

**CHALLENGES OF USING TASK BASED LANGUAGE TEACHING
METHOD IN TEACHING ENGLISH ON TWELFTH GRADE
STUDENTS AT SMK PGRI DONOROJO ACADEMIC YEAR 2022/2023**

THESIS

Submitted as A Partial Requirements For the degree of *Sarjana*



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DEDICATION

This thesis is dedicated to:

1. My beloved Allah SWT who always by my side.
2. My Parents (Wiji Rahayu and Sri Mulyani) who always pray for me.
3. My uncle (Jini) who always gives spirit for me.
4. My aunt (Bude Harni and Suprapti).
5. My besties (Anita, Leni, Dwi).
6. My brother and sister (Andi Surya and Desi Suryani) .
7. My little cousin (Arya and Akbar) .
8. My senior (Luluk Indarsyah) who always guide me to understand about Thesis.
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10. My online friend (Najla Al Hajj) from Lebanon who helps me to learn English.
11. My people surround me who always help me.

MOTTO

“BISMILLAH”

QS. Al Fathehah verse 1

“Suro Diyo Joyo Jayaningrat, Lebur Dening Pangastuti”

By. Sunan Kalijaga

“Kalah Itu Memang Sakit. Tapi Menyerah Itu Hina”

By. Emha Ainun Najhib

“Jangan Hanya Sabar, Berkhusnudzon Lah”

By. Sabrang Mowo Damar Panuluh

“Kawula Namung Sadermo Mobah Masik Kersaning Sang Hyang Sukmo”

By. Kawulo Sadermo

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“Challenges of Using Task Based Language Teaching Method in Teaching English on Twelfth Grade Students at SMK PGRI Donorojo Academic Year 2022/2023.” 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.

Sukoharjo, April 10th 2023

Stated by,



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, April 10th 2023

The researcher



Ayu Bulan Sri Khodizah

TABLE OF CONTENTS

Table of Content

ADVISOR'S SHEET	i
RATIFICATION.....	ii
DEDICATION.....	iii
MOTTO	iv
PRONOUNCEMENT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLE	xii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER I.....	1
INTRODUCTION	1
A. Background	1
B. Identification of The Problem	5
C. Limitation of The Study	6
D. Formulation of The Problem	6
E. Objective of The Study.....	7

F. Benefit of The Study	7
G. Definition of Key Term	8
CHAPTER II	10
REVIEW OF LITERATURE	10
A. Theoretical Review	10
1. Review on Teaching English	10
a. Definition of Teaching	10
b. Definition of Teaching English	11
c. Skill of Teaching English	12
d. Approaches in Teaching English	14
2. Review on Teaching Method	15
a. Definition of Teaching method	15
b. Kinds of Teaching Method	16
3. Review on Task Based Language Teaching	19
a. Definition of Task Based Language Teaching	19
b. Types of Task	21
c. Procedures of Task Based Language Teaching	22
d. Strengths and Weakness of TBLT	25
e. Perceptions of Task Based Language Teaching	27
4. Review on Genre	31

a. Definition of Genre	31
b. Kinds of Genres	33
B. Previous Study	35
CHAPTER III	41
RESEARCH METHODOLOGY	41
A. Research Design	41
B. Research Setting	41
C. Research Subject	43
D. Data and Source of Data	43
E. Research Instruments	43
F. Techniques of Collecting Data	44
G. Techniques of Analyzing Data	45
H. Trustworthiness	46
CHAPTER IV	47
FINDINGS AND DISCUSSION	47
A. Findings	47
1. The challenges that appear in implementation Task Based Language Teaching method	47
2. The students' perception of implementation Task Based Language Teaching method in teaching English	61

B. Discussion	104
1. The challenges of using Task Based Language Teaching	104
2. Students' perception towards Task Based Language Teaching method implementation	112
CHAPTER V	116
CONCLUSION AND SUGGESTION.....	116
A. Conclusion.....	116
B. Suggestion	117
REFERENCES.....	120
References	120
APPENDICES	127

LIST OF TABLE

Table 1.1 Similarities and Differences.....	40
Table 2.1 Result of Interview.....	55
Table 3.1 Analyze of semi-open questionnaire no.1.....	62
Table 3.2 Analyze of semi-open questionnaire no.2.....	64
Table 3.3 Analyze of semi-open questionnaire no.3.....	65
Table 3.4 Analyze of semi-open questionnaire no.4.....	67
Table 3.5 Analyze of semi-open questionnaire no.5.....	68
Table 3.6 Analyze of semi-open questionnaire no.6.....	70
Table 3.7 Analyze of semi-open questionnaire no.7.....	72
Table 3.8 Analyze of semi-open questionnaire no.8.....	74
Table 3.9 Analyze of semi-open questionnaire no.9.....	75
Table 3.10 Analyze of semi-open questionnaire no.10.....	77
Table 3.11 Analyze of semi-open questionnaire no.11.....	79
Table 3.12 Analyze of semi-open questionnaire no.12.....	81
Table 3.13 Analyze of semi-open questionnaire no.13.....	82
Table 3.14 Analyze of semi-open questionnaire no.14.....	84
Table 3.15 Analyze of semi-open questionnaire no.15.....	85
Table 3.16 Analyze of semi-open questionnaire no.16.....	87
Table 3.17 Analyze of semi-open questionnaire no.17.....	89
Table 3.18 Analyze of semi-open questionnaire no.18.....	91
Table 3.19 Analyze of semi-open questionnaire no.19.....	92

Table 3.20 Analyze of semi-open questionnaire no.20.....	94
Table 3.21 Analyze of semi-open questionnaire no.21.....	96
Table 3.22 Analyze of semi-open questionnaire no.22.....	97
Table 3.23 Analyze of semi-open questionnaire no.23.....	99
Table 3.24 Analyze of semi-open questionnaire no.24.....	101
Table 3.25 Analyze of semi-open questionnaire no.25.....	102

LIST OF APPENDICES

Appendix 1	127
Appendix 2	128
Appendix 3	134
Appendix 4	136
Appendix 5	145

ABSTRACT

(Khodizah, 2023), *Challenges of Using Task Based Language Teaching Method in Teaching English on Twelfth Grade Students at SMK PGRI Donorojo Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

The objectives of this research were to find out challenges of using Task Based Language Teaching method that appeared to the teacher and the students also to know how's the students perception towards the implementation of Task Based Language Teaching method that conducted by the teacher.

This research is qualitative research by involved any method of collecting the data namely, observation, Interview, and questionnaire. In analyzing the data, this thesis used Data reduction, Data display, and Conclusion method.

The results of this research showed some challenges for students as follows; there were challenges for students and teacher got from observation, and interview as follow; there is fossilization, less accuracy, rejected the task, the use of mother tongue, the use of inappropriate words, and out of textbook. Then for the teacher as follow; there is difficulties in scaffolding (guiding process), Preparing the task needs a long time, and no guarantee of students' work. As well as the students' perception showed, the researcher found that students have a good responses towards Task Based Language Teaching method because there is satisfaction in work, students' agreement that the teaching is comfortable, writing made them easily to grasp the material, the achievement in grammar by listening and speaking, they learn many exercises, their agreement about the use of TBLT constantly.

Keywords: TBLT, Challenges, Students' perception

CHAPTER I

INTRODUCTION

A. Background

English is the one of languages in this world that being the majority language in every country. English is became a second language in every country. It is a fact that English language has emerged as the most important and widely used language all over the world, so it is required to learn English everywhere in all continents (Ahmed & Bidin, 2016). Therefore, many things in this life always involve English language. All individuals have a chance to learn English correctly, so in this case we must pay attention to teaching English. There are institute, school, jobs, that suggest to improve our English skill for give us a convenience in understanding of target language. There are some efforts that people in this world do for improve the English skill. One of them is English learning, there are four skills are taught by the teacher where the four skills cannot be separated from the English language element, namely listening, speaking, reading, writing, and grammar. The one application for learning English comprehension is teaching English. From the phenomena teaching can be successful teaching and unsuccessful teaching. It means that the teaching English gets an achievement and barriers in teaching process.

Therefore the teaching English must get the suitable method for teaching. It can help teacher to do the teaching English for the realization of success by increasing students' English competence.

According to Jannah (2015) that teaching English focuses on the ability of communication of the students. From that opinion, there was an argument that actually skills in teaching English are expected could help students to learn English language. From listening skill, speaking skill, reading skill, writing skill, also grammar skill aimed in order to students mastering English language. In teaching English, the teacher expects that the students using English language when do the conversation with the teacher during the learning process. They can fix their English ability by following the activities in learning process. Learning process is done by using any method. There is teacher who using one method or double method. The one of methods in teaching English is Task Based Language Teaching method.

Task based language teaching is an approach of language learning that involves doing a familiar task by using a target language (Buyukkarci, 2006) Task based language teaching such a method for teaching activities which is the teacher gives students a task that aims to get a competence students in their target language comprehension. The task that the teacher is

given needs a planning before accepted students. This method often used by teacher to teach English language.

Task based language teaching method is important in teaching English. According Willis & Willis (2007) “ One of the most important things about TBLT is that it promotes learner’s confidence by providing them with plenty of opportunities to use language in the classroom without being constantly afraid of making mistakes.”. Furthermore “Learners are free to choose whichever language forms they wish to convey what they mean, in order to fulfill, as well as they can, the task goals” (Willis, 1996, p.24). It means that TBLT provide flexibility for students to convey their target language, according to their abilities. It makes students more enjoy and comfortable in learning.

Generally, in Vocational high school (SMK) teaching English focus on five skills. Teaching English in SMK just teach a basic of English Skills. The kinds of skills that the researcher often find in teaching English of SMK are listening, speaking, reading, writing, and grammar skill. Usually, the teacher deliver a material and explain how it works, and then the teacher gives the students some task about every skills and ask them to do it. Actually teaching English in SMK is not that complicated because basically the teacher just guide the students in making what is in the each skill set. The process of teaching English in SMK also face a problem, the

most common problem is about students' misunderstanding of instruction in the task. The students are confused with the steps to did a task, they are difficult to understand the material in English. Also they do not mastering well the target language.

From the observation in pre-research that the researcher did on October 1st 2021, known that the Task Based Language Teaching is the method that teacher used in teaching English in SMK PGRI Donorojo. Evidently there are some problems that teacher faced, that is about the efficiency of that method. The researcher get the information that whether the Task Based Language Teaching method can helps English teacher in teaching to improve student's English skill or not because the teacher does not find the good strategies yet in teaching English. And the English skills of the students is still low. This case must be solved in order to find the challenges of implementation TBLT method and how the students' perception which that method implemented in teaching English. From this research expected that we can know clearly how far is the feasibility of the TBLT method used to teach English skills and adapts to students' ability to understand learning method.

There is a related study by Putri Octavia Zulianti (2019) by the thesis entitled "*The Effect of Task Based Language Teaching (TBLT) Towards Students' Speaking Ability of Second Grade Students at MTsN 3*

Kota Pekanbaru” that be comparison with the researcher’s thesis. This thesis is a quantitative research. This thesis investigated the students of MTsN 3 Kota Pekanbaru. This thesis analyzed the effect of TBLT in students’ speaking ability. There are some problem from the students the one is the students lacks of grammar, the students difficult to arrange the sentence correctly. Although the researcher’s thesis also analyzed about implementation of TBLT, the researcher’s thesis has a different novelty from the research above. The researcher’s thesis has a purpose to find out the challenges of using TBLT method in teaching English, and aims to find out the the students’ perception of TBLT.

Based on the phenomena above, the researcher take a decision to analyze the thesis entitled **“Challenges of Using Task Based Language Teaching Method in Teaching English on Twelfth Grade Students at SMK PGRI Donorojo Academic Year 2022/2023”**.

B. Identification of The Problem

Based on the background above, there are some problems that can be identified as follows:

1. There are many methods that are used by the teacher for teaching grammar competence.
2. The students’ competence have not passed KKM (*Kriteria Ketuntasan Minimal*).

3. Students can not follow optimally each different method in every lesson.
4. Students' English competence is still low.

C. Limitation of The Study

In this study, the researcher focuses on analyzing the challenges of implementation Task Based Language Teaching method and students' perception of implementation Task Based Language Teaching method in teaching English by the teacher on Twelfth Grade students at SMK PGRI Donorojo Academic Year 2022/2023. And this study uses descriptive qualitative research.

D. Formulation of The Problem

Based on the previous explanation the researcher decides to analyze two questions as follows:

1. What are the challenges that appear in implementation Task Based Language Teaching method in teaching English at Twelfth grade students of SMK PGRI Donorojo academic year 2022/2023?.
2. What are the students' perceptions of implementation Task Based Language Teaching method in teaching English on twelfth grade students at SMK PGRI Donorojo academic year 2022/2023?.

E. Objective of The Study

The purpose of this study are:

1. To know the challenges that appear in implementation of Task Based Language Teaching method in teaching English on twelfth grade students at SMK PGRI Donorojo academic year 2022/2023
2. To find out the students' perception of implementation Task Based Language Teaching method in teaching English on twelfth grade students at SMK PGRI Donorojo academic year 2022/2023.

F. Benefit of The Study

1. Theoretical Benefits

a. For Teachers

The researcher hopes through this, the teacher knows the goodness from that method, and knows which is the good method that used to teach English at SMK PGRI Donorojo. Through this the teacher also can understand the obstacles that students faced in following that method, therefore the students understanding their weaknesses so they can be more careful and they know how to fix their comprehension.

b. For Students

The researcher hopes that this study will give the experience for the students in their English ability like in compose a

sentence, and they can more understanding of the way follow the instruction of the task.

2. Practical Benefits

a. For the Researcher

From this research, the researcher expected that we able to know clearly the challenges of the Task Based Language Teaching Method and how the TBLT method in students' perception. The researcher also hopes through this study the researcher gets some experience and knowledge about how to choose the suitable method for teaching process.

G. Definition of Key Term

There are many various term of this thesis, and the researcher has defined the definition of some terms, as following:

1. Task Based Language Teaching

According to Richards & Rodgers (2001) that TBLT is an approach of the use of tasks as the core unit analysis, planning, and instruction in language teaching. This opinion means that the TBLT such a method to teach English by use a tasks and create an analysis, plan, and also contain an instruction (the way to do the tasks).

2. Teaching

The researcher has a her own definition about teaching. Generally, teaching is an activity to delivery a material to the learners and guide them to understand it. According to Bennion (2015) teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests

3. English

English is one of the international languages used as means of communication in the international relationship and widely used in all branches of knowledge (Sukarno, 2008). And the researcher has her own definition about English. English is a foreign language that majority used around the world, and it can be first language for certain counries and be second language for the country which still used mother tongue as a first language.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. Review on Teaching English

a. Definition of Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning (Brown H. D., 1941). Inside the process teaching, the teacher must guide and give facilitate like the more explanation or sample for student in order to the student learn carefully and get a good comprehension on material, furthermore the teacher setting the condition while learning. It means that the teacher create a comfortable atmosphere by using an interesting teaching method for the students.

Teaching as an activity or process to help someone getting knowledge and learn to do something (Kusumawaty, 2017). On this opinion, teaching has a purpose. That is to help learners to get knowledge through the material that the teacher given, and conduct the learners to do something new.

Based on the opinions above the researcher concluded about the definition of teaching. That teaching can called an activity to deliver a material to students, and help them to understand about that material involving communication and feedback from the students.

b. Definition of Teaching English

According to Patil (2008) teaching English is not only transmitting knowledge to the students. Instead, it is enable them to read, to speak and to write with fluency. In this idea, teaching English, the teacher does not only deliver a material. But, the teacher appeals the students to learn more read, speak, also writing the target language. The teacher also gives a task for students. Through task they can familiarize with English language.

Evidently, teaching English is not, it explains, just a matter imparting skills or knowledge: ‘in teaching English we are teaching pupils to think clearly, to be self aware, and to be responsible to their experience of the world of people and things about them’ (Tsui, 2012). In this opinion, teaching

English also familiarized the students to use the target language correctly in their daily activity anywhere they are.

Based on the theories above, the researcher concluded that teaching English is a process delivering knowledge about English language in form of materials and aims to guide students to use English correctly.

c. Skill of Teaching English

The process of implementation teaching English is involving any skills to be proced. There are 5 basic skills in teaching English as follow:

1) Listening skill

Listening suchs an activity of paying attention to and trying to get the meaning from the information that has been heard (Ardhani, 2012). Furthermore, listening skill is a process that includes listening activities, identifying, interpreting sounds of language then interpretation of meaning and responding to implied messages in the language tool. The main thing is that listening requires students to learn English by listen the words that the teacher is spoken, and let them interpret what they heard.

2) Speaking skill

Speaking skill is an interactive process of constructing meaning consists of producing and receiving information. In speaking skill, the students learn a verbal interaction (Kosar & Bedir, 2016). Speaking activity requires students trying speak using target language based on the structures in that skill.

