# THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) PROCEDURE AT THE FIRST GRADE OF TOURISM DEPARTMENT IN SMKN 2 BUKITTINGGI

**A Thesis**

*Submitted as a Partial Fulfillment of the Requirement to Obtain*

*Strata One (S1) Degree on English Education Section*


By:

FRANSISKA GUSTIANA

NIM: 2315.021


Ace to have 5/2 2020
munaqasah

| Advisor I | Advisor II |
|---|---|
| **DR.VENI ROZA,SS,M.Pd** | **MERRY PRIMA DEWI,M.Pd** |
| NIP. 198401052009122003 | NIP.198403152015032003 |

**ENGLISH EDUCATION SECTION**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC INSTITUTE BUKITTINGGI**

**2019/2020**

SURAT PERNYATAAN

Saya yang brtanda tangan dibawah ini:

Nama/Nim : Fransiska Gustiana/2315.021

Tempat/Tanggal lahir : Ujung tanah/ 23 Agustus 1996

Fakultas/Jurusan (PBI) : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Judul Skripsi : The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

Menyatakan dengan sesungguhnya bahwa karya ilmiah ( skripsi ) saya dengan judul diatas adalah benar asli karya penulis. Apabila dikemukakan hari ini terbukti bahwa skripsi ini bukan karya sendiri, maka penulis bersedia diproses sesuai hukum yang berlaku dan gelar keserjanaan penulis dicopot sampai batas waktu yang tidak ditentukan.

Demikian pernyataan ini saya buat dengan sesungguhnya untuk dipergunaan sebagaimana mestinya.

Bukittinggi, Januari 2020

Saya yang menyatakan

**Fransiska Gustiana**

**NIM. 2315.021**

PERSETUJUAN PEMBIMBING

Skripsi ini atas nama Fransiska Gustiana, Nim 2315.021 dengan judul "The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi" telah disetujui untuk diajukan kesidang munaqasah.

Demikian surat persetujuan ini diberikan untuk dapat digunakan seperlunya.

Bukittinggi, Januari 2020

| | |
|---|---|
| Advisor I | Advisor ll |
| **DR.VENI ROZA,SS,M.Pd** | **MERRY PRIMA DEWI,M.Pd** |
| NIP. 198401052009122003 | NIP.198403152015032003 |

## ABSTRACT

**Fransiska Gustiana,2315021, The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi, A Thesis State Islamic Institude (IAIN) Bukittinggi, 2020.**

This research was conducted based on the problems which were found by the researcher at the First Grade of Tourism Department in SMKN 2 Bukittinggi. There were some problems that researcher found. First, the teacher immediately asked the students to do the task without ensures whether the student has understood the task or not. Second, the teacher gave the task individually, in fact based on the theory for Task Based Language Teaching task was done in pairs or in a small group. Third, in the learning process the teacher always confused when giving the task because when giving the task the teacher often change the form of the task. The purpose of this research is to find out the Implementation Task Based Language Teaching (TBLT) prosedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

This research was descriptive qualitative research. The informant of this research was the teacher who taught at the First Grade of Tourism Departmet and some students at the First Grade of Tourism Department that were chosen by using snowball sampling. The data was collected through observation, interview and documentation. The Observation was conducted in four meetings at the First Grade of Tourism Department. Interview was done to the teacher and students. There were five students included in this interview. Then, to support the observation and interview, the researcher used documentation like pictures and videos. The data were analyzed by using flow model of Miles and Huberman in Sugiono.

The finding reveals that the teacher generally implements Task Based Language Teaching procedure with process pretask, task, planning, report, analysis, and practice but the teacher did not apply yet all of stages. The first is pre task. It consist of six activities but the teacher did five activities in this stage. The second is task. There are two activities but the teacher did one activities. The third is planning. There are four activities but the teacher did two activities. The fourth is report. There are four activies and the teacher did all of activities. the fifth is analysis. There are five activities and the teacher did all of activities. the sixth is Practice. The teacher did all of activities.



**Key term: Task Based Language Teaching Procedure, English Learning Process**

# ABSTRAK

**Fransiska Gustiana, 2315021, Implementasi Task Based Language Teaching Procedure di Kelas 1 Departemen Pariwisata di SMKN 2 Bukittinggi. Skripsi. Institut Agama Islam Negeri (IAIN) Bukittinggi, 2020.**

Penelitian ini dilakukan berdasarkan masalah yang ditemukan oleh peneliti di kelas 1 Jurusan Pariwisata di SMKN 2 Bukittinggi. Ada beberapa masalah yang peneliti temukan. Pertama, guru langsung meminta siswa untuk melakukan tugas tanpa memastikan apakah siswa telah memahami tugas atau belum. Kedua, guru memberikan tugas secara individual, kenyataannya berdasarkan teori untuk Task Based Language Teaching tugas diberikan secara berpasangan atau dalam kelompok kecil. Ketiga, dalam proses pembelajaran guru selalu bingung ketika memberikan tugas karena ketika memberikan tugas guru sering mengubah bentuk tugas.Tujuan penelitian ini untuk mengetahui penerapan prosedur Task Based Language Teaching (TBLT) pada Kelas 1 Dinas Pariwisata di SMKN 2 Bukittinggi.

Penelitian ini adalah penelitian deskriptif kualitatif. Informan penelitian ini adalah guru yang mengajar di Kelas 1 Jurusan Pariwisata di SMKN 2 Bukittinggi dan beberapa siswa yang dipilih dengan menggunakan teknik snowball sampling. Data dikumpulkan melalui observasi, wawancara dan dokumentasi. Data dianalisis dengan menggunakan metode analisa Miles dan Huberman yang dikemukan oleh Sugiono.

Temuan ini mengungkapkan bahwa guru pada umumnya telah menerapkan prosedur Task Based Language Teaching dengan prosedur: pra tugas, tugas, perencanaan, laporan, analisis, dan praktik tetapi guru belum menerapkan semua tahapan. Pertama adalah pra tugas. Ini terdiri dari enam kegiatan tetapi guru hanya melakukan lima kegiatan pada tahap ini. Kedua adalah tugas. Ada dua kegiatan tetapi guru hanya melakukan satu kegiatan. Ketiga adalah perencanaan. Ada empat kegiatan tetapi guru melakukan dua kegiatan. Keempat adalah laporan. Ada empat kegiatan dan guru melakukan semua kegiatan. Kelima adalah analisis. Ada lima kegiatan tetapi guru melakukan empat kegiatan. Keenam adalah praktik. Guru melakukan semua kegiatan.



**Kata kunci: Task Based Language Teaching Procedure, Proses pembelajaran bahasa Inggris.**

## ACKNOWLEDMENT

*Alhamdulilah Hirabbil'alamin*, in the name of Allah SWT, the most gracious and the most merciful, who always gives health and all of things to the researcherin accomplising this thesis under the title "The Implementation of Task Based Language Teaching (TBLT) at the First Grade of Tourism Department in SMKN 2 Bukittinggi." *Shalawat and salam* to the most honorable prophet Muhammad SAW, messengers, and his followers who has opened our mind to study until now.

This thesis was imposible to be completed without helps and supports from many person. So that researcher would like to express her sincere gratitude and great thanks to following persons:

1. Dr.Ridha Ahida, M.Hum as the Rector of IAIN Bukittinggi and her first, second, and third assistants.
2. Zulfani Sesmiarni, M.Pd as the Dean of Faculty of Tarbiyah and Teachers Training of State Islamic Institute Bukittinggi.
3. Loli Safitri, M.Pd as chairperson of English Education Department of State Islamic Institute Bukittinggi.
4. Dr. Veni Roza, S.S,M.Pd and Merry Prima Dewi,M.Pd as her first and second advisor for their care, time, attentions, guidance, valuable advices, and patience in accomplishing her thesis.

5. The librarians of State Islamic Institute Bukittinggi who have sincerely helped and allowed the writer in collecting the references.
6. All of the lecturers especially English lecturers who have given her knowledge, ideas and contributions to the complement of her thesis and educated her precious things in many fields during her study.
7. Her beloved parents: Franedi and Erma for their endless love, pray, and support for the researcher.
8. Her beloved sister: Megy Purnama Dewi, Dian Nila Sari, Afifa Nurhaima Sarah and Afifi Nurhaima Sari Thanks for your love, pray, your motivation and your kidness.
9. All of her friend at English Education Department, especially PBI D 2014 members for their helps, supports and inspirations that have encoraged her to have good spirit in studying and in accompishing this thesis.
10. Trisna Apriliyani, Annisa Nurul Ramadhani, Aulia Rizka, Rinova Kartina, and Titin Nurpasari to have good spirit in studying and accomplishing this thesis.

The researcher hopes Allah SWT always blesses all of the people who have helped her whether the researcher who have been mentioned or not. Hence, the suggestions, valuables critics and the meaningful advices

from the reader are highy appreciated to make this thesis become more meaningful.

Bukittinggi, Januari 2020

The Researcher

Fransiska Gustiana

## TABLE OF CONTENT

**ABSTRACT** ..... i

**ABSTRAK** ..... ii

**ACKNOWLEDMENT** ..... iii

**TABLE OF CONTENT** ..... v

**TABLE OF APPENDIX** ..... vii

**CHAPTER I INTRODUCTION** ..... 1

A. Bacground of the Problem ..... 1

B. Identification of the Problem ..... 6

C. Limitation of the Problem ..... 6

D. Formulation of the Problem ..... 6

E. Purpose of the Research ..... 7

F. Significance of the Research ..... 7

G. Definition of Key Terms ..... 8

**CHAPTER II REVIEW OF RELATED LITERATURE** ..... 9

A. Review of the Related Theory ..... 9

1. Definition Task Based Language Teaching (TBLT) ..... 9

2. Principles of Task Based Language Teaching ..... 11

3. Types of Task ..... 13

4. Procedure of Task Based Language Teaching ..... 18

5. The advantages of Task Based Language Teaching ..... 22

B. Review of Related Studies ..... 23

C. Conceptual Framework ..... 27

**CHAPTER III RESEARCH METHOD** ..... 29

A. Design of the Research ..... 29

B. Informant of the Research ..... 29

C. Technique of Data Collection ..... 30

D. Technique of Data Analysis ..... 33

E. Triangulation of Data.....34

**CHAPTER IV FINDINGC AND DISCUSSION**.....35

A. Finding.....35

1.Description of the Data.....35

2. Analysis of the Data.....38

3. Triangulation.....74

B. Discussion.....75

**CHAPTER V CONCLUSION AND SUGGESTION**.....80

A. Conclusions .....80

B. Suggestion.....80

**REFERENCE** .....82

**APPENDICES**

## LIST OF APPENDICES

Appendix 1. Research Guideline.....85
Appendix 2. Observation Guideline.....90
Appendix 3. Interview Guideline.....93
Appendix 4. Lembar Wawancara .....95
Appendix 5. Hasil Wawancara Guru .....97
Appendix 6. Hasil Wawancara Siswa .....103
Appendix 7. Observation Sheet I.....118
Appendix 8. Observation Sheet II.....121
Appendix 9. Observation Sheet III .....124
Appendix 10. Observation Sheet IV .....127
Appendix 11. Lembar Validasi Instrumen .....130
Appendix 12.Surat Pernyataan Telah Memvalidasi.....136
Appendix 13. Surat Permohonan Izin Penelitian .....139
Appendix 14. Surat Izin Penelitian .....139
Appendix 15. SK Pembimbing.....140
Appendix 16. Surat Keterangan Melakukan Penelitian .....141
Appendix 17. Surat Keterangan Observasi Guru.....142
Appendix 18. Surat Keterangan Melakukan Wawancara.....143

# CHAPTER I

# INTRODUCTION

## A. Background of the Problem

Task Based Language Teaching is an approach that focuses on the tasks given to students which implement communicative tasks with some interactive and meaningful activities engaging the students in active language learning. Nunan defines task into real world or target tasks and pedagogical tasks.[1] Real world or target task refers to uses of a task relates to the activity outside that occur in the classroom and become pedagogical task.

