

**EXPLORING TASK-BASED LEARNING IN IMPROVING
STUDENTS' MOTIVATION**

THESIS

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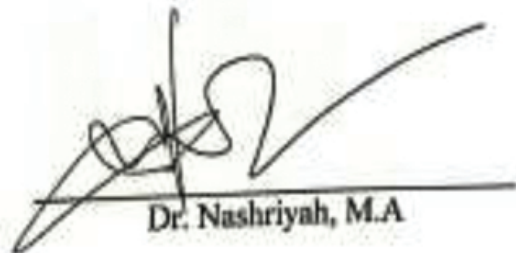
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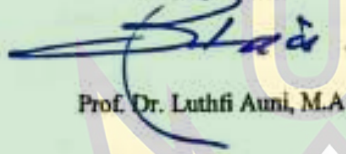
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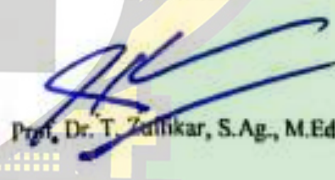
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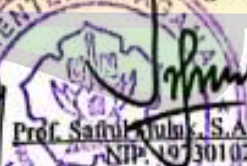

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Exploring Task-Based Learning in Improving Students' Motivation

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

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Irhamni Malika

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The writer realizes that this thesis is far from flawless, there are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Banda Aceh, November 10th 2023

AR - RANIRI The Writer,

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ABSTRACT

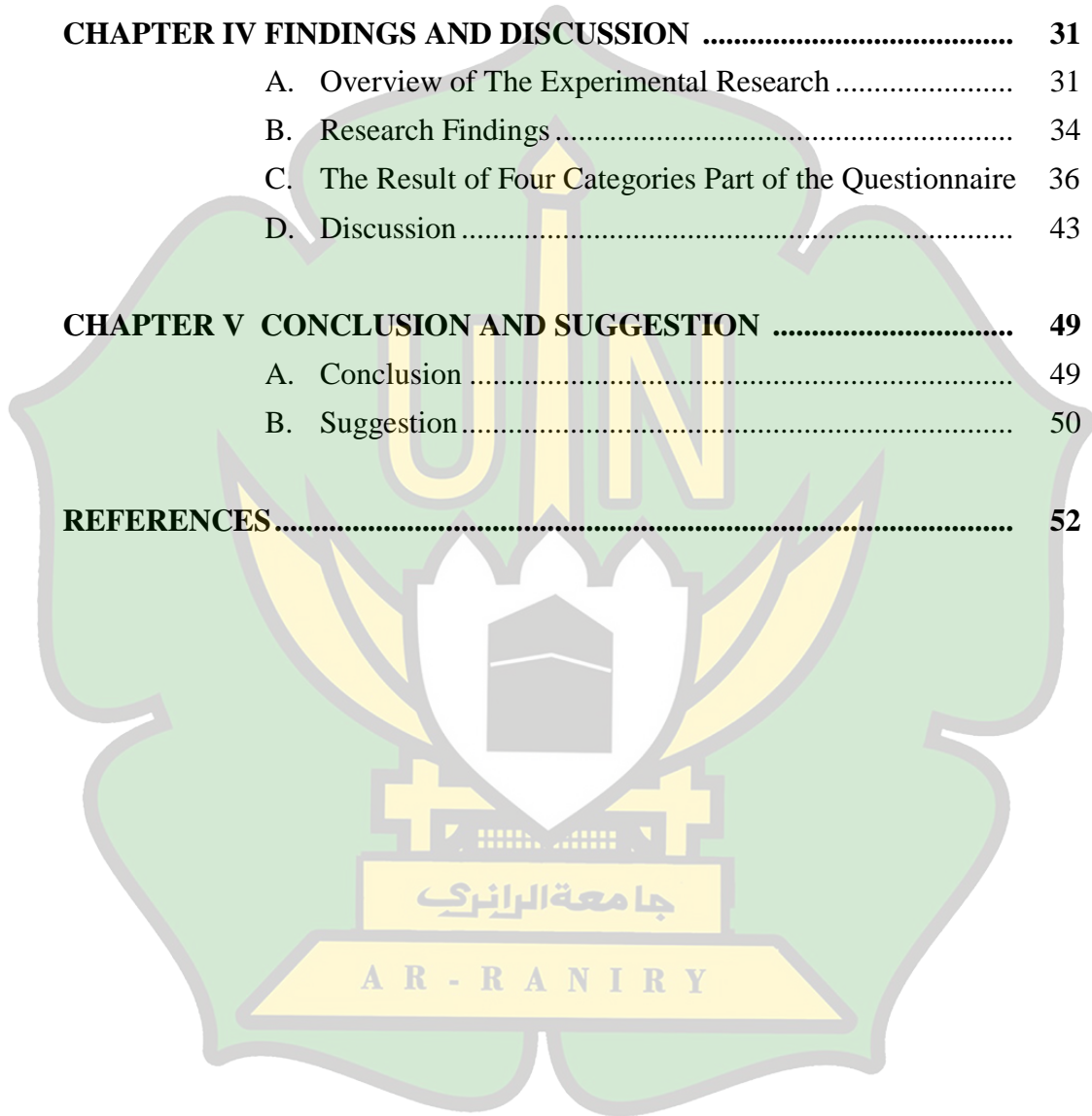
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This study aimed to investigate to what extent the Task-Based Learning method affect students' motivation of IX-I class in MTsN 4 Banda Aceh towards English learning. There were 32 students who participated as respondents in this research. The instrument of this research was a questionnaire of AMTB (Attitude and Motivation Test Battery) adapted from Ming, Ling, and Jaafar (2011). The researcher used a quantitative research in a form of Pre-Experimental research design to collect and analyze data. The Students were taught using TBL method and they were given the pre-test and post-test questionnaire in order to find out whether TBL affected their motivation in learning English. The questionnaire contained 40 items, which are divided into four categories: positive attitudes, negative attitudes, intrinsic motivation, and extrinsic motivation. These data were analyzed using descriptive quantitative technique. The results of this research found out that there was a slight enhancement of students intrinsic and extrinsic motivation before the treatment which only [Intrinsic motivation : (M = 4,62, SD = 0,564), Extrinsic motivation (M = 4,56, SD = 0,564) and after the TBL was applied to their learning process [Intrinsic motivation : (M = 4,68, SD = 0,47), Extrinsic Motivation : (M = 4,59, SD = 0,712)]. It indicated that Task-Based Learning method did effective in increasing students' motivation, as long as the period on implementing this method is adequate for the students to adapt with it. Thus , it is important for teacher to be more creative in designing lesson materials and tasks for the students in order to maintain their motivation towards English.

TABLE OF CONTENTS

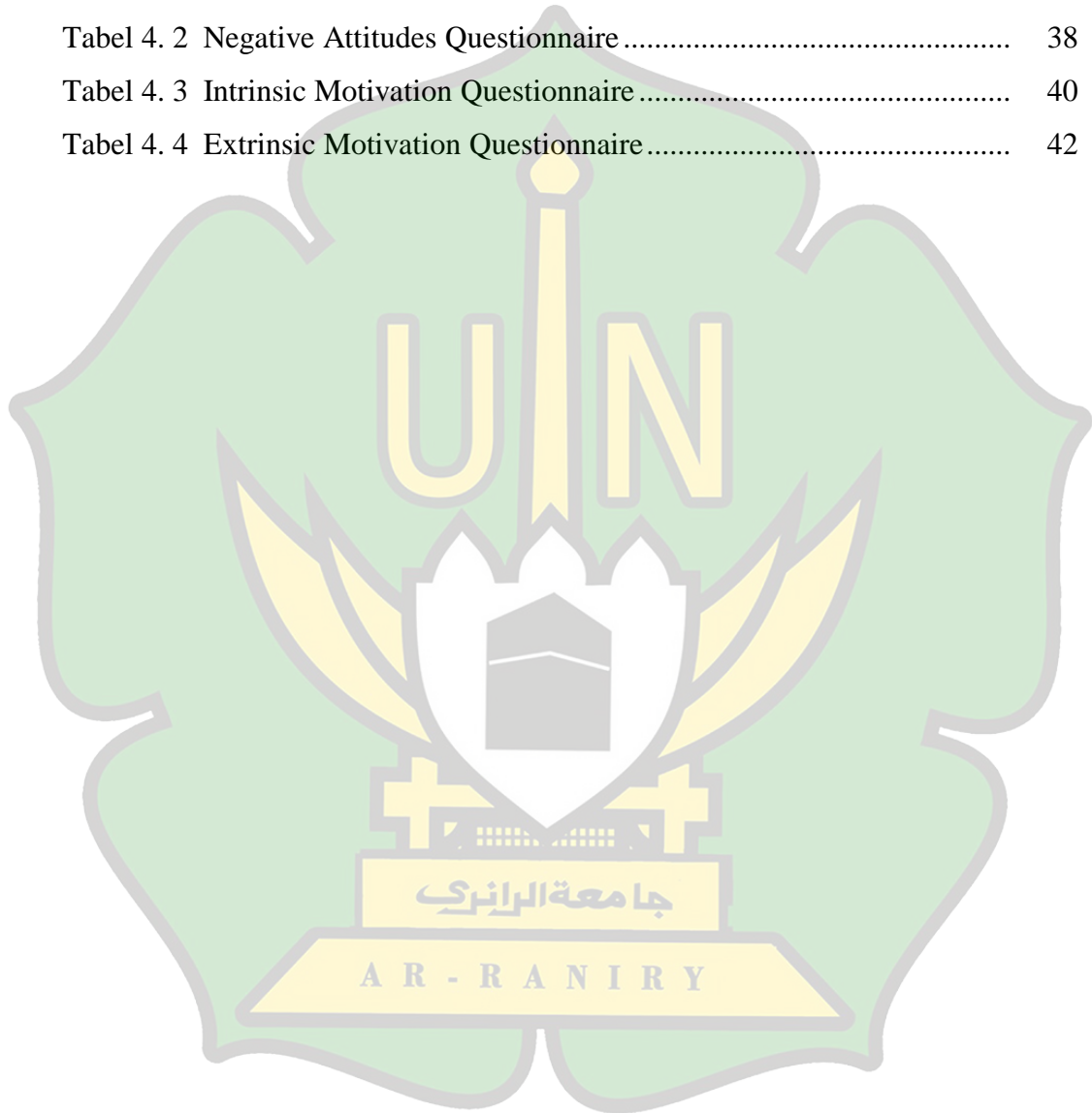
SUPERVISOR APPROVAL LETTER	
BOARD OF EXAMINER APPROVAL LETTER	
DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER 1 INTRODUCTION	1
A. Background of Research	1
B. Research Questions	6
C. Aim of the Study	6
D. Significance of Study	6
E. Research Hypothesis	7
F. Terminology.....	7
CHAPTER II LITERATURE REVIEW	10
A. The Definition of Motivation.....	10
B. Type of Motivation	12
C. The Importance of Motivation in Language Learning....	14
D. Task-Based Learning and The Use of TBL to Increase Students' Motivation.....	16
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. Variables and Indicators.....	24
C. Research Location.....	24
D. Population and Sample.....	25
E. Research Instruments	26

F. Data collection	28
G. Validity.....	29
H. Reliability.....	29
I. Data Analysis Technique	30
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Overview of The Experimental Research	31
B. Research Findings	34
C. The Result of Four Categories Part of the Questionnaire	36
D. Discussion	43
CHAPTER V CONCLUSION AND SUGGESTION	49
A. Conclusion	49
B. Suggestion.....	50
REFERENCES	52



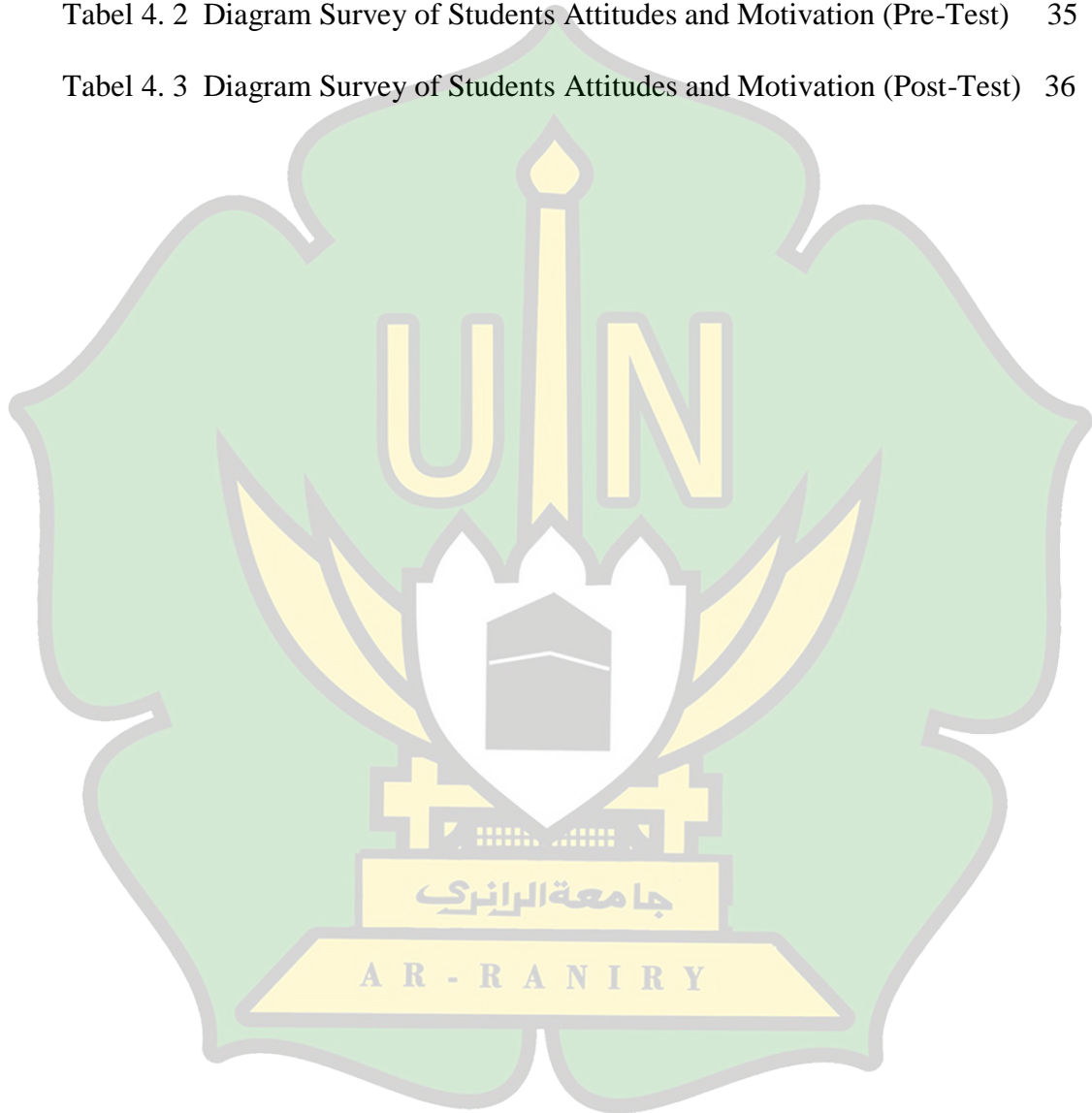
LIST OF TABLES

Tabel 3. 1 Pre-Experimental (One Group Pre-Test Post-Test).....	24
Tabel 3. 2 Questionnaire	27
Tabel 4. 1 Positive Attitudes Questionnaire.....	36
Tabel 4. 2 Negative Attitudes Questionnaire	38
Tabel 4. 3 Intrinsic Motivation Questionnaire.....	40
Tabel 4. 4 Extrinsic Motivation Questionnaire.....	42