3) Reading skill

Reading skill is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text (Nur & Ahmad, 2017). In reading, the students try to understand the text both from the translation, meaning, message, and topic.

4) Writing skill

Writing skill is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning (Imastuti, Sujoko, & Suparno, 2017). In writing skill, the students are asked learn to write using English language based on the structure of the text.

5) Grammar skill

Grammar skill is defined as the study of how rules are applied to combine words in order to form sentences Yovita Diania (2017). Grammar contains a rules used to combine one

word with another word become a sentence. Grammar such as the rules to organize every word into a right and significant sentence using the pattern of function for reason get a correct meaning in communication of target language.

d. Approaches in Teaching English

In the process of teaching English, there are two approaches that the teacher usually used, such as the deductive approach and inductive approach. According to Liu (2016) that the deductive approach is done by giving the material at the beginning followed by explanations and examples, while the inductive approach requires students to be able to use logic, understand concept maps, and infer. Based on that theory, that two approaches is the most common approach that teacher used in teaching English. There is teacher who using an exercise or task and there is teacher who using a target language to make the student familiarize with the structure of target language, and let them to understand automatic during accepting it.

So in teaching English activity we must follow the approaches because evidently it is not just delivery a material but we need a approaches to emphasize students' understanding. The researcher agree with the opinion above

that there are two approaches that can be chosen for teaching English. First is use exercise which is called deductive approach and the second is use a language that teacher presented which is called inductive approach.

Based on the explanations above, the researcher gives the limitation of the researcher's thesis, that is the researcher will use the deductive approach in teaching English research which is conducted by the teacher.

2. Review on Teaching Method

a. Definition of Teaching method

Method is a tool or approach which is the steps of the method are followed by the teacher to do the teaching activity. According to (Parel & Jain, 2008) method may also defined "The process of planning, selection and grading language materials and items, techniques of teaching, etc". A method contains a tools that aim to plan how the way to do teaching activity or it can called a techniques.

Teaching method is an approach that the teacher used to make the teaching process acceptable by the students. The

teaching method is used to help the learners to gain the knowledge and help them to achieve their learning targets (Munzaki, Suadah, & Risdaneva, 2016). To do the teaching activity, the teacher need a tool to carry the teaching activity in order to arrive at the desired teaching goals.

b. Kinds of Teaching Method

There are several methods in English language teaching. These are methods that is often used by teachers as follow:

1) Direct Method

Direct method is also called the natural method. The Direct method is the teaching method that used connected directly with the target language without do the translation to the native language. The direct method focuses on speaking and listening learning.

2) Grammar Translation Method (GTM)

Grammar translation method is a method to teaching foreign or second language that use the translation activity and also the grammar learning in the teaching process.

3) Audio Lingual Method

The audio lingual method is a teaching method that focuses on a listening comprehension before doing

reading and writing skill. This audio lingual method aims to repetition some words to be memorized.

4) Suggestopedia

Suggestopedia is a method that require the learners to improve their ability by using the target language. In this method, the learners are made to be relaxed, and positive on using the target language. The teacher usually gives them something different like music, games, presentation, etc.

5) Total Physical Response (TPR)

This method used to teach a second language that use physical movement to react to verbal input in order to the students know easily by visual action. This method aims to improve the student's vocabulary. For example the teacher using the song about the body parts, and do shows the place of them with saying the target language.

6) Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is the method that involve the communication activity to get the students' interaction by using the target language. This method focuses with speaking

learning. This method aims in order to the students are accustomed in using the target language.

7) Silent Way

This method is require the teacher to be silent as much as possible in the classroom but the students keep give their participation. In this method the teacher asks the students to guess an item by using the target language without the teacher's help.

8) Task Based Language Teaching (TBLT)

Task based language teaching is a teaching method that using a task. The teacher usually gives a task for the students, and the students are required to do it by using the target language. This method aims to know how far the students' English ability. For example the students are given a task to make a descriptive text and must using a target language.

9) Project Based Learning

Project based learning is similar with the task based language teaching method. Both used a task or project. But this method focus on project, for example make a video by using a target language.

10) Problem Based Learning

Problem based learning is a teaching method that involves groups of students that working to solve the problem and involves students' pitching ideas by using the target language.

Based on the various explanations above, there are many kinds of methods to teach English language. And the teacher is able to choose one or maybe double methods for teaching activity. Furthermore, the researcher gives the limitation of this study by using a Task Based Language Teaching method that is to be analyzed.

3. Review on Task Based Language Teaching

a. Definition of Task Based Language Teaching

Task Based Language Teaching is a method in helping learners to practice their ability to get their achievement of target language. Task Based Language Teaching is one where tasks are used as the key element of planning and instruction in language teaching (Villalobos & Miranda, 2019). They mean that TBLT method requires the learners carry out a task aims to

improve the learners' skill in a second language or target language.

Furthermore, Task Based Language Teaching method is a communicative approach in which students try to complete the task given by using the language instead of trying to use rules explicitly (Yildiz, M : 2017). This opinions means that TBLT is an approach in teaching activity that require the students to use a target language and follow the rules or instruction from the task.

Task Based Language Teaching as a task. Classroom task is an activity having a particular goal and it contains communicative language use in process (Hismanoglu & Hismanoglu, 2011).Then a task is such a composition of instruction that expect learners to achieve an outcome using particular working procedure (Aflah, 2021). And i concluded that the task is an work that teacher gives to students to find out the student's competence in target language by following the procedures

From these opinions, the researcher concluded that Task Based Language Teaching is a teaching method which is a task

that teacher gives to students in teaching English that aims to know and improve students' ability of the target language involving a planning and procedures.

b. Types of Task

There are many different task in Task Based Language Teaching method. Pattison (1987, as cited in Nunan, 2004, p.57-58) sets out seven types of task, as following:

1) Questions and Answers

These activities are about giving a task for student which is a questions and the students are asked to answer the questions. For example is the students are given some essay questions, and then they make an answer.

2) Dialogue and Role Plays

These activities are about the students do the dialogue with their classmates in role plays.

3) Matching Activities

This activity such as a task that asks students to recognize matching an item.

4) Communication Strategies

In this activity students are asked to do some communication. For example the students a feedback .

5) Pictures and Picture Stories

These activities use an object like picture such as a task for students. For example students are asked to memorize the name of a animal in a picture.

6) Puzzles and Problems.

These activities require an imagination of students.

7) Discussion and Decisions

In these activities, the students are given a task which is an instruction to discuss with their classmates and find out the decisions.

c. Procedures of Task Based Language Teaching

In implementation of Task Based Language Teaching, there are three combining features of Task Based Language Teaching's phases. Those are Pre-Task, Task Cycle, and Post Task (Language Focus), were developed by (Yayli: 2006, p.450) as follows:

1) Pre-Task

Pre-Task is a first phase that must be done in implementation Task Based Language Teaching Method. Pre-task takes place before the teaching material is given to students. In this phase students are

asked to remember the old learning or knowledge that they got. This phase aims to know how far the students have a knowledge and understanding about the material that will give.

2) Cycle Task

Cycle task is a phase of giving a task during learning. This phase aims to improve communication skill with the grammatical rules. Yayli (2006, p.450) stated that learners have a chance to use the target language in order to complete the task in task cycle stage and if it is needed, the teacher feedback and support are applied by learners. This task also aims in order to students have successfully in Post-test, by reason of in this task students try to practice their target language comprehension. This phase consist of task, planning, and report.

a) Task

The teacher gives the task to students and let them to use whatever language they already to say or write for example is reading a text or writing a text with a grammatical rules. In this

session the teacher also give a support for the students to use the target language. This session aims to build their confidence to use target language. In this part the teacher will not give a correction in their mistaken in using target language.

b) Planning

After the students did a task, they have a chance to inquire their questions to the teacher. In this part the teacher helps the students to correct their language. If the report is a writing task, the teacher suggest to them to use dictionary or Google translate to check the correctness.

c) Report

In this session the teacher asks some students to explicate their report in class or the teacher asks the result of student's report as an example result to the another students. This session aims in order to all students know about comparison their report, they know which is the correct and wrong items.

3) Post-Task

Post-Task is the last phase of this method. Willis & Willis (2001, p. 178) concluded that the Post-Task as language focus. In this phase the students try to focus on the language. This is the final session. This phase aims to know whether the students can already understand clearly about the materials are given, and also how far students understand of the correctness and wrong in using target language.

d. Strengths and Weakness of TBLT

Task Based Language Teaching method has it's strengths and weakness. There are some various opinion about both things. The strengths or advantages of this method on Willis (2006, p.31) that in TBLT, the roles of the teachers are facilitator and motivator. However they also control the students when they are doing the task. By that roles, it can helps the students to more understand about the TBLT process in doing a task.

Then according to Husna (2018), advantages of Task-Based are learner centered, this approach give chances to the students to plan their own activities so that they get involved with great

enthusiasm, the task involved in the activity enhances the creativity of learners, and then it helps the learners to learn from the real life situations.

Also (Ganta, 2015) stated that there are some strengths or advantages of Task Based Language Teaching as follows:

- 1) Task based learning helps learners to interact spontaneously.
- 2) Task based learning gives language learners opportunity to learn vocabulary
- 3) Provides essential conditions for language learning
- 4) Maximises scope for communication, by participating in the task learners not only acquire new language items, but also make use of language they have acquired recently.

Task Based Language Teaching also has its own weakness or disadvantages. According to (Ganta, 2015), there are some disadvantages as follows; 1) Task Difficulty, the difficulty of the task can be estimated from the performance of the learners, 2) Mismatch between the learners' and teacher' perception, 3) Learners' perception, the learner purpose are said to be distributed a continuum between achievement orientation and

survival orientation. If the learner perceives that a task is closely to his/her needs, they tend to adopt an achievement orientation, 4) Learners' needs neglected, a new language is learned for a variety of reasons and not all learners need the same kind of tasks.

While about the Weakness of TBLT. According to Broady (2006) there are some disadvantages:

- 1) There is no acquisition of new grammar or vocabulary features
- 2) Everything is left to the teacher
- 3) Not all students are or will be motivated by TBLT
- 4) Some students need more guidance and will not or cannot 'notice' language forms (grammar) or other elements of accuracy
- 5) Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

e. Perceptions of Task Based Language Teaching

On the implementation of Task Based Language Teaching method, every learner or teacher has their own perception or comprehension about that method. It can be seen in terms of the process of running the method. In this part, the researcher

gives the limitation of this study and put the explanation about the students' perceptions of implementation Task Based Language Teaching method. Perception is the way people notice thing, especially with the sense (Hornby, 2006). So, the students' perception can defined as their thoughts, beliefs, and feelings about persons, situations that happen in the learning process.

According to Nhem (2020) there are some students' perceptions of TBLT namely, 1) I feel that TBLT helped me learn English well because when i wrote in English it helped me learn English more, especially new words that i did not know before. TBLT helped me improve my writing before than before. Moreover, it helped me improve my speaking, 2) I think that TBLT helps develop English language better because it teaches us about reading, grammar, listening, and writing. Especially, group work can allow us to exchange ideas with our partners. From this theory, we know that the students have a positive perception to Task Based Language Teaching method.

f. Challenges from Task Based Language Teaching

On the utilization every method, there must be an obstacles or challenges that the teacher or students faced. According to Hatip (2005) there are many lists of the challenges of TBLT as following:

- 1) The drawbacks of task-based learning rely not so much on the potential powerfulness of this type of instructional content but on problems of conducting the instruction.
- 2) Task-based learning involves a high level of creativity and dynamism on the part of the teacher. If the teachers are restricted to more traditional roles or do not possess time and resources to provide task-based teaching; this type of teaching may be impracticable.
- 3) Task-based learning necessitates resources beyond the textbooks and related materials generally available in foreign language classrooms.
- 4) Students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a language class.
- 5) Some learners employ the mother tongue when they face with a difficulty or if the group feels intolerant.

- 6) Some individuals enhance superior communication strategies, e.g. miming and employing gestures, but get by employing just uncommon words and phrases and let others provide the more challenging language they need. This may give rise to the fossilization of those individuals prior to improving very far in the syntax of the target language.
- 7) Some learners are inclined to get caught up in making an effort to find the appropriate word, and do not worry about how it is placed into the discourse.
- 8) There is a danger for learners to attain fluency at the expense of accuracy

Based on the framework above, can concluded that many challenges that must be faced and the one side comes from the student side. And here is some challenges that come from the teacher side. According to (Saputro, Hima, & Farah, 2021), there are five challenges in implementation Task Based Language Teaching method as following:

- 1) TBLT was time consuming in terms of the preparation. The teacher needs a long time to make complicated a task.

- 2) Understanding the features of a task was quite complicated and confusing. Many procedures that the teacher should be mastered.
- 3) The Scaffolding method was not easy to implement.
- 4) “Getting-right-in-the-end” remained a big question.
- 5) TBLT was not an approach to prepare students for an exam.

From that theory above means that there are some challenging that come from teacher’s point of view. The teachers need a long time in preparing the TBLT material, many procedures that the teacher should mastered, it is a struggle in guiding the students to understand how the task to be implement, also it is often used by the students just do the task without understand carefully with the procedures so it is not an approach for exam

4. Review on Genre

a. Definition of Genre

Genre is kind of texts arrange base on generic structure and language features with social purpose (Nensi, 2018). Genre is a designation for texts that written or spoken by the writer based on structure of language by carry a purpose. Then, genre is kinds of

text that made to give message (Pardiyono, 2016:4). It means that Genre aims to deliver an information, message, or to tell the reader or listener about the writer's concerns. Every text has its own purpose, whether to tell the past, now, or the future.

Genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer (Hyland, 2007). Than, Cooper (1998) stated that genre means a type or category of text. In those ideas, genre is set of many texts that contain a meaning from the writer. Furthermore, Tien (2009) stated that genre such as written text that is grouped together under the category based on their shared communicative purpose and formal textual features such as generic structure of language. Based on that theory, genre consist of written text which is has a structure of language in made it. Also Cook (2003) opined that genres as a type of discourse, either spoken or written with particular conventional characteristics. It means that genre also can contain a various texts of reading which the text that is delivered by read the text.

Based on the theories above, the researcher concluded that genre means a group of texts, whether a written text or reading text that the writers made by paying attention to the structure of language that delivered to people by a various purpose.

b. Kinds of Genres

Genre consists of many texts. According to Pardiyono (2006) there are eight texts in genre as follow:

1) Descriptive Text

According to Pardiyono (2006) descriptive text is about description of something or someone that consist of characteristics. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make reader be able to visualize the description (Harmenta & Tiarina, 2013). The main thing in descriptive text is the writer just tells something without referring the accident in the past or the future.

2) Procedure Text

Procedure text is the text which describes how something accomplished through some sequence actions or steps (Kurniawan, Sofian, & Wardah, 2017). They also stated that procedure text has a purpose that it is used to tell someone how to do or make something. Procedure text gives knowledge to reader or listener to understand the steps to do something.

3) Recount Text

Recount text is a text that tells the reader or listener what happen in the past through a sequence of events

(Grace & Sudarwati, 2007). Different from narrative text, this text tell something in the past but it is an actual accident.

4) Narrative Text

Narrative text is a text that has a purpose to amuse or entertain the reader what happened in the past and to amuse or entertain the reader with actual or imaginary experience in different ways (Sinaga, 2020). Narrative text is widely story because it can be fiction and non fiction form of story.

5) Information report Text

Information report suchs a kind of result of perception, research, observation, or study about object, animal, people or place (Djuharie, 2007). It means that report text aims to give information to the reader or listener about something that the writer did or found.

6) Explanation Text

Explanation text aims at explaining how and why something works in a particular way and why something happen (Xueqian, 2008). It means that explanation text such as text that contain an explanation about something exist.

7) Exposition Text

Exposition text include in form of essay aimed at expressing opinions, providing information, describing, analyzing a point of view, can expand one's knowledge and views (Martini & Sobari, 2021). It means that exposition text is a text that intends to expose the things above.

8) Discussion Text

Discussion text is a text which presents a problematic discourse or issue, and the aim is to present information or opinion about an issue in more than one side: an argument for/ pros and argument against/contra (Niandari & Syahrudin, 2012). It means that discussion text contain a problematic things that should be discussed or solved.

Based on the explanations above the researcher gives the limitation of the research, it is focus on one genre named "Narrative Text".

B. Previous Study

In this study, the research will do the research about the using task based language teaching method in teaching English on twelfth grade students at SMK PGRI Donorojo academic year 2020/2021. There are

some previous researches that have discussed about the utilization of task based language teaching method, as follows:

Firstly, the student from UIN Alauddin Makassar, named Melani Mustika Ayu (2017) by thesis entitled **“Using Task-Based Language Teaching to Improve Speaking Ability”**. This research discussed the implementation of task-based language teaching method. This research focused on speaking skill. This research has a purpose to improve students’ speaking ability using TBLT method. In this research, the researcher tested the students’ speaking ability before and after using the task-based language teaching. The similarities between the research above and the researcher’s thesis are those researches discussed on the use of task-based language teaching. Then the differences between the research above and the researcher’s research are the research above focused on speaking ability test. Meanwhile the researcher’s thesis is focus on five English skills. Another difference is the research above used the quantitative research meanwhile the researcher’s thesis will use the qualitative research.