There are some definitions about pedagogical tasks. According to Nunan, task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.[2] Then according to Richard in Nunan, task is an activity or action which is carried out as the result of processing or understanding language (a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for

[1]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 1

[2]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 4

its own sake.[3] It means that, tasks are what the students will do in the class or students activity in the proses of learning language which enables the students to produce the target language through the completion of a communicative task and supports the language learning process that requires students to actively involve communication skills and make the students have a progress in interacting skill.

Furthermore, in Task Based Language Teaching the teacher guides the students learning in pair. Nunan states that, "TBLT encourage learners to participate actively in small, collaborative groups".[4] It means by implementing Task-based Language Teaching students will be given broad opportunities to explore their language skills freely, students working together as pairs and groups resulting in the decrease of students' anxiety, shyness, hesitationand in another side can increase students self-confidence. As said by Marta, if taskand technology integrations are properly motivated by TBLT theory, would argue that language learning tasks which are mediated by new technologies can help minimize students' fear of failure, embarrassment, or losing face; task-based language teaching can raise students' motivation to take risks and be creative while using language to make meaning.[5]

Based on preliminary research conducted on March 21st until Juli 2019 by observation and interview, the researcher observed the first grade of tourism department in SMKN 2 Bukittinggi. When researcher doing interview with the

[3]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 2

[4]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p.12

[5]Marta Gonzalez-LloretLourdes Ortega, *Technology Mediated TBLT Researching Technology and Task* (Amsterdam : John Benjamin Publishing Company, 2014), p.4

teacher, the teacher state that in teaching and learning process the teacher always give the task to students. The teacher gave several tasks to make students active in language learning. The task focused on speaking skill even though other skills were also learned because the target of output in vocational school was students are expected to be able to work in the industrial world. For graduated of the Tourism Department, students served people so students' must be able to well communicate. From the teacher's explanation, it seems that the teacher in the learning process implemented Task Based Language Teaching (TBLT). This statement was also supported by the results of interviews with the teacher when researchers asked teachers what approaches were used in the learning process the teacher answers using Task Based Language Teaching approach. But the researcher found several problem.

The first problem, the teacher immediately asked the students to do the task without ensures whether the student has understood the task or not. When the researcher observed in the class, the students learnt about announcement. The teacher gave instruction assignments then immediately asked the students to answer the questions. The teacher gave listening exercise by playing a native recording on the audio and the students task was to answer some question in the paper given by the teacher which consist of five questions and the answer should be appropriate with what the audio talking about. The teacher started playing the audio and did not ensures the students have understood the task or not. It turned out when the audio had started many students did not understand the purpose of the question and beforehand the teacher also did not ensure it to the students. As a

result, the students feel confused between listen to the audio or comprehending the question.

The second problem, the teacher gave the task in individually, in fact based on the theory for Task Based Language Teaching, task was done in pairs or in a small group. This problem researchers got when doing observation conducted on March 21st 2019. When the researcher observed in the class, the students studied about announcement. The teacher gave listening exercise by playing a native recording on the audio and the students task was to answer some question in the paper given by the teacher which consist of five questions and the answer should be appropriate with what the audio talking about. This task was done by students individually not in pair or groups.

This problem was also supported by the results of interview with teacher. Initially, the researcher asked the teacher what approach the teacher used in the process of learning. The teacher said that, in the learning process the teacher used Task Based Language Teaching approach. Then researchers asked again, the task given to students were usually in individually or groups. The teacher answered the task can be given individually. While in Task-based Language Teaching theory, the task was doing in pairs or in small groups.

The third problem, in the learning process the teacher always confused when giving the task because the teacher often change the form of the task. Researcher found this problem when the researcher conducted an interview with several students. Two of the five students that researcher interviewed said that in the learning process the teacher always looked confused when giving a task. The

researcher asked what were the students' reason said the teacher seem confused when giving the task, the student answered that in giving a task the teacher often change the form of the task. For example the teacher asked students to write a paragraph about a topic on paper. when students were just beginning to do what the teacher asked, the teacher said that the task not write but immediately conveyed in front of the class

Based on observation and interview conducted by researcher the problems was: First, the teacher immediately asked the students to do the task without ensures whether the student has understood the task or not. Second, the teacher gave the task individually, in fact based on the theory for Task Based Language Teaching task was done in pairs or in a small group. Third, in the learning process the teacher always confused when giving the task because the teacher often change the form of the task.

Based on the Prolems above, the researcher is interested to conduct research about "**The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi".**

## B. Identification of the problem

Based on the background of the problem above, the researcher found some problems that occurred in implementation of Task Based Language Teaching Procedure at the first grade of SMKN 2 Bukittinggi.

1. The teacher immediately asked the students to do the task without ensures whether the student has understood the task or not.
2. The teacher gave the task individually, in fact based on the theory for Task Based Language Teaching task was done in pairs or in a small group.
3. In the learning process the teacher always confused when giving the task because the teacher often change the form of the task.

## C. Limited of the problem

Based on the identification of the problem above, the researcher limited the problem in this research. Then, the research focus on The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

## D. Formulation of the Problem

In accordance with the limitation of the problem, the problem in this research is formulated in the following question. How is the Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi?

## E. Purpose of the Research

The purpose of the research is to find out the Implementation Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

## F. Significance of the Research

The research supposes that the research finding might be useful for many people, such as:

1. For Teacher.

   In this research, the researcher hopes that the research result will give benefit to the teacher in implementation of Task Based Language Teaching (TBLT) Procedure in order to improve teacher quality in teaching English.

2. For Students.

   The students have knowledge about Task Based Language Teaching (TBLT) Procedure and guidelines when the students in learning process.

3. For Researcher.

   It can add the researcher more experience and has a good understanding of English. This research can be used to references for the researcher in English in the future.

## G. Definition of Key Terms

Task Based Language Teaching (TBLT) at the First Grade of Tourism Department in SMKN 2 Bukittinggi is an approach based on the use of task as the central unit of planing in language teaching that encourages students to solve the problem communicatively in order to find out the goal of the learning process.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical description and theoretical framework. Theoretical description is supported with some theories which are relevant to the research. This chapter discusses about Task Based Language Teaching. The theoretical framework discusses the implementation of the theories which answer the research problem.

## A. Review of the Related Theory

1. Definition of Task Based Language Teaching

Task Based Language Teaching is an approach that focuses on the tasks given to studentswhich implement communicative tasks with some interactive and meaningful activities engaging the students in active language learning. Nunan defines task into real world or target tasks and pedagogical tasks.[6] Real world or target task refers to uses of a task relates to the activity outside that occur in the classroom and become pedagogical task.

There are some definitions about pedagogical tasks. According to Nunan, task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form.[7] Then according to Richard in Nunan task is an activity or action which is carried out as the result

[6]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 1

[7]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 4

of processing or understanding language (a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake.[8] It means that, tasks are what the students will do in the class or students activity in the proses of learning language which enables the students to produce the target language through the completion of a communicative task and supports the language learning process that requires students to actively involve communication skills and make the students have a progress in interacting skill.

From the explanation above, the conclusion is Task Based Language Teaching is an approach emphazing process of teaching and learning as a set of communicative task to engage the students in active language learning using various task by applying many skill such as comprehending, manipulating, interaction and producing.

[8]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 2

Futhermore Richard states that some of the key characteristics of a task are the following:[9]

1) It is something that learners do or carry out using their existing language resources.
2) It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.
3) It involves a focus on meaning.
4) In the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills.

It means that a task is activities to comprehand, manipulate, produce or interact in target language to result an outcome that can be evaluated as a result of study.

2. Principles of Task-based Language Teaching

According to Nunan, there are several principles of Task Based Language Teaching: [10]

1) Scaffolding

Lessons and materials must provide a supporting framework in which learning takes place. At the beginning of the learning process, students not to produce a language that has not been introduced either explicitly or implicitly.

[9]Jack Richard, Communicative Language Teaching Today (New York: Cambridge University Press, 2006), p. 31

[10]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p.35-37

2) Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before. In other word, the task given should be there association with before and after so there are measures of progression levels teaching.

3) Recycling

Language recycling maximizes opportunities for learning and activates the principle of learning that allows students to find target language items and also see how their functions in a variety of different environments or content.

4) Active learning

Learner should be get greater opportunities and tend to be active in the process of teaching and learning activities.

5) Integration

The material taught can be integrated. In other word, for example given a task to communicative function but simultaneously can learn grammatical structure.

6) Reproduction to creation

Learner encouraged to move from reproductive to creative language use. Students are directed to be able to produce the maximum what is learned.

7) Reflection

Students should be given the opportunity to reflect on what they have learned and the extent to which the language has been mastered.

Based on explanation above, it can be concluded that in applying Task-based language teaching should be guided by these principles. The Principles of Task-based Language Teaching there are seven principles. Namely, scaffolding, task dependency, recycling, integration, reproduction to creation, and reflection.

3. Types of Task

Nunan states, there are several different task types as there are people who have written on task-based language teaching:[11]

1. Information-gap activity

A transfer of given information from one person to another or from one form to another, or from one place to another generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other.