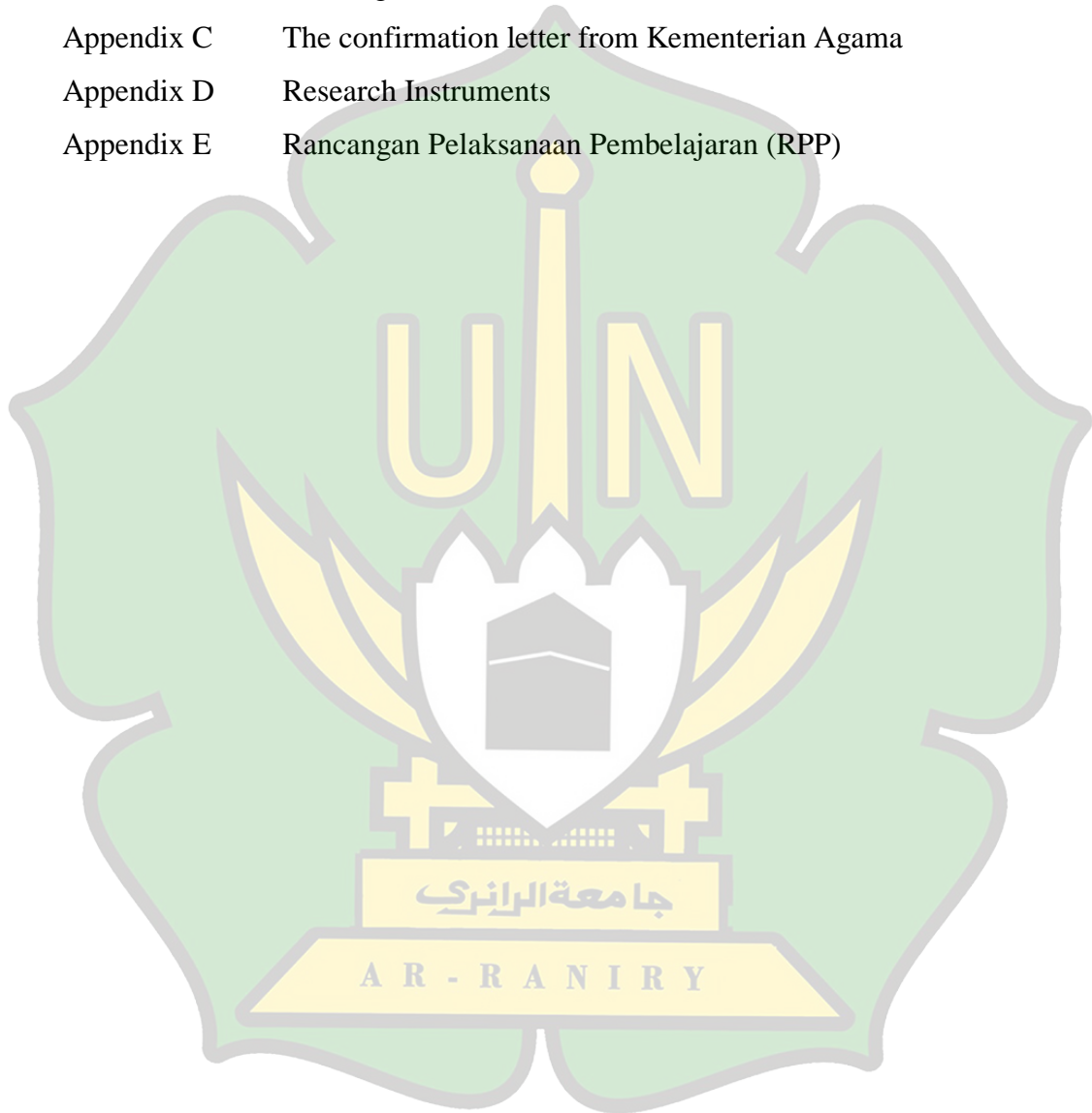
LIST OF FIGURES

Tabel 4. 1	Descriptive Statistics of Participants' Demographic Variable.....	32
Tabel 4. 2	Diagram Survey of Students Attitudes and Motivation (Pre-Test)	35
Tabel 4. 3	Diagram Survey of Students Attitudes and Motivation (Post-Test)	36



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from Tarbiyah Faculty and Teacher
Training to conduct field research
- Appendix C The confirmation letter from Kementerian Agama
- Appendix D Research Instruments
- Appendix E Rancangan Pelaksanaan Pembelajaran (RPP)



CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on background of research, formulation of research problem, research objective, significance of research, scope and limitation of research, definition of key terms, and organization of research.

A. Background of Research

As an internationally recognized language, English becomes a necessary skill to be mastered by almost everyone in all over the world. It is also the language of internet and modernity, so that many educational institutions make English as one of the compulsory subject as many scholarships, exchange programs, jobs opportunities, and travel requirements are all dominated by English language.

(Lie & Yunus, 2018) mentioned that English is widely recognized as the international language for communication, and it should be prioritized in order to encourage individual growth competencies in English, so that our students are ready to succeed on the Fifth Industrial Revolution. Therefore, based on RUU Sisdiknas on August 2022, English in Indonesia curriculum is arranged as local content subject that should be learned and acquired by the learners from elementary level up to tertiary studies.

According to the 2021 data by EF English Proficiency Index, Indonesia is now currently at the 80th position out of 112 countries being analyzed. It means, Indonesia still has low proficiency level of English. Even though English has been

introduced since Elementary level for school that include English as one of the school subject, the English proficiency level of the students is still low as English is just our learners' second language. This might happen due to some factors, one of it is because students only used English language in the classroom but not outside the classroom (Darmi and Albion, 2013).

Students also do not really exposed to English language in the classroom since many teachers frequently use the native language more, as how is in the vocabulary or grammar-translation method works (Benati, 2018). Moreover, Martinez (2018) also mentioned that the same materials in the textbooks repeat every year, just adding some new verbal tenses as the levels increase, however keeping the subject unchanged and not really giving the needs of students adequate consideration in order to master the language better. The current literature has examined the usefulness of English textbooks and found that, for the most part, the contents are worthless and do not improve communicative or realistic skills (Riasati & Zare, 2010).

Considering the conditions provided, demotivated students who take English only because it's a required subject were commonly found. Since teacher do not provide some important stimulation and most students become unmotivated in learning English, students may have a negative attitude toward the subject in their academic life. And this is a serious prediction given that the official age to begin studying EFL at school is decreasing globally (Falout, Elwood & Hood, 2009). Various authors such as Meshkat & Hassani (2012) and more have observed a growth in the number of demotivated students during the previous decades.

It is generally known that motivation is essential in the learning process and has been a topic of study in most research of education since academic motivation is strongly associated to improve academic performance and better results (Fortier, Vallerand, & Guay, 1995; Sureda, 2015).

In order to tackle the demotivated students issue, it is crucial for teacher to consider the needs and interests of learners. If the teaching methods commonly used by teachers have not shown satisfactory results, then it is important to try new methods such as Task-based Learning to increase students participation in learning English. Moreover, maintaining suitable levels of motivation supports the process of language learning and makes it much more productive (NamazianDost, Bohloulzadeh, and Pazhakh, 2017).

In short, teachers should use a variety of strategies to make foreign language learning become successful. The task-based language learning technique, for example, encourages students to accomplish meaningful tasks in the target language (typically in small groups).

Nowadays, teacher must provide students to improve their critical thinking skills so that they could express their own thoughts about the society they live in, and it is something that students focus on while using the Task-based Learning technique (Costa, 2016). Furthermore, Willis (1996) in her book "A Framework for Task-Based Learning", explained the main advantages of TBL are that language is used for a genuine purpose, which means that real communication should actually occur, and that is the phase where learners are preparing their report for the whole class, they are required to consider form of language in broad

sense rather than focusing on a single form. By implementing Task-Based Learning, students will have an interesting class with different activities which can increase their motivation in learning English.

According to Frost (2004), the following are the benefits of applying a task-based learning approach:

- a. The learners are not subject to language regulation. Rather than only rehearsing one pre-selected thing, they must use all of their language resources.
- b. A natural context that is personalized and relevant to the students' experiences with the language is constructed.
- c. The students will have an even more diversified exposure to language. They will be exposed to a wide variety of patterns, collocations, lexical phrases, and language forms.
- d. The language explored is a result of the needs of the learners. This need, rather than a decision made by the teacher or the course book, determines what will be addressed in the lesson.
- e. It is a communicative technique in which students spend a significant amount of time communicating.
- f. It is entertaining and motivating.

Task-based learning benefits students since it is more student-centered, allows for more meaningful communication, and frequently enables for the development of practical extra-linguistic skills.

There are already many studies and resources that investigate the use of Task-Based Learning on students' motivation and achievements in learning English. One of these studies has been conducted by Martinez (2018) to know how effective is the Task-based Learning activities in promoting cooperative learning and increase students' motivation in learning English. She took the research in the second cycle of obligatory secondary education. Martinez then found that the types of tasks they did in the class give them the positive results as a way to increase their motivation and participation while learning.

NamazianDost, Bohloulzadeh, and Pazhakh (2017) also did a research to find out the effect of Task-Based Language Teaching on motivation and grammatical achievement of EFL junior high school students. Based on the study conducted, they came with the results that there was a significant difference between the experimental and control groups' motivation in the post-test of questionnaire which implies that the experimental group's motivation increased significantly. The present study intends to fill the gap based on regional difference with the previous researchs by discover the effectiveness of using Task-based learning to improve students' motivation in Indonesia, with non-specific skills or materials set in the data collection. So that future research can elaborate the use of Task-Based Learning in another aspects and different area.

At MTsN 4 Banda Aceh, during teaching practice, researcher found a unique learning phenomenon. Where students of one class were considered to be naughty and demotivated during every subjects, especially English class. They did not want to sit properly and listen to the materials explained by the teacher.

However, when they are given any tasks from their teachers, immediately the students of this class became about their English subject and tried to complete their assignments.

As the consideration of the decreasing number of Indonesia's proficiency level of English and the quality of the learning process alongside the interesting phenomenon that happened at one class of MTsN 4 Banda Aceh, researcher intends to explore Task-based Learning in Improving Students' Motivation.

B. Research Questions

1. How is the effect of Task-Based Learning towards students' motivation in learning English?

C. Aim of the Study

Based on the background of the research, the aim of this study are:

1. To find out the students' learning motivation using previous method.
2. To examine how is Task-Based Learning affecting students' motivation in learning English.

D. Significance of Study

For the teachers or lecturers, this study will help teachers to use appropriate learning method in facing demotivated English class while elaborate the reason behind students' demotivation. While for the learners, this research can be a new insight for them to find out and express what kind of learning method that might be suitable for their learning problems.

As for the researcher, this study expected to be a new viewpoint to be explored in order to increase the quality of language learning. Furthermore, it also expected to be one of the references for the upcoming study in the future.

E. Research Hypothesis

According to Creswell (2013), quantitative hypotheses square measure the investigator's expectations about the predicted relationships between variables. They are numerical estimates of population values based on information gathered from sampling. As an alternative answer of the research question, the researcher formulates the following hypothesis such as:

- 1) Alternative hypothesis (Ha) : There is an improvement of students' motivation before and after the application of Task-Based Learning in English class.
- 2) Null hypothesis (Ho) : There is no any improvement of students' motivation before and after the application of Task-Based Learning in English class.

F. Terminology

Definition of key terms is necessary to be given in order to avoid misunderstanding and misinterpretation about the title of study, the terms are :

- 1) Task-Based Learning

Richards and Renandya (2002, p. 94) as cited in Ismail and Seyyedi (2012), defines task as “an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a

game, solving a problem or sharing and comparing experiences". Moreover, task according to Nunan (2004) is a piece of classroom work that requires students to comprehend, use, produce, or interact in the target language while paying close attention to how to use their grammatical knowledge to express meaning rather than manipulate form.

As a means of improving teaching methods (Nunn, 2006), communicative language teaching provides learning activities known as 'tasks,' which are referred to as task-based language teaching (TBLT). Buyukkarci (2009) mentioned that Task-based language learning is a method of learning a language which consists of doing a familiar task in the target language. According to Brown (2001) as cited in Buyukkarci (2009), the practical objectives for which language must be utilized, rather than the specific language constructions, are what task-based training is most concerned with. TBL will allow learners to figure out the natural situation of a language use and makes them to be able to use their previous knowledge of the language itself in order to solve the task.

Based on theories given, this research conclude that Task-Based learning is a teaching method that requires students to execute the task and use the task as the basis of unit preparation, planning and executing practical tasks that are vital to the learning process, based on the definitions given.

2) Motivation

Purwanto (2011) as cited in Fachraini (2017) stated that the term "motivation" comes from the word "motive," which refers to anything that drives

someone to make an action. In another literal definition, motivation comes from the Latin word "movere" (to move), which describes the process through which goal-directed behavior is started and maintained (Pintrich & Schunk, 2008).

From the simple definition, it is then developed to the theories of motivation explained by experts. Harmer (2007) defined motivation as a type of internal drive that motivates someone to take action in order to accomplish a goal. In addition, Brown (2007) stated "Motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit".

In this research, writer draw a conclusion that motivation is the personal desires which affecting someone's attitude towards something they want to focused about, including how does it affect their in learning English.



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discuss and describes some theories and definitions related to this study, dealing with theories about motivation, the importance of motivation in language learning, and Task-based Learning. In addition, this chapter also discusses the previous studies conducted by the previous researchers related to the topic of the study about the how Task-based Learning that can improve students' motivation while learning English.

A. The Definition of Motivation

Throughout history, several researchers (such as Ryan and Deci, 2000; Schunk, Pintrich, and Meece, 2008; and Murray, 2011) have examined the concept of motivation. However, there is no universal agreement on what motivation is (Jenkins & Demaray, 2015).