Secondly, the student from State University of Semarang, named Andri Wicaksono (2017) by the thesis entitled **“The Use Of Task-Based Language Learning To Teach Simple Past Tense For Writing Recount Texts At Vocational High School”**. This research

discussed the usage of task-based language learning to teach simple past tense in writing recount texts. This research focused on writing skill. The similarities between the research above and the researcher's thesis are both do the analyzing of the use Task-Based Language Teaching Method. Furthermore, both have a same research subject, it's in Vocational High School. And then the differences between the research above and the researcher's thesis are the research above used the Quantitative research method, meanwhile the researcher's thesis use the Qualitative research method. Furthermore the research above focused on writing skill and analyzed about "How can the use of Task-Based Language Learning motivate students in writing to apply simple past tense in a recount text?", meanwhile the researcher's thesis focus on five English skills and analyze about the challenges and students' perception of implementation Task Based Language Teaching method in teaching English.

Third, the student from Syiah Kuala University, Banda Aceh, named Irfan (2017) by thesis entitled "**The Effect of Task-Based Language Teaching on Students' Reading Comprehension**". This research discussed Task Based Language Teaching, with the purpose to find out what are the common effect on utilization of that method. This research focused on students' reading comprehension. This research was an experimental study. The similarities between that

research above and the researcher's thesis are those researcher discussed on usage of Task Based Language Teaching method. Then the differences between that research above and the researcher's thesis are the research above focused on students' Reading Comprehension, meanwhile the researcher's thesis focus on students' English ability. Furthermore, the research above analyzed whether there could be a significant improvement in teaching students' reading comprehension that using Task Based Language Teaching (TBLT) method and using Grammar Translation Method (GTM), meanwhile the researcher's thesis try to analyze what the challenges that will happen when the researcher use the Task Based Language Teaching method in students' English and to solve the question "what are the student's perception of implementation Task Based Language Teaching method in teaching of twelfth grade students at SMK PGRI Donorojo?".

Fourth, the English teacher from Prishtina, Kosovo named Shpresa Dragobuzhda (2020) by the thesis entitled "**Teaching Grammar through Task-Based Language Teaching**". This research focused on grammar skill and discussed about investigating the role Task Based Language Teaching in teaching grammar. The similarities of the research above and the researcher's thesis are both focused on the use of Task Based Language Teaching method and use that method in a process teaching English skill. Then the differences between the

research above and the researcher's thesis are the research above analyzed the Task Based Language Teaching method to find out the role of Task Based Language Teaching method in teaching grammar. Meanwhile, the researcher's thesis analyze the Task Based Language Teaching Method to find out the students' perception of that method and to know the challenges of the use that method.

Based on the previous related study above, most of them analyzed on utilization the Task-Based Language Teaching method. It is a similarities with the researcher's thesis. But they focused in various skill. There were speaking skill, reading skill, writing skill, and the grammar skill that same as the researcher's thesis. However the researcher's thesis does not focus on improving the grammar skill, but the researcher's thesis try to analyze about the students' perceptions the Task Based Language Teaching method to be implemented in teaching skills and also to find out what are the challenges of that method that appear.

Table 1.1 Similarities and Differences

NO	TITLE	SIMILARITIES	DIFFERENCES
1.	“Using Task-Based Language Teaching to Improve Speaking Ability”.	<ul style="list-style-type: none"> ● Both discussed on the use of task-based language teaching. 	<ul style="list-style-type: none"> ● Previous study is speaking skill then the researcher’s thesis is grammar skill. ● Previous study is Quantitative, then the researcher’s thesis is Qualitative.
2.	“The Use Of Task-Based Language Learning To Teach Simple Past Tense For Writing Recount Texts At Vocational High School”.	<ul style="list-style-type: none"> ● Both do the analyzing of the use Task-Based Language Teaching Method. ● Both have a same research subject, it’s in Vocational High School. 	<ul style="list-style-type: none"> ● Previous study focused on writing skill then the researcher’s thesis focus on grammar skill. ● Previous study is about how Task-Based Language Learning motivate students in writing. Then the researcher’s thesis is about the students’ perception of TBLT
3.	“The Effect of Task-Based Language Teaching on Students’ Reading Comprehension”.	<ul style="list-style-type: none"> ● Those researcher discussed on usage of Task Based Language Teaching method. 	<ul style="list-style-type: none"> ● Previous study is reading comprehension then the researcher’s thesis is grammar skill. ● Previous study is about the significant improvement then the researcher’s thesis is about students’ perception of TBLT
4.	“Teaching Grammar through Task-Based Language Teaching”	<ul style="list-style-type: none"> ● Both focused on the use of TBLT method in process teaching English skill. 	<ul style="list-style-type: none"> ● Previous study aims to find out the role of TBLT method. Then, the researcher’s thesis aims to find out the students’ perception of TBLT

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative research method. Qualitative research method is the one of research methods that involves collecting and analyzing the non-numerical data to understand concepts, opinions or experiences. Qualitative research is a means for exploring, and understanding the meaning individuals or group ascribe to a social or human problem (Creswell, 2008). In this research, the researcher made a direct observation to the research field. The variables of this research were Task Based Language Teaching method and Teaching English. Based on this research design, the result of this research was obtained a description of the analysis on using Task Based Language Teaching method in teaching English on twelfth grade students of SMK PGRI Donorojo.

B. Research Setting

1. Setting of Place

This research was performed in Vocational School named SMK PGRI Donorojo. It was located in Donorojo Kalak Street, Belah, Donorojo District, Pacitan Regency, East Java Province 63554. The reason of the

researcher chose this school was the teacher also used Task Based Language Teaching method in teaching English skills that the researcher found in pre-observation. Then, the English ability of students in SMK PGRI Donorojo was still low, furthermore in using vocabulary.

2. Time of Research

The researcher finished the thesis was from August 2021 until April 2023. And bellow is the drawing of time of research:

No	Activities	2021					2022									2023			
		8	9	10	11	12	1	2	3	4	5	6	7	8	9	1	2	3	4
1	Title submission	■																	
2	Pra-Observation		■																
3	Proposal and Revising			■															
4	Proposal Seminar															■			
5	Collecting the data																■		
6	Analysing the data																	■	
7	Reporting																		■

C. Research Subject

The subject of this study was the students' twelfth grade of SMK PGRI Donorojo. And the object of this research, the researcher selected one class. That is an twelfth grade OTKP (*Otomatisasi dan Tata Kelola Perkantoran*) 1 class academic year 2022/2023 that consist of 24 students.. Also, the researcher took one English teacher to be object of interview in this research.

D. Data and Source of Data

The data of this research was from teaching English process that conducted by the teacher. And the source of the data on this research was from a teacher and 24 students of Twelfth OTKP 1.

E. Research Instruments

In this research, the researcher had some instruments to get the data information. Instruments as assisting tool to collect the data. The researcher chose the instruments from the qualitative method. The instruments that the researcher used namely, written notes, interview guide, and questions form.

F. Techniques of Collecting Data

The techniques of collecting data in this research were observation, interview, questionnaire. The steps of this process research as follows:

a. Observation

The researcher observed the teaching English process which was conducted by the teacher. In this step, the researcher observed the challenges that the students faced in implementation of Task Based Language Teaching method. This observation did in offline class and 2 times meeting until the learning is finish.

b. Interview

Through this, the researcher had an interview to get a data information from the teacher about two problems. This interview was a semi-structured interview with the theory as a guideline questions.

c. Questionnaire

Through this, the researcher gave any questions for the students to get the data information. And the researcher used the semi-open questionnaire.

G. Techniques of Analyzing Data

The techniques of analyzing data in this research, the researcher did three steps that opined by Miles and Huberman in Koshy (2005:113) as following :

a. Data reduction

Data reduction was summarizing the data that was collected. It was such process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in the written up field notes or transcription. And the researcher took two activities. There were selecting the important data and transforming it into the written report.

b. Data display

Then after transforming the data into the written report, it displayed into a description and table. This aimed to explain clearly and more broadly about what happen on the research because the data collection that the researcher taken were interview, observation, and also questionnaire.

c. Drawing Conclusion and Verification

In this step, the researcher made a conclusion about the description above. The researcher compared all the data and gotten the summary of the result of the research.

H. Trustworthiness

This research had some requirements to be declared valid. In this research, the researcher used triangulation method to get the truth from the research. Triangulation was an attempt to check the correctness of data or information that was obtained by the researcher from various point of view which aims to reduce the individual bias of the researcher. There are 4 kinds namely: Triangulation of Method, Triangulation of Source, Triangulation of Theory, and Triangulation between Researchers.

To check the truth of the data, the researcher chose one kind of triangulation. It was triangulation method. From the triangulation of method, the researcher compared the data from observation and questionnaire activity with the data from that interview activity. It means the researcher compared and look for a connection from the one data with another data. If those data were correspond, it can be called a Valid.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research was conducted at SMK PGRI Donorojo Pacitan city about this data taken from January 2nd 2023 – January 15th 2023. The subject of this research was the English teacher and 23 students of Twelfth grade OTKP 1. This research analyzed about the challenges of using Task Based Language Teaching method in teaching English. This thesis describes the challenges that the students and the teacher faced and also the students' perception about the English learning does used Task Based Language Teaching method.

The type of this research was a descriptive qualitative research which described the phenomenon that appears on that learning that conducted by the teacher. The result of this research was showed using a description, table and an explanation. The data was had collected by observation, interview, and questionnaire, they were described as follows:

1. The challenges that appear in implementation Task Based Language Teaching method

Based on the observation that have been carried out for 2 weeks, started from January 2nd – January 15th 2023 in the classroom, this result was obtained from the English learning process that conducted by the

teacher which used Task Based Language Teaching as a method for teaching English. This observation was made once a week it means twice in two weeks. For the first the researcher observed to determine whether the task based language teaching is a method that teacher usually use in teaching English. And the second, the researcher observed about the challenges that appeared during the teacher taught.

a. First Observation

Based on the first observation, evidently the teacher was used Task Based Language Teaching as a method. In the first meeting, the teacher taught about Procedure text, and the teacher used English and Indonesian. On the opening, the teacher greeted the students by using English then the teacher discussed a little material before. After that the teacher started to do the Pre-task.

1) Pre-task

In did the Pre-task, the first thing the teacher did was introduction to material about procedure text. The teacher asked the students to remember about that material that might have been learnt before. Every student tried to answer the teacher's questions about it. Then the teacher gave more explanation related to what is in the procedure text in order to the students are understand clearly. The teacher also sent a material link

from internet on class group, and the students were asked to discuss about that material while sharing with the teacher.

2) Cycle-Task

After those activities, the teacher did a Cycle task phase. The teacher gave a task for the students. In this session the students were asked to make 5 groups consists of 4 or 5 students. After that the teacher explained about the procedure of task tryout. The teacher has prepared the lottery that consists of 5 Title of procedure text. Next, the students took the lottery, and worked together with their groups. In this activity, the teacher did not give an advise to them for the reason to know how far the students' understanding about it. The next activity was every group did a presentation in front of class. They presented about "How to make....". Then there was a Question & Answer with the teacher. In this session the teacher gave a correction for their works. The teacher showed which the right and wrong. The teacher corrected from the structure of procedure text, students' grammar, etc. Furthermore, one group was asked to share the correct answer to another group.

3) Post-Task

Those are still task tryout for the students. The teacher still had a next task for them. This task is called Post-task aims to know the real students' achievement of that material. In this session the teacher gave an

individual task does asked every student to make a procedure text by themselves anymore. For the reason the teacher wanted to know whether he or she truly understand it because group task is different with he or she did it by himself/herself.

b. Second Observation

Based on the second observation on January 10th 2023, the researcher found challenges that appeared during this learning process. The researcher took at two points of view means from students' phenomenology and teacher's phenomenology. On the second meeting, they leant about Narrative text. In this learning, the teacher still used Task Based Language Teaching as a method. On the opening the teacher greed all students using English language and they are looked enjoy with it while shared some story.

1) Pre-Task

First activity, the teacher did a Pre-task does started by asked the students to use their phone. On this session, there was a material introduction of Narrative text. He guided all students to remember that material. When the teacher asked to them, there were students who confused. They got a difficulty when reviewed the material. When they tried to answer, there was a fossilization means misunderstanding about the structure of narrative text, and some students were misinterpreted the

function of narrative text. Furthermore, one of the students read a narrative text, she were looked nervous till her pronunciation was not fluent and stammer. This is become a challenge for the teacher, he got trouble in gave guidance to spell the word. Besides, hard for students to catch and practice the correct pronunciation of words from the teacher till she read it without paying attention to the accuracy of the words. After these phases, the teacher gave an explanation again about Narrative text consists of the definition, structures, characteristic, etc. This aimed in order to the students get a correct comprehension.

2) Cycle-Task

After the students got enough material explanation, then the teacher did a Cycle-task. This was a task session. The teacher asked the students opened a material link that had been sent by their phone. In the last part of the material there was an exercise, and the students were did narrative text by determining the location of the structures of narrative text. In did teacher's request, the students were looked burdened but there was some students who enjoy with this task. To do this task the students discussed with their seatmate, they were looked still did not understand with the material proven by they still opened an Internet. Many students who gave up in trying answer and just waited for the teacher to review it.

The teacher just gave any minutes to do the task, and after the time was over the teacher invited the students to analyze together. This session called “Planning”. So in this session there was a question answer above the result of their tasks, and looked they needed a more guidance from the teacher. When the students got a mistaken in answering, the teacher helped them to know which the right and wrong. Furthermore, the students also still used the mother tongue when delivered a statement. Actually the teacher gave more explanation in order to the students know the correct comprehension but they were looked bored when listened the teacher’s explanation.

The last session of Cycle-task is Report session. In this session the students were asked to give the correct statement anymore from their answer, there was one of students who was correct in determined the structures of narrative text but there were many student who were still doubt with their answer. Evidently in answered the task, the students still used a Google translate on their phone. After it all, the teacher asked to them, whether they really understand the material or not, but the students were dishonest in answered it, looked they only answered “yes and yes” even their attitude was still confused.

3) Post-Task

The teacher still had a last phase called Post-task. This phase aims to know whether the students were truly understood after the repeated explanation and exercise. For the first, the teacher gave the task about narrative text again. The students were asked to make a narrative text based on its structures. There were a challenges that appeared during they did it. First, there were any students who did the task just by opened or imitated from the internet. Second, there were any students that their answers were made the same with their friends intentionally or unintentionally. Third, even though opened the internet, there were any students who looked enjoyed from their write. Fourth, there was a student who absolutely not enjoy by their write. Fifth, there was a student who enjoyed but the grammar is still low. Sixth, there was a student who tried to do the task but still had a mistake in understanding the material, it can be seen that what was done was descriptive text not narrative text. Seventh, there were students who were not finished in making a narrative text. Eighth, the time was given is not enough for students to did it. And the last is only 18 students who submitted assignments. And for closing, the teacher asked them to submit their work and the teacher would have given a value. For the students who did not submit, they could submit the next day.

c. Interview

Based on the interview activity that has been done on January 9th 2023 at 9:00 am . The data had taken for 22 minutes. This result was obtained from an English teacher as a source of interview. This interview was done to collect the data about the challenges that appear on the teacher, and also looking for the truth from the observation data about the challenges that students were faced in following the learning using Task Based Language Teaching method. Bellows are the result of interview table:

Table 2.1 Result of Interview

No	Questions	Answer
1	<p>What is kind of method that the teacher usually used in teaching English? Explain it.</p>	<p>The teacher usually used Task Based Language Teaching method on every lesson. The teacher gave link material on internet then the students tried to learn and discuss with their friends, then the teacher opened question and answer, and the last was the teacher gave a task for them.</p>
2	<p>How are the procedures or steps of that method?</p>	<p>The procedures of the method were same with the general procedure in Task Based Language Teaching method. The teacher did the Pre-Task, Cycle Task, and Post-Task. But he did not take a value from the students on every step, but he followed the procedures and he took a value on the last session (Post-Task).</p>
3	<p>What are the obstacles that the teacher faced</p>	<p>The obstacles was classic matter, it was on the students ability in using</p>

	when delivers the material? Explain it.	Target language. The students got the difficulty when the teacher used English language full. They can understand what the teacher said, but they were hard to give responses. Therefore the teacher should use 2 languages. Those are English and Indonesian such a Mother language.
4	From those obstacles, which is become challenges for teacher?	From those obstacles, there were teacher's challenges as follows the students should improve their vocabulary by using dictionary, or increase their reading mastery because today's students only using a Google Translate.
5	What did the teacher does in order to the students understand towards the instruction of that method?	The teacher gave coherent direction, then the teacher guided students what to do next step.
	Are there any challenges for students	Yes, the teacher often saw students having difficulty to give respons.

