THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING AT SMA NEGERI 1 PECANGAAN JEPARA

Khoirul Wafa, Dewi Rochsantiningsih, Sujoko
English Education Department of Graduate School
Sebelas Maret University
wafa.gitafsclub@gmail.com

Abstract
This research is aimed to: (1) identify how teachers developed their knowledge of TBLT; (2) identify the teachers' knowledge of TBLT in the English teaching and learning process; (3) describe and identify the implementation of TBLT in the English teaching and learning process; (4) identify the difficulties encountered by teachers in implementing TBLT; (5) describe the teachers' solution dealing with the difficulties in implementing TBLT; and (6) identify the effects of the implementation of TBLT on the effectiveness of English teaching and learning. This research is Naturalistic Study. It was conducted at tenth grade students of SMA Negeri 1 Pecangaan Jepara in the academic year of 2013/2014 from August 2013 to February 2014. The researcher took three classes, comprising X5, X6, and X7. The research findings are: (1) Teachers developed their knowledge of TBLT by joining seminars, training, MGMP, and share with other English teacher; (2) English teachers are fully understood the concept of TBLT. The main point of TBLT is task and the students are the central unit of language learning process; (3) The implementation of TBLT were covered in the lesson plan. Teaching and learning process was started with pre-task. The next step was task activity and the final step was language focus. Teacher's roles were preparing learners for tasks, selector and sequencer of tasks, and consciousness-raising. In the classroom management, teacher gave reinforcement to students before they did tasks. Teacher also monitored and surrounded the class to ensure all students have understood the materials; (4) the difficulties encountered by teachers in implementing TBLT are teachers got difficulties in selecting the materials and finding the studying facility. In the students' side, they had lack of vocabulary, grammar, and pronunciation mastery, and lack of self-confidence in speaking. The students also had different motivation in the teaching and learning process; (5) The solution proposed by teachers is using books, students' worksheet, magazine, or even internet sources. Teacher used to review the materials intensively. Teachers used to give chance them to practice. Teacher used to motivate students in the teaching and learning process; (6) The Implementation of TBLT affects the learning process, students' self-regulated learning, and the effective of teaching and learning.

Keywords: Task-Based Language Teaching, English teaching and Learning, Naturalistic Study

INTRODUCTION
Mastering second or foreign language is important in human life considering that with the development of new era, people must be able to master it to communicate with people around the world. In Indonesia, English had become the second language and had been taught since many years ago. It had been taught
from elementary school up to the university level. Teaching English at each level has a different functionality and purposes.

Based on Kurikulum Tingkat Satuan Pendidikan/KTSP (Unit-based Educational Curriculum) for senior high school, the objective of English teaching and learning is to develop communicative competence in the spoken and written form, that is listening, speaking, reading, and writing. In achieving the objective of English teaching and learning, there must be a number of obstacles and problems. The problems often encountered in the English teaching and learning process can be seen in the numerous schools in Indonesia. The problems could be from the teachers, the materials, or from the students themselves.

To overcome those problems, some solutions had been tried to be implemented both from government and from their respective schools. From the school, some teachers held a meeting to discuss the materials to teach their students which is called Kelompok Kerja Guru/KKG (Working Group Discussion) or MGMP (English Teacher Organization). Moreover, the government has conducted trainings for teachers in order to make them understand and to be able to develop teaching methods. In these trainings, the teachers are briefed and trained to be able to apply the methods or approaches of effective teaching.

One of the approach is Communicative Language Teaching (CLT). CLT is an approach which its goal is to develop the communicative competence (cited in Richards and Rodgers, 2001: 159). Part of CLT which had been implemented in Indonesia is Task-Based Language Teaching (TBLT). TBLT is an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001: 223). TBLT emphasizes process approach rather than product approach. In this approach, students do several tasks as the central core of language learning. The teachers are no more central in the classroom.