2. Reasoning-gap activity

Deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable

[11]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p.57

on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion-gap activity

Which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

According to Willis, there are six types of task:[12]

1. Listing

The outcome would be the completed list, or possibly a draft mind map. The process involved are:

a. Brainstorming, in which learner draw on their own knowledge and experience either as a class or in pairs/group.

[12]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 26-27

b. Fact-finding, in which learner find things out by asking each other or other people and reffering to book,etc.

2. Ordering and sorting

Ordering and sorting set of information or data that has been ordered and shorted according to specified criteriaThese task involve four main process:

a. Sequencing item, action or event in a logical or chronological order
b. Ranking items according to personal values or specified criteria
c. Categorising item in given groups or grouping them under given headings.
d. Classifying item in different ways, where the categories themselves are not given.

3. Comparing

The tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The process involved are:

a. Matching to identify specific points and relate them to each other
b. Finding similarities and things in common
c. Finding differences

4. Problem solving

Problem solving tasks make demand upon people's intellectual and reasoning powers, and though challenging, they are engaging and often satisfying to solve. The outcome of probem solving is solution to the

problem, which can then be evaluated. The process is analysing real or hypothetical situations, reasoning and decision making.

5. Sharing personal experiences

   The tasks encouragee learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as in other tasks.

6. Creative tasks

   Often called projects and involve pair or group of learners in some kind of freer creative work. Have more stages than other tasks, and can involve cominations of task types: listing, ordering and shorting, comparing and problem solving.

According to Richards there are several task for pedagogical task and real tasks that is:[13]

1. Jigsaw tasks

   These task involve learner in combining different pieces of information to form a whole. Example, three individuals or grop may have three different parts of a story and have to piece the story together.

2. Information gap tasks:

   Task in which one student or group has a complementary set of information and another student or group has a complementary set of

[13]Jack C Richard, *Curriculum Development in Language Teaching* (Cambridge: University Press, 2001), p. 58-59

information. They must negotiate and find out what the other party's information is in order to complete an activity.

3. Problem solving tasks

   Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

4. Decision making tasks

   Students are given a problem for which there a number of possible outcomes and they must choose one through negotiation and discussion.

5. Opinion exchange task

   Learner enagge in discussion and exchange of ideas. They do not need to reach agreement.

From the explanation above the conclusion is, according to Nunan there are three types of tasks. that is, information gap activities which provide some problem solving activities or gather information. Each partner has a very important role because the task cannot be completed if the couple cannot provide information to others. The second is the reasoning gap activity, deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. The last is opinion gap activities which involves the feeling or response in a given situation. Futhermore according to Willis there are six types of tasks. That is listing, ordering and shorting, comparing, problem solving, sharing personal experiences and creative tasks. Then according to

Richards there are five types of task that is Jingsaw tasks, information gap tasks, problem solving tasks, decision making tasks, and opinion exchane tasks.

4. Procedures of Task-Based Language Teaching in the Classroom

Nunan proposed a six-step procedure for developing instructional sequences around task. [14]

1) Schema building

Develop a number of schema-building exercises that will serve to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Controlled practice

Provide students with controlled practice in using the target language vocabulary, structures and functions.

3) Authentic listening practice

Involves learners in intensive listening practice.

4) Focus on linguistic elements

Get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

5) Provide freer practice.

The students engage in freer practice, where they move beyond simple manipulation.

[14]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p. 31

6) Introduce the pedagogical task.

The final step is introduction of the pedagogical task itself.

According to Willis, sequences of task-based activities that can conducted in the classroom including: [15]

1) Pre-Task activity
   a. The teacher introduce and defines the topic
   b. The teacher uses activities to help the students recal/learn useful words and pharases.
   c. The teacher ensures students understand task instructions.
   d. The teacher may play a recording of others doing the same or similar.
   e. The students note down useful words and pharases from the pre-task activities.
   f. The students may spend a few minutes preparing for the task individually.
2) Task Cycle
   a. Task
      a) The students do the task in pair/small group.
      b) The teacher acts as monitor and encourages students
   b. Planning
      a) The students prepare to report to the class how the students did the task and what the students discovered/decided.

[15]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155

b) The students rehearse what the students will say or draft a written version for the class to read.

c) The teacher ensures the purpose of the report is clear.

d) The teacher act as language adviser.

e) The teacher help students rehearse oral reports or organise written ones

c. Report

a) The students present their spoken report to the class, or circulate/ display their written reports.

b) The teacher acts as a chairperson, selecting who will speak next, or ensuring all students read most of the written report.

c) The teacher may give brief feedback on content and form.

d) The teacher may play a recording of others doing the same or similar task.

3) Language focus

a. Analysis

a) The students do conciousness raising activities to identify and process specific language features from the task text or transcript.

b) The students may ask about other features they have noticed.

c) The teacher review each analysis activity with the class.

d) The teacher bring other useful words, phrases and patterns to students' attention.

e) The teacher may pick up on language items from the report stage.

b. Practice

a) The teacher conducts practice activities after analysis activities where necessary, to build confidence.

b) The students practice words, phrases and pattern from the analysis activities.

c) The students practice other features occuring in the task text or report stage.

d) The students enter useful language items in their language notebooks.

Based on explanation above, it can be concluded that Nunan proposed six step procedure for Task Based Language Teaching. Namely, schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice and introduce the pedagogical task. Meanwhile Willis sequences of task-based learning activities that can be carried out into three phase; pre-task, task cycle, and language focus. Three phases can be implemented in many different kind of task. In the first two phases, teacher brainstorms the students' knowledge about the topic going to learn, and then the teacher monitors students' work by encouraging students to learn actively to accomplish the task and the teacher also provides students with help. In the last phase, the teacher leads students to reflect what has been done in the task cycle especially students language by

explaining the language rules,analyzing, and practice. In this research, the researcher use theory

In this research, the researcher used the theory suggested by Willis because according to the researcher the explanation of Task Based Language Teaching Procedures suggested by Willis is more detailed.

5. The advantages of Task Based Language Teaching

Willis draws the advantages of Task Based Language Teaching based on point of view the learner:[16]

a. Learner confidence to try out whether language they know, or think they know, in the relative privacy of a pair or small group without fear being wrong or of being corrected in the classroom.
b. Gives the learner experience of spontaneous interaction.
c. Gives learner chance to benefit from noticing how other express similar meaning.
d. Gives all learner chances to practice negotiating turn to speak, initiating as well as responding to questions, and reacting to other's contributions.
e. It engages learner using language purposively and co-operatively, concentrating on building meaning, not just using language for display purposes.
f. It makes learner participate in a complete interaction, not just one-off sentences.

[16]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 35

g. Gives learner more chances to try out communication strategies.

h. It learner help gradually gain confidence as they find they can rely on co-operation with their fellow students to achieve the goal of the tasks mainly through use of the target language.

**B. The Review of the Related Studies**

There are three previous research which is talking about Task based Language Teaching. The first research conducted by Islam Namazian Dost from Islamic Azad University entitled "The Effect of Task-based language teaching on motivation and grammatical achievement of EFL junior high school students of Ahvaz". To fulfill the objectives of the study a Homogeneity test 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. Before starting the treatment, a validated teacher-made grammar test in terms of the materials supposed to be covered in both groups was administered to them as the pre-test. Moreover, a motivation questionnaire were given to both groups at the beginning and at the end of study. Then the experimental group received the treatment, which was teaching and learning grammar through using task-based language teaching and the control group received traditional teaching which is teaching grammar through instruction on examples and drills proposed by the teacher. After 12 sessions of treatment, the two groups were administered the same teacher-made grammar test as posttest. Data were analyzed by Paired and Independent Samples t-test. The findings showed that the experimental group significantly performed better than the control

group. Generally, the experimental groups out performed the control groups. Furthermore, the results of motivation questionnaire showed 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 results suggested that task-based language teaching can be used in English classes to develop grammar ability among Iranian EFL learners.

The second research was conducted by Rui Wu the student from Beijing Information Technology collect the title is “The Effects of TBLT’ Strong Form and Weak Form on ESL Students’ Vocabulary Acquisition”. The present study applied task-based language teaching (TBLT) approach to English vocabulary teaching of vocational college students. Based on the different ideas of TBLT types-the strong form ( the strong task-based approach) and the weak form ( the weak task-based approach), it designed different teaching procedures aiming to explore different effects of the two types on English vocabulary acquisition. The result showed that the students as a whole had a better learning result when they were taught by the strong form of TBLT, especially when dealing with product qive vocabulary. However, the strong form did not seem to have as good an effect on lower level students as on upper and middle level ones.

The third research conducted by Justin Harris the lecturer at Kindai University in Osaka Japan the title is Teacher Beliefs About Task-Based Language Teaching in Japan. The participants of this study were 78 members of the TBLSIG. As members of a special interest research group whose aim is to