Motivation, according to Kocka (2016), is defined as an internal desire to accomplish and continue doing something. It has been characterized in a similar way, but more simply, as "why anyone does any of the things that they do" (Center on Education Policy, 2012, p. 5). In addition, Ryan & Deci (2000, p. 54) defined motivation as a condition where someone is stimulated or activated toward an aim.

Scholarly arguments concern not just the concept of motivation, but also the types of motivation that exist. There are two basic and directly opposed forms of motivation, according to several theories: intrinsic and extrinsic

motivation. This idea and dichotomy are dangerous because they separate motivation into two sorts that are incompatible and separate. Rigby, Deci, Patrick, and Ryan (1992), Ida and Inui (2011), and Murray (2011) are some of the authors who contend that it is possible to integrate both types of motivation.

Ryan and Deci (2000) propose a definition for both forms of motivation in their theory. To start, they explain that intrinsic motivation exists when someone engages in an activity just for the enjoyment it provides rather than for an external purpose, and that this person desires to accomplish something for the pleasure or challenge it provides. Then, extrinsic motivation is defined by Ryan and Deci (2000, p. 60) as a "concept that relates anytime an activity is done in order to get some separable result."

Talking about motivation, we should also discuss demotivation. Demotivation is defined by Dörnyei (2001, p. 143) as a set of "external factors that decrease or lessen the motivational foundation of a behavioural intention or a continuing activity." Other researchers (e.g., Falout & Maruyama, 2004; Sakai & Kikuchi, 2009) argue that internal factors could also be the cause of demotivation that impair interest in learning a skill. In contrast of the term of motivation, Ryan & Deci (2000, p. 54) stated that demotivation is a condition when an individual is lack of impulse or motive to take an action therefore classified as demotivated.

To summarize, motivation is not just an internal process, in the sense that it is something that each individual must perceive on their own. It might be caused by an external source that captivates an individual's interest in engaging out a certain action just for the pleasure of accomplishing the goal it implies and

receiving the desired outcome. While demotivation is simply the opposite definition of motivation.

B. Type of Motivation

Self-Determination Theory of the psychologists Richard Ryan and Edward Deci is one of the leading motivation concept in foreign language teaching (Gürdal, 2021). It is well-known for emphasizing the contrast between "intrinsic" and "extrinsic" motivation and for encouraging learner autonomy (Biel 2007: 16).

The terms of "intrinsic" and "extrinsic" motivation are focused with identifying which aspects influence learners' motivation rather than with the quantity of motivation a learner has. It means, to explain the reason why someone do something, it takes more than an amount of the motivation they have, but also which types of motivation has given them an influence.

Intrinsic motivation is defined as an activity that is performed because it is "inherently exciting" (Ryan/ Deci 2000: 55 cited by Gurlar, 2021) and leads in enjoyment and satisfaction (Sansone/ Harackiewicz 2000: 2). For instance, a student may be driven to finish a work because the topic is engaging and interesting, or because he or she wants to be praised by his or her teachers or parents for completing the assignment. Another motivation may be that a learner recognizes the value and necessity of mastering a skill, or simply wants to receive a good grade (Ryan/ Deci 2000: 55 cited by Gurlar, 2021).

In contrast, extrinsic motivation is what driven someone to do something because of external factor beside their own selves Ryan/ Deci 2000: 55 cited by

Gurlar, 2021) as in to get extrinsic reward for completing an action or to just avoid punishment (Sansone/Harackiewicz 2000: 2 as cited in Gurlar, 2021). When compared to extrinsically driven activities, intrinsically motivated activities contain the reward from within the action.

Ryan and Deci subdivided extrinsic motivation in order to obscure the distinction between intrinsic and extrinsic motivation. As a result, depend on how autonomous the individual is and how internalised their control is, this form of motivation is divided into four stages which are arranged from less to more autonomy "external regulation, introjected regulation, identifiable regulation, and integrated regulation" (Takahashi, 2018, p. 171).

Extensive research dating back to the 1970s has demonstrated the importance of creating intrinsic drive rather than extrinsic motivation. For example, Lepper, Greene, and Nisbett discovered in 1973 that some children in nursery schools lost the thrill of spontaneously creating images in their spare time when they realized their drawings were not rewarded in the same way as others (Sansone/Harackiewicz 2000: 2 cited by Gurlar, 2021). Instead of performing it as a pleasurable leisure activity, the incentive was prioritized and became the aim for painting a picture. This phenomenon, also known as the "overjustification effect," arises when people have both intrinsic and extrinsic incentive for doing something and, as a result, attribute their behavior to the extrinsic reward. Thus, it's important to maintain students' intrinsic motivation by using Task-Based Learning as way for them to stay curious and engaged to the subject.

To sum up, Intrinsic motivation enhances learners' innate interests, whereas task motivation stimulates them. Extrinsic motivation, on the other hand, is enabled not just by external benefits such as excellent grades or authority praise, but also by the need to avoid punishment.

C. The Importance of Motivation in Language Learning

It is commonly acknowledged that motivation is important in education and a research topic in educational research because academic motivation is linked to enhanced academic performance and, as a result, better achievements (Fortier, Vallerand, & Guay, 1995). It also has an impact on how much effort and focus students put into a particular learning activity (Cole, Field, & Harris, 2004).

When teaching a foreign language, motivation is a vital factor to consider. According to Masgoret and Gardner (2003, p. 170), it is "the responsibility for accomplishment in the second language. As a result, if a student is motivated to learn a language, he or she will eventually become fluent in it (Fernández, 2013, p. 27). It's then understandable that academics would seek for methods to increase learners' motivation for learning a foreign language.

Motivation, according to Dörnyei (2002), is most efficiently explored in the context of task-based learning. There are several activities that may be used to assess and analyze learners' motivation. Task types may be motivating or unmotivating, and while dealing with different sorts of tasks, learners emerge more or less engaged. The critical problem here is to carefully select the most appropriate learning tasks for students participating in the learning process, so

encouraging excitement among students dealing with the tasks and activities (Badalyan, 2007). Therefore, it is essential to focus on students' attitudes and responds in class in order to try to stimulate their interest in the subject.

As one writer puts it, “[t]he idea of motivation is a recurring topic throughout the history of language teaching and it is considered fundamental for achieving positive results in any task” (Espinar & Ortega, 2015, p. 126). Therefore, it is essential to associate motivation with demotivation in the current study, because, as previously said, it is becoming significantly easier to identify demotivated learners. It is crucial to acknowledge that demotivation is only a limitation of motivation, and that the learner has positive powers that must be awakened (Meshkat & Hassani, 2012). The current study intends to indicate that there are several strategies to stimulate these forces and improve students' motivation.

Indonesia ranked 80th out of 112 countries in the 2021 English First English Proficiency Indonesia (EF EPI) based on research conducted by the international education company English First (EF). With total score of 466, Indonesia fell under the Low Proficiency category. This is an untenable position given that English is taught to students for years during mandatory school in Indonesia.

Nevertheless, students in Indonesia learn English as a foreign language since there is huge differences between our primary language with English and it might be difficult to discover natural contexts in which they need to interact in this language. As a result, it is uncommon for learners to be motivated to learn

English throughout obligatory education, as they may not perceive the value of using it.

For that reason, it is essential to monitor students' attitudes and reactions in classroom in attempt to improve their enthusiasm with the course. The primary focus here is to reduce student demotivation, because it "has direct educational consequences, and with the rising significance of learning other languages, it becomes important to explore the underlying demotivators" (Meshkat & Hassani, 2012, p. 746). Furthermore, motivation may be defined as "one of the most essential individual variables leading to the attainment and competence of a second or foreign language" (Fernández, 2013, p. 46).

D. Task-Based Learning and The Use of TBL to Increase Students' Motivation

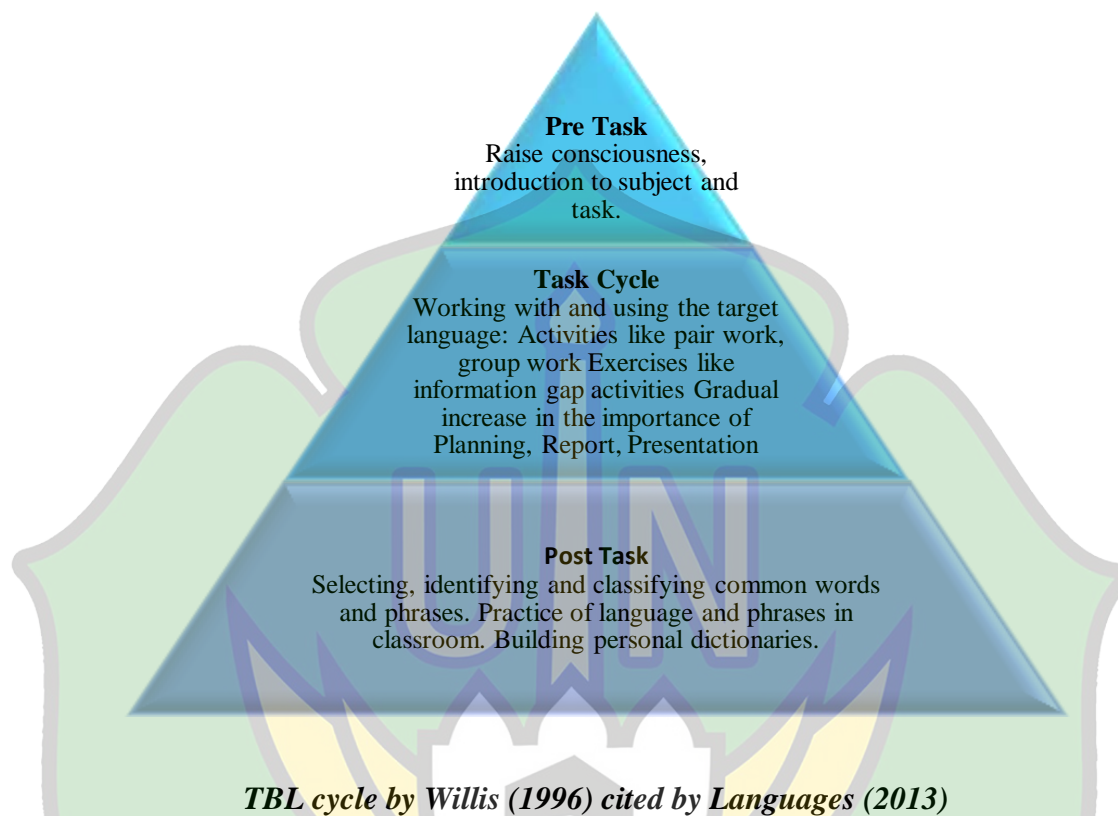
In the late twentieth century, Task-Based Learning (TBL) became popular as a way to improve communicative skill growth (Sholeh, 2020). To begin, Task-Based Learning must be described as a "learner-centered pedagogy focused at encouraging lifelong learning" (Littlewood, 2004, p. 319). Task-based Learning is defined by Richards and Rodgers (2001: 223) as a method that concentrates on the task utilization as the core of planning units and language learning. TBL is a language teaching framework that focuses on the students' assigned tasks. The giving of tasks is the central focus of language courses activities.

Nunan (2006) defines it as "any activity or task done in class that involves students' understanding, manipulation, interaction, or production of the target

language throughout a process in which they rely on their knowledge of grammar to express meaning." He emphasizes the essential goal, which is to use language to communicate meaning rather than to modify structures. Moreover, referring to Willis' (1996) three phases of the task cycle, he believes that the task should be divided into three distinct parts: "a beginning, a middle, and an end" (p. 17). TBL is how students learning by doing.

Task-Based Learning is divided into three stages, according to Willis (1996): 'pre-task, 'task cycle' and 'focus on form.' In the 'pre-task' stage, students are exposed to the topic and task. Then, they are required to recollect past information that is connected to it and can be useful in learning the current one. It functions as a warm-up in which students perform an activity relevant to the main assignment (e.g., a section of a book), but there is no new materials or information introduced. The 'task cycle,' which is also separated into three sections as previously mentioned: 'task,' 'planning,' and 'report'. At the end of this TBL procedure is an 'optional follow-up' where students do similar tasks, determine some linguistic items and write them down, or report their opinions about the 'task cycle' to the teacher.

The following framework demonstrate TBL cycle:



From the explanation above, we can infer that Task-based Learning is a strategy that requires students to execute the task and use the task as the basis of unit preparation, planning and executing practical tasks that are vital to the learning process, based on the definitions given. Task-based Learning emphasizes the importance of activities in the language classroom since they provide a better explanation for starting learner acquisition processes and fostering foreign language learning.

There are some advantages to use Task-Based Learning as a method in teaching a foreign language (Languages, 2013):

- 1) Task-based learning is beneficial in switching the attention of the learning process away from the teacher and onto the learner.
- 2) It provides the learner with a new perspective on language as a tool rather than a specific purpose.
- 3) It has the potential to transform instruction from abstract information to real-world application.
- 4) A task is useful in satisfying the learners' immediate demands and offers a framework for developing lessons that are exciting and capable of meeting the students' needs.
- 5) Task-based learning gives teachers a fresh way to diversify their teaching tactics.
- 6) TBL assists in overcoming pupils' aversion to foreign languages.

However, there's still another issue or disadvantage of using TBL that should be concerned by the teachers. Because Task-Based Learning may encourage students to utilize the language and vocabulary they already have, it is vital for the teacher to guide learners in expanding their vocabulary in the target language. Otherwise, students will simply just improve their abilities in utilizing the language they already know, rather than learning new phrases or words (Languages, 2013).

This may also be addressed by having students switch who they study with, so that the higher students can work with the students who are at a lesser level, with the higher student being taught to focus on utilizing more complex vocabulary and phrases.

Following the explanation of what TBL is, it seems reasonable to link this strategy to motivation. In fact, the motivational impact that TBL may have on learners' perceptions of a particular subject has already begun to be examined in recent research (e.g. Pietri, 2015; NamazianDost, Bohloulzadeh, and Pazhakh, 2017; Martinez, 2018; Asma, 2018).

Pietri (2015) points out that Task-based learning improves students' creativity as well as their ability to learn and memorize language competence. Additionally, the level of engagement is seen to be an excellent technique to create significant educational benefits by increasing students' motivation and desire to learn and practice second language. He examines a study which investigates the effect of task-based learning with Thai students at Stamford International University (Hua Hin Campus, Thailand). The aim of this study is to analyze and assess the influence of task-based learning on Thai students' motivation to complete English language learning tasks. The study's findings were found to be quite positive. The researcher's activities and assignments tried to examine the students in real-world situations in which they might be required to use English in everyday life. However, the approach is not suitable for every student, and there are limits that must be addressed in order to bring out the best in every learner. According to the researcher's perspective, the limited sample size was an inherent limitation that may be overcome by future research with a bigger group or with more activities with similar objectives.