Dealing with language teaching, there lies one term related to it, language learning. Brown (1994: 7) defines learning as acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Another definition from Lachman (1997: 1), he states that learning is a relatively permanent change in behavior brought about by practice or experience. A specific definition is given by Stephen (1996: 2). Stephen defines learning as an experimental process resulting in a relatively permanent change in behavior that can not be explained by temporary states, maturation, or innate response tendencies. According to him, learning has three significant components. First, learning reflects a change in behavior. Second, the chances in behavior due to learning are relatively permanent. Third, changes in
behavior can be due to processes other than learning. Those definitions are supported by Johnson (2007: 18). He stated that learning is a relatively permanent change in response which can be retained occurring as a result of reinforced practice. In addition, Hamilton and Gathala (1994: 8) say that learning is a relatively permanent change in an individual's knowledge or behavior that results from previous experience.

Furthermore, learning is an individual's conscious active process in the change of behavior through practicing and experiencing which contain cognitive, affective, and psychomotoric to achieve the goals (cited in Aunurrrahman, 2010: 35). Then, Brown (1994: 7) gives the definition of learning as follows: (a) Learning is acquisition or “getting”; (b) Learning is retention of information or skill; (c) Retention implies storage systems, memory, cognitive organization; (d) Learning involves active, conscious focus on and acting upon events outside or inside the organism; (e) Learning is a relatively permanent but subject to forgetting; (f) Learning involves some forms of practice, perhaps reinforced practice; (g) Learning is a change in behavior. Based on the definitions of learning above, it can be conclude that learning is a conscious active process of acquiring a new knowledge of a certain skill producing a thought process and a change of knowledge or behavior in an individual as the output brought about by practice and experience.

The next term is second language learning. Stern (1996: 20) explains that second language learning is as a conscious study of second language development particularly in formal school like settings. It is different than traditional language learning which focuses on language structure and elements such as vocabulary, pronunciation, and sentence structure, new methods in language learning now focuses more on general communication skill and give bigger priority to the ability to express oneself meaningfully and to make oneself understood than to grammatical accuracy or perfect pronunciation (Richard and Rogers, 1998: 19). To reach these goals of language learning, it is important to have all of language skills: listening, speaking, reading, and writing.

From some definitions above, it can be concluded that language learning is a conscious study of language focusing on language skill in order to be able to use the language for communicating in real situation. The main goal of language learning is the ability to communicate and understand of structural practice only as a means to that end. It focuses on language skills which are used in real communication in the real setting where learners are regarded as the members of society.
The next term which will be explained is language teaching. It is closely related to language learning. Brown (1994: 7) says that in order to satisfy the practical demands of educations, theories of learning have to be 'stood on their head' so as to yield theories of teaching. Learning may occur without conscious teaching, but teaching is intended to result in personal learning for students, and is worthless if it does not do so (Ur, 1998: 4). The concept of teaching is understood as the process that inseparably and intrinsically bound up with learning. According to Stern (1996: 21) language teaching is the activities that are intended to bring about language learning. Brown (1994: 7) defines teaching as a set of activities involving guiding and facilitating learning, enabling learners to learn and also setting the conditions for learning. Good language teaching in practice is, then, to a great extent a series of relative processes, it is only good if it is constantly adapted to particular students' needs, potential and situation (Lund and Pedersen, 2001: 62).

Since the purpose of language teaching has a big deals with the learners' learning in which they learn language to have language skills in order that they are able to communicate using the language, then language teaching focuses on developing learners' communicative competence (Littlewood, 1992: 1). According to Savignon (1997: 40), communicative competence has four components, including: (a) Grammatical competence; (b) Sociolinguistics competence; (c) Discourse competence; and (d) Strategic competence. From some definitions above, it can be concluded that language teaching is guiding and facilitating language learning, enabling learners to learn the language, assisting learners to become independent and self-regulated learners and also setting the conditions for language learning by using a particular strategies and method so that learners can use the language in real situation.

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richards and Rodgers, 2001: 223). It is regarded as a part of communicative approach, since the purpose is to make learners to be able to communicate in real situation. In TBLT, the students are the central unit of language learning. Teachers are no more dominant. Learners get chances to open and close conversations, to interact naturally, to interrupt and callenge, to ask people to do things and to check that they have been done. Willis (1996: 18) says that the resulting interaction is far more likely to lead to increase fluency and natural acquisition than form-focused exercises that encourage learners to get it right from beginning.
According to Nunan (2004: 1), Task-Based Language Teaching has strengthened the following principle: (a) A needs-based approach to content selection; (b) An emphasis on learning to communicate through interaction in the target language; (c) The introduction of authentic texts into the learning situation; (d) The provision of opportunities for learners to focus not only on language but also on learning process itself; (e) An enhancement of the learners’ own personal experiences as important contributing elements to classroom learning; and (f) The linking of classroom language learning with language use outside the classroom.