6	that the teacher found in classroom? Explain it.	They only spoke little by little because their vocabulary was still low especially in wording.
7	What did the students usually do when get the difficulties in understanding the learning?	For the first the students did a discussion with their friends, then they looking for the material explanation another source on internet. Then when they feel stuck and can not understand more clearly, they ask the teacher in order to be guided as detailed as possible.
8	Are there any difficulties when the teacher prepares the task? How is it?	In preparing the task the teacher should considered the background ability of students, because basically his students are from lower middle school students, so the teacher should choose the suitable indicator of task, it is not low grade or high grade, but between of them.
9	Are there any problem from students when they using a target	Yes, it was a lack of vocabulary mastery. The students also had a limited pronunciation, they just gave

	language?	responses like word of yes and no, and simple sentence to the teacher.
10	Are there any mistakes that the students did to complete the task when they cannot understand well?	Yes, there were lots of them. Obviously not all of students paid attention when the teacher delivers material. They just said “yes sir, okay sir”. But when did the task, they borrowed their friends’ result. Because of them, they answer perfunctory.
11	Do the students still use the mother tongue in doing the task?	Sure, in answer the task they used English full, but in a learning conversation was still dominated by mother tongue.
12	Did the students always completed the task correspond with the instruction (procedures)? How?	No, it depends on the students. When the teacher had delivered detail explanation by prepared the task as good as possible, but the students cheat on another student, and gave answer carelessly. There were many students who did not finish in doing their task.

13	Is there a task out of the textbooks?	Sure, the teacher did not only use a textbook, however also used a source of Google even a tasks from Google. It aimed in order to get another variant. For example, the teacher asks students to read an online Novel on internet.
14	Did the students have known that the learning used Task Based Language Teaching method?	The teacher thought that students never know if this learning used TBLT method. Maybe the student just ever heard the name of TBLT method. The students only know that the teacher did an activity of explaining the material, giving a task, and analyzing together.
15	How was the students first responses when the teacher suddenly gave them a task?	The students were looked not afraid with the process learning however they have knew that the teacher always did the same step of learning. But in accepting a task, they never show their fright.
16	Are the students	They were able followed step by step

	interesting with this learning?	of learning by using Task Based Language Teaching method. They had got a comfortable in it.
17	Is there any fright on students to the task?	The teacher felt that there was no fright on students towards the tasks.
18	What are the achievements of students' English ability in using Task Based Language Teaching method?	The achievements that students have done are they were capable in fixing their comprehension. They learnt from experience in answering and correcting by the teacher.
19	According to the teacher, is the Task Based Language Teaching method a proper approach to prepare students for an exam or not? Explain it.	According to the teacher, Task Based Language Teaching method was a comfortable method in learning process. But for an exam, this method should be combined with new activity so the students get many references then the learning wasn't monotone.
20	Until now, what was that made the teacher feel dissatisfied in	The teacher feel dissatisfied when the students do their work was not from their own effort but only took

	correcting students work?	on Google internet. The generation right now majority students want something instant, there was no a sacrificing to answer.
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2. The students' perception of implementation Task Based Language Teaching method in teaching English

Based on the giving a questionnaire to the 24 students of Twelfth grade OTKP 1. This session was given after all of students followed the English learning that was scheduled for 2 meeting. This result was obtained from the students' choice about their opinion and this data was about the students' perception to Task Based Language Teaching method that the teacher used in teaching English. This questionnaire consists of 25 questions. And the researcher used semi-structured questionnaire which is there were 4 multiple choice and 1 option if they had their own perception. The data would be described bellows:

- 1) The analysis of the answer to semi-open questionnaire number 1 is presented in table as follows:

Question:

Have you ever heard about Task Based Language Teaching method in English learning? What the meaning of that method?

- a. Yes I have, that method means the task that is given by the teacher.
- b. Not yet, but I know that the teacher always gives a task after giving material.
- c. Never yet, I don't know
- d. Yes I have, but I can't understand the meaning of that method.
- e.

Table 3.1 Analyze of semi-open questionnaire no.1

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	4	17%
b)	13	54,2%
c)	5	21%
d)	2	8%
e)	0	-

The question from the table above is about students' knowledge of Task Based Language Teaching method, showed that the largest percentage of students' answers is answer option

b) which is equal to 54,2%. Answer choice b) contains that the students did not hear about Task Based Language Teaching method yet, but they know that the teacher always gives a task after giving a material. The second largest percentage of answer options is c), a), and d). Answer option c) contains students have never heard of it and they don't know. Answer option a) contains students have heard of it and they know that method means the task that is given by the teacher. Answer option d) contains students have heard of it but they can't understand the meaning of that method. And there was no student who answered with option e).

2) The analysis of the answer to semi-open questionnaire number 2 is presented in table as follows:

Question:

What do you know about a task?

- a. The task is something that related with writing
- b. The task is an activity to answer the question
- c. The task is a work that must be completed at school or at home
- d. The task is a questions group. The task is an activity to answer the question
- e. ...

Table 3.2 Analyze of semi-open questionnaire no.2

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	1	4,2%
b)	6	25%
c)	17	71%
d)	2	8%
e)	0	-

The question from the table above is about students' comprehension about a task. It showed that the largest percentage of students' answers is answer option c) which is equal to 71%. Answer option c) contains the students knew that the task is a work that must be completed at school or at home. The second largest percentage of answer options is b), d), and a). Answer option b) contains the task is an activity to answer the question. Answer option d) contains the task is a questions group. The task is an activity to answer the question. Answer option a) contains the task is something that related with writing. And there was no student who answered with option e).

3) The analysis of the answer to semi-open questionnaire number 3 is presented in table as follows:

Question:

How is your feeling when the teacher suddenly gives a task or question about the material that does not taught yet?

- a. Happy
- b. Afraid
- c. Normal
- d. Indifferent
- e.

Table 3.3 Analyze of semi-open questionnaire no.3

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	0	-
b)	5	21%
c)	17	71%
d)	0	-
e)	2	8%

The question from the table above is about the students' feeling when the teacher suddenly gives a task or question about the material that does not taught yet. It showed that the largest percentage of students' answers is answer option c) which is equal to 71%. Answer option c) contains normal. The students felt normal about it. The second largest percentage of answer options is option b) and e). Answer option b) contains feel afraid. There was no student who answered with option a) and d). There is some students who answered by choose option e). Answer option e) directs students to give their own opinion if there was no suitability of option a) to d) with their perception or feelings. There was two students filled option e) with the following answers:

1. Shocked, ask for material to be explained.
2. Confused.

4) The analysis of the answer to semi-open questionnaire number 4 is presented in table as follows:

Question:

What do you do when forget towards the material that you may have learned before?

- a. Ask to the teacher

- b. Looking for the information about the material through an internet
- c. Be quiet
- d. Discussion with friend
- e. ...

Table 3.4 Analyze of semi-open questionnaire no.4

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	1	4,2%
b)	15	63%
c)	0	-
d)	8	33%
e)	0	-

The question from the table above is about the things that students do when they forget towards the material that they may have learned before. It showed that the largest percentage of students' answers is answer option b) which is equal to 63%. Answer option b) contains looking for the information about the material through an internet. By find another source

of knowledge, they will get more explanation detailed that can be accepted by their thinking. The second largest percentage of answer options is option d) and a). Answer option d) contains discussion with friend. Answer option a) contains ask to the teacher. There was no student who chose option c) and e).

5) The analysis of the answer to semi-open questionnaire number 5 is presented in table as follows:

Question:

Did you can remember and understand towards the material even though the teacher does not explain it again yet?

- a. Yes I could because I often get this material
- b. No, I couldn't because it's been too long
- c. No, I could not, I really forgot
- d. Yes, I remind it but forgot with the way to do it
- e. ...

Table 3.5 Analyze of semi-open questionnaire no.5

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	3	13%
b)	8	33%

c)	5	21%
d)	8	33%
e)	0	-

The question from the table above is about whether the students can remember and understand towards the material even though the teacher does not explain it again yet. It showed that the largest percentage of students' answers is answer option b) and d) that have same percentage which is equal to 33%. The option b) contains no, they couldn't because it's been too long and option d) contains Yes, they remind it but forgot with the way to do it. These were their feelings towards the past material. The second largest percentage of answer options is option c) and a). Answer option c) contains no, they could not, they really forgot. Answer option a) contains yes they could because they often get this material. And there was no student who chose option e).

6) The analysis of the answer to semi-open questionnaire number 6 is presented in table as follows:

Question:

How is the explanation that the teacher gave? Did you can understand it or not yet?

- a. Yes, I could because the teacher explained it briefly, concisely and clearly
- b. Yes, but I was still had to review through books and the internet
- c. Not yet, because needed multiple examples
- d. No, I couldn't yet, because the teacher too fast in giving an explanation
- e. ...

Table 3.6 Analyze of semi-open questionnaire no.6

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	7	29,2%
b)	16	67%
c)	1	4,2%
d)	0	-

e)	0	-
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The question from the table above is about the teacher's explanation, it is did the students can understand it or not yet. It showed that the largest percentage of students' answers is answer option b) which is equal to 67%. Answer option b) contains that yes, but they were still had to review through books and the internet. They still needed more guidance by did them. The second largest percentage of answer options is option a) and c). Answer option a) contains yes, they could because the teacher explained it briefly, concisely and clearly. Answer option c) contains that not yet, because needed multiple examples. And there was no students who chose option d) and e).

- 7) The analysis of the answer to semi-open questionnaire number 7 is presented in table as follows:

Question:

When the teacher gives the explanation, at that time the teacher gives the exercise, were you able to do it?

- a. Yes I could, because the teacher also gave an example in doing it

- b. Yes I could, but there must be guidance from the teacher anymore
- c. No I couldn't, because I was still not understand the way to do it yet
- d. Yes I could, because I also looking for an information from the internet
- e.

Table 3.7 Analyze of semi-open questionnaire no.7

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	9	38%
b)	10	42%
c)	3	13%
d)	2	8%
e)	0	-

The question from the table above is about the students' feeling when the teacher gave them an exercise or question during he delivered an explanation. It showed that the largest percentage of students' answers is answer option b) which is

equal to 42%. This option b) contains that yes they can, but there must be guidance from the teacher anymore. The students still have a little comprehension with that material so the guidance of teacher was needed by the students. The second largest percentage of answer options is option a), c), and d). Option a) contains yes they can, because the teacher also gave an example in doing it. Option c) contains no they couldn't, because they were still not understand the way to do it yet. Option d) contains yes they could, because they also looking for an information from the internet. And there was no student who chose option e).

8) The analysis of the answer to semi-open questionnaire number 8 is presented in table as follows:

Question:

How is after the teacher corrected your answer, did you can distinguish which is the right and wrong way?

- a. Yes because at there the teacher explained repeatedly the right and wrong
- b. Yes, but still confused if given a different question
- c. No I didn't yet, because still needed an example such a comparison anymore
- d. No I didn't yet, I am still must discussed with friend again

e. ...

Table 3.8 Analyze of semi-open questionnaire no.8

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	11	46%
b)	6	25%
c)	6	25%
d)	1	4,2%
e)	0	-

The question from the table above is about the students' perception that about the students' ability to distinguish which is the right and wrong way after the teacher corrected their answer. It showed that the largest percentage of students' answers is answer option a) which is equal to 46%. It is contains that yes because at there the teacher explained repeatedly the right and wrong. So that strategy helped students to memorize them. The second largest percentage of answer options is option b) and c) with the same percentage choices. Option d) is the lower percentage choice. Option b)

contains yes, but still confused if given a different question. Option c) contains no they didn't yet, because still needed an example such a comparison anymore. Then option d) contains no they didn't yet, they were still must discussed with friend again. Last is there was no student who chose option e).

9) The analysis of the answer to semi-open questionnaire number 9 is presented in table as follows:

Question:

How is your opinion with the task that is given to determine how understand you are towards that material, usually that task will be given a value or just for a Home work?

- a. I am challenged to do it
- b. I become afraid of being wrong in answering it
- c. I feel normal in doing it
- d. I feel relieved in answering it
- e.

Table 3.9 Analyze of semi-open questionnaire no.9

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	6	25%

b)	2	8%
c)	15	63%
d)	1	4,2%
e)	0	-

The question from the table above is about the students' opinion with the task that is given to determine how understand they are towards that material, usually that task will be given a value or just for a Home work. And this question had a largest percentage of students' answers is answer option c) which is equal to 63%. This option contains that they feel normal in doing it. Actually that task gives a big impact to students' interest. There is a second largest percentage of answer options is option a), b), and d). Option a) contains they are challenged to do it. Then option b) contains they become afraid of being wrong in answering it. And option d) contains they feel relieved in answering it. Last option e) was not choose by students.

10) The analysis of the answer to semi-open questionnaire number

10 is presented in table as follows:

Question:

Do you feel satisfied with your work?

- a. Yes I have, because I did it according to the instructions given
- b. Not yet, because there is still the wrong with my answer
- c. Yes I have, even though there is a wrong answer but at least I know the place of right and wrong
- d. Yes I have, but there is still part from that material that I have not mastered yet
- e. ...

Table 3.10 Analyze of semi-open questionnaire no.10

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	3	13%
b)	7	29,2%
c)	9	38%
d)	5	21%
e)	0	-

The question from the table above is about students' satisfaction to the result of their work. The largest percentage of students' answers towards that question is answer option c) which is equal to 38%. This option contains that yes they have, even though there is a wrong answer but at least they know the place of right and wrong. There is a second largest percentage of answer options is option b) that contains not yet, because there is still the wrong with their answer. The third largest percentage is option d) that contains that yes they have, but there is still part from that material that they have not mastered yet. And the lowest percentage is option a) that contains yes they have, because they did it according to the instructions given. And there was no student who chose answer option e).

11) The analysis of the answer to semi-open questionnaire number

11 is presented in table as follows:

Question:

Did the teacher's way of teaching make you feel comfortable?

- a. Yes because that way makes me don't feel afraid to answer
- b. Yes because with that method the teacher is not in a hurry in giving an explanation

- c. Yes because the teacher always gives an example in doing a question
- d. Yes because that learning did not promote competition
- e. ...

Table 3.11 Analyze of semi-open questionnaire no.11

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	8	33%
b)	13	54,2%
c)	1	4,2%
d)	2	8%
e)	0	-

The question from the table above is about a students' comfortable towards teacher's way of teaching. The largest percentage of students' answers towards that question is answer option b) which is equal to 54,2%. Answer option b) contains about students' agreeing which is yes because with that method the teacher is not in a hurry in giving an explanation. There is a second largest percentage of answer

options is option a) that contains yes because that way made me didn't feel afraid to answer. And the third largest answer option is option d) contains yes because that learning did not promote competition. And the lowers answer option is c) that contains yes because the teacher always gives an example in doing a question. And for option e) was did not choose by the students.

12) The analysis of the answer to semi-open questionnaire number 12 is presented in table as follows:

Question:

Can you easily grasp the material with the learning based on a task?

- a. Yes, because there is a writing activity that makes me easily to memorize the material
- b. Yes, because the teacher gives any exercises that make me more understand
- c. Yes because we can ask with the teacher about the place of right and wrong
- d. Yes because the teacher also gives guidance towards that material when we do an exercise
- e. ..

Table 3.12 Analyze of semi-open questionnaire no.12

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	10	42%
b)	2	8%
c)	4	17%
d)	8	33%
e)	0	-

The question from the table above is about students' ability in grasping a material by using a Task Based Language Teaching. Evidently, the most students chose option a) which is equal to 42% with the statement, yes because there is a writing activity that makes me easily to memorize the material. The second largest percentage of answer option is option d) that contains with statement, yes because the teacher also gives guidance towards that material when we do an exercise. Then some students chose option c) that contains, yes because we can ask with the teacher about the place of right and wrong. And the lowest percentage is option b) that contains, yes

because the teacher gives any exercises that make me more understand. And there was nobody who filled option e).

13) The analysis of the answer to semi-open questionnaire number 13 is presented in table as follows:

Question:

Do you feel comfortable with an English task that the teacher is given so far?

- a. Yes because that task is suitable with the something that I learnt
- b. Yes because the task given is not too difficult for me
- c. Yes because I can do it by look at the examples are given
- d. Yes because the teacher gives a task is not pile up but gradually
- e. ...

Table 3.13 Analyze of semi-open questionnaire no.13

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	7	29,2%
b)	6	25%

c)	11	46%
d)	0	-
e)	0	-

The question from the table above is about students' comfort towards English task that are given by teacher so far. And the most students chose option c) which is equal to 46% with the statement, yes because I can do it by look at the examples are given. Furthermore is option a) contains, yes because that task is suitable with the something that I learnt. Then is option b) which is yes because the task given is not too difficult for them. And there was no percentage for option d) and e) that students are given.