Similar with current research, the study conducted by NamazianDost, Bohloulzadeh, and Pazhakh (2017) to examine the influence of task-based

language instruction on the motivation and grammatical performance of Ahvaz EFL junior high school students also show positive results. This study was administered among 100 students at the junior high school and finally 80 participants were selected. Then, they were divided into two subgroups, namely control and experimental groups. In the beginning, the subjects were given pre-test, then implemented the treatment with interviews, and lastly th post-test. The outcomes showed that the experimental group outperformed the control group significantly. Furthermore, the conclusions of the motivation questionnaire demonstrate a substantial difference in motivation between the experimental and control groups in the post-test of the questionnaire, implying that the experimental group's motivation increased significantly.

Martinez (2018) also conducted similar study intended to find an efficient way of combining TBL with CL that enhanced highschool students' motivation when learning English as a foreign language. The study included eighteen Spanish students in their second cycle of compulsory education from a public school. They recognized the beneficial effects of the types of tasks they completed in class to enhance their motivation and engagement.

In the same year, Asma (2018) regulate a research with the aim examine the role of task-based language teaching (TBLT) in promoting EFL learners' attitudes and motivation .It used the qualitative research methodology of case studies. The study group consisted of 12 (M=8 F=4) high school students enrolled in pre-intermediate language classes at an Antalya language school. When the opinions of the participants were analyzed after the implementation, it was

discovered that the participants were remotivated, attended more classroom activities, began to enjoy English again, and their attitude about English changed from negative to positive.

The present study, would like to use similar method as one previous research with different aspects to be observed. Thus, this research is intended to enrich current research about Task-based Learning and become teachers' consideration and inspiration to increase students' motivation in learning English.



CHAPTER III

RESEARCH METHODOLOGY

Research method is a significant element in the research activity. In this chapter, the researcher presents the discussion about the research methods and some aspects used to conduct this study. They include the research design, subjects of research, research instrument, data collection method, and data analysis.

A. Research Design

This study exploring the effectiveness of using Task-Based Learning in improving students' motivation. In this research, the researcher use a quantitative research design to collect and analyze data. According to Creswell (2014), quantitative research is the process of gathering data in order to qualify and statistically processing information in order to support "alternative knowledge presumptions". Quantitative research, on the other hand, investigates phenomena by using a number in a structured technique. It is used to answer a question about relationships in measurable variables with the goal of explaining and controlling phenomena (Walliman, 2011). The quantitative technique requires researchers to select specific variables that they want to employ in their study, as well as data gathering for those variables.

The specific type of quantitative research use in this study is Pre-Experimental Research because the researcher wants to measure the effectiveness of using TBL towards students' motivation. According to Arikunto (2006), an experimental

research is one that aims to determine whether a particular variable has an impact. This design included one group that was pre-test (O1), exposed to treatment (X), and post-test (O2). It aims to find out whether there is considerable progress before and after utilizing the Task-Based Learning to improve students' motivation in learning English.

Table 3.1 Pre-Experimental (One group Pre-test Post-Test)

Pre-test	Treatment	Post-test
O1	X	O2

Arikunto (2006)

B. Variables and Indicators

There are two variables in this research, namely independent variable and dependent variable. The dependent variable is the variable that is affected or becomes the result, because of the independent variables. Whereas the variable that affects, precipitates, or contributes to the development of the dependent variable is known as the independent variable (Sugiyono, 2017).

Independent variable is the use of Task-based Learning during English class, and the dependent variable is the students' motivation.

C. Research Location

This study was conducted at MTsN 4 Banda Aceh, specifically in IX-1 class.

D. Population and Sample

According to Majid (2018), population is the whole group or community that the research wants to examine or give any treatments. Selecting the complete population of interest is not always suitable or possible in clinical research investigations. Instead, researchers will select a sample from the population of interest to participate in their research. The goal of the research study in such instances is to generalize the study findings from the sample to the population of interest (Broeck, Sandoy & Brestoff, 2013).

The process of selecting a statistically representative sample of individuals from a population of interest is known as sampling (Kamangar & Islami, 2013). Because the population of interest is usually too large for any research project to include as participants, sampling is an important tool for research studies. A good sample is one that is statistically representative of the population of interest and large enough to address the research question (Browner, Newman, Cummings & Hully, 1988). In this study, researcher used purposive sampling to choose the sample. According to Sugiyono (2012) purposive sampling is the collection of sampling from the population that is done based on specific considerations. In this research, the consideration of the sample is due to the recommendation by the principal of MTsN 4 Banda Aceh.

The population for this study is the students of MTsN 4 Banda Aceh. There were 588 students from 18 classes. The sample chosen by using purposive sampling technique, which are the IX-1 class as the sample to be given pre-test, treatment, and post-test.

E. Research Instruments

In collecting the required data, the researcher applied written task to be given to the students while they're getting treatment of using Task-Based Learning. The written task form of narrative text 'Sangkuriang' and some task they need to solve. The writer will also give students' a questionnaire about motivation as pre-test in the first meeting and the same questionnaire as the post-test in the last meeting to find out whether TBL really affect their motivation or not.

The AMTB updated version created by Ming, Ling, and Jaafar (2011) was used in this investigation. The original Gardner's Attitude and Motivation Test (AMTB) questionnaire had 104 items and covered a variety of attitudes and motivations related to learning English as a whole using 12 scales. To focus on particular research aims, Ming, Ling, and Jafar (2011) altered the original questionnaire. The conclusion is that the updated version now has 40 items over 4 scale domains: positive attitude, negative attitude, intrinsic motivation, and extrinsic motivation.

Response options range from "Strongly disagree" to "Strongly agree" on a 5-point Likert scale. (1 = strongly disagree, 2 = disagree, 3 = unsure or have no opinion, 4 = agree, and 5 = strongly agree).

Table 3.2 Questionnaire

Categorization	Statement
Positive Attitudes	1. English is an important part of the school programmer. 2. I have desire to learn good English. 3. I plan to learn as much English as possible 4. Learning English is very great 5. I put a lot of effort in learning English 6. I really enjoy learning English 7. I find learning English is very interesting 8. I enjoy my English class 9. I would read English newspapers and magazines as often as I could. 10. When I have English exercises, I will finish it immediately.
Negative Attitudes	11. I prefer to read materials in other languages rather than English. 12. It is hard to learn English. 13. I feel stress in learning English. 14. I find doing English exercises difficult. 15. I force myself to listen to the teacher during English classes. 16. During English classes, I become completely bored. 17. I think that learning English is dull. 18. When I leave school, I shall give up the study of English entirely because I am not interested in it. 19. I never think of improving my English language. 20. Learning English is a waste of time.
Intrinsic Motivation	21. Learning English is good for self-development. 22. Learning English will allow me to converse with more and varied people. 23. I learn English in order to improve my English language skills. 24. Learning English will allow me to be more at ease with English speakers. 25. Learning English will enable me to better understand and appreciate English literature. 26. Learning English allows me to participate more freely in the activities of other cultural groups. 27. I learn English because it is something that I always want to do. 28. I study English because I enjoy learning it. 29. I feel more confident in learning English. 30. I make full use of my time to learn English.
Extrinsic Motivation	31. Learning English is important for my future career.

- | | |
|--|---|
| | <p>32. Learning English is useful in getting a good job.</p> <p>33. I learn English because I need it to further my studies overseas.</p> <p>34. I study English because I want to do well in my examination.</p> <p>35. I need to learn English because it makes me a more knowledgeable person.</p> <p>36. I learn English because I can contribute more to the society.</p> <p>37. I need to learn English in order to finish high school.</p> <p>38. Learning English is important for me because other people will respect me more if I am good in English.</p> <p>39. I study English in order to please my family.</p> <p>40. I feel that no one is really educated unless he is fluent in English language.</p> |
|--|---|

F. Data collection

The seventh step of classroom research's checklist stated by Nunan (1989) is particularly the essential one : collecting and the analyzing the data. It is critical to collect data that will produce the type of information required to produce relevant outcomes. There are several methods for keeping track of what happens in the classroom. The majority are qualitative instruments:

- a. Direct observational data: audio or videotape classroom activity; field notes of observers;
- b. Self-reports in the form of surveys, questionnaires, checklists, diaries or journals, and interviews with teachers and learners.

In addition, quantitative data collecting is also possible to use. For example, the amount of time it takes for students to react to the instructor's questions (wait time), the sorts of questions posed by the teacher vs. the students, and the amount

of time the teacher talks. To look for change and progress, a pre- and post-test of students' proficiency before and after using a specific range of materials may be conducted.

After gathering data, the record of classroom conduct must be analyzed. In the case of audio or video cassettes of classes, this may need the preparation of a transcription. The primary analytic technique is the use of observation schedules, which are lists of classroom behavior categories (e.g., asking questions, eliciting replies, praising, explaining) used to identify teacher/learner actions.

Because this research use quantitative techniques, the data collection process would done by using Pre-Experimental research (pre-test and post-test) in IX-1 class of MTsN 4 Banda Aceh as the subject. They received the treatment, which is learning English materials using Task-Based Learning methods and filled the pre-test and post-test of motivation. After that, researcher gathered the data and interpreted it.

G. Validity

The method of validity used in this study is content validity. According to Salkind (2010), content validity refers to how well a test's breadth of items may represent the full area that it seeks to measure. As a result of the instrument's validation by the thesis supervisor, the validity procedure in this study is content validity. Then, to make sure they understood, the instrument was translated into Bahasa Indonesia.

H. Reliability

The questionnaire used in this study was developed from Ming, Ling, and Jaafar's (2011) work. The reliability of the questionnaire was examined, and the results showed that Cronbach Alpha reliability was 0.99, indicating that the reliability of the grouping of all four sets of items.

I. Data Analysis Technique

The data indicators for this study are based on Ming, Ling, and Jaafar's (2011) research using an updated version of Gardner and Lambert's (1972) Attitude and Motivation Test Battery (AMTB) questionnaire. Respondents were asked to rate the use of task-based learning in relation to their motivation to learn English on a five-point scale. In order to determine the answers to the questions, the student survey responses were examined using descriptive statistics.

Steps of data analysis technique in this study are :

1. Questionnaire used in this research was adapted from Ming, Ling, and Jaafar (2011).
2. The questionnaire was translated into Bahasa Indonesia.
3. Validity and reliability was examined.
4. The questionnaire was distributed to the 32 students of IX-1 class of MTsN 4 Banda Aceh (Pre-Test).
5. The students was taught using Task-Based Learning method.
6. The questionnaire was distributed to the 32 students of IX-1 class of MTsN 4 Banda Aceh (Post-Test).

7. The result was analyzed by using Microsoft Excel to identify the level of students' attitudes and motivations in learning English.
8. The data was interpreted based on the result.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research's conclusions and the discussion of the data that was gathered using Pre-test and Post-test questionnaire about how Task-Based Learning method affect students' motivation in learning English. The findings are divided into two categories: (1) general information about the respondents and students' views and motivations for studying English; and (2) statistical findings from the questionnaire that was modified from Ming, Ling, and Jaafar (2011).

A. Overview of The Experimental Research

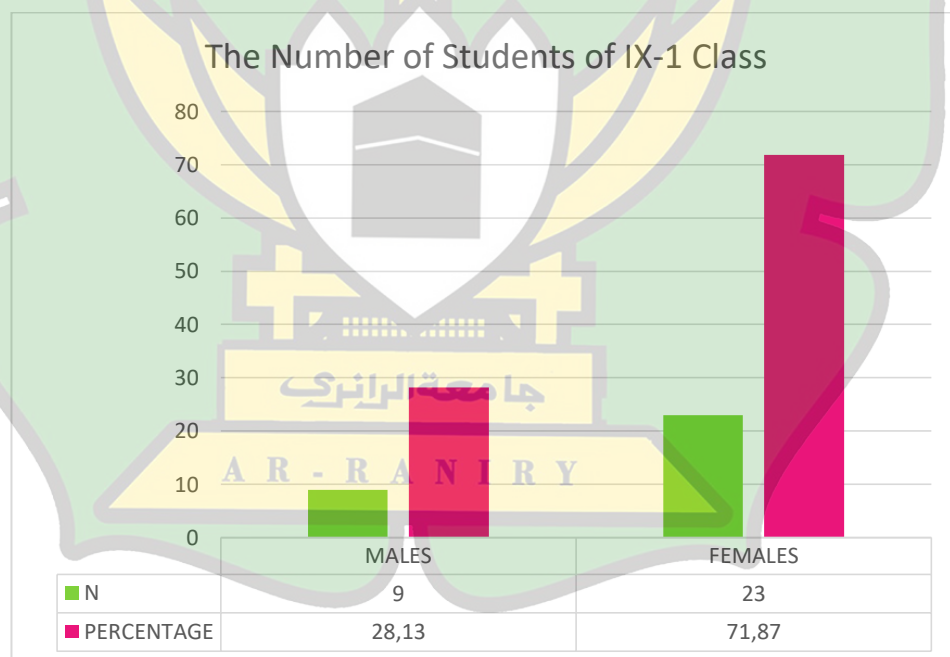


Figure 4.1. Descriptive Statistics of Participants' Demographic Variable

From Figure 1, we can see that the subjects of this study were dominated by female students. There were 9 males (28,13%) and 23 females (71,87%).

In this study, the researcher was given the opportunity to conduct this experiment three times in the XI-I class. Thus, to utilize time, the treatment for the students was divided into three parts, which adapted to the Task-Based Learning cycle proposed by Willis (1996).

1. Pre-Task Cycle

After a brief introduction and the explanation of this study goals to the students, the researcher distributed the Pre-Test form for them to be fulfilled in 15 minutes. In the Pre-Test filling, students were instructed to fill and choose any option they related to about the statements. Therefore,, they would not created an answer just to have a good demonstration towards this subject. Then, as what the Pre-Task cycle aims for, they were taught about the basic concept of the Narrative Text, starting from the definition, generic structure, types, and example.

To make sure students are understand the materials clearly, the researcher then handed out the Narrative text that used as the written task to the learners. Because TBL focused on the students, after the explanation, they were asked to read the “Sangkuriang” text and translated it. In this way, they could use their previous knowledge and vocabularies they’ve mastered to translate the text. If there were any words that they didn’t know yet, learners was given the chance to find out using the dictionaries, or simply asking to the researcher for the meaning of a complex words.

In the first meeting, students already actively participated in the topic of the subject and has a board view about what will they learned in the next meeting.

2. Task Phase

On the Task Cycle, learners already working with the task and using the target language. To start the class, the researcher reviewed the materials in the previous meeting so that students felt more ready before doing the task.

Researcher then divided the 32 students into six groups which consist of five students and some groups consist of six students due to the imbalance number. After that, they were given tasks related to the “Narrative Text of Sangkuriang” materials. Researcher use Written Task, which are the 11 questions about the text and arranging sentences into a correct order. The instruction of the task was explained. They have to answer the questions and write down the correct answer on the paperboard which already distributed to them.