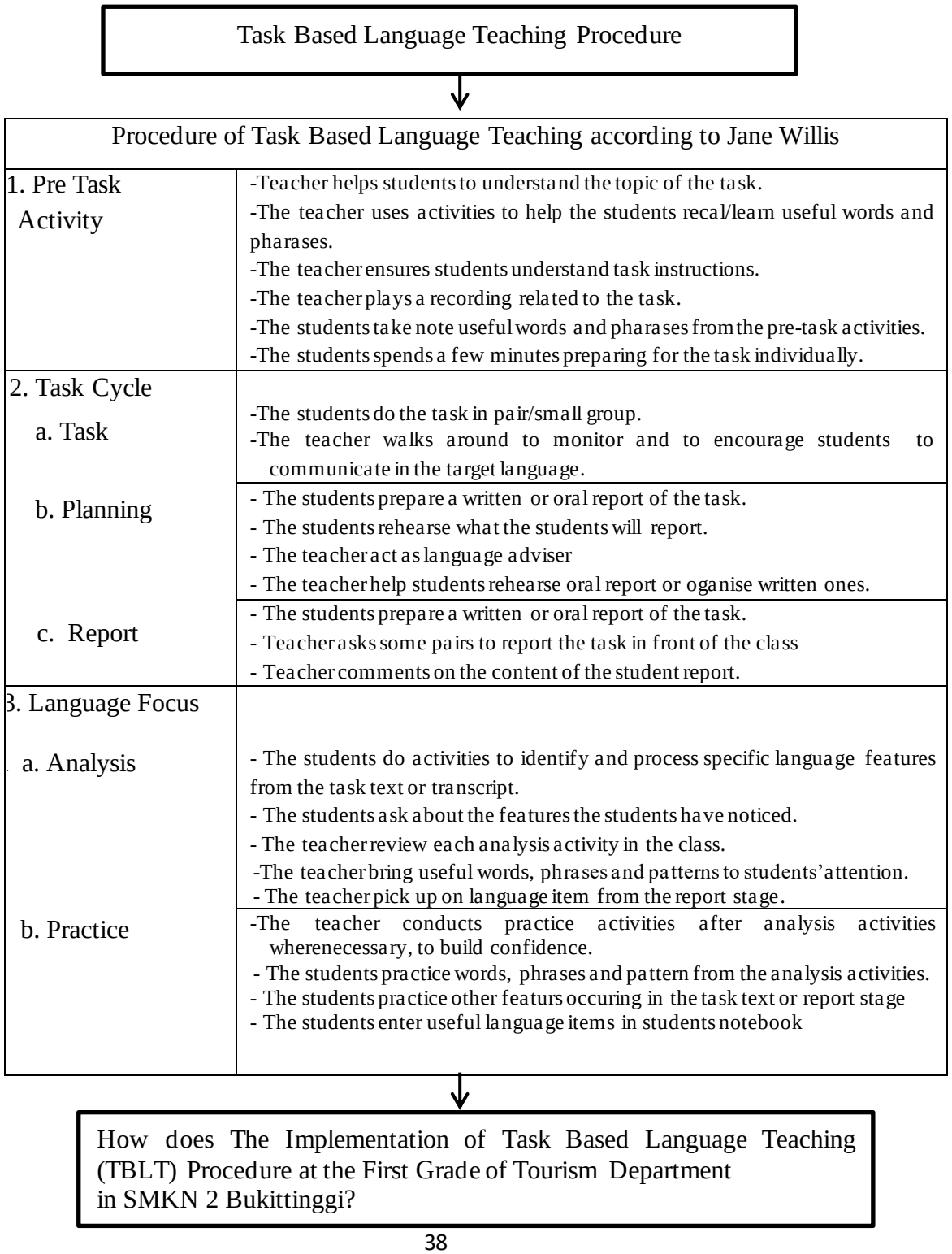
evaluate TBLT approaches in Japan, participants could be expected to have at least a passing interest in TBLT. While participants come from variety of teaching contexts, the majority of them are teaching in tertiary. The teachers had teaching experience ranging in length from the novice (less than five years), to veterans with more than 20 years of experience. This research Using a teacher beliefs survey created by Jeon and Hahn (2006) as a starting point, a questionnaire was developed to investigate beliefs of teachers interested in, or already teaching through, a TBLT approach in Japan. The survey was administered online through surveymonkey.com. A link to an online survey was sent to 118 members of the TBLSIG, which was completed by 78 respondents. The survey included general questions about teaching experience and context, as well as Likert scales accompanying statements about general principles of TBLT and its application in Japanese classrooms. The results indicated that these teachers strongly reject certain criticisms regarding the implementation of TBLT in Japan. TBLT is being successfully implemented in Japan by these teachers, and with certain considerations, the approach is providing the necessary conditions for effective language learning in secondary and tertiary education contexts

The previous research first, second, and third have similarities with the researchers research. The similarity is talking about Task-based Language Teaching. The differencess from the previous research with the researchers research is the first research focuses on the effect of Task Based Language Teaching as a whole. The second research talked about the effect of Strong form and weak from of Task-based Language Teaching. The third research is talking

about Teacher's Beliefs About Task-Based Language Teaching in Japan. The researcher's research is to find out The Implementation of Task Based Language Teaching (TBLT) Procedure. The researcher formulating the thesis under the title "The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi". This thesis is different from the other mention above. This research is going to analyse the implementation of Task Based Language Teaching Procedure at the First Grade in SMKN 2 Bukitinggi especially of Tourism Department.

## C. Conceptual Framework

In this research the researcher provides the conceptual framework in order to make this research become more understand. The conceptual framework can be seen below.



From the conceptual framework above, it can be stated that the researcher analyzed the Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. The researcher analyzed The Implementation of Task Based Language Teaching Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi used Procedure of Task Based Language Teaching suggested by Jane Willis. The researcher did observation ceklist, documentation, and interview with the teacher and some of students at the First Grade of Tourism Department in SMKN 2 Bukittinggi to find out how the implement Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. After data are collected, the researcher analyzed the data to get conclusion of the observation, interview and documentation that has been done.

# CHAPTER III

# RESEARCH METHOD

## A. Design of the Research

In this research, the researcher used descriptive qualitative research, because the researcher analyzed the implementation of Task Based Language Teaching (TBLT) Procedure in Teaching English. Arikunto stated that descriptive research is not intended to test of certain hypotheses but just describes as it is about a variable, phenomenon or condition.[17] According to Sugiono, qualitative research is a research which explores the objective real situation and focuses on the current issues.[18] In sort this research gave the description objectively without giving any kind of experiment activities but describing the the phenomenon existing in the field and real situation in order to get information.

In this research, the researcher want to find out how the Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi?

## B. Informant of The Research

Informant is the person who gives information about the situation of the research. According to Arikunto, informant is a person who will give the information about the situation and background condition of the research.[19] Then according to Bungin, research informants are subjects who understand the object

[17]Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT RINEKA CIPTA, 2013), p.234

[18]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009), cet ke-9 p.15

[19]Suharsimi Arikunto, *Prosedur Penelitian Pendidikan dan pengembangan* (Jakarta: Kencana, 2012), p.145

of research information as the person or other people who understand the object of research.[20] There were two English teacher who teach at the First Grade in SMK N 2 Bukittinggi. One of them implement Task Based Language Teaching in teaching English. In this research the researcher asked the English teacher to give some information about the Implemention of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

The data also was completed by students interview. The students were choosen by using snowball sampling technique. Sugiono stated that snowball sampling is technique that is use to choose the informant based on the first informant suggestion. In this technique, the researcher choose one person at first. Then the researcher found other person who are exspect to complete the information that is seek. [21]The researcher would stop to look informant when the data is saturate. In this research, the researcher took five students at the First Grade of Tourism Department as the participant in this research.

## C. Technique of Data Collection

In collecting data, the researcher used observation, interview and documentation.

### 1. Observation

The researcher used observation to get the information about how the Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. Sugiono stated that observation is a technique data collection was done in a systematic and

[20]Burhan Bungin, *Penelitian kualitatif*, (Jakarta: Kencana, 2007), p. 78

[21]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009),p.85

delibarate through the observation and recording of symtoms were investigated.[22] According to Margono, observation is an activity to take a note systematically for symtoms that appears in the research object.[23] The observation was arranged with name of the teacher who teach English subject, observation place, time, and items to be observe. The researcher gave checklist to each item which occur during observation. According to Margono, the checklist is an arrangement that is done by the researcher through coloum by giving the check sign in every time that is to be observed. [24]

The observation was done until the researcher got the accurate and complete data about Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

**2. Interview**

Interview was done by the researcher after doing the observation. According to Bumin interview is the process of obtaining information for research purposes by in a way of question and answer while face to face between the interviewer and the informant or the person being interviewed. [25] Then Sugiono stated that interview is a process of communication or interaction to collect information by a question and answer researcher and

[22]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009), p.158

[23]Margono, *Metodologi Penelitian Pendidikan, Komponen MKDK*, (Jakarta: RinekaCipta,2007), p.158

[24]Margono, *Metodologi Penelitian Pendidikan, Komponen MKDK*, (Jakarta: RinekaCipta,2007), p.158

[25]Burhan Bungin, *Penelitian kualitatif*, (Jakarta: Kencana, 2007), p. 111

informants or research subject.[26] It means interview is conversation between interviewer and interviewee in order to get the information through some question and responses. Then in this research the researcher used unstructured interview in collecting the data with the question has been listed in an interview sheet. The questions related to the teacher way in Implemention Task Based Language Teaching (TBLT) Procedure in teaching English.

**3. Documentation.**

The researcher collected the data by using documentation. Arikunto stated that documentation is to search the data about circumtances or variable like notes, transcripts, book, newspaper, megazines, etc.[27] Sarwono also stated that, in a qualitative approach the data can be in the form of photos, documents, artifacts and field notes at the time of the study[28]. In this research, the purposed of documentation to identify the implementation Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. In this research, the researcher used picture, video, and fortofolio to identified.

[26]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009), p.158

[27]Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1991), p.236

[28]Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.259

## D. Technique of Data Analysis

After the data collected by observation, interview and documentation, the next step done was analyzing the data. Data analysis is a process to look and organize of the data systematically that is obtained through interview, observation or documentation so it can be easily understood and presented as the findings of others. In analyzing the data, the researcher used flow model of Miles and Huberman in Sugiono as follow. [29]

1. Data reduction

   The researcher made summary of the data, selected the subject mattters, focused on the research aspects, looked for themes and patterns and reduced uncessary things.

2. Display the data

   The researcher showed the data in narative type. It was the researcher write the result of the research by explaining the data to know the Implemention Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

3. The researcher concluded the data about Implemention Task Based Language Teaching (TBLT) Procedure in teaching English.

[29]Sugiyono, *Metode PenelitianKuantitatif, Kualitatif, Dab R&D*, (Bandung: Alfabeta,2013) p.246-252

## E. Triangualation of the Data

Triangulation of the data is the way to check the credibility of the data in qualitative research. According to Sugiono triangulation is data collection technique which is combining the various techniques of the data collection and data resources that already exist. [30] Gunawan stated that the data that had been collected was a very valuable initial capital in the study, from the data collected there would be an analysis which was used as input for drawing conclusions.[31] In this research the researches used triangulation data. Triangulation of the data was done by checking the data that the researcher get from the various sources with different strategy that is observation, documentation, and interview with the teacher and students.

[30]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009), p.241

[31]Imam Gunawan, *Metode Penelitian kualitatif Teori dan Praktik* (Jakarta: PT BumiAksara, 2015), p. 216

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents finding and discussion of the research about The Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi. The findings are about the description of the data and analysis of the data to answer the research question about how does the Implementation of Task Based Language Teaching (TBLT) Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

## A. Finding

### 1. Description of the Data

In this research, the researcher presented the data collected from 22 August until 03 October2019 at the first grade of Tourism Department in SMKN 2 Bukittinggi. The researcher chose this class because the teacher told this class was the most appropriate for doing the research. The researcher collected the data from observation, interview, and documentation.

#### a. Data description from observation

The observation conducted in four meetingsat the first grade of Tourism Department in SMKN 2 Bukittinggi. The data from observation based on activities that teacher implement by using Task Based Language Teaching and based on observation sheet which was filled by watching the video recording from teaching and learning activity in the classroom.