TBLT proposes the notion of “task” as a central unit of planning and teaching (Richards and Rodgers, 2001: 224). There are some definitions about task according to some experts. According to Breen (cited in Ellis, 2003:5) task is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication. Breen adds that a task can be ‘a brief practice exercise’ or more complex workplan that requires spontaneous communication of meaning. Another definition is given by Richards (2006: 31). He stated that a task is something that learners do or carry out using their existing language resources; It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task; It involves a focus on meaning; In the case of tasks involving two or more learners, it calls upon the learners’ use of communication strategies and interactional skills.

Task classification is important in the language learning. Richards (2006: 31) divides tasks into two kinds, comprising: (a) Pedagogical task; and (b) Real-world task. Willis (1996: 26-27) proposes six task types built on more or less traditional knowledge hierarchies: (a) Listing; (b) Sorting and Ordering; (c) Comparing; (d) Problem solving; (e) Sharing personal experiences; and (f) Creative tasks. Pica, Kanagy, and Falodun in Richards and Rodgers (2001:234) classify tasks according to the type of interaction that occurs in task accomplishment and give the following classification: (a) Jigsaw tasks; (b) Information-gap tasks; (c) Problem-solving tasks; (d) Decision-making tasks; and (e) Opinion exchange tasks.

Richards and Rodgers (2001: 235-236) describe the teacher’s and student’s role in TBLT. Those are:

a) Teacher’s role: (1) Selector and sequencer of tasks; (2) Preparing learners for tasks; and (3) Consciousness-raising.

b) Learner’s role: (1) Group participant; (2) Monitor; and (3) Risk-taker and innovator.
The design of a Task-Based lesson involves consideration of the stages or components of a lesson that has a task as its principal. Various designs have been proposed by Willis (1996) and Ellis (2003). They all have in common three phases; pre-task, task cycle, and language focus. Willis, who has a masterpiece A framework for task-based learning divides the procedures of task-based language teaching into three stages:

**Figure 1. The Framework of TBLT**

The framework consists of three phases: pre-task, task-cycle, and language focus. comprising:
1) Pre-task
The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

2) Task-cycle
This stage consists of three elements: task, planning, and report.

a) Task
students complete a task in pairs or groups using the language resources that they have as the monitors and offers encouragement.

b) Planning
students prepare a short oral or written report to tell the class what happened during their task. Thay then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

c) Report
Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

3) Language focus
In the first two stages, students put their emphasis on the meaning of their language; while in the third stage. They focus their attention on the form that carry that meaning. This stage includes two steps: language analysis and language practice.

**RESEARCH METHOD**

Concerning on the objective of this research, the writer used qualitative research in the form of naturalistic study. Qualitative research is defined as research studies that investigate the quality of relationship, activities, situations, or materials (Fraenkel and Wallen, 2008: 422). The relationship, activities, situations, or materials here is what will be investigated by the writer. As stated by Basrowi and Suwandi (2008: 57), a naturalistic inquiry is aimed to understand the
description of certain focus deeply. The reason why the writer used this method is that qualitative method is based on natural setting; the study should be conducted under the most natural conditions possible. There was no treatment given by the writer toward the subjects. The natural setting was the classroom in SMA N 1 Pecangaan Jepara. Richie (cited in Moleong, 2007:6) says that naturalistic inquiry tries to describe in detail social phenomena and its perspective viewed from the concept, attitude, perception, and the problem of the subjects of the research. In this research, the writer portrayed the teacher's perception of the implementation of TBLT.

The data are collected in the form of information based on the implementation of Task-Based language Teaching in the teaching and learning process. The data was taken from three kinds of sources, comprising:

1. Event, the events as the source of data were in the form of the English teaching and learning activities using TBLT. The researcher also investigated how teachers guided the students, and how the students joined the teaching and learning process.

2. Informant, the researcher interviewed English teachers and students to take information dealing with the teaching and learning activities.