14) The analysis of the answer to semi-open questionnaire number

14 is presented in table as follows:

Question:

What are that you can grasp on that learning?

- a. We can know what the narrative text is
- b. We can know the function of narrative text
- c. We can know the pattern of narrative text
- d. We can arrange the narrative text according to the order
- e. ...

Table 3.14 Analyze of semi-open questionnaire no.14

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	19	79,2%
b)	1	4,2%
c)	0	-
d)	3	13%
e)	1	4,2%

The question from the table above is about what students have learned from that learning. The students gave a big percentage for option a) which is equal to 79,2% with the statement, we can know what the narrative text is. Next second largest percentage is on option d) that contains about they can know the pattern of narrative text. Then option b) and e) that have same percentage which are contain about they can know the function of narrative text and option e) was filled by statement:

1. "I did not understand".

15) The analysis of the answer to semi-open questionnaire number

15 is presented in table as follows:

Question:

Do you can understand when the teacher gives an explanation by using a English language?

- a. Yes just a little bit because my vocabulary is still a little
- b. I absolutely can't understand if using English language
- c. Yes I can, because the teacher uses the language that I easily to understand
- d. Yes I can, because the teacher sometimes gives the translate on the difficult word
- e. ...

Table 3.15 Analyze of semi-open questionnaire no.15

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	13	54,2%
b)	3	13%
c)	4	17%
d)	3	13%
e)	1	4,2%

The question from the table above is about students' comprehension towards teacher's explanation in usage of English language. The percentage of 54,2% is the largest chosen of option a) with the statement, yes just a little bit because my vocabulary is still a little. The second largest percentage is option c) which is revealed that yes they can because the teacher uses the language that I easily to understand. Then is option b) and c) have same percentage with perception that they absolutely can't understand if using English language and yes they can, because the teacher sometimes gives the translating on the difficult word. And there was one student that filled option e) with his own perception which is:

1. Understand a little.

16) The analysis of the answer to semi-open questionnaire number

16 is presented in table as follows:

Question:

On that learning, what was you understand about Narrative text?

- a. Narrative text is a text to tell the past
- b. Narrative text is uses a verb to 2

- c. Narrative text is consists of orientation, complication, and resolution
- d. Narrative text has a to be (was and were)
- e. ...

Table 3.16 Analyze of semi-open questionnaire no.16

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	6	25%
b)	1	4,2%
c)	15	63%
d)	0	-
e)	2	8%

The question from the table above is about what students have learned towards narrative text on that learning. Students answered with option c) which is equal to 63% and this option contains about narrative text is consists of orientation, complication, and resolution. The second largest choice is option a) with the statement narrative text is a text to tell the past. Then the lowest choice is option b) that contains about

narrative text is uses a verb to 2. For option d) was did not choose by students. And the last option is option e), there was two students who filled this option by their own perception:

1. I did not understand yet
2. I did not know.

17) The analysis of the answer to semi-open questionnaire number 17 is presented in table as follows:

Question:

Which part of learning process that you like the most?

- a. On the cycle task part, that was when the teacher gave the exercise while delivering a material
- b. On the pre-task part, that was when the teacher asked us to recall the material that maybe have accepted by us
- c. On the post-task part, that was when the teacher gave a task to be graded
- d. On the cycle task part, when we doing a question and answer with the teacher
- e. ...

Table 3.17 Analyze of semi-open questionnaire no.17

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	10	42%
b)	8	33%
c)	2	8%
d)	2	8%
e)	2	8%

The question from the table above is about what the part of the learning process that students liked. Most of students chose option a) it means they liked on the cycle task part, which was when the teacher gave the exercise while delivering a material. Option a) became a largest percentage choice which is equal to 42%. The second largest is option b) with the statement, on the pre-task part, that was when the teacher asked us to recall the material that maybe have accepted by us. Then the third largest choice is option c), d) and e) that have same percentage. Option c) contains on the post-task part that was when the teacher gave a task to be graded. Option d) contains on the cycle task part, when we doing a question and answer with the

teacher. And there were two students who filled option e) with their own perception as follows:

1. There is not any yet.
2. All of it

18) The analysis of the answer to semi-open questionnaire number 18 is presented in table as follows:

Question:

Is there an achievement on your grammar by doing a task?
Anything is?

- a. Yes here, I became memorized many elements in grammar like noun, pronoun, adjective, verb, adverb, preposition, conjunction, etc.
- b. Yes here, the task makes me can using a verb according the function
- c. Yes here, I became can put a sentence according its tenses
- d. Yes here, a task makes me often learn speaking or listening on the English
- e.

Table 3.18 Analyze of semi-open questionnaire no.18

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	7	29,2%
b)	3	13%
c)	5	21%
d)	9	38%
e)	0	-

The question from the table above is about students' achievement on their Grammar skill by doing a task. Answer option d) which is equal to 38% became a largest percentage of choice with the statement that, yes here a task makes me often learn speaking or listening on the English. The second largest is option a) gives a statement that yes here, they became memorized many elements in grammar like noun, pronoun, adjective, verb, adverb, preposition, conjunction, etc. The third is option c) with statement, yes here, i became can put a sentence according its tenses. Then the last is option b) contains yes here, the task makes them can using a verb

according the function. And there was no student who filled option e).

19) The analysis of the answer to semi-open questionnaire number 19 is presented in table as follows:

Question:

Which part that in learning process that eases you in learnt of arrange the sentence (grammar)?

- a. On the activity of writing narrative text
- b. On the activity of reading narrative text
- c. On the activity of delivering a material by the teacher that using English (listening)
- d. On the activity of question and answer with the teacher or friends (speaking)
- e. ...

Table 3.19 Analyze of semi-open questionnaire no.19

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	4	17%
b)	10	42%

c)	7	29,2%
d)	3	13%
e)	1	4,2%

The question from the table above is about the part of that learning process which was made it easy for students in learnt arranging the sentence (Grammar). The most answers are in option b) with 42% by statement, on the activity of reading narrative text. Next percentage is option c) by statement, on the activity of delivering a material by the teacher that using English (listening). The third is option a) by statement, on the activity of writing narrative text. And next is option d) contains on the activity of question and answer with the teacher or friends (speaking). And there was a student who filled option e) with another perception as follows:

1. I still do not find the right way yet.

20) The analysis of the answer to semi-open questionnaire number 20 is presented in table as follows:

Question:

Which is that you think easy, doing a written task or oral task?

- a. Written, because I am more flexible in doing it

- b. Oral, because can improve my speaking skill
- c. Written, because my English pronunciation is not fluent on the oral task activity yet
- d. Oral, because according to me the answer of written task is difficult to be stated
- e.

Table 3.20 Analyze of semi-open questionnaire no.20

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	11	46%
b)	1	4,2%
c)	12	50%
d)	0	-
e)	0	-

The question from the table above is about students' opinion which one that they think easy between written task and oral task. And most of them answered option c) with percentage of 50%. This option gives statement, written, because my English pronunciation is not fluent on the oral task

activity yet. Option a) contains written, because they are more flexible in doing it. And option b) was chose by one student by statement, oral, because can improve my speaking skill. And students did not choose option d) and e).

21) The analysis of the answer to semi-open questionnaire number 21 is presented in table as follows:

Question:

Is with a writing task you can easy to learn arrange the sentence (grammar)?

- a. Yes because by writing can improve my comprehension towards the sentence formulation that used
- b. Yes because by writing, I can train arrange the sentence according to the order of tenses formulation
- c. Yes by writing improve my imagination in stringing a sentence in English
- d. Yes because by writing we are more flexible to train even not necessarily true
- e.

Table 3.21 Analyze of semi-open questionnaire no.21

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	11	46%
b)	4	17%
c)	4	17%
d)	4	17%
e)	1	4,2%

The question from the table above is about writing task can make it easy students to learn arrange the sentence or not. Most of students gave the biggest percentage on option a) which is equal to 46%. This option stated that “Yes because by writing can improve my comprehension towards the sentence formulation that used”. Then option b), c) and d) have same percentage with the content that yes because by writing, they can train arrange the sentence according to the order of tenses formulation (b), yes by writing improve their imagination in stringing a sentence in English (c), and yes because by writing they are more flexible to train even not necessarily true (d).

There was a student who filled option e) their own perception which was:

1. I do not know, because until now my grammar skill is not fluent yet.

22) The analysis of the answer to semi-open questionnaire number 22 is presented in table as follows:

Question:

How by reading task or speaking that may doing in front of class? What do you feel?

- a. I become nervous when asked read English in front of class
- b. I feel happy because I can train my English pronunciation
- c. I feel afraid because my English pronunciation is not fluent yet
- d. I feel challenged because at there the teacher also will gives a correction towards my task
- e. ...

Table 3.22 Analyze of semi-open questionnaire no.22

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	15	63%

b)	3	13%
c)	3	13%
d)	3	13%
e)	0	-

The question from the table above is about what have students felt when they doing a reading task or speaking task in a front of class. 63% students chose option a) for they felt that they become nervous when asked read English in front of class. Option b), c), and d) have same percentage of answer option with statement that, “I feel happy because I can train my English pronunciation” (b), I feel afraid because my English pronunciation is not fluent yet (c), I feel challenged because at there the teacher also will gives a correction towards my task (d). And there was no student who filled option e).

23) The analysis of the answer to semi-open questionnaire number

23 is presented in table as follows:

Question:

What are the strengths that you feel when the teacher uses task method for leaning?

a. My grammar skill is improved

- b. That method gives a chance to learn by many exercises
- c. Makes me accustomed to using English language
- d. Increase a vocabulary
- e.

Table 3.23 Analyze of semi-open questionnaire no.23

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	1	4,2%
b)	11	46%
c)	5	21%
d)	7	29,2%
e)	0	-

The question from the table above is about what the strengths that students feel when the teacher uses a task method for learning. Option b) became a largest choice which is 46% with statement “That method gives a chance to learn by many exercises”. The second is option d) with the statement “Increase a vocabulary”. Then for option c) became the third largest option that contains that makes them accustomed to

using English language. And the last option is option a) that contains their grammar skill is improved. Then there was no student who chose option e).

24) The analysis of the answer to semi-open questionnaire number 24 is presented in table as follows:

Question:

What might the teacher have to fix so the material can be accepted by the students easily?

- a. Be desirable the teacher gives an explanation until the students understand with the material that is taught
- b. Gives an exercise that does not make the students are fatigue in doing it
- c. Always gives a deadline according with the students' ability in doing a task
- d. Gives a motivation to the students and don't let the students are in the misunderstanding in understanding the material
- e.

Table 3.24 Analyze of semi-open questionnaire no.24

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	9	38%
b)	0	-
c)	1	4,2%
d)	14	58%
e)	0	-

The question from the table above is about something that must teacher is fixed in order to the material can be accepted easily by students. 58% students chose option d) which contains that gives a motivation to the students and don't let the students are in the misunderstanding in understanding the material. The second largest choice is option a) with the statement, be desirable the teacher gives an explanation until the students understand with the material that is taught. Then option c) has lowest percentage with statement, always gives a deadline according with the students' ability in doing a task. And there was no student who filled option b) or e).

25) The analysis of the answer to semi-open questionnaire number 25 is presented in table as follows:

Question:

How is your opinion if a task method constantly used to teach English Language?

- a. Yes I agree because that method familiarities the students in composing a sentence in English language
- b. Yes I agree because for me that method is suitable for introvert students like me
- c. Yes I agree even I am still has a difficulties in using English language
- d. Yes I agree because that method makes the students become productive in using English language
- e. ..

Table 3.25 Analyze of semi-open questionnaire no.25

Answer Choices	Number of Students (Per-Person)	Percentage of Student Answers (%)
a)	7	29,2%
b)	1	4,2%
c)	12	50%

d)	4	17%
e)	0	-

The question from the table above is about students' opinion if the task method is still used for teaching English. And they chose option c) which is equal to 50% with statement, "Yes I agree even I am still has a difficulties in using English language". Then is option a) with statement, "Yes I agree because that method familiarities the students in composing a sentence in English language". Third is option d) with statement, "Yes I agree because that method makes the students become productive in using English language". The last is option b) with statement, "Yes I agree because for me that method is suitable for introvert students like me". And there was no student who chose option e).

From the result above known that there are many perceptions from students toward the use of Task Based Language Teaching method, both in the teaching process side even from the ability of students' acceptance.

B. Discussion

This part describes a discussion of the research findings involving two problem topics which are, a challenges which is appear in usage of Task Based Language Teaching method in teaching English and the students' perceptions that were showed towards the Task Based Language Teaching's implementation by the teacher. It discusses the findings based on the theories such as a basis for conducting a research.

1. The challenges of using Task Based Language Teaching

It has been showed from the observation and interview research, the students and teacher faced any challenges in accepted English learning and in implementation Task Based Language Teaching method. There were challenges for students and teacher that the researcher saw when the researcher did an observation, such as challenges from the teacher's point of view that were obtained by the researcher when did an interview with the English teacher, both from the challenges felt by the teacher or the challenges for students that can be seen by the teacher.

a) Students' challenges

In short, according to Hatip (2005) there were some challenges that faced by the students as follow: the TBLT's drawbacks depend

not so much on instruction but on problems of conducting the instruction, impractical if only traditional tasks, resources outside the textbook, Students may, at first, refuse or object to task-based language learning, Some learners employ the mother tongue, fossilization, students use inappropriate words, students try to fluently use English without paying attention to accuracy. As well as this research, there were challenges for students when they followed the learning. This learning divided into 2 meeting and 3 phases at each meeting. From the first meeting, the researcher aimed ensured that the method that teacher usually use is a task based language teaching method. Regardless, the researcher found the challenges on second meeting.

From the data got by the researcher, appeared students' challenges in the pre-task phase. The students were confused about the material when asked to remember, and they did a fossilization means misunderstanding and misinterpreting of material content. Then, on the post-task, appeared a fossilization from the student that had a mistake by did descriptive text not narrative text, besides there were students who did not finish yet when did a task that caused students were might felt stuck or numb with the material therefore they answered careless. Those were related with the same statement from Hatip (2005) that "Some individuals enhance

superior communication strategies, e.g. miming and employing gestures, but get by employing just uncommon words and phrases and let others provide the more challenging language they need. This may give rise to the fossilization of those individuals prior to improving very far in the syntax of the target language”. Those challenges are also given a suggestion from Wicaksono (2017) research that the teacher should also build a close relationship with the students so that they will not have much trouble in getting students’ attention, communicating with them, and even controlling them during the lesson. This case got a solution on interview with the teacher by let the students do a discussion with their friend while find information from another source. And when they feel stuck, the teacher open question and answer then guide them as detailed as possible.

Then, the students were looked nervous when read the narrative text both from the pronunciation or grammar, and they read the material without paying attention to the accuracy of the words. Another challenges was misunderstanding of student in doing their task towards the instruction, it was caused by less attention from them during the learning process. Furthermore the students were dishonest by said yes repeatly when the teacher asked to answer about their comprehension about the material. Those challenges

were really showed up and corresponded with the theory from Hatip (2005) that stated “There is danger for learners to attain fluency at the expense of accuracy”. Those challenges are correspond with another research Dragobuzhda (2020) also stated on her research that “Although grammar has not been fairly emphasized in the Task-Based Language Teaching Approach, the teaching of grammar and the inclusion of form tasks proved to add another dimension to such a communicative approach”, it can be known that students’ grammar can improved by this method because although they still faced challenges, it could be decreased by teacher’s guidance in cycle task phase. This case could be solved by reading and writing activity because the students stated on questionnaire that reading activity can improve their grammar skill and writing activity can improve their comprehension towards the sentence formulation that used. The researcher still found the challenges on the next phase.

On Cycle-task appeared that the students were looked burdened when the teacher gave a task. Furthermore many students gave up when did a task and just waited the teacher’s review. These were related with Hatip (2005) that students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a

language class”. Evidently on the previous study from Wicaksono (2017) stated that “The main factor that affects students’ progress is the student interest in the method given so that they are motivated to learn simple past tense”. So, in order to get better feedback from students, the teacher should be creating good atmosphere in learning process to increase students’ interest towards the task. This case could be solved by giving a more example of the task, so the students are easier to know the correct answer.

Then, the students used mother tongue when did a analyzing the task, it was related with the statement on Hatip (2005) research that “Some learners employ the mother tongue when they face with a difficulty or if the group feels intolerant”. This case most happened on cycle task session. It appeared when giving a statement during did a conversation with the teacher. Also from another research of Ayu (2017) stated that students did mispronunciation, they were low of confident and motivation, vocabulary and one problem that almost students had about pronunciation and structure of language. So, those became a reason why the students were still used mother tongue as alternative language. Actually, this was not a big problem in learning process but to familiarize the student to

English, the teacher encourages students to use the dictionary so their vocabulary mastery will be increased.