1) The observation of the first meeting

The first observation conducted on 22 August 2019. Learning material at this first meeting that was exposure to identity which was divided into introducing yourself and others. For task, the teacher asked the students to write paragraphs about introducing students selves at least five hundred words on a sheet of paper after that the students should present the task in front of the class.

2) The observation of the second meeting

The second observation conducted on 05 September 2019. Learning material at the second meeting that was pronouns. For task, the teacher gave a piece of paper containing several questions related to pronouns to students. The teacher asked the students to answer the questions directly on the sheet of paper that has been distributed. After that the teacher distributed a sheet of paper contains a text. The teacher asked the students to analyze and underline the pronoun in the text, fall into type of pronoun which one.

3) The observation of the third meeting

The third observation conducted on 12 september 2019. Learning material at the third meeting that was compliment. For task, the teacher asked the students to analyze and underline the pronoun in the text, fall into type of pronoun which one. Then, the teacher distributed sheets of words to each student and asked the students to understand the meaning of the word. Then, the student's task was to translate sentences from

Indonesian to English. The teacher asked the students to write the word obtained by students and write the meaning of the word on the board. Futhermore, the teacher gave the task by divided the students into five group. The teacher asked the students to discuss in answering some questions about giving a compliment. There were three questions that should be answered by each group and all questions should be answered in the student's own language.

4) The observation of the fourth meeting

The fourth observation conducted on 10 October 2019. Learning material at the fourth meeting that was compliment. For task, the teacher asked all of students to make a description about family, friend, or teacher. The students were free to choose who person will be described. After the students have done did the task. The teacher asked the students work in pairs. Then, the students asked to compare the students task with partner task.The teacher asked the students to write down the similarities and differences between students task and partner in a piece of paper. At the end of activity, the students should present the conclution in front of the class.

**b. Data description from interview**

The researcher interviewed the teacher and students in collecting the data. The researcher interviewed the teacher and students to find out the implement task based language teachingat the first grade of Tourism Department in SMKN 2 Bukittinggi. There were five students included in

this interview. In Interview, the researcher used fifteen question for the teacher and ten question for students that related of the implementation of Task Based Language Teaching. The researcher interviewed the students and the teacher by using indonesian to get correct and proper explanation from interviewee. Interview with teacher conducted on 12 september 2019. Meanwhile, interviewed with students conducted on 10 October 2019.

**c. Data description from documentation**

To support the data observation and interview the researcher used documentation like Portofolio, videos, and Picture in collecting the data. The documentation was conducted while the researcher did observation and interview.

2. **Analysis of the data**

Based on indicator of the research, there were some procedure of task based language teaching which have to implement by the teacher in teaching English that was pre task, task, planning, report, analysis and practice. When the researcher doing observation, interview, and documentation the researcher found if the teacher in general implement the procedure of task based language teaching but did not complete. The data can described below:

1. Observation

From the observation done four meeting, the researcher found that most of the procedure of task based language teaching that was pre task, task, planning, report, analysis, and practice implemented by teacher. It could be explained below:

a. The first observation.

The first observation conducted on 22 August 2019. The teacher in the first observation implemented task based language teaching procedure suggested by Willis that was pre task, task, planning and report. The data described below:

The first procedure was pre-task. In the pre task, the teacher started the learning process by introduced the topic of lesson that was exposure to identity which was divided into introducing yourself and others. Futhermore the teacher explained the basic competencies, indicators of achievement competencies and learning objectives. To explain the lesson and make the students' understand about the topic of the lesson, the teacher gave an example of introducing selves as a guide on the bus. After the teacher gave example, the teacher asked some students to present in front of the class and introduced students' selves. The teacher asked the other students to pay attention to student who presented in front of the class terms of how the student stand up, body language and what was conveyed by student. After the student introduced student selves, the teacher asked the other studentsgave question to student who presented. When the students heard the teacher talk like that, the other students immediately active to ask a few things related to student introduction. The teacher let other students to ask student who present as much as possible. When the student sentence was wrong, the teacher immediately corrects the wrong student sentences.

Then, the teacher wrote the words on the white board related the word which students asked to some students who present in front of the class such as hobby, when and where student was born, address, age, occupation and others. The students noted the words written by the teacher in the note book.

The second procedure was task. In giving a task, the teacher asked the students to write paragraphs about introducing students selves at least fifty words on a sheet of paper. In doing a task, the teacher did not ask students to work on the task in groups but also did not prohibit students when the students worked in the groups. In doing this task, the researcher can conclude that most of students did the task in groups. When the students did the task, the teacher walked around to monitoring what the students did.

The third procedure was planning. When the researcher did observation, the teacher asked the students to prepare the task with a good and stated that when the students have done written the task the students would present it in front of the class. When students prepared the task, many students asked the teacher related words that students did not know what the English of the word and the teacher helped by answer the students questions.

The four procedure was report. In the report procedure the teacher selected the students who will presented in front of the class after that the teacher asked the students to present and report the task that students had

prepare. The teacher asked the another students to pay attention. When the students presented and reported the task, the student brough the paper the result of the task that students have written before and teacher allowed it. This condition related with the result of the interview with the teacher. The teacher stated that, the students could be invited in front of the class to show student abilities in front of other students.

b. The second observation

The second observation conducted on 05 September 2019. The teacher in the second observation implemented task based language teaching procedure suggested by Willis that was pre task, planning, analysis, and practice. The data described below:

The first procedure the teacher implemented was pre task. In pre task procedure the teacher gave a piece of paper containing several questions related to pronouns. The teacher asked the students to answer the questions directly on the sheet of paper that has been distributed. The teacher ask the students to answer the questions themselves.

The second procedure was planning. The teacher gave students thirty minutes to answer the questions. When the students did the task, the teacher walked around to monitoring what the students did. When the deadline for working on the questions was almost up, the teacher tooknote the list of pronouns on the white board. After that, the teacher asked the class representative to collect all of students task.

The third procedure was analysis. The teacher and students discussed and analyzed the task that has been answered by students fall into type of pronoun which one.

The fourth procedure was practice. After analyzing student tasks, Then the teacher distributed a sheet of paper contains a text. The teacher asked the students to analyze and underline the pronoun in the text. Then, in anayzing there were sentences that contain articles "a" and "an". The teacher asked students about the differences two articles and students spontaneously answered the teacher question. The teacher fixed students understanding and then asked students to make sentences using articles a and an on the board. Students enthusiastically did the commands requested by the teacher.

c. Third observation

The third observation conducted on 12 september 2019. The teacher in the third observation implemented task based language teaching procedure suggested by Willis that were pre task, task, planning, report, analysis, and practice. The data described below:

The first procedure the teacher implemented was pre task. The teacher started the lesson by giving games to students. The teacher called the game of hanging himself. The way to do this game was by asking students to guess the special word that has been prepared by the teacher in a roll of paper. The teacher provided several opportunities for students to guess alphabet for the word that has been prepared in the roll of paper.

When students succeed in guessing the correct alphabet then the teacher gave compliment to student by saying well done, good job and other. In this game the students succeed in guessing the word that have been prepared by the teacher. The word prepared by the teacher was thumbs up. The teacher asked the students what the meaning of thums up and students answered the teacher questions.

After that, the teacher distributed sheets of words to each student and asked the students to understand the meaning of the word. The teacher asked the students to write the word obtained by students and write the meaning of the word on the board. the words written on the board by students are excellent, well done, thumbs up, good job and you rock. From the lists of the word, the teacher asked students to guess what material was about to be learned and students answered will learn about giving compliment. The teacher justified the students' guessed and then the teacher distributed the task sheets to students. The teacher asked students to do the work that has been given. The student's task was to translate sentences from Indonesian to English. The teacher gave time for students to do the task. After that, the teacher asked students to write down the results of student tasks on the board. After the student wrote the results of students' tasks on the board, the teacher analyzed the sentence along with other students whether the sentence written was correct or not.

The second procedure was task. In giving the task, the teacher divided the students into five group. Then the teacher asked the students

to sit based on groups that have been determined. The teacher asked the students to discuss in answering some questions about giving a compliment. There were three questions that should be answered by each group and all questions should be answered in the student's own language.

The third procedure was planning. In the planning, the teacher asked the students to prepare the answer from the questions and all questions must be answered in the student's own language. The teacher gave ten minutes to prepare the task. The teacher helped the students when the students had difficulties in vocabulary.

The fourth procedure was report. The teacher chose the groups would present and report the answers from the result of the discussion. Then the teacher asked the group representative to present and reports it. After the group representative appointed by the teacher reported the answer to the results of the group discussion, the teacher asked the other groups if there was a different answer from the group that has present. Another group raised hands and said that the student group's answer were different from the previous group. The teacher asked the student to convey the answer that are said to be different. Then, after each group's answers have been obtained the teacher compared the differences from the answers of each group.

The fifth procedure was analysis. After studying the sentence of giving a compliment. The teacher asked the students about the main tense

used in complimenting someone .All students were confuse to answer the question. Finally, the teacher explained with gave examples of giving compliment that have been studied previously and analyze main tense used in complimenting someone.

The sixth procedure was practice. After the teacher did analyze main tense used in complementing someone, the teacher distributed a sheet of paper contains a text. Then, the teacher asked the students made two sentences relate to pattern of complimenting.

d. Fourth observation

The fourth observation conducted on 10 October 2019. The teacher in the fourth observation implemented Task Based Language Teaching Procedure suggested by Willis that was pre task, task, planning, report, analysis, and practice. The data described below:

The first procedure was pre task. In pre task the teacher showed some of pictures of famous people and ask who is she / he?. The students guessed the famous people in the picture and distinguished one picture with another picture. Some of the students said who was person in the picture actively. The teacher asked students to describe the characteristics or the nature of the pictures. Some students started to analyze the picture. There were some students responded it spontaneously such as beautiful, she is have short hair, black hair, have white skin and others but also have some students were quiet. After the students responsed about appearances famous people in the picture, the

teacher asked students about characters of the famous people in the picture so many students responded it.The teacher explained descriptive text.The teacher gave the students some lists to describe people include list of apperance and characters of the people.

The second procedure was task. The teacher asked all of students to make a description about family, friend, or teacher. The students were free to choose who person will describe. The teacher gave the students time to write in a piece of paper. Most students were looked confuse who had to write. After the students did the task. The teacher asked the students work in pairs. The teacher asked the students to compare the students task that is describe someone with students partner. The teacher asked the students to write down the similarities and differences between the task students and students partner in a piece of paper. At the end of students activity the students should present the conclution in front of the class.