3. Document, the data were also collected in the form of written information related to the Task-Based Language Teaching and in the form of photographs in the teaching and learning of English. The researcher investigated the lesson plan, the students' progress report as assessment, the teaching aid, and also the students' work.

In this research, the researcher used the techniques for collecting data, including: (1) observation, focused on the process of teaching and learning activity using TBLT; (2) interview; the researcher conducted in depth-interview for collecting information from teachers and students; and (3) document analysis, the documents that were analyzed were in the form of syllabus, lesson plan, assessment result, the record of students' progress in learning English, students' learning product and also the photographs taken during the teaching and learning process.

The research data had been checked in the aspect of trustworthiness. It made the data can be really regarded as the truth from the natural phenomena investigated, and then the audiences consider them as important data that can give contribution to them (Lincoln and Guba, 1985: 290).

There are three steps in analyzing the qualitative data, comprising:
1. Data reduction; it refers to the process of selecting, focusing simplifying, abstracting and transforming the data that appear in the written up field notes or transcription. Because the data is available in many kinds of pattern, the writer needs to select which one is important or not. After that the writer transforms it into a written report.

2. Data display; after transformed the data into written report, and then it would be displayed into graphic, chart or networks.

3. Drawing conclusion and verification; in this step, the researcher decided what things means, note the regularities, and explained the conclusion. The researcher held this conclusion until all data are more explicit and grounded, besides, the researcher also drew conclusions as the project progresses.

**RESEARCH FINDINGS**

The points of research findings are based on the observation result, interview, and document analysis. After data and information were analyzed, the research findings are summarized in table 1.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Summary of Research Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do teachers develop their knowledge of TBLT?</td>
<td>• Join seminars in region level and school level, MGMP meetings, and training in PLPG.</td>
</tr>
<tr>
<td></td>
<td>• Share with other English teachers.</td>
</tr>
<tr>
<td>2. What is teachers' perception of TBLT as an approach in teaching English as a foreign language?</td>
<td>• Task is the central unit of planning and teaching</td>
</tr>
<tr>
<td></td>
<td>• Students as the main point of the process.</td>
</tr>
<tr>
<td></td>
<td>• The materials used in teaching and learning process are based on real situations.</td>
</tr>
<tr>
<td>3. To what extent has TBLT been implemented in the English teaching and learning process in SMA Negeri 1 Pecangaan Jepara?</td>
<td>• Teaching and learning document</td>
</tr>
<tr>
<td></td>
<td>The objective was based on the aims stated on the curriculum</td>
</tr>
<tr>
<td></td>
<td>Teachers developed the materials depend on the situation and topic of the lesson</td>
</tr>
<tr>
<td></td>
<td>• Implementation in the classroom</td>
</tr>
<tr>
<td></td>
<td>Teaching procedures in the classroom covered task types in TBLT</td>
</tr>
<tr>
<td></td>
<td>Students are the central unit of language learning</td>
</tr>
<tr>
<td></td>
<td>Teachers played as selector and sequencer of tasks, and consciousness-raising</td>
</tr>
<tr>
<td></td>
<td>• Classroom management</td>
</tr>
<tr>
<td></td>
<td>Teachers gave reinforcement to students before students doing tasks</td>
</tr>
<tr>
<td></td>
<td>Teachers monitored the condition of the class</td>
</tr>
<tr>
<td></td>
<td>Teachers surrounded the class to ensure all students have understood the materials</td>
</tr>
<tr>
<td>4. What difficulties encountered by teachers in implementing TBLT in the English teaching and learning process?</td>
<td>• Teachers' side</td>
</tr>
<tr>
<td></td>
<td>Teachers got difficulties in selecting the materials</td>
</tr>
<tr>
<td></td>
<td>Teachers got difficulties in finding the studying facility</td>
</tr>
<tr>
<td></td>
<td>• Student side</td>
</tr>
<tr>
<td></td>
<td>Students had lack of vocabulary, grammar, and pronunciation mastery</td>
</tr>
<tr>
<td></td>
<td>Students had lack of self-confidence in speaking</td>
</tr>
<tr>
<td></td>
<td>The students also had different motivation in the teaching and learning process</td>
</tr>
<tr>
<td>5. What are solutions proposed by teachers dealing with the difficulties in implementing TBLT in the English teaching and learning process?</td>
<td>• using books, students' worksheet, magazine, or even internet source</td>
</tr>
<tr>
<td></td>
<td>• preparing the proper devices such are laptop, speaker, projectors, and internet</td>
</tr>
<tr>
<td></td>
<td>• Reviewing the materials intensively and giving a remedial assignment</td>
</tr>
<tr>
<td></td>
<td>• Give chance to students to practice</td>
</tr>
<tr>
<td></td>
<td>• Motivating the students</td>
</tr>
</tbody>
</table>
6. To what extent does the implementation of TBLT affect the effectiveness of English teaching and learning?