Another students' challenges that showed were teacher had his own point of view towards the challenges that faced by students. The teacher stated that the students were difficult to give a respond using target language by the reason they have a low vocabulary skill. They did it by spoke little by little, it was related with Hatip (2005) with the statement that "some learners are inclined to get caught up in making an effort to find the appropriate word, and do not worry about how it is placed into the discourse". But this with that way the students can practice their target language even not correctly like Irfan (2017) stated on his study that these tasks provide learners with opportunities to practice the target language in a realistic setting and encourage them to be actively involved in the learning process. This case had a problem solving from interview that the teacher should improve the students' vocabulary mastery or increase reading mastery.

Furthermore, the same as Hatip (2005) stated that Task-based learning necessitates resources beyond the textbooks and related materials generally available in foreign language classrooms. It also appeared on interview that the teacher recommended to use

online novel in this learning. Actually, this strategy gives more improve students' creativity in doing the task by reading many sources, but sometimes this is the reason why students did a plagiarism from the internet. Even though this case became a challenge for students, but according to the teacher on interview this strategy will give another variant of learning because the students could find a reference that decrease bored feeling.

b) Teacher's Challenges

In addition to students, the teacher got a challenges which is could saw at observation such as, the teacher felt a difficulty when he guided in spelling the words. It was the same accident that these authors found, "The Scaffolding method was not easy to implement." (Saputro, Hima, & Farah, 2021). The scaffolding method is a process of delivering a material or guiding process. It was caused by students' ability in grasped a word, therefore they used a word without pay attention towards an accuracy. The more challenges were found on interview. This case could be solved with the teacher effort that the teacher should give coherent direction little by little and guide them to know what to do on next step.

The challenges were also related with what students' faced which was the teacher should use 2 languages because the students still used mother tongue while using a target language. It became a challenge for teacher to guide in improving their vocabulary. Another challenge was in preparing the task the teacher should adjust to students' ability. This was related with opinion from (Saputro, Hima, & Farah, 2021) that TBLT was time consuming in terms of the preparation. The teacher needs a long time to make complicated a task. It would take a long time to acquire the suitable task for students. This case was not a weakness but it is a good strategy for the students. For the reason that the teacher will be carefully in choosing the suitable material adjusts to their ability and needs.

The most dissatisfied thing was when the students did their work was not from their own effort but just took on Google internet or cheated to another student, there was no sacrificing in their work. It was truly happened when this authors did their study with the statement "Getting-right-in-the-end" remained a big question" (Saputro, Hima, & Farah, 2021). Besides the challenges that appeared from teacher, the teacher also gave the positive response towards Task Based Language Teaching method. The teacher stated that Task Based Language Teaching

method is a comfortable method in learning process. That statement was also appeared on Dragobuzhda (2020) research that most of the teachers agreed that it is easier for them to explain grammar through tasks. This case got a solution on questionnaire that had filled by the students. They stated that the teacher should gives a motivation and do not let the students are in misunderstanding in understanding the material.

2. Students' perception towards Task Based Language Teaching method implementation

The data that appeared on Questionnaire of Students' perceptions were related to the theory from Nhem (2020) that there are some students' perceptions of TBLT namely, 1) *I feel that TBLT helped me learn English well because when i wrote in English it helped me learn English more, especially new words that i did not know before. TBLT helped me improve my writing before than before. Moreover, it helped me improve my speaking,* 2) *I think that TBLT helps develop English language better because it teaches us about reading, grammar, listening, and writing. Especially, group work can allow us to exchange ideas with our partners.* These theories showed that the students have a positive perception towards Task Based Language Teaching.

This data was showed by analyzing questionnaires that have been filled by students. There were 25 questions that should students answered. The researcher summarized any of the perceptions above into the core problem. And the results that the researcher got were students' perception towards the tasks such as, the students felt normal when the teacher was suddenly gave a task, they can did when the teacher gave an exercise during the explanation session but there must be guidance from the teacher anymore and this appeared on cycle-task, they can distinguished which was the right and wrong way because at there the teacher explained repeatedly the right and wrong, and they felt normal in did it when they were given a task for homework.

Another perception was students' perception towards the process of the use of TBLT method. In this case, students have satisfied towards their work, even though there was a wrong answer but at least they knew the place of right and wrong. This result was corresponded with Wicaksono (2017) that the teaching learning process by using Task-Based Learning gave significant result for the students' achievement. Their achievement could look at the experience they got during the learning process even not recovered all perfectly. Evidently, the students were agree which is teacher's way of teaching made them comfort because with that method the teacher was not in a

hurry in giving an explanation. This method also made the students can grasp the material using a task because there was a writing activity that made them easily to memorize the material. Furthermore, the students were comfort with English task, because they can did it by look at the examples are given, then he students liked on the cycle task part which was when the teacher gave the exercise while delivering a material.

Then there were students' perception about which was the strategy in TBLT that could improve students' skill. The students stated that they had another achievement on grammar when doing task, the task made them often learn speaking or listening on the English. Therefore, Ayu (2017) stated that students' speaking ability can improved by using Task Based Language Teaching. Then, the activity of reading narrative text can make it easy students in arrange the sentence (Grammar). The students also admitted that written task is easy, because their English pronunciation was not fluent on the oral task activity yet. The writing task is easy for students because can improved their comprehension towards the sentence formulation that used. According to Wicaksono (2017) Task Based Learning method was very useful for the students since it can help them motivate themselves in mastering simple past tense. So, TBLT is good in writing skill.

The last perceptions were students' perception towards their agreement to the usage of that method. They said that method gave a chance to learn by many exercises for students. Furthermore according to students, the teacher gave a motivation to the students and did not let the students were in the misunderstanding in understanding the material in order to the material can be accepted by the students easily. Therefore the students were agree if task method constantly used to teach English Language even they are still has a difficulties in using English language. This is also related which according to Wicaksono (2017) that Task-based learning is a good method to be regularly and continually applied in teaching learning process.

From the perceptions above, the researcher concluded that the students have the positive perception of task based language teaching method which was implemented by the teacher. They admitted even though their ability in accepting the learning was still low, majority they gave a good response it means that Task Based Language Teaching method that used in SMK PGRI Donorojo gave positive impact to them besides its weaknesses. So, this data were truly related with the theory above.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and the discussion on chapter 4, it is concluded that implementation of Task Based Language Teaching method in teaching English gave some impacts as a challenges for students and teacher and it is given perceptions from students, as follows:

The use of Task Based Language Teaching method gave any challenges for students and the teacher. The researcher took a limitation from the result based on the theories that used the researcher in this research. This research has shown that there were challenges for students and teacher got from obsevation, and interview as follow; There is fosilization, less accuracy, rejected the task, the use of mother tongue, the use of in appropriate words, and out of textbook. Then for the teacher as follow; There is difficulties in scaffolding (guiding process), Preparing the task needs a long time, and no guarantee of students' work. So those are related with theory from Hatip (2005) and also Saputro, Hima, & Farah (2021).

The second point is task based language teaching method got a good responses from the students. This result is taken based on the largest percentage of answer option from students when they answered 25 questions. And the perceptions are limited by the researcher namely, there is satisfaction in work, students' agreement that the teaching is comfortable, writing made them easily to grasp the material, the achievement in grammar by listening and speaking, they learn many exercises, their agreement about the use of TBLT constantly.

B. Suggestion

After doing the research, the researcher drawing the conclusion based on the research findings. Then here the researcher is drawing the suggestion. The suggestion will intended for the students and also for the English teacher. Those are as follows:

1. For the Students

There are some suggestions for the students about their English learning. Those are as follows:

- a. They should be more thorough and pay attention to the teacher during the learning process in order to their comprehension of the task be more appropriate and to reduce misunderstanding in accepting the material.

- b. They should learn to memorize and to understanding word by word in improving their vocabulary mastery in order to have a good conversation and connect with the teacher during the learning process.
- c. They should fix their stance in doing a task. They are expected to have an effort in doing the task by themselves. Because this thing would give a good impact to them. This thing aims in order to the material is given really useful for students.

2. For the Teacher

Basically, the success of learning process is one of them from teacher's effort. There are many ways to create good responses from the students. These are some suggestions for the teacher as follows:

- a. They are expected to reprimand students who do not want to pay attention during the delivering material session. This is also for the good of the students. This aims to ensure that students are truly understand with the material and instruction of the task.
- b. The teachers should always monitor students when they doing the task. And the teachers are expected to allow more time for questions and answers about their difficulty in

doing the task, especially to ensure that the result is from their own effort not just plagiarism.

- c. The teachers should give a new word that often used in target language and let the students find the translation in order to improve their vocabulary mastery.
- d. The teachers are expected do not let the students are excessive use hand phone, because it is make students are lazy and just rely on Google translate.

3. For the Researchers

Based on the research findings, there are still has a weaknesses in it. This research could be improved by the further researchers. And these are suggestions for them:

- a. The further researchers could use this method for another English skill like focus on one skill.
- b. They could be a classroom action researcher if they want to face the phenomenon directly.
- c. They could do improving vocabulary mastery by giving any experiments.

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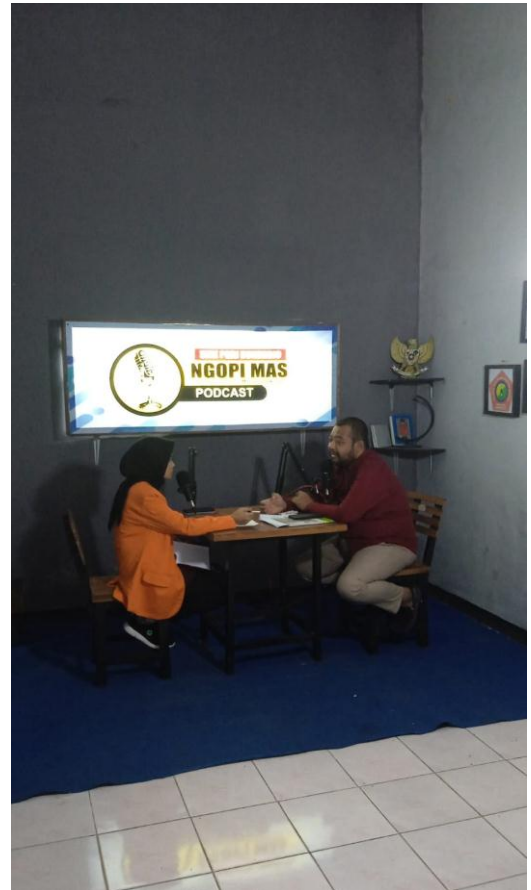
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APPENDICES

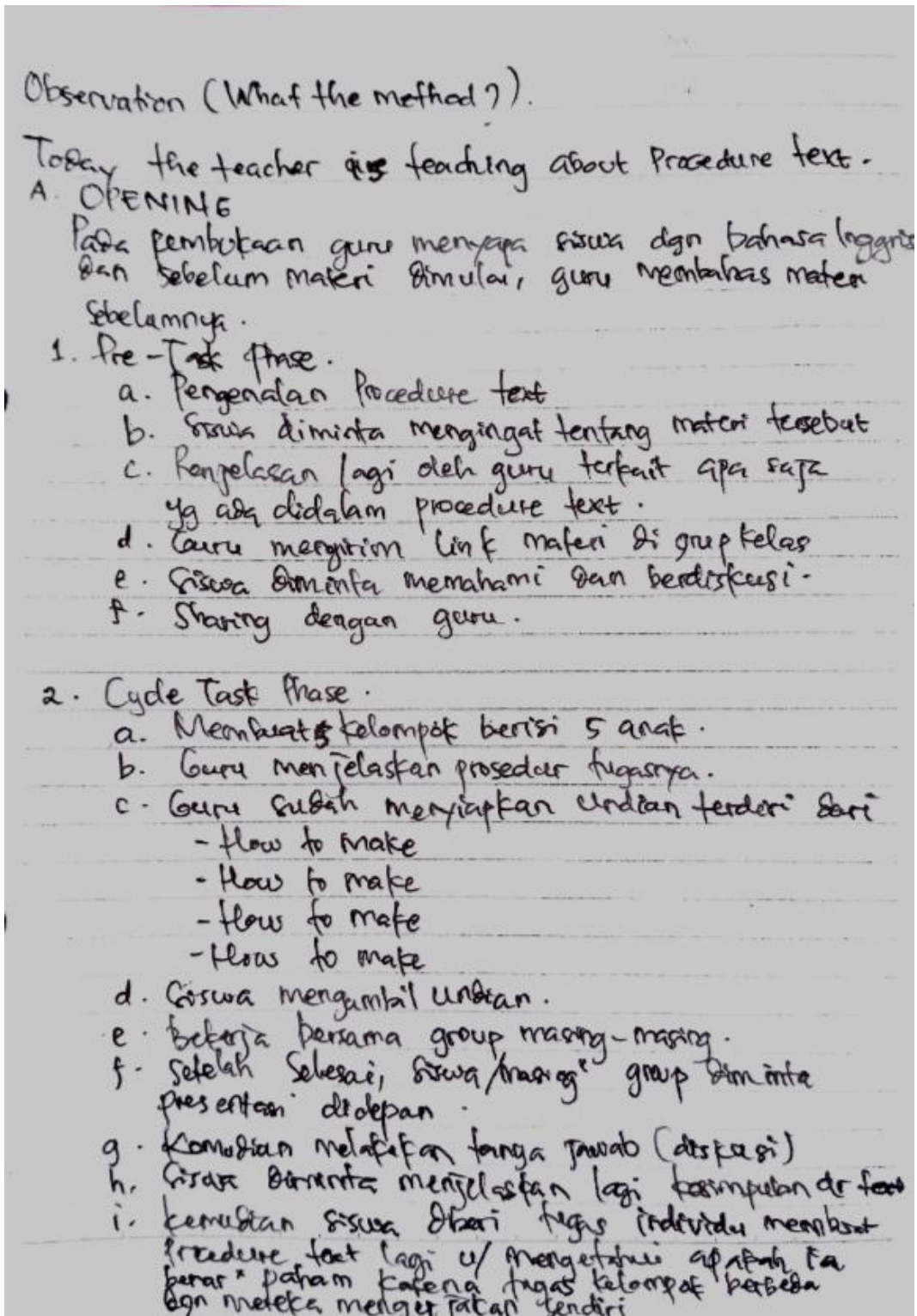
Appendix 1

The photographs of Observation, Interview, and Questionnaire



Appendix 2

A written note of Observation Result



Observation (Find a Challenges).

Today the teacher is teaching about Narrative Text.

A. OPENING

* Pada pembukaan guru menyapa siswa dgn menggunakan B. Inggris. Disitu siswa terlihat enjoy sedikit cerita dgn guru.

1. Kemudian Guru melakukan (Pre-Task)
 - Disini siswa diminta menggunakan HP.
 - Pengenalan materi (Narrative Text)
 - Guru membimbing u/ mengingat materi tsb.
 - a. Disini siswa merasa bingung (confused)
 - b. Siswa kesulitan mengingat Narrative text
 - c. Terjadinya miskonsepsi (misunderstanding) dlm memahami structure maupun fungsi dr narrative text
 - d. Terdapat siswa yg bagus dlm mengingat tense yg digunakan di Narrative text tetapi ada juga siswa yg hardy to memorize.
 - e. Salah satu siswa membaca teks naratif disitu siswa terlihat nervous sehingga Pronunciationnya tdk lancar.
 - f. Guru merasa kesulitan ketika membimbing siswa mengeja suatu kata.
 - g. Siswa kesulitan dalam menangkap ~~kata~~ pengucapan kata yg benar dari guru, sehingga siswa membaca tanpa memperhatikan keefektifan.
 - Guru memberikan penjelasan lagi tentang narrative text consist of Pengertian, structure, ciri², dsb.

2. Setelah dirasa siswa mendapat penjelasan materi yg cukup, guru kemudian melakukan (Cycle Task).
- Siswa diminta membuka link materi yg telah dikirim oleh guru menggunakan HP.
 - Siswa diminta mengerjakan teks naratif yg telah disediakan, dgn menentapkan lefak structure teks naratif (Task).
 - a. Siswa terlihat terbebani dgn sebuah tugas
 - b. Siswa disini mengerjakan dgn berdiskusi dgn teman sebangkunya.
 - c. Siswa terlihat masih belum paham dgn materi terbukti dgn mereka masih membuka internet.
 - d. Banyak siswa yg menyerah dan mencoba mengerjakan kan hanya menunggu diatas gurunya saja.
 - e. Tertlihat
 - Siswa dapat ul/ menganalisis bersama (Planning).
 - a. Disini terdapat tanya jawab atas hasil tugas mereka, dan terlihat mereka masih need ~~guidance~~ guidance dr guru.
 - b. Siswa masih terdapat kesalahan dan menpusing, kemudian guru membantu memberitahu lefak benar-salahnya.
 - c. Disini siswa juga masih menggunakan bahasa ku ketika menyampaikan pernyataan.
 - d. Siswa terlihat bosan ketika mendengarkan penjelasan guru.

