

**IMPROVING STUDENTS' SPEAKING SKILL THROUGH
TASK BASED LEARNING (TBL)**

THESIS

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**THE FACULTY OF EDUCATION AND TEACHER TRAINING
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THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
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In Partial Fulfillment of the Requirement for
The Bachelor Degree of Education in English Language Teaching

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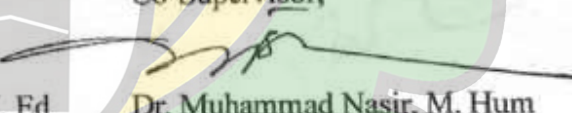
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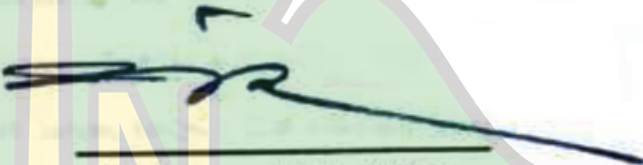
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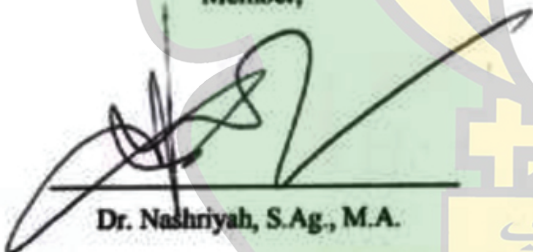
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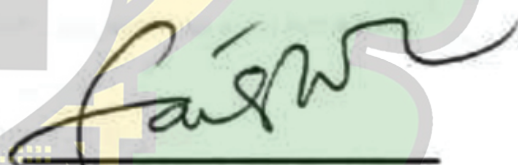

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"Improving Students' Speaking Skill Through Task Based Learning (TBL)"

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 April 2024

Saya yang membuat surat pernyataan,



Risna Mutiara

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ABSTRACT

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Keyword : Task Based Learning (TBL) and English Speaking Skill

Task-based learning is an authentic learning strategy in which students plan, implement, and evaluate Tasks that have real-world applications beyond the classrooms, this strategy is very suitable to use in speaking class. The purpose of this study is to discover whether Task Based Learning strategy improved students' speaking ability. The method used in this research is an experimental. The data collection process was carried out by doing pre-test and post-test. the sample in this study were 36 students of SMAN 1 Banda Aceh. This research was conducted to attain the information about the improvement of the students' speaking ability through Task Based Learning strategy. The result of the test shows that the mean score of pre-test is 64 while in the post-test is 70. It proved that the mean score of both are very different. Moreover, based on the analysis of hypothesis showed that $T\text{-test} > T\text{-table}$ ($11.42 > 2,7$). Therefore, it can be concluded that teaching by using Task based learning (TBL) method can improve the students' speaking ability.

Keyword : Task Based Learning (TBL) and English Speaking Skill

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CHAPTER I

INTRODUCTION

A. Background of the Study

Desi (2019) Teacher at a specific institutional level uses teaching methods as a means of communication with their students. There are numerous accessible methods of teaching, and each has benefits and drawbacks of its own. Teaching methods as the methods and procedures for the planned and organized formation of the processes of science in implementing teaching and learning.

The teaching method is very important to increase student's knowledge especially in speaking. There are some problems happen in teaching learning process. Pratiwi and Prihatini (2021), there are some problems and difficulties occurred in students' speaking class. Those problems are having no significance differently with the problems activities when speaking English in general. The obstacles that occur when speaking a foreign language in class are caused by students' anxiety in speaking such as worrying about making mistakes. The students rarely participate in the language class because most of them lack of vocabulary, lack of grammar, and low motivation to study.

Students do not participate in classroom because students will have only limited talking time. The learners who is good in English to dominate while others speak very little or even not at all. All the problems can influence student willingness to speak English. This is a big problem because the goals of teaching and learning of students are able to communicate.

Finding the best approach is the aim of language teachers among all these issues. As a result, in order to assist students in solving challenges, the teachers in their capacity as a guide must be aware of those problems. Teachers have to choose the suitable and the right teaching technique used in the classroom to make students are motivated, the teaching and learning process become improved, valuable and enjoyable for students.

The only one who can change and solve those problem are teachers. The teachers can use a variety of teaching methods in delivering lesson materials. As the suitable and valuable method, it is recommended for teachers to use Task based learning (TBL).

Ahmadian and García Mayo (2016) Task-based learning (TBL) constitutes both an innovative language teaching method and a thriving area of investigation in the field of second language acquisition (SLA). The past three decades have witnessed a surge of interest in TBL which is evidenced by numerous published monographs, edited volumes and articles and special issues in major SLA and Language Teaching journals.

TBL in part ascribed to the inherent qualities of tasks; namely, having a primary focus on meaning, inducing learners to draw on their linguistic and cognitive resources, and being outcome-oriented in the sense that learners are required to use language to accomplish some sort of real-world activity (telling a story, solving a problem, giving directions, etc.)

Bygate (2016) Tasks pervade many aspects of language teaching research and practice as well as they may take on different forms and could be used under

various guises that is, real-world tasks which promote situational authenticity or pedagogic tasks which foster interactional authenticity in the classroom

Bygate (2016) In the opening paper, Martin Bygate provides an exhaustive overview of the origins of TBL as well as recent key developments in this area. He argues that TBL has, in part, emerged out of the need for language educators to help learners with both acquiring the knowledge of language and honing their skills and abilities to use their knowledge in real-world activities

As in the previous paragraph has stated it can be inferred that through this method, students will communicate and receive more practice speaking in English about particular topics in the purpose of finalizing the task which indirectly also achieving the main idea of the method itself to enhance the language ability, which will help them develop their speaking abilities as well. In the field of education, the TBL system has produced learning strategies that can significantly enhance students' language skill.

English as global language had been approved back in this era. The usage of English in this era has evolved year by year, Therefore the demand of the students with good English' speaking ability increase, due to the language is the most vital part in communication and exchanging minds and knowledge toward one another.

Bygate makes a case for three main approaches to the adoption of TBL: (a) task-supported approach, which involves using tasks to support or complement the existing approaches, (b) task-referenced approach, in which tasks are utilised to

characterise the abilities which language learners are supposed to develop by the end of the course, and (c) task-based approach, in which, as Bygate states, ‘the programme is created in terms of a sequence of tasks with the central learning and teaching processes for all the units deriving directly from the tasks themselves, rather than by initial selection of language priorities’. He then elaborates on the main elements of task-based approaches, namely needs analysis, the three-phase procedure (pre-task, on-task and post-task), the discovery-based element, and the project-based nature of TBL. Finally, Bygate reviews recent findings in TBL research from cognitive and socio-cognitive perspectives and stresses the need for a symbiotic relationship between practice and research.

