuk tense dan pronoun dalam cerita. Menggunakan Action Verb dalam bentuk Past Tenses seperti fought, gave up, went, dan lainnya. Menggunakan pronoun untuk sebagai kata ganti orang seperti they, he, dan lainnya

T : Good. Language features untuk tense dan pronoun di dalam cerita sudah lengkap ya. Selanjutnya kelompok 4. Untuk adjective dan conjunctionnya.

S : Baik mam. Kami dari kelompok 4 akan menyampaikan hasil diskusi kelompok kami tentang adjective dan conjunctionnya. Menggunakan Adjective yang membentuk Noun Phrase seperti strong animal. Menggunakan Conjunction untuk mengurutkan kejadian-kejadian seperti then, next, finally.

Kegiatan pembelajaran terus berlangsung dengan diskusi kelompok dan guru sampai kelompok terakhir

T : Baiklah mam rasa hari ini cukup. Semangat lagi untuk belajarnya. See you next week. Wassalamualaikum

S : See you mam. Waalaikumsalam mam.

### Appendix 3 : Interview Transcript for Teacher

Tanggal : Jum'at, 01 Juli 2022

Waktu : 10.00 WIB

Tempat : Ruang Guru

Subject : Guru

T : Jadi begitu Intan kegiatan pembelajaran TBLT dikelas. Selama 2 kali observasi mam rasa sudah baik dan pemahaman siswa juga meningkat dalam menulis

R : Iya mam. Perkembangan mereka dalam menulis sudah baik dan pembelajaran lebih aktif ya mam.

T : Ya gitu Intan, insyaallah anak-anak juga memberikan kemampuan mereka yang terbaik. Kegiatannya cukup bagus, anak-anak ibaratnya menjadi titik pusat kegiatan dikelas, ya guru hanya sebagai motivator dan fasilitator.

R : Ya mam sesuai dengan tujuan dan teaching procedure TBLT mam. Anak-anak juga aktif dan atusias ya mam

T : Menurut mam sih ya sudah sesuai juga. Kan tujuannya agar mereka bisa menulis teks narrative yang berterima, jadi diawal juga memberikan contoh narrative text

R : Kalo sejauh pengamatan mam, kira-kira dalam aspek apa yang masih kurang dari anak-anak untuk kemampuan writing?

T : Tadi sekilas sih untuk content nya sendiri sudah lebih berkembang ya, kan soalnya anak-anak dikasih transcript dari videonya juga. Lalu, kosa kata juga sudah meningkat, sama organization text nya juga sudah lumayan

baik, lumayan runtut. Paling ya tinggal beberapa anak saja yang masih kurang runtut, ya mungkin karena sambil mikirin waktunya juga sih ya.

R : Iya mam, saya juga melihatnya seperti itu. Kalo untuk aspek yang lain gimana mam?

T : Paling ini kaya semacam punctuation sama capitalization itu anak-anak masih kurang engeh ibaratnya. Ya karena mereka lebih sering ngomong sih ya jadi masalah kayak itu masih sering terjadi. Sama kadang mereka itu masih susah bedain mana verb mana adjective.

R : Iya mam, kadang tuh ada yang nulis verb tapi pake to be juga.

T : Iya Intan, ya kaya itu. Mungkin nanti harus diperbanyak latihan grammar.

R : Kalau menurut mam berarti metode Task-Based Language Teaching ini bisa meningkatkan kemampuan menulis anak-anak ngga mam?

T : Iya tentu Intan, metodenya sudah bisa meningkatkan kemampuan menulis anak-anak, paling hanya sedikit lagi latihan anak-anak sudah bisa menulis dengan baik dan lancar.

R : Baik mam. Terimakasih ya mam atas waktu dan interviewnya.

T : Iya Intan. Semoga bermanfaat ya

#### Appendix 4 : Interview Transcript for Student

Tanggal : Sabtu, 02 Juli 2022

Waktu : 09.30 WIB

Tempat : Ruang Kelas

Subject : Student

R : Hai Faiz, miss Intan boleh minta waktunya sebentar ?

S : Iya miss, boleh..kenapa miss?

R : Miss Indri mau tanya-tanya dikit ya. Menurut Faiz mam ngajarnya gimana? Enak kan?