The third procedure was planning. After the teacher said the students task. The students prepared the task. The teacher gave the student time to prepare the task. When the students were planning the task the teacher around and monitoring the students and gave a help when the students gave a question.

The fourth procedure was report. This procedure was carried out after recess. When the teacher asked the students to report the results of the discussion, no one came forward. Some students said the students

have not finished making the task while the time left is only little. The teacher finally selected two students to report the results of the student task by dividing the board into two parts then asking students to present in front of the class then the student must describe someone. After two students finished described someone, the teacher asked the students to compare and mention the similarities and differences from the two examples that have been made by students.

The fifth procedure was analysis. The teacher explained that in descriptive text used simple present tense, to be and adjective. The teacher showed a text about describing someone then the teacher asked students to pay attention and analyse the structure of the sentences in the text. Not only the texts given by the teacher were analyzed by students but the students' tasks that were made on the board were also analyzed by the teacher and students.

The six procedure was practice. After students and teachers analyzed language features in the text and students' tasks. The teacher asked some students to write examples of describing people but uses the correct simple present tense pattern on the laptop that is connected to the projector. After students finished writing it, the other students analyzed and corrected the wrong sentence.

2. Interview

The researcher interviewed the English teacher and the students related the implementation of Task Based Language Teaching Procedure.

The researcher interviewed the students and the teacher by using Indonesian to get correct and proper explanation from the interviewee. The researcher interviewed the English teacher who taught at the First Grade of Tourism Department in SMKN 2 Bukitinggi, namely Syaiful, S.Pd. Then, the researcher took five students at the First Grade of Tourism Department as the participant in this research.

Based on interview with the teacher, the researcher found that what were the researcher saw when did observation in line with what were the interviewee explained to the inteviewer. The researcher found that the teacher used Task Based Language Teaching Procedure in English teaching and learning process. It could be explain below:

a. Pre task

In the pre task procedure, there were some activities that should implement by the teacher.

a) The teacher helped the students to understand the topic of the task.

The researcher asked to teacher about did the teacher help the students to undertand the topic of the task.

The teacher stated that "*In the learning process must be there is an introduction to the topic*, w*ith the brainstorming it first, warms the atmosphere so that students are led to know what will be learned on that day.Surely we should do that topic introduction."*

From the statment above the teacher explained that the teacher has helped students in introducing the topic of learning in way make

students were led to know what will be learned on that day with brainstorming and warms the atmosphere.

This explanation also supported by the result of interview between researcher with students.

The first student stated that,"*The teacher implement introducing the topic and the step of introduction the topic depend on the title of the lesson*"

The second students stated that, "*There is. usually in the form of images"*

The third students stated that, "*There is, usually presentations in front of the class and use infocus".*

The fourth students stated that, "There is. Usually in the form of conversations and pictures"..

The fifth students stated that, *"The teacher usually gives an introduction to the topic in the form of pictures and usually we also hold games and quis".*

From the the teacher and students explanation above, the researcher concluded that, the activity pre task procedure which was teacher helped students in recognizing topics was indeed carried out by the teacher. The activities used by the teacher to introduce the topic by brainstorming and warmed the atmospher and make students were led to know what will be learned on that day and the step of introduction the topic depend on the title of the lesson such as, used

images, presentation in front of the class, conversations, hold games and quis".

b). The teacher ensured students understand task instructions.

The researcher asked to teacher about did the teacher ensures students understand task instructions.The teacher explained,

"*It is clear. In carrying out the task I ensure the students understand or not what the students are going to do, must be explained in such a way that they do know what to do with the task. If it is not clear, it must be explained with more clearly again.*

The teacher explained if in the learning process the teacher really ensured the students understand or not about task instruction gave by the teacher. This explanation also supported by the result of interview the researcher with students. The researcher interviewed five students related activity pre task procedure which is the teacher ensures students understand task instructions. The researcher asked the students did the teacher ensures the students understand or not about task instruction gave by the teacher.

The first students stated that,"*The teacher after explained what will be discussed always asks whether students understand or not about the learning"*

The second students stated that, "*Usuallythere are".*

The third students stated that, *"Sometimes there are sometimes not"*

The fourth students stated that, "There is"

The fifth students stated that, *"The teacher asked to students whether the students understand or not. If the students do not understand, the teacher will explain it again".*

From the teacher and some students explanation above the conclusion is, the activities of pre-task procedure that is the teacher ensures students understand task instructions, the teacher really implements this activities by asked the students whether the students understand or not. If the students do not understand, the teacher will explain again.

b. Task cycle

a). Task

The researcher asked the teacher about form of tasks the teacher usually give to students. The teacher explained:

*"In the learning process we can use individuals or groups and both can also be used.*

The teacher explained if the teacher in the process of the learning gave the task individually and group discussion form. To strengthen the teacher explanation the researcher triangulated by interviewing five students related form of task.

The first students stated that," *According to my opinion the teacher give the task is more individual but the teacher also there is give the task in group discussion".*

The second students stated that, "*not there is".*

The third students stated that, *"based on the material of the lesson"*

The fourth students stated that, "*in pair"*

The fifth students stated that, *"sometime individual and sometime in group discussion.*

From the teacher and some students explanation above the researcher concluded that, for task procedure the teacher gave the students a task to be done in individually and group discussion. The teacher gave the students a task to be done in individually while in the next meeting the teacher did not give the students a task to be done individually but the teacher gave the students task to be done in group.

b). Planning

The researcher asked the teacher, did the teacher provide time for students to complete the task. The teacher explained:

*"Of course this is done"*

It means, in the learning process the teacher gave a time for the students planned the task. To strengthen the teacher explanation the researcher triangulated by interviewing five students related planning procedure. The researcher asked to five students did the teacher provide time for students to complete the task. The students explained:

The first students stated that," *of course this is done"*

The second students stated that, "*there is".*

The third students stated that, *"there is, a maximum of 10 minutes"*

The fourth students stated that, "*Sometimes giving time about 5 minutes"*

The fifth students stated that, *"There is. Usually the teacher give us a few minutes"*

Based on interview with teacher and some students above, the researcher concluded that if the teacher really implemented planning procedure. The teacher gave the students time for doing the task. For the time depending on the task that the teacher given to students.

c). Report

. In interview, the researcher asked the teacher about the report prosedure. The researcher asked, did the teacher ask students to present in front of the class and report the results that the students had prepared. The teacher explained:

"*So we look again at the side of the task that we give, it whether the task in the form of individuals or groups or for tasks at home. In general, the tasks that we give in class the students' prepare and practice in front of the class whether group or private. As is the purpose of the task, how the students are able to understand what they are learning. We give teaching material after that they discuss it well, then we measured by giving the task. So assessing it not only by evaluation but also in the assignment is also part of the*

*evaluation. So every task that we give to students mandatory for them to present it in private or in groups and the students can be invited to show their abilities in front of the class".*

It means, the teacher in teaching and learning there were asked the students to report the task in front of the class but the task depend of the material of the lesson and form of the task in individual, in pair, or group disccusion. The researcher interviewed five students related report procedure. The students explained:

The first students stated that," *There is certainly more especially definitely a group task"*

The second students stated that, *"There is that is a group representative".*

The third students stated that, *"there is"*

The fourth students stated that, "*Usually there and the students read the task in front of the class."*

The fifth students stated that,*"After students work on group discussion, students are asked to present in front of class that is the representative of the group and then read the results of the task that have been made"*

From the result of the interview with the teacher and the students above the researcher conclude that, if the teacher implemented the report procedure.

c. Language focus

a). Analysis

In interviewed, the researcher asked to the teacher about the analysis procedure.The researcher asked, did the teacher ask the others students to analyse what the students convey when the students report the results of students task in front of the class. The teacher explained:

*"So the task is given to students they do it either in groups or privately. Then the students show it to other friends in the form of argumentation, or there are responses from other friends or inputs from all students, that obvious the tasks enter to the intended learning objectives".*

It means, the teacher implemented analysis procedure with asked the students to present in front of the class and the other students give responses.

To strengthen the teacher explanation the researcher interviewing five students related analysis procedure. The students explained:

The first students stated that,"*There is, if students display what was asked earlier the teacher asking another group or analyzing in the form of giving questions or giving other answers."*

The second students stated that, *"there is"*

The third students stated that, *"Sometimes there are and sometimes not. If the teacher is in the mood the teacher asked"*

The fourth students stated that, *"There are, given opinions on how students make the task."*

The fifth students stated that,*"Usually the teacher asks the group representative to ask another friend is there anything want to add or want to ask".*

From the teacher and the students explanation above the researcher concluded that if the teacher implemented analysis procedure with asked the students to present in front of the class and the other students gave responses about the task, is there anything want to add or want to ask.

b). Practice

In interview the researcher asked the teacher, did the teacher gave the task relate to the analysis of the task. The teacher explained.

*"sometimes we do it".*

This explanation also supported by the result of interview researcher with students.The researcher asked the students, did the teacher gave the task relate to the analysis of the task?

The first students stated that,"*There is but not often."*

The second students stated that, *"Sometimes not"*

The third students states that, *" there is"*

The fourth students stated that, *"There is, in the form of sentences. For example, in descriptive text students are asked to present in front of the class after that the teacher asks the students to analyze the tensis in descriptive text. Then the teacher asked the students to make simple present sentences"*

The fifth students stated that,*"Usually after analyse the task, the teacher asks the students to look the tenses from the task then the teacher asks the students to make a sentence from the tenses.*

From the teacher and some students explanation above it means that, the teacher implemented practice procedure but did not always implemented in every meeting. The teacher implemented practice procedure with asked the students to analyze the task. Then, the teacher asked the students to practice with gave the task relate with the analysis. For example, the teacher asked the students to analyze the tenses in the task and then the teacher asked the students to practice with make some of sentences from the tenses.

3. Documentation

In this research, the researcher tagged the pictures that the researcher collected when did observation to complete and support the data. The data about the implementation of Task Based Language Teaching Procedure at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

1). First Observation

a. Pre task

a).Teacher helps students to understand the topic of the task, for example using pictures or personal experience to introduce the topic.

The teacher started the learning process by introduced the topic of lesson that was exposure to identity. To help the students' understand about the topic of the lesson, the teacher gave an example of introducing selves as a guide on the bus.



b). The teacher used activities to help the students recal/learn.

In this meeting the teacher asked some students to present in front of the class and introduced students' selves to help the students recal/learn.



c). The teacher ensured students understand task instructions.

The teacher ensures students undertand task instructions or not by asking "*Understand? can?"*



d). The students took note useful words and pharases from the pre-task activities.



b. Task

a) The students did the task in pair/small group.