B. Research Question

Based on the above background of study, the researcher formulates the following research question:

1. To what extent is Task Based Learning improved to improve the students’ English’ speaking ability?

C. The Aims of The Study

Related to the research question above, this study aims:

1. To figure out the effectivity of TBL as Teaching method that can enhance the students’ speaking ability

D. The Significance of The Study

The results of this study will useful for:

1. Teachers

This research will give additional contribution to English teachers in developing language teaching innovation and also give a chance to the teacher to gain a lot more advantages by knowing the TBL system further, which will benefit the teacher in finding more teaching strategies.

2. Institutions

This research is expected to help the institution's credibility to improve the efficacy of teacher teaching innovation and also affect the institution to consider TBL system as one of teaching method that might use as one of the teaching methods.

3. Researchers

This research is expected to be input and used as a source for further research and can help researchers to become professional teachers in the future, also it is expected the researcher will also apply the TBL system as one of researcher's teaching method consideration in the future.

E. Research Terminology

To avoid misinterpretation, the researcher would like to clarify two terms that need further explanation.

1. TBL (Task Based Learning)

Task-based learning (TBL) is an approach to second and foreign language (L2) teaching and learning built on a learner-centered and experiential premise. Willis and Willis (2007), for example, support this premise with their claim that

“the most improved way to teach a language is by engaging learners in real language use in the classroom.” This, they argue, is “done by designing tasks – discussions, problems, games, and so on – which require learners to use language for themselves”. Put another way, the premise is reinforced when it is believed that language learners participating in undertaking a communicative language use task are “maximally engaged in language acquisition because they are required to draw on their emerging language skills and resources in an integrated way” (Nunan,2014)

TBL “task” became the central organizing principle, in contrast to arranging programs along linear and hierarchical rule-based lines (i.e., a form of 4 M. East analytic syllabus focusing on communicative purpose rather than a synthetic syllabus that views acquisition as grammatically accumulative). Engagement in tasks became the fundamental goal of task-based lessons.

2. English Speaking Skill

Speaking is one of the four skills that students should master. It is the basic skill that the students should possess in order to be able to access other knowledge. In speaking, the students should be able to speak and express their opinion. In general, the aim of teaching speaking is to develop the students’ skill in speaking, and to be able to tell something to the other in English (Mukhaiyar, 2013).

Meanwhile, English is a language which originally came from the England and now which had been used as a global language and also several countries also used English as their national official language for daily basic communication

media. Therefore English speaking skill is an ability of a person in speaking english as a communication language.

Speaking a foreign language is a requirement for a variety of procedures, including academic advancement, personal development, professional advancement, status, and so on More crucially. Competence in speaking English is the most essential. English is the most widely spoken second language on the planet. Realize their intrinsic urge for communication by incorporating English into social discourses, which would otherwise be difficult, especially for native speakers of other languages.

Phillipson (2012) furthermore, mastery of English communication is anticipated to contribute positively to a country's economic development by greatly increasing its capability as a result, English becomes a powerful tool for its speakers and their countries to move beyond communication and engage in complex transactions in order to achieve cross-border success in their professional endeavors

Based on the previous statement, the researcher concludes that English speaking ability is one of the most important communication compartments, so to improving the English' speaking ability is the way to get a strong communication foundation.

CHAPTER II

REVIEW LITERATURE

A. Definition of TBL

Task-based learning (TBL) is an approach to second and foreign language (L2) teaching and learning built on a learner-centered and experiential premise. Willis and Willis (2007), for example, support this premise with their claim that “the most improved way to teach a language is by engaging learners in real language use in the classroom.” This, they argue, is “done by designing tasks – discussions, problems, games, and so on – which require learners to use language for themselves”. Nunan (2014) Put another way, the premise is reinforced when it is believed that language learners participating in undertaking a communicative language use task are “maximally engaged in language acquisition because they are required to draw on their emerging language skills and resources in an integrated way.

In TBL, the main emphasis is on what students themselves do with language, and what they learn from what they do. It is difficult to pinpoint an actual beginning to the phenomenon of TBL since, as Bygate (2016) pointed out, its antecedents more broadly in educational theory and research go back many decades. However, with his emphasis on input and interaction, represents an important catalyst for TBL theorising and research, with his proposal of three

archetypal task types (information gap, reasoning gap, opinion gap), characterises a significant stimulus for TBL in practice. TBL is now becoming documented in a range of contexts across the world as not necessarily typical or standard practice, but certainly as a recognised pedagogical alternative to more traditional teacher-dominant practices.

Long (e.g. 2015) identified two major theoretical spheres of influence on the collaborative, learner-centred and experiential underpinnings of TBL. First, he maintained that its underlying principles are informed by, and largely align with, SLA research findings that have emerged over the past 40+ years. That is, from a cognitive-interactionist perspective, as posited, for example, by Long (e.g. 1981), learning and SLA are believed to take place when learners work through the cognitive demands placed on them as they negotiate meaning and receive feedback during task completion. Second, Long argued that TBL is consistent with a contemporary understanding from the field of 2 M. EAST education that constructivist learning (learner-centred and collaborative) is more improved than strongly instructivist approaches (teacher-led and top-down). From an interactionist perspective, the role of the teacher in TBL moves from the expert who instructs largely passive learners to the facilitator who directs learners' own discoveries of knowledge.

The defining characteristic of TBL is the construct of task. Essentially, TBL's learner-focused and experiential emphases are realised through learner engagement with target language (TL) tasks that 'elicit the kinds of communicative behaviour (such as the negotiation of meaning) that naturally

arises from performing real-life language tasks, because these are believed to foster language acquisition'. Ellis and Shintani (2014: 135–136) provided a four-criterion definition of a task which encapsulates what has largely emerged as a consensus on the construct:

(1) Meaning focus: predominant attention on encoding and decoding the essential messages (i.e. processing input and generating output), rather than on linguistic/grammatical form.

(2) Gap: a requirement to convey information, express a viewpoint or infer meaning.

(3) Own resources: freedom to use any language learners choose to complete the task, rather than having to produce specific language.

(4) Outcome: language is a tool to reach the outcome, but not the end in itself, meaning that learners are not principally focused on having to use language correctly but, rather, on reaching the goal of the task.

Ellis and Shintani (2014) These four criteria are 'directed at ensuring that a task results in language use where learners treat the language as a "tool" for achieving a communicative outcome rather than as an "object" to be studied, analysed and displayed').