Learners used their knowledge and could also use any resources they had to solve the problems. Because it's a group work, they divided the task for each member of the group. So that, individual also work on the task while they still could discuss with their friends about the answers. The researcher also accompanied learners in solving the task.

3. Post-Task

On this cycle, students were expected to present the results of their work and give their reviews about learning with this method. Each group presented their works with different style. With TBL, they're able to be more creative with their task. They decorate their paperboard and wrote the answers in different ways,

eventhough the answer to the written task given was already implied on the “Sangkuriang” text.

The researcher then reviewed their works and gave suggestion for the learners. After that, examiner asked the students about their perspective towards TBL method that used in the three meetings of the class. Some said it was fun and that this kind of learning method gave them a chance to explore the language more. While a few said that they were not feel motivated enough because they don't really understand English. At the end of the meeting, researcher distributed the Post-Test questionnaire to the students.

B. Research Findings

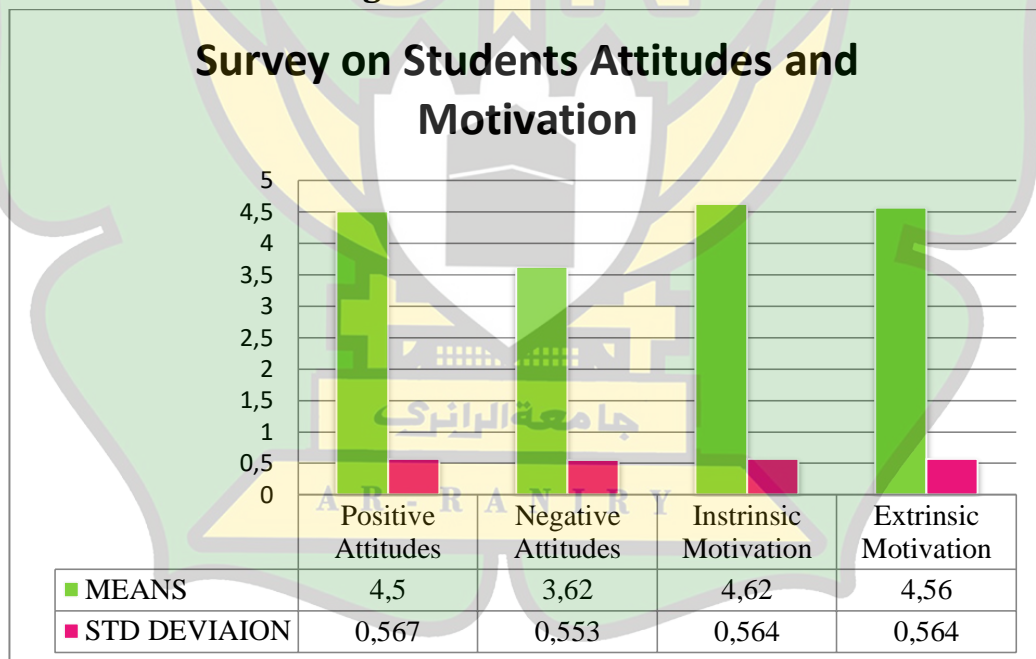


Figure 4.2. Diagram Survey of Students Attitudes and Motivation (Pre-Test)

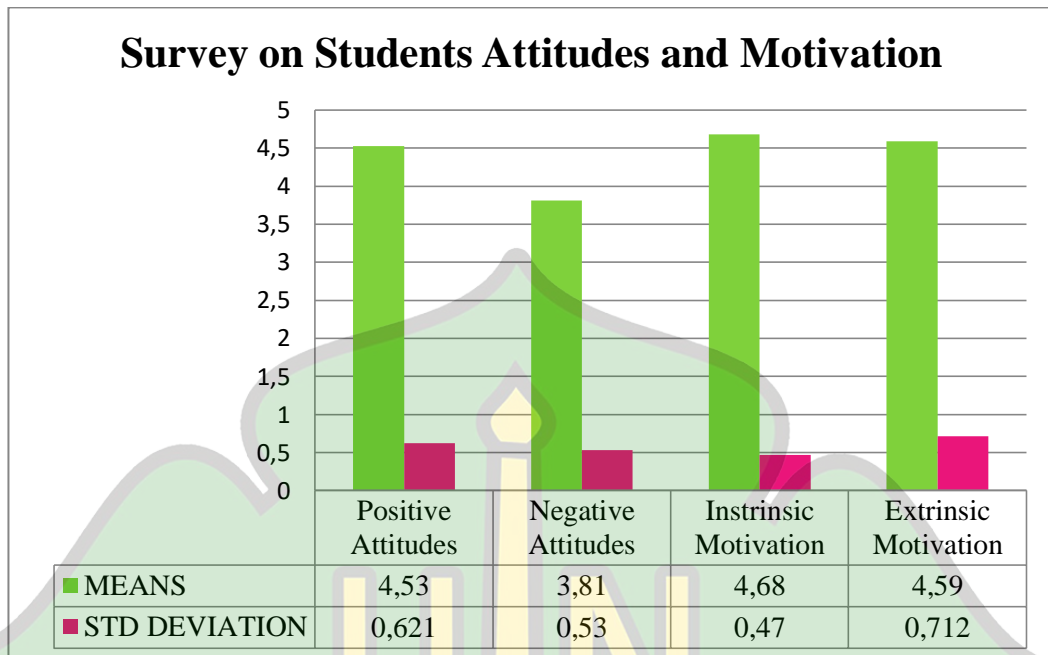


Figure 4.3. Diagram Survey of Students Attitudes and Motivation (Post-Test)

According to the diagram of the survey on the attitudes and motivation of students, which was adapted from Ming, Ling, and Jaafar (2011), there are four parts to attitudes and motivation: positive attitudes, negative attitudes, intrinsic motivation, and extrinsic motivation.

In the Pre-Test result, the positive attitudes have the highest score ($M=4,5$, $SD=0,567$) than the negative attitudes ($M = 3,62$, $SD = 0,553$). While the intrinsic motivation also have the highest score ($M = 4,62$, $SD = 0,564$) rather than the extrinsic motivation ($M = 4,56$, $SD = 0,564$).

Meanwhile, in the Post-Test outcomes, also refer to the same conclusion. The positive attitudes have the highest score ($M = 4,53$, $SD = 0,621$) than the negative attitudes ($M = 3,81$, $SD = 0,53$). The intrinsic motivation also have higher score ($M = 4,68$, $SD = 0,47$) than the extrinsic motivation ($M = 4,59$, $SD = 0,712$).

C. The Result of Four Categories Part of the Questionnaire

1. Positive Attitudes

Based on the result of the questionnaire answered by respondents, the average of the positive attitudes and the comparison of Pre-Test and Post-Test result are shown in the table below.

No	Statement	Pre-Test			Post-Test		
		N	Mean	SD	N	Mean	SD
1	English is an important part of the school programmer.	32	4,34	0,482	32	4,46	0,507
2	I have desire to learn good English.	32	4,25	0,672	32	4,53	0,621
3	I plan to learn as much English as possible.	32	4,31	0,737	32	4,37	0,553
4	Learning English is very great.	32	4,50	0,567	32	4,50	0,508
5	I put a lot of effort in learning English.	32	4,15	0,627	32	4,21	0,608
6	I really enjoy learning English.	32	4,12	0,553	32	4,28	0,581
7	I find learning English is very interesting.	32	4,12	0,659	32	4,34	0,601
8	I enjoy my English class.	32	4,00	0,508	32	4,09	0,588
9	I would read English newspapers and magazines as often as I could.	32	3,87	0,491	32	4,03	0,474
10	When I have English exercises, I will finish it immediately.	32	3,78	0,706	32	3,90	0,734

Table 4.1 Positive attitudes questionnaire

Based on the table 1.3, it can be seen that the highest score is question number 4 “Learning English is very great” ($M = 4,50$, $SD = 0,567$), and the lowest score is question number 10 “When I have English exercises, I will finish it immediately” ($M = 3,78$, $SD = 0,706$). It shows that the students likes to learn English, but they still have some problem in trying to complete English assignments as soon the task was given.

To compare, on the table 1.4 (Post-Test), the highest score is question number 2 “I have desire to learn good English” ($M = 4,53$, $SD = 0,621$), and the lowest score is still in the question number 10 “When I have English exercises, I will finish it immediately” ($M = 3,78$, $SD = 0,706$).

From both results of the Pre-Test and Post-Test, we can conclude that students of IX-1 Class think that learning English is great before the treatment, then after the applied Task-Based Learning method in their English class, it increases their desires to learn English more. However, students still not have the motivation in completing their English task immediately.

2. Negative Attitudes

Based on the result of questionnaire answered by the respondents, the average of negative attitudes and standard deviation (SD) is shown on the comparison of Pre-Test and Post-Test table below.

No	Statement	Pre-Test			Post-Test		
		N	Mean	SD	N	Mean	SD
1	I prefer to read materials in other languages rather than English.	32	3,62	0,553	32	3,81	0,535
2	It is hard to learn English.	32	3,21	0,832	32	3,00	0,803
3	I feel stressed in learning English.	32	2,84	0,677	32	2,71	0,683
4	I find doing English exercises difficult.	32	3,25	0,622	32	3,21	0,706
5	I force myself to listen to the teacher during English classes.	32	2,28	0,888	32	2,53	0,567
6	During English classes, I become completely bored.	32	2,28	0,780	32	2,65	0,700
7	I think that learning English is dull.	32	2,50	0,842	32	2,53	0,717
8	When I leave school, I shall give up the study of English entirely because I am not interested in it.	32	2,31	0,895	32	2,40	0,797
9	I never think of improving my English language.	32	2,06	0,877	32	2,31	0,895
10	Learning English is a waste of time.	32	1,90	0,817	32	2,00	0,803

Table 4.2 Negative Attitudes questionnaire

Based on the table 1.4 above, shows that the highest score is question number 1 “I prefer to read materials in other languages rather than English” (M = 3,62, SD = 0,553), and the lowest score is question number 10 “Learning English is a waste of time” (M = 1.90, SD = 0,817). It indicates that students enjoy to read in other languages that they capable of rather than in English, but they still think that Learning English is important.

In comparison, the Post-Test table, shows the exact same results with only slight difference of the percentage, which the highest score is question number 1 “I prefer to read materials in other languages rather than English” (M = 3,81, SD = 0,535), and the lowest score is question number 10 “Learning English is a waste of time” (M = 2,00, SD = 0,803).

From both results of Pre-Test and Post-test table of the negative attitudes aspects, it can be concluded that before and after the treatment (Task-Based Learning) was given to the respondent, they still have the same perception of reading in no English language materials, but still perceive that English is important. Thus, Task-Based learning with written task like the researchers already given is suitable enough for the Students of IX-1 class' case. Because, the researcher asked them to read the materials in English first, translate it, and asked them the task based on the reading materials so they understood the content better. This is what makes them read in English and have the ability to shows the students how to understand English reading text better.

3. Intrinsic Motivation

No	Statement	Pre-Test			Post-Test		
		N	Mean	SD	N	Mean	SD
1	Learning English is good for self-development.	32	4,62	0,491	32	4,68	0,470
2	Learning English will allow me to converse with more and varied people.	32	4,43	0,564	32	4,53	0,507
3	I learn English in order to improve my English language skills.	32	4,40	0,498	32	4,34	0,545
4	Learning English will allow me to be more at ease with English speakers.	32	4,50	0,508	32	4,46	0,567
5	Learning English will enable me to better understand and appreciate English literature.	32	4,25	0,439	32	4,46	0,507
6	Learning English allows me to participate more freely in the activities of other cultural groups.	32	4,25	0,508	32	4,31	0,592
7	I learn English because it is something that I always want to do.	32	3,87	0,609	32	4,12	0,609
8	I study English because I enjoy learning it.	32	3,87	0,553	32	4,21	0,552

9	I feel more confident in learning English.	32	3,71	0,683	32	3,90	0,734
10	I make full use of my time to learn English.	32	3,40	0,665	32	3,46	0,671

Table 4.3 Intrinsic motivation Questionnaire

From the table 1.5, it can be seen that the highest score is question number 1 “Learning English is good for self-development” (M = 4,62, SD = 0,491), and the lowest score is question number 10 “I make full use of my time to learn English” (M = 3,40, SD = 0,665). On the other hand, the results of the table 1.8 also indicates the same conclusion, with only slight difference in the percentages. Which the highest question number 1 “Learning English is good for self-development” (M = 4,68, SD = 0,470) and the lowest score is question number 10 “I make full use of my time to learn English” (M = 3,46, SD = 0,671).

To conclude from the highest score, most students learn English in order to improve themselves. It is their primary motivation in order to increase their self-development so English is one of the skills they need to master. While the lowest point indicates that students tend to not use most of their time to learn English. It is maybe because they not fully interested in mastering English.

4. Extrinsic Motivation

No	Statement	Pre-Test			Post-Test		
		N	Mean	SD	N	Mean	SD
1	Learning English is important for my future career.	32	4,56	0,564	32	4,46	0,621
2	Learning English is useful in getting a good job.	32	4,46	0,567	32	4,50	0,567
3	I learn English because I need it to further my studies overseas.	32	4,31	0,692	32	4,59	0,712
4	I study English because I want to do well in my examination.	32	4,28	0,581	32	4,40	0,498
5	I need to learn English because it makes me a more knowledgeable person.	32	4,25	0,567	32	4,37	0,491
6	I learn English because I can contribute more to the society.	32	4,09	0,640	32	3,93	0,618
7	I need to learn English in order to finish high school.	32	3,71	0,812	32	3,68	0,737
8	Learning English is important for me because other people will respect me more if I am good in English.	32	3,84	0,766	32	4,12	0,751
9	I study English in order to please	32	3,56	0,877	32	3,53	1,077

	my family.						
10	I feel that no one is really educated unless he is fluent in English language.	32	3,50	1,016	32	3,50	0,915

Table 4.4 Extrinsic Motivation questionnaire

Based on the data of Table 1.6, the highest score is the question number 1 “Learning English is important for my future career” ($M = 4,56$, $SD = 0,564$), and the lowest score is question number 10 “I feel that no one is really educated unless he is fluent in English language” ($M = 3,50$, $SD = 1,016$). After the treatment was given, Table 1.10 shows that the highest score is question number 3 “I learn English because I need it to further my studies overseas” ($M = 4,59$, $SD = 0,712$) and the lowest score is still in the question number 10 “I feel that no one is really educated unless he is fluent in English language” ($M = 3,50$, $SD = 0,915$).

Comparing both of the data, it is clear that respondent extrinsic motivation in learning English mainly focused on how they think English could be important for their future, and after learning using Task-Based Learning, they tend to have the inspiration to study abroad. However, they did not perceive to be an educated person have to be fluent in English either.