In giving a task, the teacher asked the students to write paragraphs about introducing students selves at least five hundred words on a sheet of paper. In doing this task, the researcher found that most of students do the task in a groups.



c. Planning

a). The students prepared a written or oral report of the task.



d).The teacher helped students rehearse oral report or oganise written ones

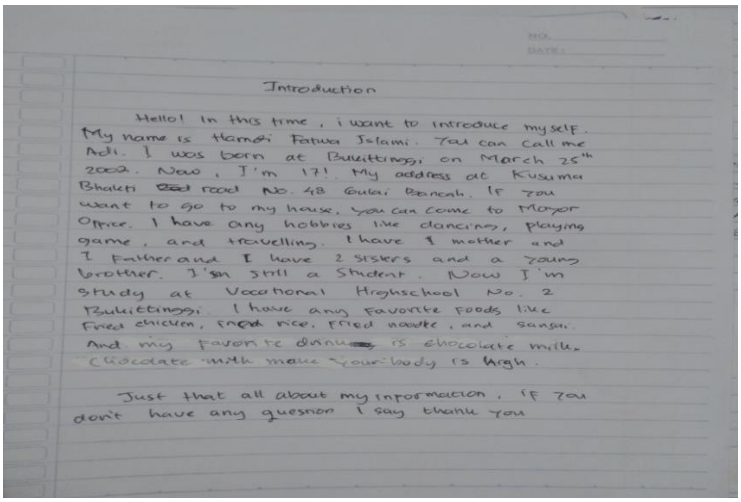
When students prepared the task, many students asked the teacher related words that students did not know what the English of the word and the teacher helped by answer the students questions.



d. Report

The students present the task in front of the class





Introduction

Hello! In this time, i want to introduce myself. My name is Hamdi Fatwa Islami. You can call me Adi. I was born at Bukittinggi on March 25th 2002. Now, I'm 17! My address at Kusumo Bhakti Bad road No. 48 Gulai Bancah. If you want to go to my house, you can come to Mayor Office. I have any hobbies like dancing, playing game, and travelling. I have 1 mother and 1 father and I have 2 sisters and a young brother. I'm still a Student. Now I'm study at Vocational Highschool No. 2 Bukittinggi. I have any favorite foods like Fried chicken, fried rice, fried noodle, and sangsi. And my favorite drink is chocolate milk. Chocolate milk make your body is high.

Just that all about my information, if you don't have any quesnon I say thanks you

2). Second Observation

a. Pre task

a). Teacher helped students to understand the topic of the task.

The teacher gave a piece of paper containing several questions related to pronouns. By giving questions about the pronoun the teacher hoped students can guess the topic of learning.



b) Teacher used activities to help the students recal/learn useful words and phrases.

The teacher gave a piece of paper containing several questions related to pronouns. The teacher asked the students to answer the questions directly on the sheet of paper that has been distributed. The teacher asked the students to answer the questions themselves.



b.Planning

The students prepared of the task.The teacher gave students thirty minutes to answer the questions.



When the deadline for working on the questions was almost up, the teacher took note the list of pronouns on the white board.



The teacher asked the class representative to collect all of students task.



c. Analysis

The teacher and students discussed and analyzed the task that has been answered by students fall into type of pronoun which one.



d.Practice

The teacher distributed a sheet of paper contains a text. The teacher asked the students to analyze and underline the pronoun in the text.



After analyzing student tasks, there were sentences that contain articles "a" and "an". The teacher asked students about the differences two articles and students spontaneously answer the teacher question. The teacher asked students to make sentences using articles a and an on the board. Students enthusiastically did the commands requested by the teacher.



3. Third Observation

a. Pretask

a). Teacher helped students to understand the topic of thetask.

In this meeting the teacher helped students to understand the topic by giving games to students. The teacher called the game of hanging himself. The way to do this game by asking students to guess the special word that has been prepared by the teacher in a roll of paper. The teacher provided several opportunities for students to guess alphabet for the word that has been prepared in the roll of paper.



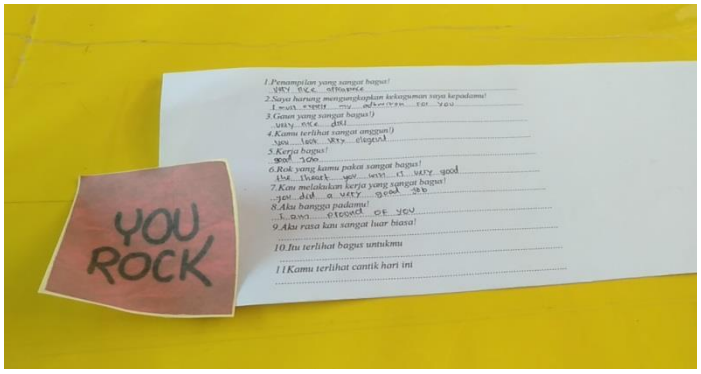
When students succeed in guessing the correct alphabet then the teacher gave compliment to student by saying well done, good job and other.



b). The teacher used activities to help the students recal/learn useful words and pharases.

The teacher distributed sheets of words to each student and asked the students to understand the meaning of the word.The teacher asked the students to write the word obtained by students and write the meaning of the word on the board.

Then, the teacher distributed the task sheets to students. The teacher asked students to do the work that has been given.The student's task was to translate sentences from Indonesian to English. The teacher gave time for students to do the task. After that, the teacher asked students to write down the results of student tasks on the board. After the student wrote the results of students' tasks on the board, the teacher analyzes the sentence along with other students whether the sentence written is correct or not.



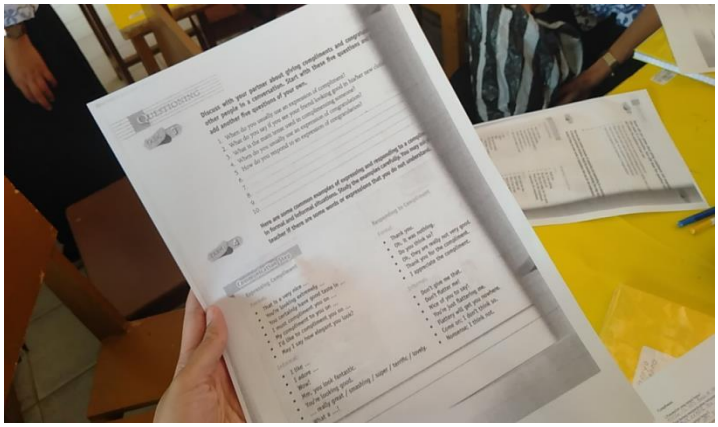

b.Task

a). The students do the task in pair/small group.

In giving the task, the teacher divided the students into five group. Then the teacher asked the students to sit based on groups that have been determined.



The teacher asked the students to discuss in answering some questions about giving a compliment. There were three questions that should be answered by each group and all questions should be answered in the student's own language.



c. Planning

The teacher asked the students to prepare the answer about the questions and all questions must be answered in the student's own language.



d.Report

The teacher chose the groups would present and report the answers from the result of the discussion. Then the teacher asked the group representative to present and reports it. After the group representative appointed by the teacher reported the answer to the results of the group discussion, the teacher asked the other groups if there was a different answer from the group that has present.



e. Analysis

The teacher explained about the main tense used in complimenting someone with gave examples of giving compliment that have been studied previously and analyze main tense used in complimentingsomeone.



4. Fourth Observation

a. Pre task

a).Teacher helps students to understand the topic of thetask.

The teacher helped students to understand the topic by showed some pictures of famous people.



b). The teacher used activities to help the students recal/learn useful words and pharases.

The teacher asked students to describe the characteristics or the nature of the pictures. Some students started to analyze the picture. There were some students responded it spontaneously such as beautiful, she is have short hair, black hair, have white skin and others.



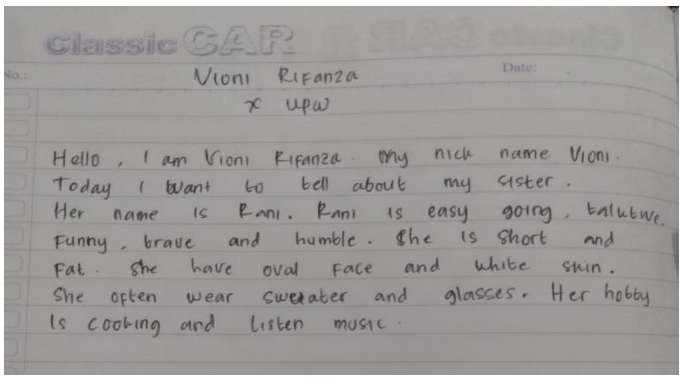
b. Task

a) The students do the task in pair/small group.

The teacher asked all of students to make a description about students family, friend, or teacher it up the students who will describe. After the students did the task. The teacher asked

the students work in pairs.The teacher asked the students to write down the similarities and differences between the task students and students partner in a piece of paper. At the end of students activity the students should present the conclution in front of the class.

Students task are below:

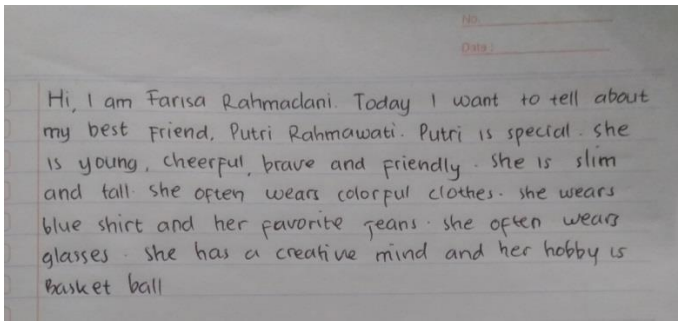


Classic GAR

Vioni Rifanza

X UPW

Hello, I am Vioni Rifanza. My nick name Vioni. Today I want to tell about my sister. Her name is Rani. Rani is easy going, talkative, Funny, brave and humble. She is short and Fat. She have oval face and white skin. She often wear sweater and glasses. Her hobby is cooking and listen music.



Hi, I am Farisa Rahmaclani. Today I want to tell about my best friend, Putri Rahmawati. Putri is special. She is young, cheerful, brave and friendly. She is slim and tall. She often wears colorful clothes. She wears blue shirt and her favorite jeans. She often wears glasses. She has a creative mind and her hobby is Basket ball

c. Planning

The students prepared a written or oral report of the task.



d. Report

The teacher selected two students to report the results of the student task that was described someone by dividing the board into two. After two student finished described someone, the teacher asked the students to compare and mention the similarities and differences between two examples that have been made by students.