- - Kemudian dilakukannya sesi (Report).
- a. Siswa diminta kembali memberi pernyataan yg benar dr jawaban mereka, terdapat salah satu siswa yg dgn benar menentukan strukturnya, tetapi banyak siswa yg masih ragu dengan jawaban mereka.
 - b. Tetapi disini siswa menggunakan google translate & memahami isi teks.
 - c. Siswa tdk jeger dalam mengafu apakah mereka sdh paham terhadap materi tsb atau tdk terlihat bahwa mereka hanya menjawab "Iya-Iya" saja.

3. Kemudian guru melakukan (Post-Task) u/ mengetahui apakah siswa benar-benar paham setelah penjelasan & latihan terulang kali.

- Guru memberikan tugas tentang narrative text lagi
- Siswa diminta u/ membuat teks naratif sesuai step-stepnya.

a. Pertama, terdapat siswa yg mengerjakan dgn hanya membaca/mencontoh di internet

b. Kedua, terdapat siswa yg jawabannya dibuat sama dgn temannya maupun ^{tdk} sengaja.

c. Ketiga, meskipun membuka google siswa terlihat enjoy dari penulisannya.

d. Keempat, tetapi benar-benar ada siswa yg sama sekali tidak enjoy terlihat jg dr penulisannya.

e. Kelima, terdapat siswa yg enjoy pd tugas tetapi masih kurang dalam gramarnya.

f. Keenam, terdapat siswa yg berusaha mengerjakan tetapi masih salah dlm memahami materi terlihat yg dikerjakan adalah teks deskriptif bukan naratif.

g. Ketujuh, meskipun buka google siswa tersebut sambil mengerjakan ia berusaha memahami u/ menentukan struktur di teks naratif.

h. Ke-8, ada siswa yg mau mengerjakan dengan pemikirannya sendiri, sesuai instruksi benar dlm use of tenses, tetapi masih ada vocab yg tidak tepat yg ia gunakan.

- i. ke 9, terdapat siswa yg tdk selesai dlm membuat cerita
- J. ke 10, waktu yg diberikan, kemungkinan masih kurang bagi siswa.
- k. ke 11, hanya ada 13 dari 24 siswa yang mengumpulkan tugas.

B. CLOSING

bagi siswa yg belum mengumpulkan diminta mengumpulkan tugas hari ini.

Appendix 3

PANDUAN WAWANCARA

Hari/Tanggal :
Tempat :
Nama : **Didiek Hendra Prilatama, S.Pd**
Jabatan : **Guru Bahasa Inggris**

1. Apa jenis metode yang biasa digunakan guru dalam mengajar Bahasa Inggris? Jelaskan.
2. Bagaimana prosedur atau langkah-langkah dari metode tersebut?
3. Apa saja hambatan yang guru hadapi ketika menyampaikan materi? Jelaskan.
4. Dari hambatan itu, apa saja yang menjadi tantangan untuk guru?
5. Apa yang guru lakukan supaya siswa mengerti instruksi dari metode tersebut?
6. Adakah tantangan bagi siswa yang guru temui di dalam kelas? Jelaskan.
7. Apa yang biasa siswa lakukan ketika mendapat kesulitan dalam memahami pembelajaran?
8. Adakah tantangan yang guru hadapi ketika guru menyiapkan tugas? Bagaimana?
9. Adakah masalah dari siswa ketika mereka menggunakan bahasa target (Bahasa Inggris)?
10. Adakah kesalahan yang siswa lakukan dalam menyelesaikan tugas ketika mereka tidak bisa memahami materi dengan baik?

11. Apakah siswa masih menggunakan bahasa ibu (Bahasa Indonesia) dalam mengerjakan tugas?
12. Apakah siswa selalu menyelesaikan tugas sesuai dengan instruksi (prosedur)? Bagaimana?
13. Adakah tugas di luar dari buku pelajaran?
14. Apakah siswa sudah mengetahui bahwa pembelajaran tersebut menggunakan metode Task Based Language Teaching (Pembelajaran Berbasis Tugas)?
15. Bagaimana respon pertama siswa ketika guru tiba tiba memberi mereka sebuah tugas?
16. Apakah siswa senang dengan pembelajaran ini?
17. Apakah ada ketakutan dari siswa pada sebuah tugas?
18. Apa saja pencapaian dari kemampuan grammar siswa dalam menggunakan metode Task Based Language Teaching?
19. Menurut guru, apakah metode Task Based Language Teaching adalah pendekatan yang tepat untuk mempersiapkan siswa untuk ujian atau tidak? Jelaskan.
20. Sampai sekarang apa yang masih membuat guru merasa tidak puas dalam mengkoreksi pekerjaan siswa?

Appendix 4

INTERVIEW TO ENGLISH TEACHER

Day/Date : January 10th 2023
Place : SMK PGRI Donorojo
Name : Mr. Didiek Hendra Prilatama, S.Pd
Position : English Teacher

The result of interview:

Ayu	Assalamuallaikum wr wb
Mr. Didiek	Walaikumsalam wr wb
Ayu	Perkenalkan nama saya Ayu Bulan Sri Khodizah, saya mahasiswa dari UIN Raden Mas Said Surakarta. Disini saya bertujuan untuk wawancara pak Didiek terhadap metode pengajaran yang bapak gunakan.
Ayu	Untuk pertanyaan yang pertama. Apa jenis metode yang biasa digunakan oleh guru dalam mengajar Bahasa Inggris? Jelaskan
Mr. Didiek	Ya, pada dasarnya setiap pengajaran yang saya lakukan dikelas itu a...saat ini saya lebih mengedepankan pemberian materi a... memberikan link materi dari internet ataupun dari sumber-sumber lain a... kepada anak melalui grup. Dari link tersebut anak saya suruh untuk membuka kemudian saya suruh belajar terlebih dahulu, membaca.. setelah membaca ya jika ada pertanyaan yang perlu dibahas lebih lanjut maka kita adakan diskusi seperti itu. Jadi kalau memang semisal pada pembelajaran procedure text atau narrative text yang sudah kita lakukan jika dirasa ketika saya berikan link kemudian jika anak-anak dalam pemahaman itu masih kurang biasanya ada anak yang bertanya kemudian saya

	<p> jelaskan jadi disitulah timbul diskusi saya dengan anak kurang lebih seperti itu</p>
Ayu	<p> Jadi jenis metodenya Task Based Language Teaching</p>
Mr. Didiek	<p> Ya, betul. Menjelaskan kepada anak kemudian saya memberi tugas untuk mengetahui sejauh mana pemahaman anak tentang materi yang sudah diberikan tadi.</p>
Ayu	<p> Untuk yang kedua, bagaimana prosedur atau langkah-langkah dari metode tersebut metode Task Based Language Teaching?</p>
Mr. Didiek	<p> ya seperti yang tadi mba, saya awalnya memberikan link materi a.. kepada anak melalui grup kemudian saya suruh membuka. Saya suruh anak untuk membacar, memahami, diskusi dengan temannya dulu, jika menemui kesalahan baru kita bahas. Jadi guru tidak hanya sebagai pusat pembelajaran tetapi menjadi apa ya.. fasilitator atau lebih kepada teman belajar. Kalau saya memposisikan diri seperti itu.</p>
Ayu	<p> Jadi itu ya pak ada Pre-task, Cycle-Task, sama Post-Task?</p>
Mr. Didiek	<p> Kalau untuk Pre-Task a... itu jarang saya lakukan tapi awal-awal semester ini untuk mengetahui kemampuan anak sampai mana tingkat bahasanya. Saya mengadakan Pre-Task tentang kemampuan global anak tentang bahasa inggris terus melalui pengajaran terus kemudian ada Post-Tasknya bagaimana setelah diajarkan. Tetapi tidak semua materi itu saya menggunakan Pre-test dan Post-test. Hanya pada perkenalan diawal-awal semester saja.</p>
Ayu	<p> Untuk yang ketiga, apa saja hambatan yang guru hadapi ketika menyampaikan materi?</p>
Mr. Didiek	<p> a... sebenarnya ini masalah-masalah klasik ya. A.. anak-anak itu kalau diajar full pake bahasa Inggris itu mereka bisa mengerti tetapi sedikit untuk menguasainya itu belum.. belum full maksudnya. Dia tau maksud apa yang kita bicarakan tapi ketika</p>

	<p>mau merespon biasanya mereka kesulitan, jadi akhirnya saya memutuskan harus memakai 2 bahasa. Jdi kadang pake bahasa Inggris kemudian saya terjemahkan ke bahasa Indonesia. Biar tetap berjalan pembelajarannya.</p>
Ayu	<p>Selanjutnya, dari hambatan itu apa saja yang menjadi tantangan untuk guru?</p>
Mr. Didiek	<p>Tantangan untuk saya ya.. harus a.. anak-anak itu harus memperkaya vocab, harus memperbanyak vocab, harus memberikan banyak bacaan-bacaan kepada anak. Kemudian suruh translate, harus rajin-rajin membuka kamus karna kebanyakan anak sekarang itu kalau disuruh translate kan biasanya Cuma pake Google translate kaya gitu. Jadi tantangan saya ya a.. memperkaya inreach vocabularynya gitu.</p>
Ayu	<p>Selanjutnya, apa yang guru lakukan supaya siswa mengerti instruksi dari metode tersebut? Metode Task Based Language Teaching.</p>
Mr. Didiek	<p>Oke.. pada dasarnya Task Based Language Teaching tadi kan, guru menjelaskan kemudian memberikan tugas terus dari tugas itu guru menganalisa pemahaman anak-anak dari tugas itu. A... jadi metode untuk pemahaman ya, kita mencoba menjelaskan secara runtut a... dari hasil diskusi anak-anak materi yang sulit tadi kita jelaskan kemudian mencoba memberikan tugas kepada anak-anak dan lalu kita analisa sejauh mana penguasaan anak-anak terhadap materi yang telah kita sampaikan gitu mba.</p>
Ayu	<p>Yaa.. adakah tantangan bagi siswa yang guru temui dikelas?</p>
Mr. Didiek	<p>Tantangan bagi siswa?</p>
Ayu	<p>Ya siswa.. yang sering pak Didiek lihat</p>
Mr. Didiek	<p>Jadi saya itu suka melihat anak-anak a... speak up in English little by little. Mereka itu ingin merespon apa yang saya katakan dalam bahasa Inggris, mereka juga ingin merespon kata-kata saya,</p>

	<p>pertanyaan saya, ataupun a... pernyataan saya menggunakan bahasa Inggris, mereka ingin merespon dengan bahasa Inggris tapi karena kurangnya penguasaan vocabulary seperti itu jadi ya kadang cuma..mereka tahu apa yang “opo yo sing tak karepke” saya harapkan tapi kadang mereka meresponnya itu sulit. Jadi ya itu tantangannya memperkaya inreach vocabulary gitu.</p>
Ayu	<p>A... apa yang biasa siswa lakukan ketika mendapat kesulitan dalam memahami pembelajaran?</p>
Mr. Didiek	<p>Biasanya mereka diskusikan dengan temannya dulu, kan share link tadi kemudian diskusikan “iki pie kok koyo ngene” ketika mereka a... kemudian mereka mencari sumber-sumber lain di Google, ketika mereka tidak bisa atau “wis mentok” mencari sumber tadi kemudia biasanya Tanya kepada gurunya kemudian pak guru nanti aka menjelaskan informasinya sedetail mungkin tentang apa yang ditanyakan.</p>
Ayu	<p>Kemudian adakah tantangan yang guru hadapi ketika guru menyiapkan tugas?</p>
Mr. Didiek	<p>Nah.. ketika guru menyiapkan tugas, atau ulangan itu biasanya kita harus menyesuaikan dengan kemampuan penguasaan vocab anak. Terus terang sekali bahwa a... anak-anak SMK ini terutama sekolah SMK PGRI itu kan basicnya input anak-anaknya itu kan dari menengah kebawah. Jadi yang penting mereka mau sekolah, mereka sudah mau datang sekolah itu sudah luar biasa, kemudian jadi saya sebagai guru harus menyesuaikan a... Grade dalam memberikan tugas itu sesuai dengan kemampuan anak tantangannya ya melihat background anaknya bagaimana, kemudian kita tentukan tugas yang tepat untuk anak itu seperti apa.</p>
Ayu	<p>Adakah masalah dari siswa ketika mereka menggunakan bahasa target atau (Bahasa Inggris)?</p>

Mr. Didiek	Ya itu, masalahnya adalah kurangnya vocabulary, penguasaan vocabulary
Ayu	Kalau pronounciationnya?
Mr. Didiek	Kalau pronounciation itu kan yang penting anak tahu apa.. tahu apa yang saya bicarakan kemudian ketika mereka merespon dengan hanya yes no ataupun kalimat-kalimat sederhana dengan pronounciation yang.. yang sangat terbatas bukan pronounciation yang ala-ala apa ya .. mother language ala-ala bahasa ibu ala-ala bahasa inggris versi jawa ya. “sing penting terjadi komunikasi dua arah yang saling memahami “ooh.. karepe pak didiek gitu” kemudian saya menangkap “karepnya” mereka oh maksudnya anak seperti itu responnya gitu.
Ayu	Adakah kesalahan yang siswa lakukan dalam menyelesaikan tugas ketika mereka tidak bisa memahami materi dengan baik?
Mr. Didiek	Banyak.. masalah yang dari siswa tentunya banyak sekali, tidak semua anak-anak itu kan memperhatikan.. kadang cuma yaa pak, baik pak, tapi ketika mengerjakan tugas Cuma minjem temannya kemudian juga karna mungkin keterbatasan kurangnya memperhatikan saat dijelaskan jadi anak-anak dalam mengerjakan tugas ya hanya seasal saja gitu.
Ayu	Selanjutnya, apakah siswa masih menggunakan bahasa ibu atau bahasa Indonesia dalam mengerjakan tugas?
Mr. Didiek	Tentu, kalau mengerjakan tugas itu biasanya dalam English semuanya tapi kalau dalam percakapan pengajaran itu masih didominasi dengan bahasa ibu.
Ayu	Apakah siswa selalu menyelesaikan tugas sesuai dengan instruksi atau prosedur?
Mr. Didiek	Nah.. itu tergantung siswanya sendiri kadang itulah siswa, kadang kita sudah mempersiapkan tugas sebaik mungkin, mengukur kemampuan siswa, tapi pada kenyataannya kadang siswa hanya

	menyontek temannya kemudian a... ya hanya menjawab asal-asalan. Itu termasuk tantangan bagi kami bagaimana untuk membuat siswa bisa bersungguh-sungguh dalam pembelajaran.
Ayu	Ada yang sampai nggak selesai begitu?
Mr. Didiek	Banyak mbak, banyak.. bagi saya ketika saya menyampaikan tugas, anak sudah merespon, memberikan.. mengumpulkan tugas entah tulisannya itu isinya apapun itu bagi saya sudah merupakan respon yang luar biasa. Karna ya mengingat input anak-anak kami yang.. yang seperti itu. Jika dibandingkan dengan sekolah-sekolah unggulan tentunya berbeda inputnya. Tapi ya itu kami sebagai guru mencoba untuk mengondisikan anak melalui pembelajaran-pembelajaran yang sesuai dengan grade mereka.
Ayu	Adakah tugas diluar dari buku pelajaran?
Mr. Didiek	Tentu, saya selalu saya tidak hanya menggunakan teks book, saya selalu a... menggunakan sumber dari google kemudian tugas-tugas dari google a... biar banyak varian banyak referensi dari anak-anak. Gitu.. jadi tidak hanya dari buku.
Ayu	Contohnya?
Mr. Didiek	Contohnya ya saumpama materi narrative tadi. Materi narrative tadi penjelasannya kalau digoogle kan banyak sekali kemudian kadang saya memerintahkan anak untuk membaca cerpen atau novel, sekarang kan banyak novel-novel online yang ada di internet yaa seperti itu.
Ayu	Selanjutnya, apakah siswa sudah mengetahui bahwa pembelajaran tersebut menggunakan metode Task-Based Languge Teaching atau Pembelajaran Berbasis Tugas?
Mr. Didiek	Tidak, tidak .. belum.. biasanya mereka a... ya hanya mengikuti pembelajaran kalau masalah metode “iki metodene opo, metodene opo” saya kira mereka tidak tahu hanya ya hanya oo..pak didik menjelaskan kemudian memberi tugas dari tugas dianalisis pak

	didik, o ini kalau ini metode apa gitu saya kira belum, mungkin baru tadi ketika penelitian tadi.
Ayu	Bagaimana respon pertama siswa ketika guru tiba-tiba memberi mereka sebuah tugas?
Mr. Didiek	Meresponnya ya mereka seperti sudah hafal alur dari pembelajaran ketika pertama. Kalau saya ya bahasa inggris itu saya selalu memberikan link, kemudian untuk diskusi setelah diskusi pasti saya memberika tugas, tugas nanti untuk pertemuan selanjutnya pasti kita bahas kemudian feedback kekurangan-kekurangan atau problem solving yang harus dilaksanakan apa saja itu biasanya begitu.
Ayu	Apakah siswa pernah kelihatan bingung, takut?
Mr. Didiek	Tidak.. tidak saya kira mereka alurnya itu sudah hafal.. “o bar iki pak didik mesti ngekei link, bar ngekei link terus menjelaskan, diskusi, setelah diskusi pemberian tugas” itu sudah secara otomatis terjadi seperti itu. Jadi setiap pembelajaran saya.
Ayu	Selanjutnya, apakah siswa senang dengan pembelajaran ini? Menurut pandangan Pak Didiek.
Mr. Didiek	Kalau menurut saya mereka bisa mengikuti , bisa mengikuti... kemudian juga dalam mengerjakan tugas yaa baik, hampir semuanya itu mengerjakan tugas dari hal itu saya piker respon mereka untuk metode yang saya berikan itu bagus.
Ayu	Merasa nyaman gitu ya?
Mr. Didiek	Yaa.. merasa nyaman.
Ayu	Apakah ada ketakutan dari siswa pada sebuah tugas?
Mr. Didiek	Tidak ada, sama sekali tidak ada..
Ayu	Apa saja pencapaian dari kemampuan Grammar siswa dalam menggunakan metode Task-Based Language Teaching?
Mr. Didiek	Yaa.. intinya penguasaan Grammar mereka ketika pertama kali dishare link kemudian a... diajak diskusi kemudian setelah itu