D. Discussion

This research aims to identify and describe how Task-Based Learning method affect students’ motivation in learning English subject. This was based on the researcher perspective that if students was given the task and solve it with the fun way, the learning process would become an engaging aspects for the students to

learn more. The results of this study show that students have highest positive attitudes ($M = 4,53$, $SD = 0,621$) rather than the negative attitudes aspects which ($M = 3,81$, $SD = 0,53$) in the Post-Test. The results of this study are in line with the findings reported by Ming, Ling, and Jaafar (2011), Mat and Yunus (2014), and Haswani (2008), who discovered that learners exhibit a favorable attitude toward studying English. Students in this research understand the value of English and want to learn and improve their language abilities. As a result, it was determined that they had a positive view toward learning English.

Students of IX-1 class of MTsN 4 Banda Aceh also disposed to have a good motivation in study English. It proved based on the Pre-Test and the Post-test outcomes of this study, the learners intrinsic and extrinsic motivation aspect are consistent.

Pre-Test	Post-Test
Intrinsic Motivation ($M = 4,62$, $SD = 0,564$)	Intrinsic Motivation ($M = 4,68$, $SD = 0,47$)
Extrinsic Motivation ($M = 4,56$, $SD = 0,564$)	Extrinsic Motivation ($M = 4,59$, $SD = 0,712$)

Table 1.11 Comparison of Pre-Test and Post-Test results

From the Table, it is clear that before students was taught using Task-Based Learning method, students already have a great incitement towards English subject. However, after learning English using TBL method, there is a slight

improvement of their intrinsic motivation (+0,06) and extrinsic motivation (+0,03).

This evidence then prove the initial hypothesis of this study with the criteria :

$$H_0 : \mu SsP = \mu SbP$$

$$H_1 : \mu SsP > \mu SbP$$

Description of the formula :

1. μSsP : Students motivation after learning English with Task-Based Learning method.
2. μSbP : Students motivation before learning English with Task-Based Learning method.
3. Alternative hypothesis (H_a): There is an improvement of students' motivation before and after the application of Task-Based Learning in English class.
4. Null hypothesis (H_0) : There is no any improvement of students' motivation before and after the application of Task-Based Learning in English class.

Based from the formula, because students' intrinsic and extrinsic motivation in the Post-test is higher than before the treatment, then $\mu SsP > \mu SbP$. So, it means that H_a is accepted and H_0 is declined. This show that Task-Based Learning does affect students' motivation in learning English. However, the result

of post-test also indicated that there's certain increasing number of the negative attitudes of the students.

Ayuningsih (2022) also made a survey research about the students motivation in learning English and find out that the students extrinsic motivation is higher than their intrinsic motivation. However, the researcher of this study come out with the opposite result which the students' intrinsic motivation is higher than their extrinsic motivation. It might be because the dependant variable, Task-Based Learning method, affected students motivation since the study reported by Ayuningsih (2022) only focused on students motivation in general.

Thanh and Huan (2012) on their study about TBL and students' motivation in vocabulary acquisition, stated that the participant motivation to learn vocabulary increased substantially after the treatment (TBL method) was given to the experimental group. This might be a result of the three reasons. First, the utilisation of TBL allow students to who did not even use the words, but simply observed the process of the negotiation (Newton, 1995) could remember the meaning of the lexical items. Second, according to Jacobs and Navas (2000), these types of task motivate students to learn English in a practical way, thus why they have improvement of their vocabularies. Third, the text-based tasks like the Thanh and Huan (2012) and this study used, support the students' vocabulary acquisition processes, based on Willis (1996) framework. Learners need to understand the text first before they could solve the task. With the text-based task, students were pushed to be more active not only to solve and answer the

questions, but also to find out the meaning of some vocabularies and use it in a practical way.

Furthermore, Visser (2008) in Ayuningsih (2022), reported that student attitudes are a significant component in language learning. Students must have attitudes toward learning languages in addition to intelligence. This demonstrates the need of approaching language learning from a social and psychological standpoint rather of an academic one. Teachers learning English in junior high school must actively and creatively implement appropriate English learning techniques and activities to achieve a good attitude. Task-Based Learning is one of the creative method that could be used to engage students in learning English. In addition, Richards (2013) highlights the positive aspects of this type of material when discussing the improvement of motivation, owing to the sense of accomplishment that arises when learners perceive that they are able to grasp the texts and create the activities. The present study also allowed researchers to assess students' happiness when they realized they had learned more than they expected, such as after watching videos or reading evaluations.

Sureda (2018) also researched about the effectiveness of using Task-Based Learning in increasing students' motivation in English subject. Sureda (2018) lead to the conclusion that Task-Based Learning does have a positive effect on learners' involvement with the in-class exercises, stimulates the usage of English and enhances the classroom atmosphere. And all of these advantages add up to an increase in motivation.

Due to the increased number of students' negative attitudes, Lin and Wen (2020) on their similar study about the effect of Task-Based Learning on students' motivation in learning Mandarin language, mentioned that Task-Based Learning can increase non-native Mandarin learners' motivation for long term application. However, at the first meeting, students' tend to feel unmotivated learning using TBL. This condition explained by Bunmak (2017) is related to the lack of confidence of the learners who has low proficiency Mandarin level or learners with zero basic targets when they were asked to solve the task. However, after the second and next meeting, their motivation increased when they already adapted with the Task-Based method. Thus, researcher should give learners time to adapt with the method and accompany them during the learning process.

Referring especially to the TBL approach employed in the pedagogical proposal described above, the engaged attitude students were required to cultivate in class facilitated communication circumstances and, as a result, enhanced classroom environment. This results supports the hypothesis advanced by Costa (2016), who supported TBL as a source of activity engagement, interaction, and, as a result, a better in-class atmosphere.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study attempted to find out how Task-Based Learning affected students' motivation in learning English. Based on the comparison of the pre-test and post-test of the students of IX-1 class from MTsN 4 Banda Aceh, it is clear that there is a slight increasing of students intrinsic and extrinsic motivation before the treatment which only [Intrinsic motivation : (M = 4,62, SD = 0,564), Extrinsic motivation (M = 4,56, SD = 0,564) and after the TBL was applied to their learning process [Intrinsic motivation : (M = 4,68, SD = 0,47), Extrinsic Motivation : (M = 4,59, SD = 0,712)]. It indicates that Task-Based Learning method does effective in increasing students' motivation. However, it is also important to consider the increased number of students' negative attitudes after the treatment. It might happened due to the lack of time used in applying this method.

The initial questionnaire revealed that the majority of students desired to work with creative approaches that were more relevant to real life and allowed them to collaborate in groups. As a result, increased motivation was found while the didactic approach was being implemented. Learners wanted to join because they were working on topics that were important to them. Furthermore, because they were familiar with the issues, the great majority of them made a concerted attempt to converse in English as much as possible.

Finally, from the questionnaire of the pre-test and post-test discovered that many students learn English mostly because the majority of them deemed this language to be quite helpful and stated that they would want to have a solid command of it. However, due to time constraints, neither a significant growth in their English ability nor changes in their attitudes of this language have been seen although the TBL does increase their motivation a few. Students also need time to adapt with Task-Based Learning method. Thus, it is important for the research further of TBL and students' motivation to carry a study with more experiment time to see the significant effect of Task-Based Learning towards students' motivation.

B. Suggestion

In teaching English, a teacher should maintain the interest and motivation of the learners in order to improve quality of learning. Task-Based Learning is one of the teaching methods that can be use to attract students' participation in the classroom. However, they are some aspects that have to be considered by the teacher. The use of the task in the classroom is great for them to practice and use their knowledge, but not every meeting of the English subject should contains the task. Sometimes they need games, or another method so that they will engaged in learning. The selection of the task must also be taken care of since not all students expert in English.

For future study, researcher suggest for a more depth experiment, whether it's the number of the participants (control group and experimental group) for the objective comparison, longer research time, and also varieties of task given to the

learners. This way, the future study will be able to provide a more exact and complete results than the previous research.



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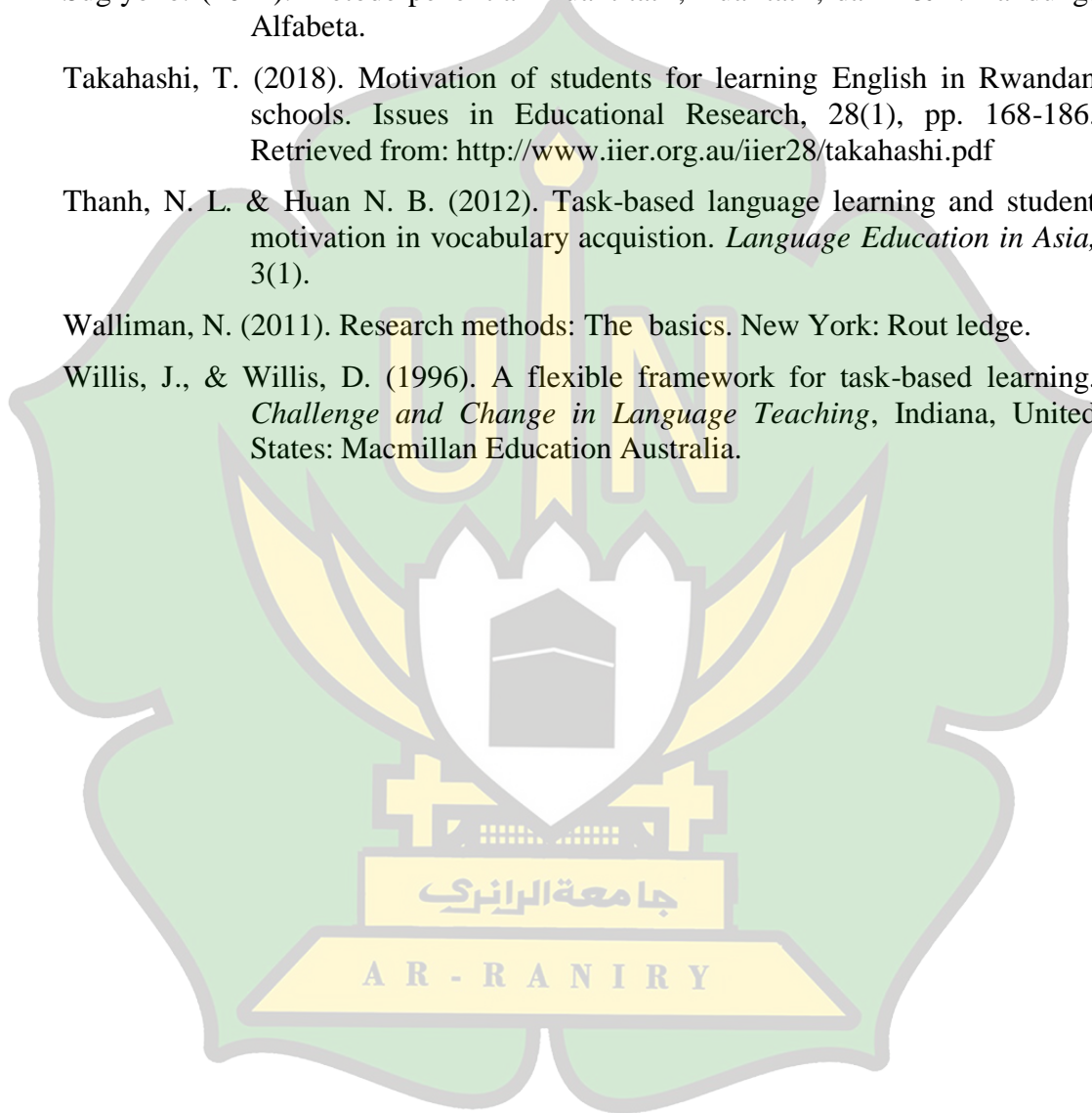
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Appendix A Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5884/UN.08/FTK/KP.07.6/05/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Luthfi Aunie, MA Sebagai Pembimbing Pertama
2. Dr. Nashriyah, M.A. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :
Nama : **Irhammi Malika**
NIM : **180203013**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring Task-Based Learning in Improving Students Motivation**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

AR - R A N I R Y

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Mei 2022
Dekan,


Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditandatangani dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B Recommendation Letter from Tarbiyah Faculty and Teacher Training to conduct field research



**KEMENTERIAN AGAMA**
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-1136/Un.08/FTK.1/TL.00/01/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MTsN 4 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **IRHAMNI MALIKA / 180203013**
Semester/Jurusan : **10/Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Miruek Taman Gampoeng Tanjung Selamat, Kec. Darussalam Kab. Aceh Besar**

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 *Exploring Task-Based Learning In Improving Students' Motivation*

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

Banda Aceh, 17 Januari 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 17 Februari 2023


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

AR - RANIRY

Appendix C The confirmation letter from Kementerian Agama Kota Banda Aceh



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
Jalan Mohd. Jam No. 29 Telp 6300597 Fax. 22907 Banda Aceh Kode Pos 23242
Website : kemenagbna.web.id

Nomor : B-183 /Kk.01.07/4/TL.00/02/2023 21 Februari 2023
Sifat : Biasa
Lampiran : Nihil
Hal : Rekomendasi Melakukan Penelitian

Yth. Kepala MTsN 4
Kota Banda Aceh

Assalamu'alaikum warahmatullahi wabarakatuh

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry nomor : B-1136/Un.08/FTK.1/TL.00/01/2023 tanggal 21 Februari 2023, perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan Skripsi, kepada saudara/i :

Nama : Irhamni Malika
NIM : 180203013
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Madrasah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Tidak memberatkan Madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Tetap mematuhi protokol kesehatan yang berlaku di Madrasah.
5. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) eksemplar ke Kantor Kementerian Agama Kota Banda Aceh.

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

AR - R A N I



Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry.
3. Mahasiswa Yang Bersangkutan.

Appendix D Research Instruments

A. Pre-Test

KUESIONER PENELITIAN (Pre-Test)

Kuesioner ini diadaptasi dari versi revisi Attitude Motivation Test Battery (AMTB) yang didesain oleh R.C. Gardner. Ming, Ling and Jafar (2011) membagi kuesioner menjadi 4 bagian yaitu; Sikap Positif, Sikap Negatif, Motivasi dari dalam, dan Motivasi dari luar.

Biodata siswa:

Nama:

Kelas:

Jenis kelamin: LK/PR

Mohon untuk memberikan tanda (✓) pada setiap pernyataan menurut kolom yang anda pilih.

1. Sikap Positif

Pernyataan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Bahasa Inggris adalah mata pelajaran penting di sekolah.					
2. Saya memiliki keinginan untuk belajar bahasa Inggris dengan baik.					
3. Saya ingin mempelajari bahasa Inggris sebanyak mungkin.					
4. Belajar bahasa Inggris sangat bagus.					
5. Saya berusaha keras dalam mempelajari bahasa Inggris.					
6. Saya senang belajar bahasa Inggris.					
7. Saya rasa belajar bahasa Inggris itu sangat menarik.					