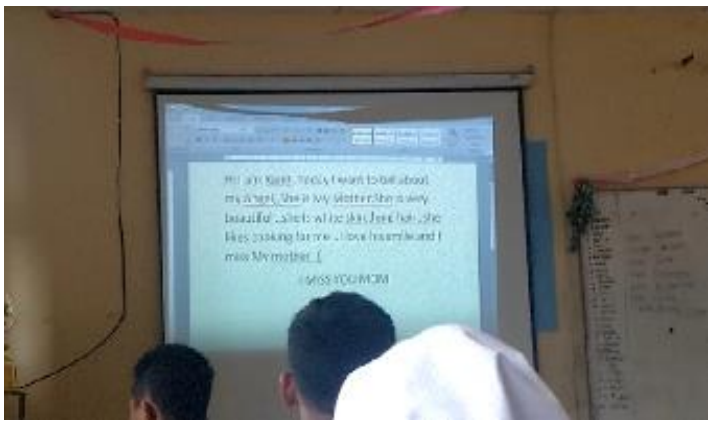
e. Analysis

The teacher showed a text about describing someone then the teacher asked students to pay attention and analyse the structure of the sentences in the text. Not only the texts given by the teacher were analyzed, but the students' tasks were also analyzed by the teacher and students.



f. Practice

The teacher asked some students to write examples of describing people but uses the correct simple present tense pattern on the laptop that is connected to the projector. After students finished writing it, the other students analyzed and corrected the wrong sentence.



### 3. Triangulation of the Data

The researcher used triangulation to test validity of the data to find the of data obtained from observation, interview and documentation to find ou tthe implementation of Task Based Language Teaching at the First Grade of Tourism Department in SMKN 2 Bukittinggi.

**Triangulation of the Data to find out the Implementation of Task Based Language Teaching at the First Grade of Tourism Department in SMKN 2 Bukittinggi.**

| Variable | Indicator | Observation | | | | Interview | | Documentation | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | Teacher | Students | 1 | 2 | 3 | 4 |
| Procedure of task based language teaching | Pre task | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | Task | √ | - | √ | √ | √ | √ | √ | - | √ | √ |
| | Planning | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| | Report | √ | - | √ | √ | √ | √ | √ | √ | √ | √ |
| | Analysis | - | √ | √ | √ | √ | √ | - | √ | √ | √ |
| | Practice | - | √ | √ | √ | √ | √ | - | √ | √ | √ |

Based on the tabel above, the researcher concluded that if the teacher had implemented Task Based Language Teaching Procedure in teaching English. The researcher got this conclusion from the number of check marks from the column above.

## C. Discussion

Task Based Language Teaching (TBLT) was an approach that was implemented by the English teacher at the First Grade of Tourism Department in SMKN 2 Bukittinggi. The data collection through observation, interview and supported by documentation. According to Margono observation was an activity to take a note systematically for symptoms that appears in the research object.[32] While interview according to Sugiono, is a process of communication or interaction to collect information by a question and answer researcher and informants of or research subject.[33] The interview did with the teacher and some of students at the the First Grade of Tourism Department in SMKN 2 Bukittinggi to answer the research question.

The interview item given included the Implementation of Task Based Language Teaching Procedure. The indicators were about the Procedure of Task Based Language Teaching that was pre task, task, planning, report, analysis, and practice. The interview was given to answer by the teacher and some of students. After the teacher answered several questions the data would be analyzed by the researcher. Then, after analyzed the data from the teacher answer, it was indicate the data related of implement task based language teaching of indicators stated above.

According to Willis, sequences of task based activities that could be conducted in the classroom including pre-task activities, task cycle, and

[32]Margono, *Metodologi Penelitian Pendidikan, Komponen MKDK*, (Jakarta: Rineka Cipta,2007), p.15 8

[33]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta,2009 ) p.221-228

language focus.[34] Based on the data that the researcher found through the observation, interview, and documentation the implementation of Task Based Language Teaching Procedure at the First Grade of Tourism Department in SMKN 2 Bukitinggi and the theory of task-based language teaching according to Willis was implemented by the teacher. But from four meetings the were some activities from the procedure of task based language teaching that was ignored by the teacher.

The first procedure was pre task. In the pre task procedure, there were six activities that should apply by the teacher. Like teacher helped the students to understand the topic of the task, the teacher used activities to help the students recal/learn useful words and pharases, the teacher ensured students understand task instructions, the teacher played a recording related to the task, the students took note useful words and phrases from the pre-task activities, the students spent a few minutes preparing for the task individually.[35] From six activities the teacher implemented five activities and did not implement activities that was the teacher played a recording related to the task.

It was contrary with the theory, because the teacher did not apply the activities that the teacher played a recording related to the task. In all of meeting the teacher never use this activities. It also was seen when the researcher interviewed with the teacher. When the researcher asked about pre task procedure the teacher did not discuss the introduction of topics using recordings related to the topic.

[34]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155

[35]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155

The second procedure was task. There were two activities in the task that were the students did the task in pair/small group and the teacher walked around to monitor and to encourage students to communicate in the target language.[36] From two activities the teacher only implemented one activies that was the students did the task in pair/small group. Based on four observations, there are only two time teacher divide the students into pair/ small group. It also was seen when the researcher interviewed with the teacher. The teacher stated that"*In the learning process we can use individuals or groups and both can also be used*" while the theory of task based language teaching for task procedure did in pairs or small group. Willis stated that "the students do the task in pairs or small groups"[37] of course it is contrary with the theory. Then, the teacher also did not implement activities that the teacher walked around to monitor and to encourage students to communicate in the target language. Based on observation the teacher only walked around to monitor whether the students did the task or not, and did not monitor and to encourage students to communicate in the target language.

The third procedure was planning. There were four activities in the planning procedure that were the students prepared a written or oral report of the task, the students rehearsed what the students will report, the teacher acted as language adviser and the teacher helped students rehearse oral report or organise written ones. From four activites the teacher only implemented two

[36]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155
[37]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 38

activities. The teacher ignored activities that were asked the student rehearse what the students will report and acted as language adviser.

The fourth procedure was report. There were four activities in report procedure that were the students presented in front of the class to report the task, the teacher acted as a chairperson to selecting who will speak next, teacher asked some pairs to report the task in front of the class, and the teacher commented on the content of the student report.[38] Some activities generally have been carried out by the teacher in the learning process but there were still activities of the report procedure that were ignored by the teacher. The first and second meeting the teacher did not asked some pairs to report the task in front of the class because in the process of learning the teacher did not asked the student to do the task in pairs. The students reported the task individually. This condition also could be seen when the researcher interviewed the teacher, the teacher stated that "In the learning process we can use individuals or groups and both can also be used" while Nunan states that "TBLT encourage learners to participate actively in small, collaborative groups"[39] additionally Willis stated that "the students do the task in pairs or small groups"[40] of course it is contrary with the theory.

The fifth procedure was analysis. There were five activities in report procedure that were the students did activities to identify and process specific language features from the task text or transcript, the students asked about the

[38]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155

[39]David Nunan, *Task-based Language Teaching* (New York: Cambridge University Press, 2004), p.12

[40]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 38

features the students have noticed, the teacher reviewed each analysis activity in the class, the teacher brought useful words, phrases and patterns to students' attention and the teacher picked up on language item from the report stage. When the researcher did the observation the teacher implemented all of activities but the stage did not sistematically.

The sixth procedure was practice, there were four activities in practice procedure that were teacher conducted practice activities after analysis activities where necessary, to build confidence, the students practiced words, phrases and pattern from the analysis activities, the students practice other features occurring in the task text or report stage, the students entered useful language items in students notebook.[41] Almost all of activities ahas been implemented by the teacher but from several observation the teacher did not implemented it.

[41]Jane Willis, *A Framework For Task-Based Learning(*Edinburgh: Longman, 1996), p. 155

# CHAPTER V

# CONCLUSION AND SUGGESTION

## A. Conclusions

From the above findings, the conclusions can be drawn that the teacher generally implements Task Based Language Teaching procedure with process Pretask, Task, Planning, Report, Analysis, and Practice but the teacher did not apply yet all of stages. The first is pre task. It consists of six activities but the teacher did five activities in this stage. The second is task. There are two activities in task but the teacher did only one activities. The third is planning. There are four activities but the teacher did two activities. Fourth is report. There are four activies and the teacher did all of activities but did not in all of the meeting. The fifth is analysis. There are five activities and the teacher implemented all of activities but the stage did not sistematically. The sixth is practice. There are four activities and the teacher did all of activities but did not in all of the meeting.

## B. Suggestions

Based on the result of the study, the researcher would like to offer some suggestion such as:

1. For the students

   The students should do and accomplish the task in active because it helps the students have better comprehension of the lesson learned.

2. For the teacher

    a. The teacher should modifiy some various activities in teaching English to help the students more active in communicative.

    b. The teacher should provide an enjoyable learning environment for the students by choosing the appropriate material, instructional media and teaching strategy.

3. For the researchers

    The researcher expects this research could be used as a reference to conduct the better further research.

## REFERENCES


Arikunto,Suharsimi. 2013. Manajemen Penelitian. Jakarta: PT RINEKA CIPTA

Bungin, Burhan. 2007. *Penelitian kualitatif.* Jakarta: Kencana.

Gay, L.R 2012. *Educational Research:Competencies for Analyzis and Application* (Tenth Edition). New York: Pearson.

Gonzalez, Marta-LloretLourdes Ortega. 2014. *Technology Mediated TBLT Researching Technology and Task*. Amsterdam: John Benjamin Publishing Company.

Gunawan, Imam.2015. *Metode Penelitian kualitatif Teori dan Praktik*. Jakarta: PT Bumi Aksara.

Gay, L.R.1990. *Educational Research: Competencies for Analyzis and Application*. New York: Macmillan Publishing Company

Margono. 2007. *Metodologi Penelitian Pendidikan, Komponen MKDK*. Jakarta: Rineka Cipta.

Nunan, David. 2004. *Task-based Language Teaching*. New York: Cambridge University Press.

Richard, Jack C.2001. *Curriculum Development in Language Teaching*. Cambridge: University Press.

Richard, Jack. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press

Sarwono, Jonathan.2006.*Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu, 2006

Sugiyono. 2009. *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Bandung: Alfabeta.

Sugiyono. 2015 *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, R&D*. Bandung: Alfabeta.

Willis, Jane. 1996. A Framework For Task-Based Learning. Edinburgh: Longman