S : Iya dong miss, enak dan ngerti, asik aja gitu, santai kalo sama mam mah.

R : Berarti lumayan bikin paham ya sama materinya?

S : Iya miss, aku suka kalo suruh diskusi kayak kemarin, walaupun sebenarnya aku ngga begitu seneng kalo suruh nulis teks, tapi ini sekarang jadi ngga begitu takut kalo suruh nulis, kan soalnya mam udah ngasih beberapa contoh teksnya, sama diajarin gimana bikin teksnya, yaudah jadi enak aja gitu kalo suruh bikin teks.

R : Berarti sekarang Faiz udah bisa kalo suruh nulis pakai Bahasa Inggris?

S : Ya gitu lah miss, hehe..bisa dikit-dikit lah. Paling masih bingung masalah tanda baca itu miss, bukan bingung sih sebenarnya, cuma kadang ngga begitu memperhatikan, ngga kaya ngomong kan miss. Kadang suka lupa juga di awal kalimat ngga pake huruf besar, padahal kalo dinilai kan salah ya miss. Paling itu aja sih yang masih kadang salahsalah.

R : Oh..gitu, terus apa lagi?

S : Hhhmm..apa lagi ya, sama ini sih miss paling, kadang suka masih

bingung harus pake V2, apa V1 apa V-ing gitu.

P : Masalah tenses nya ya berarti?

S : Iya itu miss, kadang suka masih bingung aja. Kaya kalo di narrative kan pakenya V2 ya miss, tapi kalo ada kalimat langsungnya kaya di percakapan gitu, kan tetep pake V1 kan miss, tapi suka kadang kebawa V2 semua, hehe.

R : Iya bener, kan kalo orang ngomong ya pas itu ngomongnya kan, bukan di waktu lampau, ya pakenya bisa V1 atau V-ing. Terus kalo masalah nembangin isi sama nyusun kalimatnya masih bingung ngga?

S : Udah ngga begitu bingung sih, kan soalnya udah dijelaskan tadi, jadi udah tau ceritanya miss.

R : Jadi caranya udah tepat ya?

S : Iya miss, udah tepat kok.

R : Terus kalo masalah kosa katanya gimana ?

S : Aku sekarang bawa kamus terus kok miss, jadi ngga begitu kesulitan kalo masalah kosa kata. Banyak kata-kata baru juga dari teks yang dikasih, jadi nambah kosa kata sih miss.

R : Oh ya, berarti lumayan buat nambah kosa kata juga ya. Hmm..kalo boleh disimpulin berarti selama di ajarin sama mam, Faiz mengalami peningkatan di kemampuan menulis Bahasa Inggrisnya kan?

S : Iya miss, jujur kemampuan menulisku meningkat banget. Karna emang sebelumnya aku ngga sering nulis juga sih ya miss, nah sekarang karna mam banyak ngajarin tentang menulis jadi aku lebih lancar nulisnya. Kosa kataku juga nambah.

R : Iya syukur kalo gitu, terus kira-kira bagian apa yang masih perlu tekanin biar nulisnya lebih baik?



S : Paling banyakin ngasih latihan tenses lagi kali ya miss, soalnya kadang masih bingung.

R : Oke kalo gitu, makasih ya buat waktu sama informasinya.

S : Iya miss Intan sama-sama.

## Appendix 5

### Observation Checklist for Task-Based Language Teaching

Based on thesis by Indriani, 2017

**Object** : The English Teacher

**Teacher's name** :

**Time/Place** :

**Day/Date** :

Teacher Activities	Yes	No	Description
<b>A. Pre-Teaching</b>			
1. The teacher greets the students.			
2. The students respond to the greeting addressed by the teacher.			
3. The teacher asks the students' condition.			
4. The students tell their condition to the researcher.			
5. The researcher leads the prayer.			
6. The researcher explains the goal of the teaching and learning.			
7. The researcher introduces the topic to the students.			
8. The researcher elicits students' given knowledge about narrative text.			
<b>B. Whilst-teaching</b>			
1. The teacher introduces a model of narrative text to the students.			
2. The teacher explains the			

generic structures and language features of narrative text to the students.			
3. The teacher divides students into groups.			
4. The teacher provides time for students to work together.			
5. The teacher gives chances to the students to ask questions.			
6. The teacher guides the students in every task that the researcher gives.			
<b>C. Post-teaching</b>			
1. The teacher summarizes and reflects the lesson.			
2. The teacher previews on the upcoming materials.			
3. The teacher ends the class by having a short prayer.			