8. Saya menikmati kelas bahasa Inggris.					
9. Saya akan membaca bahan bacaan bahasa Inggris sebanyak yang saya bisa.					
10. Ketika saya memiliki tugas bahasa Inggris, saya akan langsung mengerjakannya.					

2. Sikap Negatif

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Saya lebih memilih membaca bacaan dalam bahasa selain bahasa Inggris.					
2. Belajar bahasa Inggris itu sulit.					
3. Saya merasa stres ketika belajar bahasa Inggris.					
4. Saya merasa sulit mengerjakan tugas bahasa Inggris.					
5. Saya merasa terpaksa mendengarkan penjelasan guru tentang bahasa Inggris.					
6. Saya merasa bosan ketika kelas bahasa Inggris.					
7. Bagi saya, belajar bahasa Inggris itu membosankan.					
8. Saya tidak ingin belajar bahasa Inggris selesai sekolah karena tidak menarik untuk saya.					
9. Saya tidak berpikir untuk meningkatkan kemampuan bahasa Inggris saya.					
10. Belajar bahasa Inggris bagi saya membuang-buang waktu.					

3. Motivasi dari dalam

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Belajar bahasa Inggris itu penting untuk mengembangkan diri.					
2. Belajar bahasa Inggris dapat membuat saya bisa berbicara dengan lebih banyak orang.					
3. Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbahasa saya.					
4. Belajar bahasa Inggris membuat saya lebih mudah berkomunikasi dengan orang luar.					
5. Dengan belajar bahasa Inggris, saya dapat memahami bacaan dalam bahasa Inggris.					
6. Saya dapat berhubungan dengan masyarakat yang lebih luas saat belajar bahasa Inggris.					
7. Saya belajar bahasa Inggris karena ini adalah hal yang saya inginkan.					
8. Saya belajar bahasa Inggris karena saya menikmatinya.					
9. Saya merasa lebih percaya diri saat belajar bahasa Inggris.					
10. Saya menggunakan sebagian besar waktu saya untuk belajar bahasa Inggris.					

4. Motivasi dari luar.

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Belajar bahasa Inggris penting untuk karir					

saya di masa depan.					
2. Belajar bahasa Inggris akan membantu saya dalam mendapatkan pekerjaan yang bagus.					
3. Saya belajar bahasa Inggris supaya saya dapat meneruskan pendidikan ke luar negeri.					
4. Saya belajar bahasa Inggris karena saya ingin mendapat nilai bagus di ujian nanti.					
5. Saya harus belajar bahasa Inggris karena saya dapat menjadi orang yang lebih berilmu.					
6. Saya rasa dengan belajar bahasa Inggris saya dapat berkontribusi untuk masyarakat.					
7. Orang lain akan lebih menghargai saya jika saya bisa bahasa Inggris.					
8. Saya harus belajar bahasa Inggris agar bisa lulus dari sekolah.					
9. Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.					
10. Saya merasa orang yang berpendidikan harus bisa bahasa Inggris.					

B. Post Test

KUESIONER PENELITIAN (Post-Test)

Kuesioner ini diadaptasi dari versi revisi Attitude Motivation Test Battery (AMTB) yang didesain oleh R.C. Gardner. Ming, Ling and Jafar (2011) membagi kuesioner menjadi 4 bagian yaitu; Sikap Positif, Sikap Negatif, Motivasi dari dalam, dan Motivasi dari luar.

Biodata siswa:

Nama:

Kelas:

Jenis kelamin: LK/PR

Mohon untuk memberikan tanda (✓) pada setiap pernyataan menurut kolom yang anda pilih.

1. Sikap Positif

Pernyataan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Bahasa Inggris adalah mata pelajaran penting di sekolah.					
2. Saya memiliki keinginan untuk belajar bahasa Inggris dengan baik.					
3. Saya ingin mempelajari bahasa Inggris sebanyak mungkin.					
4. Belajar bahasa Inggris sangat bagus.					
5. Saya berusaha keras dalam mempelajari bahasa Inggris.					
6. Saya senang belajar bahasa Inggris.					
7. Saya rasa belajar bahasa Inggris itu sangat menarik.					
8. Saya menikmati kelas bahasa Inggris.					

9. Saya akan membaca bahan bacaan bahasa Inggris sebanyak yang saya bisa.					
10. Ketika saya memiliki tugas bahasa Inggris, saya akan langsung mengerjakannya.					

2. Sikap Negatif

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Saya lebih memilih membaca bacaan dalam bahasa selain bahasa Inggris.					
2. Belajar bahasa Inggris itu sulit.					
3. Saya merasa stres ketika belajar bahasa Inggris.					
4. Saya merasa sulit mengerjakan tugas bahasa Inggris.					
5. Saya merasa terpaksa mendengarkan penjelasan guru tentang bahasa Inggris.					
6. Saya merasa bosan ketika kelas bahasa Inggris.					
7. Bagi saya, belajar bahasa Inggris itu membosankan.					
8. Saya tidak ingin belajar bahasa Inggris selesai sekolah karena tidak menarik untuk saya.					
9. Saya tidak berpikir untuk meningkatkan kemampuan bahasa Inggris saya.					
10. Belajar bahasa Inggris bagi saya membuang-buang waktu.					

3. Motivasi dari dalam

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Belajar bahasa Inggris itu penting untuk mengembangkan diri.					
2. Belajar bahasa Inggris dapat membuat saya bisa berbicara dengan lebih banyak orang.					
3. Saya belajar bahasa Inggris untuk meningkatkan kemampuan berbahasa saya.					
4. Belajar bahasa Inggris membuat saya lebih mudah berkomunikasi dengan orang luar.					
5. Dengan belajar bahasa Inggris, saya dapat memahami bacaan dalam bahasa Inggris.					
6. Saya dapat berhubungan dengan masyarakat yang lebih luas saat belajar bahasa Inggris.					
7. Saya belajar bahasa Inggris karena ini adalah hal yang saya inginkan.					
8. Saya belajar bahasa Inggris karena saya menikmatinya.					
9. Saya merasa lebih percaya diri saat belajar bahasa Inggris.					
10. Saya menggunakan sebagian besar waktu saya untuk belajar bahasa Inggris.					

4. Motivasi dari luar.

Pertanyaan	Sangat Setuju	Setuju	Kurang Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Belajar bahasa Inggris penting untuk karir saya di masa depan.					

2. Belajar bahasa Inggris akan membantu saya mendapatkan pekerjaan yang bagus.					
3. Saya belajar bahasa Inggris supaya saya dapat meneruskan pendidikan ke luar negeri.					
4. Saya belajar bahasa Inggris karena saya ingin mendapat nilai bagus di ujian nanti.					
5. Saya harus belajar bahasa Inggris karena saya dapat menjadi orang yang lebih berilmu.					
6. Saya rasa dengan belajar bahasa Inggris saya dapat berkontribusi untuk masyarakat.					
7. Orang lain akan lebih menghargai saya jika saya bisa bahasa Inggris.					
8. Saya harus belajar bahasa Inggris agar bisa lulus sekolah.					
9. Saya belajar bahasa Inggris untuk menyenangkan keluarga saya.					
10. Saya merasa orang yang berpendidikan harus bisa bahasa Inggris.					

Appendix E Rancangan Pelaksanaan Pembelajaran (RPP)

A. Identitas Sekolah

Nama Sekolah	: MTsN 4 Banda Aceh
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan)/Genap
Topic	: Narrative Text (I love Indonesian Folktale)
Tahun Pelajaran	: 2022/2023
Alokasi Waktu	: 2 x Pertemuan (2 JP x 45 menit)

B. Kompetensi Inti

- 1.KI-I (Sikap Spiritual)** : “Menghargai dan menghayati ajaran agama yang dianutnya.”
- 2.KI-2 (Sikap Sosial)** : “Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.”
- 3. KI-3 (Pengetahuan)** : “Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.”
- 4.KI-4 (Keterampilan)** : “Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.”

C. Kompetensi Dasar dan IPK

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.7.1 Mengetahui fungsi sosial dan struktur teks beserta unsur kebahasaan terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.7.2 Menirukan pelafalan kosakata dan kalimat dalam <i>narrative text</i> sesuai konteks penggunaannya.</p> <p>3.7.3 Memahami kosakata dan contoh penggunaannya dalam kalimat <i>narrative</i>.</p> <p>3.7.4 Menganalisis perbedaan fungsi sosial dan struktur teks beserta unsur kebahasaan dalam <i>fairy tales</i>.</p>
4.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>4.7.1 Memecahkan dan mencari jawaban terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.7.2 Menyimpulkan nilai yang bisa diambil dalam fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

D. Tujuan Pembelajaran

Tujuan Pembelajaran	Level Cognitive / Level Psychomotor
Melalui kegiatan pembelajaran dengan	Level Cognitive : C1-C4

menggunakan scientific approach dan metode Task-Based Learning, peserta didik dapat memahami unsur kebahasaan Narrative text dengan baik serta mampu mengaplikasikan pengetahuannya dalam bentuk lisan dan tulisan. Dalam pembelajaran, peserta didik diharapkan dapat mempelajari materi dengan aktif dan penuh rasa ingin tahu baik secara individu mau pun ketika kerja kelompok, tanggung jawab, disiplin, dan bersikap jujur (integritas), percaya diri, serta pantang menyerah (kemandirian).

Level Psychomotor : P1-P4

E. Penguatan Pendidikan Karakter (PPK)

1. Memberi salam dan peserta didik menjawab salam, kemudian dilanjutkan dengan berdoa (religiulitas).
2. Meminta peserta didik untuk memastikan di sekitar tempat duduknya tidak ada sampah dan apabila ada harus diambil dan dibuang ke tempat sampah (religiulitas).
3. Guru bertanya kepada siswa mengenai pendapat mereka terkait materi yang akan disampaikan dan siswa menanggapi (Integritas—santun dan jujur).
4. Peserta didik bersama kelompok mengerjakan tugas yang diberikan oleh guru (Gotong royong—kerja sama).

F. Materi dan Langkah-Langkah Pembelajaran

Narrative Text

1. Pertemuan Pertama (Pre-Task Cycle)

Pada pertemuan pertama, peneliti akan menjelaskan konsep dari Narrative Text beserta contohnya untuk dibaca dan diterjemahkan bersama murid.

a. Pengertian Narrative Text

Jika merujuk pada wikipedia, maka yang dimaksud dengan narrative text adalah: “a narrative (or story) is any report of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures”. Atau jika diterjemahkan, maka yang dimaksud dengan Narrative text adalah jenis genre yang rangkaian peristiwa atau ceritanya dari waktu ke waktu dan dijabarkan dengan urutan awal, tengah dan akhir.

b. Tujuan Narrative Text

Tujuan dasar dari text narasi adalah untuk menghibur dan menarik minat pembaca dengan menyajikan cerita atau peristiwa yang memiliki masalah yang menimbulkan konflik dan pada akhir cerita ada resolusinya atau akhir yang bahagia atau bahkan menyedihkan.

c. Generic Structure

1. Orientation (Pendahuluan)

Di mana karakter, setting, dan waktu cerita ditetapkan. Biasanya menceritakan siapa, kapan dan dimana, Misalnya Once upon a time, there was a wolf lived in the forest.

2. Complication or Problem

Menceritakan awal masalah yang menyebabkan krisis (klimaks). Complication biasanya melibatkan karakter utama.

3. Resolution

Akhir dari cerita yang berupa solusi dari masalah. Perlu adanya resolusi dari masalah. Masalah dapat diselesaikan menjadi lebih baik atau masalah lebih buruk, bahagia atau sedih. Kadang kadang ada beberapa komplikasi yang harus dipecahkan. Hal ini menambah dan mempertahankan minat dan ketegangan bagi pembaca nya.

4. Reorientation/Coda

Merupakan pernyataan penutup cerita dan bersifat opsional . Bisa berisi tentang pelajaran moral, saran atau pengajaran dari penulis.

d. Jenis-jenis Narrative Text

Ada banyak jenis narrative text. Narrative text bisa berupa teks imajiner (khayalan), factual (fakta), atau kombinasi keduanya. Berikut ini jenis-jenis narrative text : fair story (cerita dongeng), mysteries (cerita misteri), science fiction (fiksi ilmu pengetahuan), romances (cerita romantic), horror stories (cerita horror), adventure stories (cerita petualangan), fables (dongeng hewan), myths(mitos) and legends (legenda), historical narratives (sejarah narrative), ballads, slice of life, personal experience.

e. Contoh Narrative Text

SANGKURIANG

Once upon a time in West Java, Indonesia, lived a princess named Dayang Sumbi. She was beautiful and kind-hearted. Her hobby was weaving cloth. But sometimes she could be very lazy. One day her weaving tool fell, but she was too lazy to get it herself. She shouted out, “Can anybody help me get my tool? If you are a female, I will take you as my sister. If you are a male, I will marry you!”

A male creature came, but it was a dog. His name was Tumang. He happily brought the tool to her. Dayang Sumbi was very surprised, but she kept her promise. She married the dog. Tumang was actually a man who had been cursed by a witch to become a dog. But at certain times Tumang could turn back to be a normal man. Their only son, Sangkuriang, was soon born, and he grew up to be a handsome and healthy boy. He always played with his very loyal dog, Tumang. He did not know that he was actually his father, because Dayang Sumbi hid the secret from him. Sangkuriang liked to hunt in the woods, of course with Tumang.

One day Dayang Sumbi asked him to bring home a deer’s heart. But, after hunting for several days, he could not find any deer in the woods. He did not want to disappoint his mother and was thinking hard how to bring home a deer’s

heart. Suddenly, he had a very bad idea. He killed Tumang! Then, he brought his heart home and gave it to Dayang Sumbi.

Sangkuring could not cheat her. She knew it was Tumang's heart. So, she got very angry and hit Sangkuriang's forehead with a piece of wood and told him to leave. With a bad wound on his forehead, Sangkuriang left the village.

Many years later, Sangkuriang grew up to be a powerful man. One day he went back to his village. He met a beautiful young woman there, and he fell in love with her at the first sight. It was Dayang Sumbi! She never got older because she had been granted eternal youth by the gods. Sangkuriang did not know that she was his mother, so he came to her and proposed to marry her.

When he walked closer to her, Dayang Sumbi got very surprised. She saw the scar in Sangkuriang's forehead, and soon she knew that he was her son, who left her a long time ago. She told him the truth and tried hard to explain it to him, but he did not believe her. She did not want to break his heart, so she accepted his proposal but gave him an impossible thing to do. She wanted him to build a lake and a boat in just one night!