- The Implementation of TBLT affects the learning process
- The Implementation of TBLT affects the students self-regulated learning
- The Implementation of TBLT affects the effective teaching and learning

Each of the research findings in table 1 is elaborated in the following.

1. English teachers developed their knowledge about TBLT through joining seminars in region level and school level, MGMP (Teacher Group Organization) meetings, and training. The knowledge about TBLT was also acquired by teacher through MGMP meetings. MGMP is conducted in school level, but sometimes it also conducted in region level. It was held in order to share the knowledge from one teacher to another in different schools and also share with other English teachers.

2. English teachers considered that TBLT can create a good condition for learning a language, since the purpose is to make learners to be able to communicate in real situation. The main point of TBLT is task. Task consist pre-task, task-cycle, and language focus. Those are used to design the lesson plan which is used to teach the students. Teacher knew and realized that the process of teaching and learning should involve students as the main point of the process. Teachers’ roles are preparing learners for tasks, selector and sequencer of tasks, and consciousness-raising. From the explanation, it is clearly showed that English teacher fully understood the concept of this approach. All of the teachers’ knowledge are in line with the idea of TBLT.

3. The description of the implementation of TBLT are based on the following points:

a) Teaching and learning document

Teaching and learning document was arranged in Syllabus and Lesson Plan. The objective was based on the aims stated on the curriculum. The lesson plan was in line with the idea of TBLT. Since TBLT had three main points, including: pre-task, task-cycle, and language focus.

In order to achieve the goals of English teaching and learning, teacher developed the materials depend on the situation and topic of the lesson. It was done by teachers to make students always motivated in the learning process. Teachers used Students’ worksheet as the main materials of the teaching and learning process, but not all of the materials were given to the students. Teachers selected the appropriate topic dealing with the syllabus and lesson plan.
b) Implementation in the classroom

In implementing TBLT, teachers taught the students with the elements which was covered in TBLT. It began with pre-task which consisted of introduction to topic and task, then, task-cycle which consisted of task, planning, and report, and language focus which consisted of analysis and practice. Task types the teacher used were in the form of Role Play, Jigsaw, and problem solving. In implementing, students are the central unit of language learning. In the observation, the students were the most active in the class. They did some tasks provided by teacher which would improve their language skills.

The roles of teachers were just as selector and sequencer of tasks, and consciousness-raising. First, teachers introduced the topic and task types they would do. Teachers select the materials based on the lesson plan and merged it with the condition of the students. Teacher hoped student would get more motivation in language learning. By observing the teaching and learning process in the classroom, it can be concluded that teaching procedures in the classroom covered task types in TBLT.

c) Classroom management

Before starting the task, teachers used to give reinforcement to students. It was done to make them having the awareness in doing task and understanding materials. In the progress of doing tasks, teachers monitored the condition of the class. He would give a little joke if the class started to be boring. It was done to make teaching and learning process more fun. Teacher also surrounded the class to ensure all students understanding the materials. It was done in order to know whether the students understood the materials.

4. Based on the observation that has been conducted and depth-interview, there were some problems arising in implementing TBLT. Problem from teachers, they got difficulties in selecting the materials. The materials which were in the book could not covered all of the students' needs and curriculum. Teachers also got difficulties in finding the studying facility. The appropriate studying facility was important in the teaching and learning process, since teacher is the motivator and facilitator of the study.

The difficulties in implementing TBLT were not only from teachers but also from students. In general, students got problems with vocabulary and grammar mastery. They also had lack of pronunciation. Students also had lack of self-confidence in speaking. It caused they could not speak well. Viewed from the students' motivations, they had different motivation. The students tended to be
passive in the teaching and learning process. It was showed in the observation that some students were not enthusiastic in studying.