**Object** : **The Students**

**Class** :

**Time/Place** :

**Day/Date** :

No	Students' Activities	Yes	No	Description
1.	The students pay attention to the teacher's explanation.			
2.	The students are active in the class.			
3.	The students concentrate to the teacher's explanation.			
4.	The students understand the explanation about narrative text.			
5.	The students ask the question to the teacher regarding to the materials.			
6.	The students do the exercise in groups.			
7.	The students ask the teacher or their friends if they find difficulties.			
8.	All students bring dictionary			

## Appendix 6

### Interview Guideline

Based on thesis by Indriani, 2017

Participant	Before Using TBLT	After Using TBLT
The Teacher	<ol style="list-style-type: none"><li>1. Bagaimana proses pembelajaran Bahasa Inggris di kelas XI?</li><li>2. Bagaimana kemampuan siswa kelas XI dalam menulis Bahasa Inggris?</li><li>3. Hambatan apa yang dihadapi dalam mengajarkan kemampuan menulis Bahasa Inggris siswa kelas XI?</li><li>4. Upaya apa yang telah dilakukan dalam mengajarkan kemampuan menulis Bahasa Inggris pada siswa kelas XI?</li></ol>	<ol style="list-style-type: none"><li>1. Bagaimana pendapat mengenai <i>action</i> yang telah dilakukan dalam mengajar kemampuan menulis Bahasa Inggris siswa kelas XI?</li><li>2. Apakah materi sudah sesuai dengan tujuan kegiatan belajar mengajar kemampuan menulis Bahasa Inggris untuk kelas XI berdasarkan Standar Kompetensi dan Kompetensi Dasar?</li></ol>

	<p>5. Apakah metode <i>Task-Based Language Teaching</i> pernah diterapkan dalam mengajarkan kemampuan menulis Bahasa Inggris siswa kelas XI?</p>	<p>3. Apakah metode <i>Task-Based Language Teaching</i> dapat meningkatkan kemampuan menulis Bahasa Inggris siswa kelas XI?</p> <p>4. Peningkatan apa yang terjadi pada siswa kelas XI dalam kemampuan menulis Bahasa Inggris?</p>
The Student	<p>1. Apakah siswa suka menulis dalam proses pembelajaran Bahasa Inggris?</p> <p>2. Masalah apa yang dihadapi siswa ketika menulis dalam pembelajaran Bahasa Inggris?</p> <p>3. Bagaimana cara untuk mengatasi masalah yang dihadapi siswa ketika menulis</p>	<p>1. Bagaimana pendapat siswa tentang pembelajaran yang telah dilakukan?</p> <p>2. Apakah siswa setelah proses pembelajaran dapat menulis menggunakan Bahasa Inggris dengan baik?</p> <p>3. Apakah siswa setelah proses</p>

	dalam pembelajaran Bahasa Inggris?	pembelajaran mengalami peningkatan kemampuan menulis menggunakan Bahasa Inggris?
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## Appendix 7

### STUDENTS WRITING RESULTS

#### The Legend of Sura and Baya

##### Group 1:

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit Sura very hard. Sura finally gave up and went back to the sea. Baya was happy.

## **"The Ugly Duckling"**

### **Group 2:**

A little duckling was terribly unhappy because he thought he was the ugliest amongst all his brothers and sisters. They'd not play with him and teased the poor ugly duckling. One day, he saw his reflection within the water and cried, "Nobody likes me. I'm so ugly." He decided to go away from home and went far-off into the woods.

Deep within the forest, he saw a cottage in which there lived an old lady, her hen, and her cat. The duckling stayed with them for a few times however he was sad there and shortly left. Once the winter set in, the poor duckling nearly froze to death. A peasant took him home to his woman and kids. The poor duckling was afraid of the kids and escaped. The ugly duckling spent the winter in a very marshy lake.

Finally, spring arrived. One day, the duckling saw a gorgeous swan swimming within the lake and fell in love with her. Then again he remembered how everybody made fun of him and he bent his head down in shame. Once he saw his own reflection in the water he was astonished. He wasn't an unsightly duckling any longer, but a handsome young swan! Now, he knew why he had looked so completely different from his brothers and sisters. "They were ducklings but I used to be a baby swan!" he said to himself. He married the gorgeous swan and lived happily ever once.