B. The Purpose of Task Based Learning (TBL)

In TBL, the main emphasis is on what students themselves do with language, and what they learn from what they do. It is difficult to pinpoint an actual beginning to the phenomenon of TBL since, as Bygate (2016) pointed out, its antecedents more broadly in educational theory and research go back many

decades. However, with the emphasis is on input and interaction, represents an important catalyst for TBL the arising and research. TBL is now becoming documented in a range of contexts across the world as not necessarily typical or standard practice, but certainly as a recognised pedagogical alternative to more traditional teacher-dominant practices

For TBL to be improved, however, it needed to address certain issues. First, the concept of task needed to be differentiated from the kinds of communicative activity that might be drawn on in the traditional PPP-based weak CLT classroom. A range of theoretical and operational definitions of task were developed (Samuda and Bygate 2008, for an exhaustive appraisal of various task definitions). In essence, a task could be differentiated from a communicative activity in that, in the latter, the focus would be on using predetermined language to achieve a communicative goal (e.g., use a list of set phrases to buy a railway ticket), whereas, in the former, the focus would be on achieving a nonlinguistic outcome using any language appropriate to the task at hand (e.g., win the debate, win the game). The principal focus therefore became fluency or meaning.

An emphasis on meaning led to a second theoretical issue that TBLT would need to address. At a theoretical level, there was a requirement for TBLT to reconcile fluency and accuracy, that is, following Long's (2015) argument about the inefficiency of a meaning focus, the rules could not be ignored. In order to account for attention to grammar that did not see a return to direct top-down teaching of rules, TBLT began to draw on what Long called a focus on form approach. Focus on form essentially "involves briefly drawing students' attention

to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, etc.) in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication”. Central to focus on form was the concept that learners could begin to acquire a grammatical rule or pattern when they “noticed” or “attended to” the rule or pattern as they were in the process of using language. From a theoretical perspective, once a structure or form was noticed in the language input, it could become acquired and available for further use.

C. English Speaking Ability

Communication is one of the compartment which is one of the most important parts in education. Speaking skill is one component that contributes to the foundation, which is the tool used to communicate knowledge towards the students and also needed for a discussion group such as in the TBL system which is the speaking ability is taking such a huge role inside of it.

However, because English has had such a big impact on every aspect of human life, especially in the field of education, English is usually used as a learning resources.

Rochmawati (2015) stated that based on the perspective of a language as a means of communication among people, some linguists define speaking skill by referring to the ability of using a language in oral communication. It refers to the ability to function in the language which is generally characterized in terms of being able to speak the language. To speak means that one should speak his or her

idea to other. It implies that in speaking process there must be at least one speaker, one receiver, and a message communicated. Speaking is then interrelated to listening. In conversation, for example, when one speaks, the receiver will listen to him and alternately they change their role.

In the statement of Maulany (2018) argued that oral communication competence or speaking skill is the goal of English learning in elementary schools. Speaking skill is considered as an initial skill that leads learners to develop the other communication competences (reading and writing). Speaking is the first step that needs to be learned by young English language learners before they can read and write in English. However, it is assumed that developing speaking skill to young learners in Indonesia is not easy because of the status of English as a foreign language in which it is not used in national or social life.

Thus, the speaking skill remains a far-fetched goal or an ambiguous entity that is assumed to be hard to reach by students like other skills. Speaking, also, is not given enough time or attention while teaching English to first year secondary stage students. This may be due to the evaluation system adopted that focuses only on reading and writing while neglecting listening and speaking skills (Torky, 2020). So, English speaking ability is an ability that a certain person possesses to express their skill on speaking which basically in English, since it is the basic language that used in the research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on research questions, this study implemented the quantitative research to find out the extent Task Based Learning strategy improved in improving speaking skill. Quantitative research values breadth, statistical descriptions, and generalizability. Quantitative approaches to research center on achieving objectivity, control, and precise measurement. Methodologically, these approaches rely on deductive designs aimed at refuting or building evidence in favor of specific theories and hypotheses (Leavy, 2017).

Quantitative research was guided by the philosophy of positivism, which originally developed in the natural sciences. This tradition presupposes that reality exists independently of the research process and can be measured via the objective application of the scientific method. Laws that govern the social world can therefore be tested and proven. Today, post positivism, a refined version of these principles, guides quantitative research (Leavy, 2017).

Ágoston (2016) mentioned that quantitative researches tend to be deductive; researchers typically collect information on a large sample in order to verify their hypotheses, their theoretical statements. Sample selection is an important element of quantitative research because reliable results are to be obtained only by using a sample that represents the population studied well.

In this type of research, the use of mathematical-statistical methods is indispensable as the large sample and the research results are published in a numerical form taking the requirements of statistical reliability tests into account (Ágoston, 2016). Quantitative research aims to show the impact of the activity in the form of number. With this method, the researcher may know the TBL method efficacy. In this method, there will be two classes, which are experimental class and controlled class. In the experimental class, the Task Based Learning will be conducted as well as pretest and posttest and the controlled class will only get pretest and posttest. This method is appropriate in the research because it can describe whether Task Based Learning is improved or not.

B. Research Participant

a. Population

According to Sugiyono (2017) claims that the population is a generalization area made up of things and persons that fit certain criteria that researchers have established in order to conduct research on them and derive findings. Polit and Hungler (1999), population consists of the whole group of people that is the researcher interested and the result of the research can be generalized. Creswell (2018) stated that population is a group of individuals who have the same characteristics. We can conclude that population is the entire group that the researcher want to draw conclusions about.

Arikunto (2002) argues if the population of the study are less than 100 in number, the researcher had better taken all of them. If the population are more

than 100 number, the researcher can taken around 10 %-15% or 20%-25% or 50 % of them. It means that if the total population is more than 100, the researcher is not available to analysis all the data. Therefore, the researcher used total sampling to collect the data sample.

Creswell (2018) stated that population is a group of individuals who have the same characteristics. For the population of this research is 36 students of SMAN 1 Banda Aceh. The researcher consider several things to choose them as population in this research such as, The teachers and students have experienced using TBL method for teaching and learning, most of the students at SMAN 1 Banda Aceh had difficulty in speaking. This information based on teacher explanation. Some of them were shy and anxiously to speak in front of the class.

b. Sample

Creswell (2018) Sample is partially or representative of the population studied. Sample is taken as the representative of the whole population to be treated in order to gather data in this research. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.

According to Sugiyono (2007), the total sampling is a technique to collect the data which is the total number sample similar with the total population. The sample of this research is students at tenth grade of SMAN 1 Banda Aceh. The researcher choose 36 students and it was less than 100 in number, the researcher

selected all the population became the sample of this study. Thus, the total of population became the representative students and filled the test.

C. Method of Data Collection

The data were collected by using test (pre-test and post-test) that was assessed based on speaking rubric. Djiwandono (2008) revealed, the pre-test is the test that given to the students before the researcher do a treatment. While post-test is the test that given to the students after the researcher do a post-test and get the treatment. This research used Pretest-Posttest Control Group Design. the pretest conducted in the two classes of second grade of SMAN 1 Banda Aceh students that has been chosen. The pre-tests used oral test that the material was based on the curriculum used at the school.