	<p>saya beri penjelasan, diberi tugas, setelah beri tugas saya periksa tugasnya kemudian saya a... share “ini, seperti ini hasilnya, kamu kurangnya begini, kamu kurangnya begini” dari pengalaman-pengalaman itu akhirnya mereka belajar untuk memperbaiki Grammar mereka. Saumpama penulisan saya selalu mengoreksi anak yang kesalahan dalam penulisan itu saya koreksi “ini harusnya gini, ini harusnya gini” ketika dulu sudah dikoreksi seperti ini, kemudian ini terjadi lagi berarti mereka mengingat “oh iyo dhek mben wis di bunderi ditandai ini harus diganti lagi” saya kira mereka akan belajar dari pengalaman yang sudah mereka tulis. “oo nek ngene iki pak didiek salah berarti ora di.. tidak diulangi lagi”.</p>
Ayu	<p>Menurut guru apakah metode Task-Based Language Teaching adalah pendekatan yang untuk mempersiapkan siswa untuk ujian atau tidak?</p>
Mr. Didiek	<p>Yaa, saya kira ini metode yang paling nyaman sejauh yang saya lakukan a.. tinggal kita bagaimana mengkombinasikan dengan a.. kemajuan-kemajuan atau fasilitas-fasilitas yang ada saat ini. Jadi, kalau sekarang sudah zamannya internet ya mungkin materi-materi itu kita tidak perlu menulis di papan tulis, kita hanya tinggal share, share beberapa link kemudian anak-anak cari referensi di internet bahkan a.... untuk maple bahasa Inggris saya selalu mewajibkan untuk membawa handphone, saya mencoba mengkombinasikan anak-anak untuk membuat konten di tik-tok atau di instagram biar lebih variatif. Saya kira untuk apa namanya Task Based Language Teaching method ini sangat proper sangat tepat.</p>
Ayu	<p>Semua materi pakai metode ini?</p>
Mr. Didiek	<p>Iyaa, ya karna saya juga nyaman kemudian anak-anak bisa menerima dengan dengan mudah, dengan dengan dengan nyaman</p>

	gitu.
Ayu	Untuk yang terakhir, sampai sekarang apa yang masih membuat guru merasa tidak puas dalam mengkoreksi pekerjaan siswa?
Mr. Didiek	Satu, saya selalu membedakan mana pekerjaan yang ala Google kemudian mana yang pekerjaan tulisan anak sendiri. Walaupun sejelek apapun kalau tulisan anak asli itu malah saya berikan lebih, karna anak-anak sekarang itu kan modelnya “walah wes Google translate wae” gitu sing penting serba instan serba mudah tapi saya selalu menghargai apa ya pengorbanan anak oo.. bagaimana nek setiap kata dicari di kamus itu nanti, tapi ada anak-anak yang special memang sudah menguasai bahasa Inggris itu mereka menerjemahkannya ya enak saja, atau memberikan membuat tugas itu dengan bahasa sendiri. Grade-grade bahasa anak SMK itu kan bisa kita ketahui oo..iki bahasane ra mungkin nek bahasane cah SMK, iki mesti gur ambil di Google, copy paste” saya selalu menghargai seperti itu.
Ayu	Yaa, saya rasa cukup terimakasih untuk waktunya dari Pak Didiek. Saya ucapkan terimakasih. Wassalamuallaikum wr wb.
Mr. Didiek	Waalaikumsalam wr wb.

Appendix 5

FORMULIR KUESIONER PERSEPSI SISWA TERHADAP METODE PEMBELAJARAN YANG DITERAPKAN OLEH GURU

Nama :

No Absen :

Kelas :

Mapel :

Hari/Tanggal :

Petunjuk :

1. Isilah kuisisioner berikut ini yang sesuai dengan apa yang kalian rasakan.
2. Kuesioner ini bertujuan untuk mengetahui bagaimana persepsi kalian terhadap metode yang diterapkan oleh guru.
3. Pilihlah salah satu dari jawaban berikut, atau kalian bisa memberi pendapat lain dengan mengisi opsi “e”.

Jawablah pertanyaan berikut ini!.

1. Apakah kalian pernah mendengar tentang metode Task Based Language Teaching di dalam pembelajaran bahasa Inggris? Apa arti dari metode tersebut?
 - a. Ya pernah, metode tersebut merupakan tugas yang diberikan oleh guru.
 - b. Belum, tetapi yang saya ketahui guru selalu memberikan sebuah tugas setelah memberikan materi
 - c. Belum pernah, tidak tahu.
 - d. Ya Pernah tetapi saya tidak paham arti metode tersebut.
 - e.
.....
2. Apa yang kalian ketahui tentang tugas?
 - a. Tugas adalah yang berhubungan dengan menulis (writing)
 - b. Tugas adalah kegiatan menjawab soal

- c. Tugas adalah pekerjaan yang harus diselesaikan disekolah maupun rumah
 - d. Tugas adalah sekumpulan soal-soal
 - e.
.....
3. Bagaimana perasaan kalian ketika guru tiba-tiba memberikan tugas atau soal tentang materi yang belum diajarkan?
- a. Senang
 - b. Takut
 - c. Biasa saja
 - d. Acuh
 - e.
.....
4. Apa yang kalian lakukan ketika lupa terhadap materi yang mungkin pernah kalian pelajari sebelumnya?
- a. Bertanya kepada guru
 - b. Mencari informasi tentang materi melalui internet
 - c. Diam saja
 - d. Berdiskusi dengan teman
 - e.
.....
5. Apakah tadi kalian bisa mengingat dan paham terhadap materi tersebut meskipun guru belum menjelaskannya lagi?
- a. Ya saya bisa karena materi tersebut sering sekali saya dapatkan
 - b. Tidak, karena sudah terlalu lama
 - c. Tidak, saya benar-benar lupa
 - d. Ya, saya ingat tetapi lupa dengan cara mengerjakannya
 - e.
.....
6. Bagaimana pejelasan yang diberikan guru tadi? Apakah kalian bisa memahaminya atau belum?
- a. Ya, saya bisa karena guru menjelaskan secara singkat, padat dan jelas
 - b. Ya , tetapi saya masih harus mengulas kembali lewat buku maupun internet

- c. Belum, karena perlu contoh berulang kali
 - d. Belum bisa, karena guru terlalu cepat dalam memberi penjelasan
 - e.
.....
7. Saat guru memberikan penjelasan saat itu juga guru memberikan soal latihan, apakah kalian bisa mengerjakannya?
- a. Ya saya bisa karena guru juga memberikan contoh dalam mengerjakannya
 - b. Ya bisa tetapi harus ada bimbingan dari guru lagi
 - c. Tidak, karena saya masih belum paham cara mengerjakannya
 - d. Ya bisa karena saya juga mencari informasi dari internet
 - e.
.....
8. Bagaimana setelah guru mengoreksi jawaban kalian, apakah kalian sudah bisa membedakan mana cara yang benar dan yang salah?
- a. Ya, karena disitu guru menjelaskan berulang kali letak benar dan salahnya
 - b. Ya, tetapi masih bingung jika diberikan soal yang berbeda
 - c. Belum, karena masih perlu contoh sebagai pembading lagi
 - d. Belum, saya masih harus berdiskusi dengan teman lagi
 - e.
.....
9. Bagaimana pendapat kalian dengan tugas yg diberikan untuk menentukan seberapa paham kalian terhadap materi tersebut, biasanya tugas tersebut akan diberi nilai maupun untuk PR?
- a. Saya menjadi tertantang untuk mengerjakannya
 - b. Saya menjadi takut salah dalam menjawabnya
 - c. Saya merasa biasa saja dalam mengerjakannya
 - d. Saya merasa lapang dada dalam menjawabnya
 - e.
.....
10. Apakah kalian merasa puas dengan hasil pekerjaan kalian?
- a. Ya sudah karena saya mengerjakan sesuai instruksi yang diberikan
 - b. Belum, karena masih ada yang salah dengan jawaban saya

- c. Ya sudah, meskipun jawaban ada yg salah tetapi setidaknya saya tahu letak benar dan salahnya
- d. Ya sudah, tetapi masih ada bagian dari materi tersebut yang belum saya kuasai
- e.
.....

11. Apakah cara mengajar guru tersebut membuat kalian merasa nyaman?

- a. Ya karena cara tersebut membuat saya tidak merasa takut untuk menjawab
- b. Ya karena dengan metode tersebut guru tidak dengan terburu buru dalam memberikan penjelasan
- c. Ya karena guru selalu memberikan contoh dalam mengerjakan soal
- d. Ya, karena pembelajaran tersebut tidak mengedepankan kompetisi
- e.
.....

12. Apakah dengan pembelajaran berbasis tugas kalian dapat dengan mudah menangkap materi?

- a. Ya, karena terdapat aktivitas menulis yg membuat saya dengan mudah mengingat materi
- b. Ya, karena guru memberikan beberapa latihan soal yang membuat saya semakin paham
- c. Ya, karena kita bisa tanya bersama guru tentang letak benar dan salahnya
- d. Ya, karena guru juga memberikan bimbingan terhadap materi tersebut ketika kami mengerjakan latihan soal
- e.
.....

13. Apakah kalian merasa nyaman dengan tugas bahasa inggris yang diberikan guru selama ini?

- a. Ya karena tugas tersebut sesuai dengan apa yang saya pelajari
- b. Ya, karena tugas yang diberikan tidak terlalu sulit bagi saya
- c. Ya karena saya bisa mengerjakannya dengan melihat contoh yang telah diberikan
- d. Ya karena guru memberikan tugas menumpuk, tapi bertahap

- e.

14. Apa saja yang bisa kalian tangkap pada pembelajaran tadi?
- Kami bisa mengetahui apa itu narrative text
 - Kami bisa mengetahui fungsi dari narrative text
 - Kami bisa mengetahui pola kalimat (pattern) dari narrative text
 - Kami bisa menyusun teks narrative sesuai dengan urutannya
 -

15. Apakah kalian bisa memahami ketika guru memberikan penjelasan dengan menggunakan bahasa inggris?
- Ya sedikit karena vocabulary saya masih sedikit
 - Saya sama sekali tidak mengerti jika menggunakan bahasa inggris
 - Ya saya bisa, karena guru menggunakan bahasa yang mudah saya pahami.
 - Ya saya bisa, karena guru terkadang memberikan translate pada kata yang sulit
 -

16. Pada pembelajaran tadi, apa yang dapat kamu pahami tentang narrative text?
- Narrative text adalah teks untuk menceritakan masa lampau
 - Narrative text menggunakan kata kerja bentuk ke 2 (Verb 2)
 - Narrative text terdiri dari orientasi, komplikasi, dan resolusi
 - Narrative text mempunyai to be (was dan were)
 -

17. Bagian mana dari proses pembelajaran tersebut yang paling kalian sukai?
- Pada bagian cycle task, yaitu saat guru memberikan latihan soal disela penyampaian materi
 - Pada bagian pre-task, yaitu ketika guru meminta kami mengingat kembali materi yang mungkin dulu pernah kami terima
 - Pada bagian post-task, yaitu ketika guru memberikan tugas yang akan dinilai

- d. Pada bagian cycle task, pada saat kami melakukan tanya jawab dengan guru
 - e.
.....
18. Apakah ada peningkatan yang pada grammar kalian dengan mengerjakan sebuah tugas? Apa saja?
- a. Ya ada, saya menjadi hafal banyak elemen dalam grammar seperti noun, pronoun, adjective, verb, adverb, preposition, conjunction, dsb
 - b. Ya ada, tugas membuat saya dapat menggunakan kata kerja (verb) sesuai fungsinya
 - c. Ya ada, saya menjadi bisa menempatkan kalimat sesuai tensesnya
 - d. Ya ada, tugas membuat saya sering belajar speaking maupun listening pada bahasa inggris
 - e.
.....
19. Bagian mana dalam proses pembelajaran tadi yang memudahkan kalian dalam belajar menyusun kalimat (grammar)?
- a. Pada aktivitas menulis teks narrative (writing)
 - b. Pada aktivitas membaca teks narrative (reading)
 - c. Pada aktivitas penyampaian materi oleh guru menggunakan bahasa inggris (listening)
 - d. Pada aktivitas berbicara tanya jawab dengan guru maupun teman (speaking)
 - e.
.....
20. Yang mana yang kalian anggap mudah, mengerjakan tugas tertulis atau lisan? Alasan?
- a. Tertulis, karena disini saya lebih leluasa dalam mengerjakannya
 - b. Lisan, karena bisa meningkatkan speaking skill saya
 - c. Tertulis, karena pengucapan bahasa inggris saya belum lancarr pada aktivitas tugas lisan
 - d. Lisan, karena menurut saya jawaban tugas tertulis sulit untuk diutarakan
 - e.
.....

21. Apakah dengan tugas menulis (writing) kalian dapat dengan mudah belajar menyusun kalimat (grammar)?
- Ya karena dengan menulis dapat meningkatkan pemahaman saya terhadap rumus kalimat yang digunakan
 - Ya karena dengan menulis saya bisa berlatih menyusun kalimat sesuai dengan urutan rumus tenses nya
 - Ya dengan menulis meningkatkan imajinasi saya dalam merangkai kalimat dalam bahasa inggris
 - Ya karena dengan menulis kita lebih leluasa berlatih meskipun belum tentu benar
 -
.....
22. Bagaimana dengan tugas membaca (reading) maupun berbicara (speaking) yang mungkin dilakukan didepan kelas? Apakah yang kalian rasakan?
- Saya menjadi gugup ketika diminta membaca bahasa inggris didepan orang banyak
 - Saya merasa senang karena saya dapat melatih pengucapan bahasa inggris saya
 - Saya merasa takut karena pengucapan bahasa inggris saya belum lancar
 - Saya merasa tertantang karena disitu guru juga akan memberi koreksi terhadap tugas saya
 -
.....
23. Apa kelebihan yang kalian rasakan saat guru menggunakan metode tugas untuk pembelajaran?
- Grammar saya menjadi meningkat
 - Metode tersebut memberikan kesempatan dengan banyak soal latihan
 - Membuat saya terbiasa dalam menggunakan bahasa inggris
 - Menambah vocabulary (kosa kata)
 -
.....
24. Apa yang mungkin harus diperbaiki guru agar materi bisa diterima kalian dengan mudah?

- a. Hendaknya guru memberikan penjelasan sampai siswa paham dengan materi yang diajarkan
- b. Memberikan soal latihan yang tidak membuat siswa kelelahan dalam menjawabnya
- c. Selalu memberikan deadline sesuai dengan kemampuan siswa dalam mengerjakan tugas
- d. Memberikan motivasi siswa dan jangan membiarkan siswa berada dalam kesalahpahaman dalam memahami materi
- e.
.....

25. Bagaimana pendapat kalian jika metode tugas tersebut tetap digunakan untuk mengajar bahasa inggris?

- a. Ya saya setuju karena metode tersebut membiasakan siswa dalam menyusun kalimat dalam bahasa inggris
- b. Ya saya setuju karena bagi saya metode tersebut cocok untuk siswa yang introvert seperti saya
- c. Ya, saya setuju meskipun saya masih ada kesulitan dalam menggunakan bahasa inggris
- d. Ya, saya setuju karena metode tersebut membuat siswa menjadi produktif dalam menggunakan bahasa inggris
- e.
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