## **The Legend of Lake Toba**

### **Group 3:**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catc which he ever had in his life. Surprisingly, this fish turned into a beautiful princess.

He felt in love with her and proposed her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be ahuge disaster". The man made the deal and they got married, live happily and had a daughter. Few years later, this daughter would help bringing lunch to her father out in the fields.

One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. Then she told her daughter to run up the hills because a huge disaster was about to come.

When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

## **Malin Kundang**

### **Group 4:**

Once upon time, there were an old woman and her son in a small wooden home in the jungle. Her son was named Malin Kundang. They had to survive to live after the father passed away. They found the wood and sold in the market. They would buy food after the wood had been sold

Due to the wood could make them to be rich, Malin told to her mom to give permitting to find a job in the city. At the first time, her mom did not permit him because she was so old and there was no family. Malin promised after having much money, he would come back. Finally her mom gave permit. And he asked his friend to keep his mom at home while he was in city. While Malin lived in the city, he met a beautiful girl and fortunately she was a daughter from rich family. He worked in her father and he married his daughter. He said that he did not have family anymore.

One day, they stopped over in Malin's island. Malin's friend knew his coming and told to his mom. They met Malin in his ship. His mom cried because Malin forgot his mom and he pushed her hard. Because his mom was angry, she said that Malin was liked a stone.

When they continued their trip, there was a storm and destroyed the ship and Malin became a stone

## **The Little Monkeys**

### **Group 5:**

Once upon a time, there were three little monkeys. It's time for them to build their house in search of their property. The first little monkey built a house of straw, the middle brother decided to build a house from sticks.

They finished building the house very quickly and without much effort. The oldest monkey decided to build a house from brick. He knew there was a wolf in the nearby forest. Wolves liked to catch and eat small monkeys. When the three houses were completed, they danced happily all day long. After having a lot of fun, a big bad wolf appeared from the forest. The little monkey became scared and soon hid in the straw house. The big bad wolf blew the house and blew it away within minutes. Seeing this, the little monkey ran to his middle brother's house, made of sticks.

A wolf came to this house. The wolf immediately blew the house and blew it away. Now the two frightened monkeys ran to their brother's house, made of brick. The Big Bad Wolf tried to huff and blow up the third house, but couldn't. He tried for hours and the house was very strong and all three monkeys were safe.

He tried to enter through the chimney, but the third monkeys boiled water in a large pot and placed it under the chimney. The wolf fell and died. Now the two monkeys feel sorry for being very lazy to build a house. They also built a house of brick, and all three little monkeys lived happily.



Figure 1. Kegiatan pembelajaran diskusi tugas di kelas



Figure 2. Kegiatan pembelajaran diskusi tugas di kelas



Figure 3. Kegiatan pembelajaran diskusi tugas di kelas



Figure 4. Kegiatan pembelajaran diskusi tugas di kelas



Figure 5. Siswa berdiskusi dalam menyampaikan hasil tugas



Figure 6. Siswa berdiskusi dalam menyampaikan hasil tugas



Figure 7. Interview dengan salah satu murid XI IPA



Figure 8. Interview dengan guru Bahasa Inggris kelas XI IPA



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**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: *R.11* /In.11/F.11/PP.009/11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Syamsul Rizal, M.Pd. 196901291999031001	P I	Intan Putri Permata Suci	TBI	An Analysis of Task Based Language Teaching (TBLT)
2	Valisneria Utami, M.Ed. 198903232019032010	P II	1811230072		Technique Used by the Teacher to Improve Writing Ability at SMA Negeri 08 Mukomuko in the Academic Year of 2021/2022

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 4 November 2021

Pt. Dekan



ZUBAEDI

**Tembusan:**

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip





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Website: www.uinfabengkulu.ac.id

Nomor : 2781 / Un.23/F.II/TL.00/06/2022

21 Juni 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Kepala SMA Negeri 08 Mukomuko  
Di -  
Kabupaten Mukomuko

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "**AN ANALYSIS OF TASK-BASED LANGUAGE TEACHING (TBLT) TECHNIQUE USED BY THE TEACHER TO IMPROVE WRITING ABILITY AT SMA NEGERI 08 MUKOMUKO IN THE ACADEMIC YEAR OF 2021/2022**".