After giving the pre-test, then the treatment was given for 36 students in experimental class. The treatment was Task Based Learning where the students were given a Task that was based according to the curriculum of the school. The Task was presented in front of the class. The post-test will be conducted to the students of the two classes where the speaking of the students was assessed using Heaton' criteria speaking assessment as well as in the pretest. The data, which were taken, was recorded so it made the researcher easier to grade the students.

D. Method of Data Analysis

This study uses quantitative data analysis techniques. Saebani (2008) Quantitative research is the research that uses numbers in data presentation and

analysis using statistical test. Quantitative research is research that is guided by a particular hypothesis, which is one of the goals of the research is to test the hypothesis that predetermined. Creswell (2012) mentioned that data analysis for quantitative data using 4 steps:

1. Preparing

In this step, researcher prepares the data for analysis. It involves determining how to assign numeric scores to the data, assessing the types of scores to use, selecting a statistical program, and inputting the data into a program, and then cleaning up the database for analysis.

2. Analysing the data

Researchers who reported assessments of variance and central tendency on data conducted descriptive analysis. Then, do complex inferential analyses to appraise the hypotheses and determine the confidence intervals and effect sizes.

3. Reporting the result

The researcher reports the results that are found using tables, figures, and a discussion of the key results

4. Interpreting the result

The researcher interprets the results from the data analysis. Interpreting involves reflecting about the words and acts of the research's participants and significant understanding from them. This step consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research. This step

is very important, the researcher did data interpretation and drew the result.

Lastly, the researcher could get the finding and conclusion on this step.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter deals with the findings of the research and the discussion of the findings. presents overall result of the research. It consists of the implementation of study, the results of test both pre-test and post-test. The findings of the research revealed with students speaking performance in terms of vocabulary and pronunciation toward Task Based Learning.

A. Research Findings

The purpose of this study is to find out whether the use of Task Based Learning method to improve students' speaking ability. The research question of this study was "How Task Based Learning improve the students' English speaking ability. The results of the speaking test is used to answer this question. The findings between the pre-test and post-test were statistically significant according to the scores.

The different score before and after applying Task Based Learning method showed that the use of Task Based Learning method improved students speaking skill. The implementation phase needed four meetings to gain data. Two meetings were dedicated for pre-test and post-test while the other two were for practicing talking Task in speaking class. The researcher collected the data from 36 students of the tenth grade of SMAN 1 Banda Aceh and it was less than 100 in number. They were consist of 15 male and 20 female students.

In the first meeting, narrative sheet for the pretest was created by the researcher. The student was taken when the researcher showed up for class. The researcher used conditioning to get students to pay attention to her. After all students organized, the researcher began the class said salam and pray by reciting basmallah together. The researcher introduced herself and told the students about her participation. The researcher told the student they will do pre-test in first meeting, the pretest was retell the narrative text given by the researcher. The researcher gave 20 minutes for students to read and understood the text.

In addition, the researcher called the students one by one to retell the narrative text in front of the class. The majority of students were nervous and reserved when they spoke, but the researcher inspired them to become more confident in their abilities. The researcher concentrated on the speaking of the students and assessed the grade using a speaking test rubric that had been created. Pre-testing was completed. Then, the researcher said a salam to end the class.

In the second meeting, the researcher said salam and organized the class. The students greeted and sat quietly. After checked the students list name the researcher gave a material about narrative text. The researcher needed to give treatment to the students to know the progress of each student before they got post-test. The researcher explained the definition, social function, and generic structure of narrative text. In this case the researcher needed to give more exercises to the students to develop their speaking skill. After explained the material, the researcher divided the students into 6 small groups with 6 or 7 members for each group. During the treatment the researcher did different things.

After distributing narrative story to the students. Then, I gave the situation to the students to discuss about the story. I asked the students to retell the story in front of class. The researcher needed to identify the student problem since they retold the story. After knowing the students problem, then the researcher gave them another treatment. In this case he taught the students how to retell the story fluently and accurately by giving them a lot of examples and exercises. He gave the situation to the students to retell the story in groups. Then, he asked the students to identify the problem faced by their friends in retelling the story.

In the third meeting, she started with salam and the students answer. The researcher lead students to reciting basmallah together and checked the students list name. Then, the researcher reminded the students about the material that had been studied previously by giving question to students. After conducting the treatment in second meeting, then the researcher gave post-test to the students. The post-test was re-tell the narrative text given by the researcher. The researcher gave 20 minutes for students to read and understood the text. After 20 minutes, the researcher called the students by list of absent to manage the time. The researcher focused on students speaking skill and take the score based on speaking test rubric that had been prepared.

Table 4.1 Learning Steps

First Meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none"> The teacher conditions the class so that students pay attention to her. The teacher enters the class, says salam and greet use English language to speak English environment can created directly in the first meeting. Teacher introduced herself and told the students about the participation. 	10 minutes
Core Activity	<ul style="list-style-type: none"> The teacher informed the students that they would do a pre-test at the first meeting regarding narrative text. The teacher asks students to retell the narrative text given by teacher. Teacher gave students 20 minutes to read and understand the text. The teacher called students one by one to retell the narrative text in front of the class (doing Pre-test) The teacher gives directions for concluding and reflecting on the material on that day 	70 minutes

Closing	<ul style="list-style-type: none"> The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	10 minutes
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Second meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none"> The teacher conditions the class so that students pay attention to her. The teacher enters the class, says salam and greet use English language to speak English environment can created directly. The teacher announced learning materials which will be studied in that day. 	10 minutes
Core Activity	<ul style="list-style-type: none"> Teacher explains the definition, social function, and generic structure of narrative text. The teachers divided the students into 6 small groups, each group consisting of 6 or 7 people, then provided the narrative text that had been prepared to them. The teacher gives the situation to students to discuss the story. Then, teacher asked students to retell the story in front of the class. Teacher identify students' 	70 minutes

Closing	<p>problems from the time they tell stories in front of the class. Next, the researcher provided another treatment.</p> <ul style="list-style-type: none"> • The teacher taught the students how to retell the story fluently and accurately by providing lots of examples and exercises. • The teacher gives directions for concluding and reflecting on the material on that day. • The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	10 minutes
---------	---	------------

Third Meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none"> • The teacher conditions the class so that students pay attention to her. • The teacher enters the class, says salam and greet use English language to speak English environment can created directly. • The teacher informed the students that they would do a 	10 minutes

Core Activity	<p>post-test in that day.</p> <ul style="list-style-type: none"> • The teacher gave a post-test to students, retelling the narrative text given by the researcher. • The teacher gives students 20 minutes to read and understand the text. Then, The teacher called students one by one to retell the narrative text in front of the class (doing Post-test) • Researchers focused on students' speaking skills and took scores based on the speaking test rubric that had been prepared. • The teacher gives directions for concluding and reflecting on the material on that day • The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	70 minutes
Closing		10 minutes

B. The Result of Test

After conducting the pre-test and post-test, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatment. The first step was counted the mean of pre-test and post-test scores before doing the analysis. The scores can be seen in the following table.