5. Knowing that there were some difficulties in implementing TBLT, teachers had some proposed solutions. Realizing that it was difficult to select a good and proper materials, teacher used some materials related with the topic on the learning process. Teacher use books, students’ worksheet, magazine, or even internet sources. The main point which teacher used in selecting the materials is the materials must match with Syllabus and lesson plan. Dealing to the difficulty in finding the learning media, teacher prepared the proper devices. The learning medias were laptop, speaker, projectors, and internet.

To students who had lack of vocabulary, grammar, and pronunciation, teacher had proposed some solutions. Teacher always reviews the materials intensively. Teacher hoped students could master and improve their understanding in English. For students who were still had lack in their mark, teacher gave a remedial assignment. Responding to students who had lack in speaking skill, teacher always gave chance to them to practice. Speaking skill is important since the essential of communication is located in the speaking, so teacher gave an extra time in improving students’ speaking skill. Regarding to students’ motivation, teacher used to motivate students in the teaching and learning process. Some solutions proposed by teachers dealing with the difficulties in implementing TBLT in the teaching and learning process had a great contribution to the implementation of TBLT.

6. The concept of TBLT emphasize on the tasks and learning to communicate through interaction in the target language which is set up in the real communication. In TBLT, students are the central unit of teaching and learning process. Teacher plays role as the selector and sequencer of tasks, preparing learners for tasks, and Consciousness-raising. English teacher prepared the lesson plan and materials before gave it to the students. It is important since the proper materials had an important role in the learning goals. The way teacher delivered the materials were varied through the use of various teaching strategies. The students were involved actively in the learning process by doing many tasks. There were many chances for students to develop their language skills.

In TBLT, students are the central unit of language learning. Students are more active in doing many tasks related to the topic they were learned. Students played role as group participant, monitor, and risk-taker and innovator. From the
students point of view, the teaching and learning in the classroom is motivated and enjoyable so that they can easily master, understand, and improve their language skills. Teacher used to give chance to the students to improve their skill language skill. It was in line with the idea of TBLT that the students are the main role in the teaching and learning process.

An effective teaching and learning can be reached if students are actively involved in the instructional process. From the observation and interview, the students were really involved in the teaching and learning process. They also were given many chances by teachers to perform their language skill in front of the class. The progress of the students is also good since their mark were arising in the daily progress. Their language skills are at the level of good. They had won many trophies in the debate contest, and speech contest. It can be concluded that the implementation of TBLT can make the teaching and learning process more effective.

From this research, the educational practitioners can get clear description about the implementation of TBLT and the effects toward the students and the effectiveness of the teaching. It will contribute in their teaching since there are also clear descriptions of how they encourage students to learn. It is done so that the students easier to understand the learning material. Regarding that the purpose of education does not only concern on the academic purpose but also psychological aspect of the students, the description of the implementation of TBLT in the research can be used as a relevant source of the English instructional process. The more useful input of this research is that the education practitioners are able to get a clear relationship between how they design their teaching to students learning. It is a basis for the teacher’s reflection. In this case, teachers can plan their teaching well and they know the purpose of everything they do in the classroom toward the effectiveness of teaching and learning process.

Considering the research findings and discussions, there are some suggestions for teachers, educational decision makers, and other researcher. (1) For teachers, they must select and prepare the materials which really related with the topic the students will learn. The materials should in line with real communication. Teacher must involve the students actively in the teaching and learning process. (2) For educational decision makers, it is suggested to arrange a better curriculum dealing with the goals of language learning. Since the decision is important in language learning, so that a good curriculum can improve the skills of the learners. (3) For Other researcher, this research can be a reference for other
Researchers. They are also able to do another research using Task-Based Language Teaching. This study has some weaknesses, which enable other researchers to conduct a better study. It can be developed into a wider point of view. Last but not least, it is only the beginning and it can become a reference for other researchers.

REFERENCES


*commit to user*


Murad, Tareq Mitib. 2009. The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English. Yarmouk: Yarmouk University.


UU RI No. 20 tahun 2003 tentang Sistem Pendidikan Nasional.