Nama : Intan Putri Permata Suci  
NIM : 1811230072  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : SMA Negeri 08 Mukomuko  
Waktu Penelitian : 22 Juni s/d 25 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,

  
U. Mas Mulyadi  




PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 8 MUKOMUKO



Terakreditasi A

Alamat : Jalan Lintas Barat Sumatera Km 151 Desa Air Rami, Kec. Air Rami Kabupaten Mukomuko Bengkulu Kode Pos 38364

**SURAT IZIN PENELITIAN**

Nomor : 422/05/SMAN.8/MM/VI/ 2022

Yang bertanda tangan dibawah ini Kepala SMA Negeri 8 Mukomuko :

Nama : SARWENTY SARAGIH, S.Pd  
NIP. : 197403232005022001  
Jabatan : Kepala Sekolah SMA Negeri 8 Mukomuko

Mengizinkan:

Nama Siswa : Intan Putri Permata Suci  
Tempat Tgl. Lahir : Ipuh, 12 Februari 2000  
Nim : 1811230072  
Perguruan tinggi : UINFAS Bengkulu  
Program studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Untuk melakukan penelitian di SMA NEGERI 8 MUKOMUKO dengan judul skripsi “ An Analysis of Task-Based Language Teaching (TBLT ) Technique Used by the Teacher to Improve Writing Ability at SMA NEGERI 8 MUKOMUKO in the Academic Year of 2021/2022 “

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Air Rami, 17 JUNI 2022

Kepala Sekolah



**SARWENTY SARAGIH, S.Pd**  
NIP. 197403232005022001



**PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 8 MUKOMUKO**

**Terakreditasi A**



*Alamat : Jalan Lintas Barat Sumatera KM 151, Desa Air Rami, Kec. Air Rami Kabupaten Mukomuko Bengkulu Kode Pos 38364*

**SURAT SELESAI PENELITIAN**

No : 422/2022/ SMAN.8/MM/VII/2022

Yang bertanda tangan dibawah ini :

Nama : **SARWENTY SARAGIH , S.Pd**  
Nip : 197403232005022001  
Pangkat/Golongan : Penata TK / III. d  
Jabatan : Kepala Sekolah SMAN 8 Mukomuko

Menerangkan dengan sesungguhnya bahwa :

Nama : **INTAN PUTRI PERMATA SUCI**  
Nim : 1811230072  
Asal Perguruan Tinggi : UINFAS BENGKULU  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di SMA NEGERI 8 MUKOMUKO mulai 22 Juni-25 Juli 2022 dengan judul “ An Analysis of Task-Based Language Teaching (TBLT) Technique Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 MUKOMUKO in the Academic Year of 2021/2022”.

Demikian surat pernyataan ini kami saya buat dalam keadaan sadar dan tanpa tekanan dari pihak manapun agar dapat dipergunakan sebagaimana mestinya.



Mukomuko, 25 Juli 2022  
Kepala Sekolah,

**SARWENTY SARAGIH, S.Pd**  
**NIP. 197403232005022001**



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**SURAT TUGAS**

DEKAN FAKULTAS TARBİYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI (UIN) FATMAWATI SUKARNO BENGKULU

Nomor : 1738 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Intan Putri Permata Suci

NIM : 1811230072

Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Dr. Irwan Satria, M.Pd	Kompetensi UIN	a. Kemampuan membaca Al Qur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Reko Serasi, M.A	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TELT, LTR, ESP, CMD
3	Dedi Efrizal, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
  2. Pelaksanaan ujian dimulai paling lambat 1( satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 ( satu) minggu sebelum ujian munaqasyah dilaksanakan
  3. Skor nilai ujian komprehensif adalah 60 s/d 100
  4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
  5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :  
Yth, Wakil Rektor 1



Bengkulu, 31 Maret 2022

Dekan,

Mulyadi



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Nomor : 2557/Un.23/F.II/PP.00.9/06/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Dedi Efrizal, M.Pd (Penyeminar I)
2. Endang Haryanto, M.Pd (Penyeminar II)