Table 4.2 The Student's Score of TBL Method Pre-test and Post-test

No	Initial name	Pre-test	Post-test	X-Y(D)	D ²
1	AP	60	67	7	49
2	AUY	56	54	2	4
3	AN	59	65	6	36
4	ALM	68	70	2	4
5	CNA	48	55	7	49
6	ECSM	48	54	6	36
7	FIG	60	67	7	49
8	FFR	71	75	4	16
9	LD	76	82	6	36
10	MRA	62	68	6	36
11	MRR	56	64	8	64
12	MGS	76	82	6	36
13	MA	84	80	4	16
14	MFA	54	63	9	81
15	MRM	56	62	6	36
16	MRN	72	85	13	169
17	MRND	64	78	14	196
18	MFA	50	50	0	0
19	NS	64	74	10	100
20	NN	54	55	1	1
21	NK	47	53	6	36
22	NA	69	75	6	36
23	PRI	80	87	7	49
24	RAA	68	73	5	25
25	RMS	58	67	9	81

26	RFB	76	80	4	16
27	RWA	80	88	8	64
28	RFS	74	79	5	25
29	SPB	67	78	11	121
30	SZ	77	80	3	9
31	TRA	49	55	6	36
32	THMP	55	63	8	64
33	VKY	65	69	4	16
34	ZIK	66	72	6	36
35	ZA	70	75	5	25
36	INA	52	67	15	225
36		2291	2511	232	1878

1. Pre-test and Post-test

After the calculation of students pre-test score, then researcher continued to analyze the pre-test and post-test score of the students. Based on pre-test and post-test, to determine the mean score, the formula was:

$$\bar{X} = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

F_i = Frequency

X_i = Middle Score of Interval Class

$F_i X_i$ = The Amount of The Multiplication between Frequency and Middle

Table 4.2 The mean score of pre-test and post-test

Paired Sample Statistics

	Pre Test Score	Post Test Score
Mean	63.64	69.75
N	36	36

(Source : IBM Corp Dirilis 2023. IBM SPSS Statistics untuk Windows, Versi 28.0. Armonk, NY: IBM Corp).

The result of the result test above showed that the students score increased from the pre-test to the post-test. The mean of pre-test was 63.64 (**64 taken**) while the mean of post-test was 69.75.

C. Examining Hypothesis

The purpose is to calculate and look at the difference between two pre-test and post-test means. The t-valuable table will then be examined with the results of the t-test value calculation. “t” test (to) it’s used to determine the significant examining of the student score (Sudjana, 2008). A significant difference between the results of the pre-test and post-test is shown if the t-test is higher than the table of 5% of alpha level. Alternative hypothesis (Ha) and null hypothesis (Ho) is determined as in the following:

Ha : assumes that there is a significant different between pre-test and post-test

Ho : assumes that there is no significant different between pre-test and post-test

- b. Finding the difference score, standard deviation of two variables, X and Y by using the following formula

$$SD = \sqrt{\frac{\sum D^2}{N}} - \sqrt{\left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{1878}{36}} - \sqrt{\left(\frac{232}{36}\right)^2}$$

$$SD = \sqrt{52,1 - (6,4)^2}$$

$$SD = \sqrt{52,1 - 40,96}$$

$$SD = \sqrt{11,14}$$

$$SD = 3.33$$

- c. Finding the mean of difference (MD) by using following formula :

$$MD = \frac{\sum D}{N}$$

$$MD = \frac{232}{36}$$

$$MD = 6.4$$

- d. Calculating the Standards Error of the mean difference (SEMD) between two variable X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{3.33}{\sqrt{35}}$$

$$SEM_D = \frac{3.33}{5,91}$$

$$SEM_D = 0,56$$

e. Calculating to score by using the following formula:

$$t_o = \frac{MD}{SEMD}$$

$$t_o = \frac{6,4}{0,56}$$

$$t_o = 11,42$$

f. Determining t-table in significant level 5% with df :

$$DF = N-1$$

$$DF = 36-1$$

$$DF = 35$$

g. Determining to through t table

The hypothesis of this research uses T table at significant level $\alpha = (5\%)$. According to T table list, the value of distribution table at 35 as degree of freedom is 2.7. However, in this research $T_{test} > T_{table}$ ($11.42 > 2.7$). Additionally, based on the previously mentioned standards, it was determined that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was approved because T test was higher than T-table.

As a result, the mean values of the pre-test and Post-test scores may be said to have significantly varied. At the end, it was possible to draw the conclusion that the Task based learning method in speaking class had an impact on students' scores, as shown by the T-test results.

D. Discussion

The aim of this research is to find out whether the use of Task-based learning improves students' speaking skills. This research uses experimental methods to collect data. The research question of this study was “does Task based learning improve the students’ English speaking ability?”. The researcher gave some treatment to the experimental class through Task based learning method in teaching speaking.

The analysis of Pre-test and Post-test score showed the increased of students speaking ability before and after applied TBL method. Based on the data from student’s pre-test and post-test score, it was showed that Task based learning method improved students speaking ability. This finding is related to previous research by Diamanto (2010), the student’s vocabulary in speaking involves acceptable pronunciation, grammar, and appropriate word choice were developed significantly by using Task based learning. I also in line with other previous study by Thomas (2000), Task Based Learning is a learning model that provide an opportunity for students to active participate in making Task within the group or individual work to improve English language skill, especially in speaking skills (ability to speak).

The mean pre-test of this research was 63.64 while the mean of post-test was 69.75. This data showed that the mean of post-test score was greater than the pre-test score. The calculating of T test also showed that there was a significant improvement of students speaking score. It was proved by the result of hypothesis testing; $t_{\text{test}} > t_{\text{table}}$ which $11.42 > 2.7$. It means the result of this research was higher than t-table that caused the H_0 was refused and H_a was accepted.

Based on the results of the student's pre- and post-test scores, the use of the Task based learning method considerably increased the student's capacity to speak. Task-based learning can be motivating, empowering, and challenging for language learners. It typically increases students' autonomy, confidence, and self-motivation while also enhancing their language proficiency, content learning, and cognitive abilities (Fried-Booth, 2002; Simpson, 2011).

Iqbal (2013) discovered that employing this strategy in several areas of language learning resulted in the students being highly motivated and delighted to study the language. Students' speaking skills could be improved by increasing their desire, interest, and confidence in learning English. The conclusion that the intervention was improved in enhancing students' speaking abilities. The student's pre-test and post-test results showed it to be true. They presented the information in front of the class with confidence and were really engaged. Almost all of the pupils are actively participating in the learning process by presenting their speaking. Therefore, it shows that Task based learning method was improved students speaking ability class VIII in second grade students of SMAN 1 Banda Aceh in the academic year 2022/2023.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusions and the recommendations of this study. The conclusions are drawn based on the data of the research findings on the previous chapter. Meanwhile, the recommendations are written to improve the feature research of this field.