Sangkuriang agreed, because he knew that he could make it with the help of his genies. By midnight he finished the lake and then started making the boat. Dayang Sumbi was thinking hard to find a way to fail him. Before dawn, she asked the people in the village to burn the woods in the East, and the light made all the cocks crow. Thinking that the night would be over soon, the genies ran fast and left Sangkuriang before the boat was finished. Sangkuriang realized that Dayang Sumbi had cheated him. He got very angry and he kicked the boat upside down. It gradually became a mountain and it is now known as Mt. Tangkuban Perahu.

f. Model, Pendekatan, dan Metode

Model : Direct instruction.

Pendekatan : Scientific approach.

Metode : Grammar-Translation Method

g. Media dan Bahan

Media : Gambar/table/text yang berkaitan dengan materi pembelajaran.

Alat : LCD proyektor, laptop, dan buku pembelajaran.

Bahan : Buku Bahasa Inggris: When English Rings the Bell kelas IX SMP, Kemendikbud, 2013.

f. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan (15 menit)	Integrasi PPK, 4C SKILL, KLS
<ul style="list-style-type: none">- Memberi salam dan peserta didik menjawab salam, lalu dilanjutkan dengan berdoa.- Meminta peserta didik untuk memastikan bahwa tidak ada sampah di sekitar tempat duduknya dan apabila ada, maka mereka harus mengambil sampah tersebut dan membuangnya ke tempat sampah.- Mengecek kehadiran peserta didik dan memberikan semangat atau motivasi mengenai pencapaian mimpi sebelum memulai pelajaran.- Mengaitkan pengalaman atau pengetahuan yang telah dimiliki oleh peserta didik dengan kompetensi yang akan dipelajari.- Menyampaikan tujuan pembelajaran dalam kehidupan peserta didik sehari-hari.	<ul style="list-style-type: none">- Religiulitas (Keimanan dan ketakwaan).- Religiulitas (Bersih dan peduli lingkungan).
b. Kegiatan Inti (60 menit)	
<ul style="list-style-type: none">- Peneliti menampilkan gambar melalui LCD proyektor dan bertanya mengenai apa yang peserta didik ketahui tentang gambar dan text yang ditampilkan,.- Setelah stimulasi, peneliti menampilkan materi pembelajaran yang akan dibahas. Siswa diberikan waktu untuk melihat dan memahami materi mengenai Narrative Text.- Peneliti kemudian menjelaskan tentang pengertian, tujuan, unsur, jenis-jenis, serta contoh dari Narrative Text, yaitu Sangkuriang.- Siswa lalu diminta untuk membaca dan menerjemahkan	<ul style="list-style-type: none">- Integritas (santun dan jujur).- Kemandirian (Kreatif dan Inovatif).- Gotong Royong (Kerja Sama).

<p>Narrative Text 'Sangkuriang' secara berkelompok.</p> <ul style="list-style-type: none"> - Siswa diberikan kesempatan untuk menggunakan buku atau pun internet sebagai sumber dari tugas yang diberikan. Selama siswa tidak menjiplak jawaban dari sumbernya langsung. - Peneliti membaca dan membahas bersama makna dari Narrative text 'Sangkuriang'. 	
<p>c. Penutupan (15 menit)</p>	
<ul style="list-style-type: none"> - Peneliti akan bertanya kepada murid tentang kesimpulan atau hal-hal yang telah mereka pelajari hari ini. Kemudian, guru akan memberikan kesimpulan yang tepat. - Peneliti memberi tahu peserta didik tentang materi di minggu selanjutnya dan kegiatan-kegiatan yang akan mereka lakukan agar murid dapat menyiapkan diri. - Mengakhiri pembelajaran dengan pesan, doa, dan salam. 	<ul style="list-style-type: none"> - Kemandirian (Percaya diri dan pembelajar sepanjang hayat). - Religiulitas (Keimanan dan ketakwaan).

2. Pertemuan Kedua (Task-Cycle)

Pada pertemuan ini, Peneliti memberikan tugas (*task*) yang berkaitan dengan materi secara berkelompok dan menggunakan pengetahuan mereka beserta sumber daya yang tersedia untuk memecahkan soal. Peneliti menggunakan Written Task.

a. Task Given

Answer these questions correctly based on the Narrative Text 'Sangkuriang'

- 1) Who was Dayang Sumbi? Describe her.
- 2) Who was Tumang? Why did Dayang Sumbi marry him?
- 3) Was Tumang a human being or a dog?
- 4) What did Sangkuriang know about Tumang?
- 5) One day Sangkuriang killed Tumang. Did he kill him because he was a bad son to his father? Why did he kill him?
- 6) If you were Dayang Sumbi, would you tell Sangkuriang the truth or would you keep the secret from him? Explain your answer.
- 7) What happened to Sangkuriang after he killed Tumang?
- 8) When Sangkuriang saw Dayang Sumbi, he proposed to marry her. Was he a bad son to his mother? Why did he want to marry her?

9) Why did Dayang Sumbi ask Sangkuriang to build a lake and a boat in one night?

10) Why could not Sangkuriang finish the boat?

11) How did the boat get upside down? 12) What have we learnt from the story?

a. You must not kill your parents.

b. You must not marry your mother.

c. You should not hide the truth.

d. You should accept the truth that you will get old.

b. Model, Pendekatan, dan Metode

Model : Direct instruction.

Pendekatan : Scientific approach.

Metode : Task-Based Learning method yang mencakup kegiatan tanya jawab, diskusi kelompok, penugasan, dan presentasi kelompok.

c. Media dan Bahan

Media : Gambar/table/text yang berkaitan dengan materi pembelajaran.

Alat : LCD proyektor, laptop, dan buku pembelajaran.

Bahan : Buku Bahasa Inggris: When English Rings the Bell kelas IX SMP, Kemendikbud, 2013.

d. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan (15 menit)	Integrasi PPK, 4C SKILL, KLS
<ul style="list-style-type: none">- Memberi salam dan peserta didik menjawab salam, lalu dilanjutkan dengan berdoa.- Meminta peserta didik untuk memastikan bahwa tidak ada sampah di sekitar tempat duduknya dan apabila ada, maka mereka harus mengambil sampah tersebut dan	<ul style="list-style-type: none">- Religiulitas (Keimanan dan ketakwaan).- Religiulitas (Bersih dan peduli lingkungan).

<p>membuangnya ke tempat sampah.</p> <ul style="list-style-type: none"> - Mengecek kehadiran peserta didik dan memberikan semangat atau motivasi mengenai pencapaian mimpi sebelum memulai pelajaran. - Mengaitkan pengalaman atau pengetahuan yang telah dimiliki oleh peserta didik dengan kompetensi yang akan dipelajari. - Mengulang kembali materi yang telah mereka pelajari sebelumnya. 	
b. Kegiatan Inti (60 menit)	
<ul style="list-style-type: none"> - Peneliti menanyakan peserta didik mengenai cerita yang telah mereka terjemahkan sebelumnya. - Setelah stimulasi, peneliti membagikan tugas yang harus mereka kerjakan mengenai Narrative Text ‘Sangkuriang’. - Peneliti kemudian menjelaskan tentang perintah dari tugas yang diberikan. - Siswa lalu diminta untuk membaca dan memahami tugas dari Narrative Text ‘Sangkuriang’ secara berkelompok. - Siswa diberikan kesempatan untuk menggunakan buku atau pun internet sebagai sumber dari tugas yang diberikan. Selama siswa tidak menjiplak jawaban dari sumbernya langsung. - Peneliti meminta siswa untuk mempresentasikan jawaban kelompok mereka. - Kelompok lain diminta memberikan pendapat. - Setelahnya, peneliti akan menjelaskan jawaban yang tepat dari tugas yang diberikan. 	<ul style="list-style-type: none"> - Integritas (santun dan jujur). - Kemandirian (Kreatif dan Inovatif). - Gotong Royong (Kerja Sama).
c. Penutupan (15 menit)	
<ul style="list-style-type: none"> - Peneliti akan bertanya kepada murid tentang kesimpulan atau hal-hal yang telah mereka pelajari hari ini. - Peneliti memberi tahu peserta didik tentang materi di pertemuan selanjutnya dan kegiatan-kegiatan yang akan mereka lakukan agar murid dapat menyiapkan diri. - Mengakhiri pembelajaran dengan pesan, doa, dan salam. 	<ul style="list-style-type: none"> - Kemandirian (Percaya diri dan pembelajar sepanjang hayat). - Religiulitas (Keimanan dan ketakwaan).

3. Pertemuan Ketiga (Post-Task Phase)

Pada pertemuan terakhir, peneliti akan me-review materi yang telah diberikan dengan menggunakan metode Task-Based Learning. Kemudian, peneliti akan menanyakan peserta didik mengenai pendapat mereka terhadap metode ini.

a. Given Task

Arrange these sentence into a correct order paragraph!

1. Then, she got an idea.
2. Dayang Sumbi saw the bad scar on his forehead.
3. She gave him a task which she thought was impossible for him to do.
4. She told him the truth again and again, but he would not believe her.
5. One day he approached Dayang Sumbi to propose her.
6. She asked him to make her a lake and a boat in one night.
7. She soon realized that he was her own son, Sangkuriang.
8. She was thinking hard to find a way not to marry him.
9. She did not know Sangkuriang had genies to help him to do the task.

b. Model, Pendekatan, dan Metode

Model : Direct instruction.

Pendekatan : Scientific approach.

Metode : Task-Based Learning method yang mencakup kegiatan tanya jawab, diskusi kelompok, penugasan, dan presentasi kelompok.

c. Media dan Bahan

Media : Gambar/table/text yang berkaitan dengan materi pembelajaran.

Alat : LCD proyektor, laptop, dan buku pembelajaran.

Bahan : Buku Bahasa Inggris: When English Rings the Bell kelas IX SMP, Kemendikbud, 2013.

d. Langkah-Langkah Pembelajaran

a. Kegiatan Pendahuluan (15 menit)	Integrasi PPK, 4C SKILL, KLS
<ul style="list-style-type: none"> - Memberi salam dan peserta didik menjawab salam, lalu dilanjutkan dengan berdoa. - Meminta peserta didik untuk memastikan bahwa tidak ada sampah di sekitar tempat duduknya dan apabila ada, maka 	<ul style="list-style-type: none"> - Religiulitas (Keimanan dan ketakwaan). - Religiulitas (Bersih dan peduli lingkungan).

<p>mereka harus mengambil sampah tersebut dan membuangnya ke tempat sampah.</p> <ul style="list-style-type: none"> - Mengecek kehadiran peserta didik dan memberikan semangat atau motivasi mengenai pencapaian mimpi sebelum memulai pelajaran. 	
<p>b. Kegiatan Inti (60 menit)</p>	
<ul style="list-style-type: none"> - Peneliti me-review materi yang telah mereka pelajari sebelumnya. - Setelah stimulasi, peneliti membagikan tugas selanjutnya yang harus mereka kerjakan mengenai Narrative Text ‘Sangkuriang’. - Peneliti kemudian menjelaskan tentang perintah dari tugas yang diberikan. - Siswa lalu diminta untuk membaca dan memahami tugas kedua dari Narrative Text ‘Sangkuriang’ secara berkelompok. - Siswa diberikan kesempatan untuk menggunakan buku atau pun internet sebagai sumber dari tugas yang diberikan. Selama siswa tidak menjiplak jawaban dari sumbernya langsung. - Peneliti meminta siswa untuk mempresentasikan jawaban kelompok mereka. - Kelompok lain diminta memberikan pendapat. - Setelahnya, peneliti akan menjelaskan jawaban yang tepat dari tugas yang diberikan. 	<ul style="list-style-type: none"> - Integritas (santun dan jujur). - Kemandirian (Kreatif dan Inovatif). - Gotong Royong (Kerja Sama). -
<p>c. Penutupan (15 menit)</p>	
<ul style="list-style-type: none"> - Peneliti akan bertanya kepada murid tentang kesimpulan atau hal-hal yang telah mereka pelajari hari ini. - Peneliti akan menanyakan pendapat peserta didik mengenai metode pembelajaran dengan menggunakan Task-Based Learning dan meminta mereka untuk mengisi Post-Test Motivasi. - Mengakhiri pembelajaran dengan pesan, doa, dan salam. 	<ul style="list-style-type: none"> - Kemandirian (Percaya diri dan pembelajar sepanjang hayat). - Religiulitas (Keimanan dan ketakwaan).

G. Penilaian

1. Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
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1.	Santun	5: selalu santun 4: sering santun 3: kadang-kadang santun 2: jarang santun 1: tidak pernah santun	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli 4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
5.	Disiplin	5: selalu disiplin 4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
6.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	

2. Cognitif (Pengetahuan)

KRITERIA	Deskripsi	RentangSk or	Skor Perolehan
Menjawab Pertanyaan	Benar 10-12 butir soal	(89 – 100)	...

	Benar 7-9 butir soal	(76-88)	...
	Benar 5-6 butir soal	(61-75)	...
	Benar 1-4 butir soal	(0-60)	...
	JUMLAH		...

Kunci Jawaban:

- Exercise 1.

1. Dayang Sumbi was a beautiful and kind-hearted princess, but sometimes she was very lazy. Her hobby was weaving cloth.
2. Tumang is a male dog. He came to bring her tool back to her. As she had promised to whoever bring back her weaving tool, she married him.
3. Tumang was actually a man who had been cursed by a witch to become a dog. But sometimes he could turn back to a normal man.
4. He did not know that Tumang was his father because he was a dog whenever he was with him.
5. No. When he was twelve years old, Dayang Sumbi asked Sangkuriang to bring her a deer's heart. But after many days in the woods, he could not find a deer. He did not want to disappoint his mother, so he killed Tumang and brought his heart home and gave it to his mother.
6. (Students' opinion)
7. She hit him with a piece of wood on his forehead, and told him to go away. Badly wounded, Sangkuriang left her and the village.
8. Yes. He met a beautiful young woman. He fell in love with her at the first sight. He did not know that she was Dayang Sumbi. She could never get older because she was granted eternal youth by the gods.
9. Because, She was thinking hard to find a way not to marry him.
10. She asked the people in the village to burn the woods in the east, so that the light made all the cocks in the village crow. The genies thought that the morning was almost broken. They ran away as fast as they could, leaving the boat unfinished.
11. He kicked the boat so hard that it went upside down. It is now known as Mount Tangkuban Perahu.
12. c. You should not hide the truth.

- Exercise 2.

The correct order is: 5-2-7-4-8-1-3-6-9

3. Psikomotor (Keterampilan)

Kriteria	Deskripsi	RentangSkor	SkorPerolehan
Mendeskripsikan secara lisan	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai.	(89 – 100)	...
	Lancar dan kosa kata dan kalimat berkembang, serta ada transisi.	(76-88)	...
	Sesekali melihat teks, kosa kata terbatas tapi lancar.	(61-75)	...
	Membaca script, kosa kata terbatas, dan tidak lancar.	(0-60)	...
	JUMLAH		...

SKOR PEEROLEHAN

SKOR = ----- X 100

SKOR MAKSIMAL

جامعة الرانري

AR - RANIRY