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Rabu, 08 Juni 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Diah Ajengningtyas 1811230086	08.00-08.50 WIB	Content Analysis Of Micro-Level Coherence Made By Students In Writing Background Of Thesis In Academic Year 2019-2020
2.	Intan Putri Permata Suci 1811230072	08.50-09.40 WIB	An Analysis of Task-Based Language Teaching (TBLT) Technique Used By The Teacher To Improve Writing Ability At SMA Negeri 08 Mukomuko In The Academic Year of 2021/2022
3.	Azhari Akbar 1811230115	09.40-10.30 WIB	The Influence Of Dialogue Mastery Ability On Speaking Comprehension In English Learning For 10 <sup>th</sup> Grade Students of SMA Negeri 09 Bengkulu City In The New Normal Era
4.	Sekar Mayang Verliana 1711230033	10.30-11.20 WIB	The Use of Word Walls Technique To Improve Students' Writing Ability In Descriptive Text Eleventh Grade of SMAN 01 Bengkulu Tengah In Academic Year 2021/2022
5.	Rahma Dinda 1811230005	11.20-12.00 WIB	Teachers' Cognition on Teachers- Students Interaction In English Class (A Descriptive Qualitative Study on English Teachers At Vocational High School 2 Bengkulu City In The Academic Year 2020/2021
6.	Friska Cindy Attiyah 1811230030	13.30-14.20 WIB	Comparative Study on Questioning Strategies Used By Veteran VS Novice Teachers In SMK N 02 Kota Bengkulu (A Descriptive Qualitative Research on Teacher of SMK N 02 Kota Bengkulu)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 7 Juni 2022

Dekan,



Mus Mulyadi



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DAFTAR HADIR UJIAN SEMINAR PROPOSAL

Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris

Hari/Tanggal : Rabu, 08 Juni 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Intan Putri Permata Suci 1811230072	An Analysis of Task-Based Language Teaching (TBLT) Technique Used By The Teacher To Improve Writing Ability At SMA Negeri 08 Mukomuko In The Academic Year of 2021/2022	1.Dr. Syamsul Rizal, M.Pd  2. Valisneria Utami, M.Ed	  

No	Nama Dosen Penyeminan	Tanda Tangan
1	Dedi Efrizal, M.Pd	
2	Endang Haryanto, M.Pd	

SARAN PENYEMINAR

1	PENYEMINAR 1: - Perkuat latar belakang - jelaskan konsep TBLT prosedur penerapannya - jelaskan konsep tentang kelebihan & kekurangan TBLT
2	PENYEMINAR 2: 1. Latar belakang tidak sesuai dengan tujuan penelitian 2. Data collection technique TBLT 3. Teknik pada bab II, konsep penggunaan semua teknik belum terdistribusi!

AUDIEN

Nama Audien	Tanda Tangan	Nama Audien	Tanda Tangan
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Tembusan:

1. Dosen penyeminan 1 dan 2
2. Pengelola prodi
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan

Bengkulu, Juni 2022  
Dekan FTT,

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004



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#### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Intan Putri Permata Suci, NIM : 1811230072 yang berjudul "An Analysis of Task-Based Language Teaching (TBLT) Technique Used by the Teacher to Improve Writing Ability at SMA NEGERI 08 Mukomuko in the Academic Year of 2021/2022". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu, 08 Juni 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Juni 2022

Penyeminar I

Penyeminar II

Dedi Efrizal, M.Pd  
NIDN .2013129001

Endang Harvaffo, M.Pd  
NIDN.2004058601



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Bengkulu, 26 Juli 2022

Nomor : 9173 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Hery Noer Ali, M.Ag (Ketua)
2. Andriadi, M.A (Sekretaris)
3. Riswanto, Ph.D (Penguji Utama)
4. Ferri Susanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1.	Intan Putri Pertama Suci 1811230072	08.00-08.50 WIB	An Analysis Of Task-Based Language Teaching (TBLT) Technique Used By The Teachers To Improve Writing Ability At SMA Negeri 08 Mukomuko In The Academic Year Of 2021/2022
2.	Anandia Erianti Z. 1811230081	08.50-09.40 WIB	An Analysis of Teachers Challenges In Teaching English As Foreign Language (TEFL) At Rural Areas : A Case Study of MTS In Pondok Kubang Sub-District
3.	Sukma Firgonita 1811230130	09.40-10.30 WIB	Exploring EFL Students' Anxiety In Public Speaking Performance
4.	Shinthya Melinda 1811230077	10.30-11.20 WIB	The Correlation Between Metacognitive Skills And Critical Thinking Skills In EFL Students' Argumentative Writing Skills
5.	Sartika Obian Ramadhan 1811230112	11.20-12.00 WIB	The Effect Of Fan-N-Pick Strategy On EFL Students' Speaking Ability