A. Conclusion

Based on the findings, the conclusion is that the students' competence in speaking improves to a greater extent through applying Task Based Learning. The mean score of students in Experimental class in the pre-test is 63.64 while the mean of post-test is 69.75. According to T table list, the value of distribution table at 35 as degree of freedom is 2.7. However, in this research $T_{test} > T_{table}$ ($11.42 > 2.7$). The mean of difference (MD) = 6,4. The Standards Error of the mean difference (SEMD) = 3,33. The t-test is 11.42 compared to the t-table with 2.7 with degree of freedom (df) = 35. Since the score of t-test is larger than the score of t-table, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Therefore, in teaching speaking, the Task based learning method was improved. It can help students to improve their speaking. Thus, Task based

learning method gives a lot of good effects on students speaking ability, it shows they improved in several aspects of speaking performance; such as pronunciation, grammar, vocabulary. Students' score in the pretest in Experimental class is much lower than in the posttest.

B. Suggestions

In relation to the conclusion above, the researcher proposes the following offers:

1. A sufficient amount of daily speaking opportunities should be provided for students, such as when they need to use the restroom, answer the phone, etc.
2. The subject matter given in class needs to be relevant to the people in the class. It will make it easier for them to comprehend the subject.
3. We must teach the Teach students without using force so that people would be more relaxed while studying and the transfer of knowledge will happen more quickly.
4. The researcher would like to advise the readers and other researchers that this study can be used further reference to the next research with the different sample and occasion in light of the previous explanation.

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APPENDIX A

APPOINTMENT OF SUPERVISOR



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557821, Email : uin@ar-raniry.ac.id

Nomor : B-3113/Un.08/FTK.1/TL.00/02/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Aceh Wilayah Banda Aceh dan Aceh Besar
2. Kepala SMAN 1 Banda Aceh.

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RISNA MUTIARA / 170203221**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Blang Oi Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Improving Students' Speaking Skill Trough Project Based Learning (PBL)***.

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 Februari 2023

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,




A R - R A N I R Y

Berlaku sampai : 13 Maret
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX B

RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN KEGURUAN* TO CONDUCT THE RESEARCH


SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 7084/UIN/06/PTK/KP.07.06/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UIN/06/PTL/00/570/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Mengingat

1. bahwa untuk kelancaran kegiatan skripsi dan nilai mahasiswa mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka diperlukan para pembimbing kembali dan mengempukatkan keputusan Dekan Nomor: B-14080/UIN/06/PTK/KP.07.06/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh;
2. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang layak dan kompeten untuk diangkat sebagai pembimbing skripsi.

Mengingat

1. Undang-Undang Nomor 20 tahun 2003 Tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2015, tentang Pendidikan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Kependidikan RI Nomor 83, Nomor: 190/PN/05/2017, tentang Tata Cara Pendidikan dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 482 Tahun 2005, tentang Penyelenggaraan Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Departemen RI;
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2018, tentang Rencana UIN Ar-Raniry Banda Aceh;
9. Keputusan Ratusan UIN Ar-Raniry Nomor 02 tahun 2016, tentang Penyelenggaraan Wewenang kepada Dekan dan Direktur Penguasaan di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2018, tentang Sistem Rincin Koneksi Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Keputusan Komunitas Keagamaan (PKK) Republik Indonesia Nomor: 72/PMK/02/2020, tentang Perbaikan dan Perbaikan Menteri Kependidikan RI Nomor 78/PMK/02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Mengingat

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Oktober 2021

MEMUTUSKAN

Menerima Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-14080/UIN/06/PTK/KP.07.06/2022 tanggal 11 Oktober 2022

KEDUA

Menerima Saudara:

1. Prof. Dr. T. Zulfikar, M.Pd. sebagai Pembimbing Pertama

2. Dr. Muhammad Nur, M. Hum sebagai Pembimbing Kedua

KETIGA

Untuk melanjutkan Skripsi:

Nama: Riana Mutiara

NIM: 270203221

Program Studi: Pendidikan Bahasa Inggris

Judul Skripsi: Empowering Students' Speaking Skill Through Project Based Learning

KETUUA

Pembimbing dan Supervisor pembimbing pertama dan kedua tersebut dalam keputusan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.02/025/2023 tanggal 17 November 2023.

KESIMPATAN

Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila sewaktu akan ditulis dan diperbaiki kembali sebagaimana mestinya apabila terdapat hal yang bertentangan dengan keputusan dalam keputusan ini.

Ditetapkan di: Banda Aceh

pada tanggal: 16 Juni 2023

Dekan



جامعة الرانيري

AR - RANIRY

Terselenggara

1. Dekan UIN Ar-Raniry Banda Aceh
2. Ketua Prodi PTD UIN Ar-Raniry Banda Aceh
3. Pembimbing yang bertanggung jawab akan skripsi akan ditandatangani
4. Mahasiswa yang bersangkutan
5. Akademi

APPENDIX C
RESEARCH INSTRUMENT

PRE-TEST

The Proud Lion

One day, a rat walked past a lion sleeping in deep forest. just then, lion woke up and saw the rat. He caught it with his paw. “

What a tasty meal!” he said.

“Mr. Lion, King of the Forest,” cried the rat,” please have a pity on me. I’m too small to good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “how can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had failed into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. And said “please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

The rat said ”yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you.”

Please , Retell the story “ The Proud Lion” above .

POST-TEST

The Ant and the Grasshopper

Once upon a time, in a sunny field, there lived an ant and a grasshopper. The ant worked hard every day, gathering food for the winter. The grasshopper, on the other hand, spent his days singing and dancing, enjoying the sunshine. One day, the grasshopper realized that winter was coming and he had nothing to eat. He went to the ant's house and asked for some food, but the ant refused, reminding him of all the times he had wasted his summer. The grasshopper regretted his foolishness and learned the importance of hard work and planning for the future.

As the winter went on, the ant stayed warm and well-fed, while the grasshopper shivered in the cold and starved. Finally, the grasshopper couldn't take it anymore and went back to the ant, begging for help. This time, the ant took pity on him and shared some of his food. The grasshopper apologized for his laziness and promised to work hard in the future.

From that day on, the grasshopper became a diligent worker, just like the ant. He understood that there was a time for work and a time for play, and he had to balance them both. He also realized that he could rely on his friends in times of need, but he couldn't always expect them to bail him out of his own mistakes. The ant and the grasshopper became good friends and worked together to prepare for the next winter.

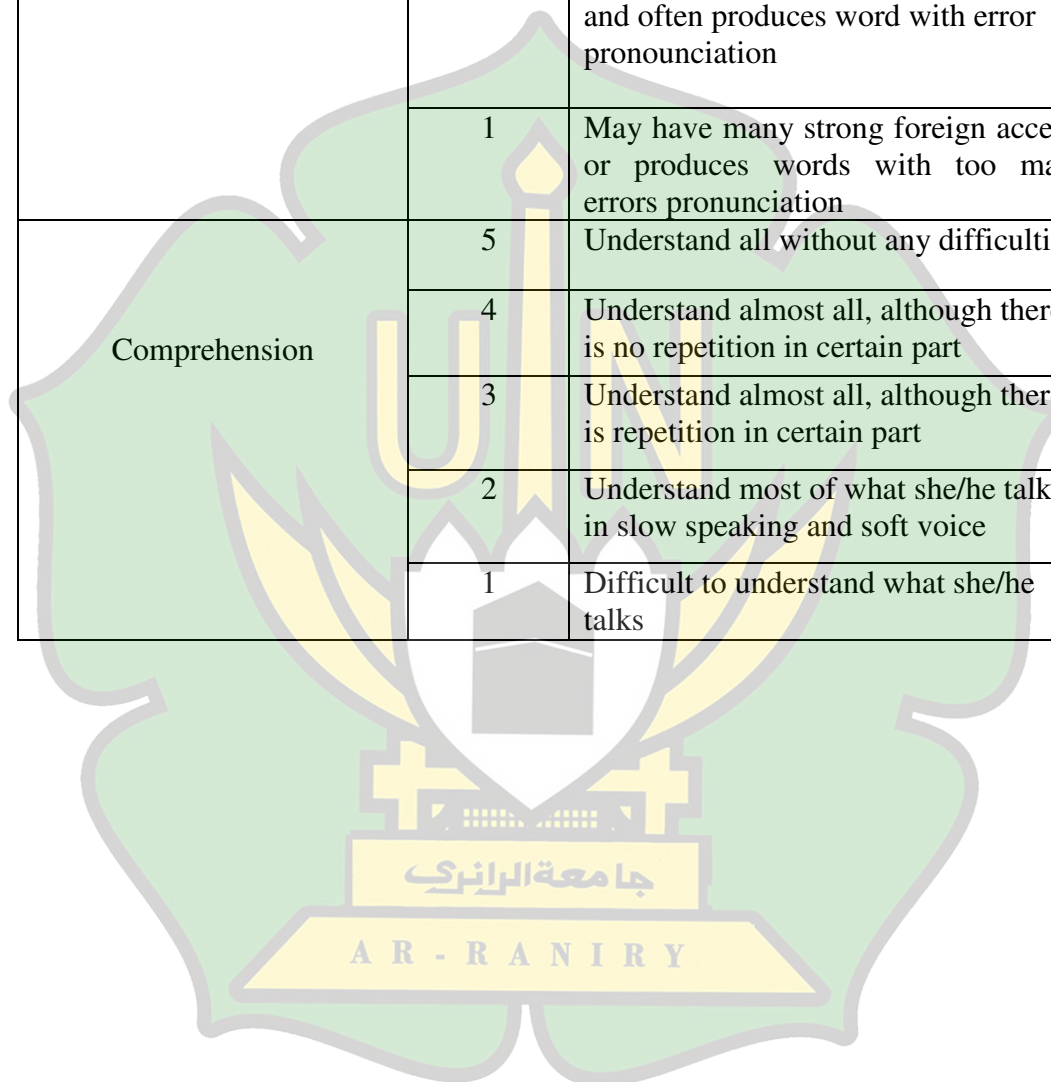
Please Retell the story “ The Proud Lion” with your own word !

APPENDIX D

SCORING RUBRIC FOR SPEAKING

ASPECT	SCORE	DESCRIPTION
GRAMMAR	5	There is no or little mistake in grammar
	4	Sometimes makes mistake in grammar, but it does not influence the meaning
	3	Often makes mistake in grammar and it influence the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re-arrange sentence
	1	The grammar mistake is so bad so it is difficult to understand.
VOCABULARY	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate, conversation becomes limited because of the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand.
	1	Vocabulary is so limited so conversation impossible to occur
FLUENCY	5	Speech is smooth as a native speaker's
	4	The fluency is disturbed by language problem
	3	The fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	Speech is helting and fragmentary that conversation is virtually impossible.
	5	Virtually no pronounce mistakes

PRONOUNCIATION	4	Produce word with mostly correct pronunciation but sometimes there is any error
	3	Produces words with some pronunciation
	2	May have many strong foreign accents and often produces word with error pronunciation
	1	May have many strong foreign accents or produces words with too many errors pronunciation
Comprehension	5	Understand all without any difficulties
	4	Understand almost all, although there is no repetition in certain part
	3	Understand almost all, although there is repetition in certain part
	2	Understand most of what she/he talks in slow speaking and soft voice
	1	Difficult to understand what she/he talks



APPENDIX E

RENCANA PROSES PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 1 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Kelas : X
Materi pokok : Narrative Text
Alokasi Waktu : 2 x 45 Menit

A. Tujuan Pembelajaran

Adapun tujuan dari kegiatan pembelajaran ini adalah:

- a. Melalui pembelajaran PBL, peserta didik mampu menganalisis struktur teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya
- b. Melalui pembelajaran PBL, peserta didik mampu menganalisis unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya
- c. Melalui pembelajaran PBL, peserta didik mampu menganalisis informasi rinci teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait *legend*, pendek dan sederhana, sesuai dengan konteks penggunaannya
- d. Melalui pembelajaran PBL, peserta didik mampu membuat teks narrative terkait *legend* pendek dan sederhana dengan memperhatikan struktur teks secara benar dan sesuai konteks
- e. Melalui pembelajaran PBL, peserta didik mampu menyusun kembali struktur teks narrative *legend* pendek secara benar dan sesuai konteks berdasarkan beberapa gambar berseri yang tidak beraturan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	3.8.1 Menganalisis fungsi sosial teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>legend</i> pendek dan sederhana, sesuai dengan konteks penggunaannya
	3.8.2 Menganalisis struktur teks teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>legend</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya
	3.8.3 Menganalisis unsur kebahasaan teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>legend</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya.

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4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Menyusun kembali struktur teks naratif pendek dan sederhana secara benar dan sesuai konteks berdasarkan beberapa gambar berseri yang tidak beraturan 4.8.2 Menceritakan kembali teks narrative yang telah dipahami di depan kelas.
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Penguatan Pendidikan Karakter (PPK)

1. Religius
2. Nasionalisme
3. Jujur
4. Bertanggung jawab
5. Mandiri

Materi Pembelajaran

Narative Teks

a. Materi Pembelajaran

The Proud Lion

One day, a rat walked past a lion sleeping in deep forest. just then, lion woke up and saw the rat. He caught it with his paw. “

What a tasty meal!” he said.

“Mr. Lion, King of the Forest,” cried the rat,” please have a pity on me. I’m too small to good meal for you. If you let me go, I’ll always be grateful to you. Perhaps one day I shall be able to repay you for your kindness.”

The lion laughed, “how can you ever repay me?”