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,  
  
Mus Mulyadi





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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Ntari Putri Permata Suci Pembimbing(II) : Dr. Syamsul Rizal, M.Pd  
NIM : 1811230072 Judul Skripsi : An Analysis of Task-Based Language Teaching (TBLT) Technique Used by the Teacher to Improve Writing Ability at SMA Negeri 08 Antomuko in the Academic Year of 2021/2022  
Jurusan : Tarbiyah dan Tadris  
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1.	Rabu, 23 Maret 2022	BAB I	Tambahkan before dan after Penggunaan TBLT	U
2.	Senin, 28 Maret 2022	BAB III	Pisahkan Instrumen dan Technique collecting data.	U
3.	Jumat, 01 April 2022	Uraian 1-4i	A C	U

Mengetahui,  
Dekan  
  
Dr. Mas Mulyeeli, M.Pd  
NIP. 197005142000031004

Bengkulu, 9-4-2022

Pembimbing I/II

  
Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001



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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : Intan Putri Permata Suci Pembimbing I/II : Valisneria Utami, M.Ed  
NIM : 1811230072 Judul Skripsi : An Analysis of Task-Based Learning (TBLT) Technique Used by the Teacher to Improve Writing Ability of SMA NEGERI 08 Muko in the Academic Year of 2021/2022  
Jurusan : Tarbiyah dan Tadris  
Program Studi : Tadris Bahasa Inggris


No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Senin, 20 Desember 2021	Chapter 1, 2 dan 3	Revisi Chapter 1	f
2	Jumat, 21 Januari 2022	Chapter 1, 2	Revision chapter 1	f
3	Jumat, 25 Februari 2022	Chapter 1	Revisi Chapter 1	f
4	Senin, 14 Maret 2022	Chapter 1-3	Minor Revisi	f
5	Senin, 21 Maret 2022	chapter 1-3	KCC seminar proposal	f

Mengetahui,  
Dekan

  
Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu, 21 Maret 2022.

Pembimbing I/II

  
Valisneria Utami, M.Ed  
NIP. 198903232019032010




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KARTU BIMBINGAN SKRIPSI

Nama : Inan Putri Permata Suci Pembimbing I/II : Dr. Syamsul Rizal, M.Pd  
NIM : 1811230022 Judul Skripsi : An Analysis of Test-Based Language  
Jurusan : Tarbiyah dan Tadris Teaching (TBLT) Technique Used by the Teacher to Improve  
Prodi : Tadris Bahasa Inggris Writing Ability at SMA NEGERI 08 Mukomuko in the  
Academic Year of 2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Jumat, 15 Juli 2022	- Bab 2 - Bab 5	- Tambahkan challenges of TBLT - Perbaiki Conclusion	h
2.	Selasa, 19 Juli 2022	- Bab 1 - Bab 3	- Tambahkan before & After TBLT - Perbaiki Penulisan	h
3.	Rabu, 20 Juli 2022	- Bab 2	- Tambahkan Criteria of good writing - Types of writing	h
4.	Kamis, 21 Juli 2022	Bab 1-5	- Lengkapi Daftar Isi - Appendices	h
5.	Jumat, 22 Juli 2022	Chapter 1-5	ACE	h

Mengetahui  
Dekan  
  
Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Bengkulu, 22-7-2022  
Pembimbing I/II

  
Dr. Syamsul Rizal, M.Pd  
NIP. 196901291999031001



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KARTU BIMBINGAN SKRIPSI

Nama : Inan Putri Permata Suci Pembimbing I/II : Valisneria Utami, M.Ed  
NIM : 1811230072 Judul Skripsi : An Analysis of Task-Based Language  
Jurusan : Tarbiyah dan Tadris Teaching (TBLT) Technique Used by the Teacher to Improve  
Prodi : Tadris Bahasa Inggris Writing Ability at SMA NEGERI 08 Mukomuko in the Academic  
Year of 2021/2022