But since he was not feeling very hungry, he let the rat go.

The next day, the rat heard a loud noise in the forest. He ran to see what it was. It was the lion. He had failed into a hole in the ground and was caught in a rope net.

The lion looked up and saw the rat. And said “please jump down and help me.”

The rat jumped down into the hole and started to bite through the net. The lion was soon able to climb out of the hole.

The rat said "yesterday you were very proud. You thought I was small and helpless. Today, I was able to save your life. I hope you will never forget that, although you are big and strong, even someone as small as I can help you."

The Ant and the Grasshopper

Once upon a time, in a sunny field, there lived an ant and a grasshopper. The ant worked hard every day, gathering food for the winter. The grasshopper, on the other hand, spent his days singing and dancing, enjoying the sunshine. One day, the grasshopper realized that winter was coming and he had nothing to eat. He went to the ant's house and asked for some food, but the ant refused, reminding him of all the times he had wasted his summer. The grasshopper regretted his foolishness and learned the importance of hard work and planning for the future.

As the winter went on, the ant stayed warm and well-fed, while the grasshopper shivered in the cold and starved. Finally, the grasshopper couldn't take it anymore and went back to the ant, begging for help. This time, the ant took pity on him and shared some of his food. The grasshopper apologized for his laziness and promised to work hard in the future.

From that day on, the grasshopper became a diligent worker, just like the ant. He understood that there was a time for work and a time for play, and he had to balance them both. He also realized that he could rely on his friends in times of need, but he couldn't always expect them to bail him out of his own mistakes. The ant and the grasshopper became good friends and worked together to prepare for the next winter.

b. Konseptual

- Definisi

Teks narrative adalah salah satu jenis teks yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung. *Narrative text* umumnya bersifat imajinatif, alias tidak nyata atau berupa hasil imajinasi dari penulisnya.

- Fungsi sosial

Mendapatkan/memberikan hiburan, mengambil teladan nilai-nilai luhur

The Generic Structure of Narrative Text :

1. Orientation

Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants. In *complication* contains of :

3. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

4. Re-orientation

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

- **The Language Features**

- a. Past tense (killed, drunk, etc)
- b. Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- c. Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- d. Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

- **Detail Information**

- a. Character
- b. Moral Value

PENDEKATAN/ MODEL/ METODE PEMBELAJARAN

- Pendekatan : Scientific Approach
- Metode Pembelajaran : Tanya Jawab, diskusi, retell story, penugasan
- Model : Problem Based Learning (PBL)
 1. Mengorientasikan peserta didik pada Masalah
 2. Mengorganisasikan kegiatan pembelajaran
 3. Membimbing penyelidikan mandiri dan kelompok
 4. Mengembangkan dan menyajikan hasil karya
 5. Menganalisis dan evaluasi proses pemecahan masalah

C. MEDIA , ALAT DAN BAHAN

Media	Slide ppt narative text
Alat	HP, Internet, LCD, Proyektor, Papan tulis, Spidol
Bahan	Picture, Students' worksheet
Sumber Belajar	<ul style="list-style-type: none">• Slide ppt materi narative text• Buku Paket Bahasa Inggris kelas X Kurikulum2013• Kamus Bahasa Inggris• https://www.youtube.com

D. LANGKAH-LANGKAH PEMBELAJARAN

First Meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none">• The teacher conditions the class so that students pay attention to her.• The teacher enters the class, says salam and greet use English language to speak English environment can created directly in The first meeting.	10 minutes
Core Activity	<ul style="list-style-type: none">• Teacher introduced herself and told the students about the participation.• The teacher informed the students that they would do a pre-test at the first meeting regarding narrative text.• The teacher asks students to retell the narrative text given by teacher.• Teacher gave students 20 minutes to read and understand the text.• The teacher called students one by one to retell the narrative text	70 minutes

Closing	<p>in front of the class (doing Pre-test)</p> <ul style="list-style-type: none"> The teacher gives directions for concluding and reflecting on the material on that day The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	10 minutes
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Second meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none"> The teacher conditions the class so that students pay attention to her. The teacher enters the class, says salam and greet use English language to speak English environment can created directly. 	10 minutes
Core Activity	<ul style="list-style-type: none"> The teacher announced learning materials which will be studied in that day. Teacher explains the definition, social function, and generic structure of narrative text. The teachers divided the students into 6 small groups, each group consisting of 6 or 7 people, then provided the narrative text that had been prepared to them. 	70 minutes

Closing	<ul style="list-style-type: none"> • The teacher gives the situation to students to discuss the story. Then, teacher asked students to retell the story in front of the class. • Teacher identify students' problems from the time they tell stories in front of the class. Next, the researcher provided another treatment. • The teacher taught the students how to retell the story fluently and accurately by providing lots of examples and exercises. • The teacher gives directions for concluding and reflecting on the material on that day. • The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	10 minutes
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Third Meeting

Activity	Teacher Activity	Time
Introduction	<ul style="list-style-type: none"> • The teacher conditions the class so that students pay attention to her. • The teacher enters the class, says salam and greet use English language to speak English environment can created directly. • The teacher informed the students that they would do a post-test in that day. 	10 minutes

Core Activity	<ul style="list-style-type: none"> The teacher gave a post-test to students, retelling the narrative text given by the researcher. The teacher gives students 20 minutes to read and understand the text. Then, The teacher called students one by one to retell the narrative text in front of the class (doing Post-test) Researchers focused on students' speaking skills and took scores based on the speaking test rubric that had been prepared. 	70 minutes
Closing	<ul style="list-style-type: none"> The teacher gives directions for concluding and reflecting on the material on that day The teacher tells material to be studied on next meeting, the teacher asks the participants learn to lead prayer to close the activity 	10 minutes

I. PENILAIAN HASIL BELAJAR

1. Penilaian Pengetahuan : Tes tertulis (uraian singkat)
2. Penilaian Keterampilan : Retell story
3. Penilaian : Rubrik penilaian speaking

Mengetahui Kepala Sekolah

Banda Aceh, 07 Mei 2024

Guru Mata Pelajaran

NILAWATI,S.Pd., M.Pd

RISNA MUTIARA LUBIS

NIP. 197012172006042005

NIM. 170203221

APPENDIX D

DOCUMENTATION





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APPENDIX E
AUTOBIOGRAPHY

Name : Risna Mutiara

Student Number : 170203221

Place/Date of Birth : Beureunuen, 29 Juli 1999

Gender : Female

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesia

Address : Gampong Mee Teungoh, Kec. Mutiara, Kab. Pidie.

Email : risnamutiaralubis07@gmail.com

Phone Number : 082237599061

Education

Elementary : SDN 3 Beureunuen (2005-2011)

Junior High School : MTsN Sigli (2011-2014)

Senior High School : SMAN 1 Sigli (2014-2017)

University : UIN Ar-Raniry Banda Aceh (2017-2024)