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	8 Juli 2022	Chapter 4- Chapter 5	- pahami konsep - Revised chapter 4	f
2	10 Juli 2022	chapter 3, 4, 5	- perbaiki tense - Revised as suggest ted - especially in chapter 4 & 5	f
3	26 Juli 2022	Chapter 4, 5	⊖. add part about "writing and how it improved student's writing"	f

⊖. 27 Juli Chapter 4, 5

Mengetahui  
Dekan



Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

⊖ All untuk saran  
minta bimbingan

Bengkulu, .....  
Pembimbing I/II

Valisneria Utami, M.Ed  
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**Observation Checklist for Task-Based Language Teaching**

Based on thesis by Indriani, 2016

**Object** : The English Teacher  
**Teacher's name** : Lyden Permata Sari, S.Pd  
**Time/Place** : June 28, 2022 → Classroom  
**Day/Date** : ↙ ↘

Teacher Activities	Yes	No	Description
<b>A. Pre-Teaching</b>			
1. The teacher greets the students.	✓		Guru menyapa siswa dengan bahasa Inggris
2. The students respond to the greeting addressed by the teacher.	✓		Siswa merespon guru dengan bahasa Inggris
3. The teacher asks the students' condition.	✓		Guru menanyakan kabar siswa dengan bahasa Inggris
4. The students tell their condition to the researcher.	✓		Siswa menjawab dengan bahasa Inggris
5. The researcher leads the prayer.	✓		Peneliti memimpin doa di Petakoran
6. The researcher explains the goal of the teaching and learning.	✓		Peneliti menyampaikan tujuan penelitian
7. The researcher introduces the topic to the students.	✓		Peneliti menjelaskan topik yang naratif
8. The researcher elicits students' given knowledge about narrative text.	✓		Peneliti meminta siswa menjelaskan tentang naratif
<b>B. Whilst-teaching</b>			
1. The teacher introduces a model of narrative text to the students.	✓		Guru menjelaskan tentang naratif dan contoh naratif
2. The teacher explains the generic structures and language features of narrative text to the students.	✓		Guru menjelaskan struktur dan ciri kebahasaan naratif
3. The teacher divides students into groups.	✓		Guru membagi siswa menjadi beberapa kelompok
4. The teacher provides time for students to work together.	✓		Guru memberikan waktu bagi siswa untuk berdiskusi
5. The teacher gives chances to the students to ask questions.	✓		Guru meminta siswa mengajukan pertanyaan
6. The teacher guides the students in every	✓		Guru membimbing siswa secara detail



task that the researcher gives.	✓	diteliti
<b>C. Post-teaching</b>		
1. The teacher summarizes and reflects the lesson.	✓	Guru menyimpulkan hasil diskusi kelas & Debatikan
2. The teacher previews on the upcoming materials.	✓	Guru mengulas Hg Materi Pembelajaran hari ini
3. The teacher ends the class by having a short prayer.	✓	Guru mengakhiri pembelajaran & berdoa

**Object** : The Students  
**Class** : XI IPA  
**Time/Place** : June 28, 2022 Classroom  
**Day/Date** :

No	Students' Activities	Yes	No	Description
1.	The students pay attention to the teacher's explanation.	✓		Guru siswa memahami Penjelasan dan guru
2.	The students are active in the class.	✓		Siswa sangat aktif di kelas
3.	The students concentrate to the teacher's explanation.	✓		Siswa selalu memperhatikan materi
4.	The students understand the explanation about narrative text.	✓		Siswa memahami materi & bertanya detail
5.	The students ask the question to the teacher regarding to the materials.	✓		Siswa selalu ingin tahu tentang dg Materi
6.	The students do the exercise in groups.	✓		Siswa aktif dan bekerja kelompok
7.	The students ask the teacher or their friends if they find difficulties.	✓		Siswa bertanya pada guru/teman & saling membantu
8.	All students bring dictionary	✓		Semua siswa sudah membawa kamus

## SURAT PERNYATAAN



Yang bertandatangan di bawah ini:

Nama : Intan Putri Permata Suci  
Nim : 1811230072  
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Judul Skripsi : An Analysis of Task-Based Language Teaching (TBLT) Technique  
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