THE USE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENTS’ VOCABULARY MASTERY  
(A CLASSROOM ACTION RESEARCH ON THE FIRST GRADE OF SMK MUHAMMADIYAH SUSUKAN, KABUPATEN SEMARANG IN THE ACADEMIC YEAR OF 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2015
DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby the writer declares that this graduating paper is made by the writer himself. This paper does not containing materials and written and has been published by other people and other people’s idea except the information from the reference.

This declaration is written by the writer, and he hopes that this declaration can be understood.

Salatiga, March 14\textsuperscript{th} 2015

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\includegraphics[width=0.3\textwidth]{signature}
\end{center}

The writer,

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11310105
ATTENTIVE COUNSELOR’S NOTE

Case: Muhammad Anad Bahtiar’s Graduating Paper

Dear:

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Muhammad Anad Bahtiar’s graduating paper entitled “THE USE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENTS’ VOCABULARY MASTERY (A Classroom Action Research on the First Grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the Academic Year of 2014/2015)”. I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

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A GRADUATING PAPER

THE USE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENTS' VOCABULARY MASTERY
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has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on April 10th 2015, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education Department.

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Motto

“YOU HAVE TO LIVE A LIFE WITHOUT REGRETS”

-Portgas D. Ace-
DEDICATION

This graduating paper is sincerely dedicated for:

❖ Allah SWT, My Lord My God Almighty, thanks for guiding me to face everything in this extraordinary world.

❖ My beloved parents, my mother (Nur Chasanah) and my father (Kholish) who always pray, guide, motivate me to become better person.

❖ My beloved sister (Nur Alita Lisnawati) and all of my family
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb,

In the name of Allah, the most gracious and merciful, the Lord of universe and space. Thanks to Allah because of Him the writer could complete this graduating paper as one of requirement for Sarjana Pendidikan Islam (S.Pd.I) at English Education Department of Teacher Training and Education Faculty of State Institute of Islamic Studies (IAIN) Salatiga in 2015.

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Salatiga, March 14th 2014

The writer

[Signature]

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Title: The Use of Task-Based Language Teaching to Improve Students’ Vocabulary Mastery (A Classroom Action Research on the First Grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the Academic Year of 2014/2015)

Writer: Muhammad Anad Bahtiar

Keywords: vocabulary mastery, task-based language teaching, classroom action research

The research study about improving student’s vocabulary mastery through task-based language teaching method. The aim of this research is to know about process of teaching vocabulary by using task-based language teaching and to find out whether task-based language teaching method can improve the students’ vocabulary mastery. The topic is discussed through the field research in first grade students of SMK Muhammadiyah Susukan in the academic year of 2014/2015. The data was gathered through the evaluation test score, the observation note, and documentation study. The result of the study shows that the use of task-based language teaching method can improve students’ vocabulary mastery. It was seen from the comparative result of the test in each cycle. The improvement of students’ vocabulary was indicated by their score in test. It can be seen from the result of cycle I to the cycle II, where in pre-cycle students’ mean on mastery vocabulary was only 7.19, it increased became 8.19 in cycle I. In cycle II it increased from 7.50 to 8.61. The finding shown that the t-test calculation from the result of pre-test and post-test in cycle I is 7.14 and in cycle II is 9.44. Both of them was greater than t-table with N=21 (2.08). Base on the results of the research, it could be concluded that using task-based language teaching could improve students’ vocabulary mastery. And it is hoped that it can be valuable information resource for students, teachers, and the researcher himself.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as International language has taken an important role in communication language which used in many sector of life, such as education, politics, science, economics, technology, social aspect, cultural aspect, and many others. English has become familiar for many people over the world to connect and share their ideas with others. As a result, people should understand and master English in order to broaden their knowledge.

In Indonesia, English is considered as the first foreign language which taught formally from the junior high school to university level. Nowadays, English is taught in elementary school, and even in the lower level such as kindergarten and play group. It means that children are introduced to English earlier so that they will learn English as usual as they learn their mother tongue. Moreover, by giving English earlier, it will help students prepare well because English has been a requirement subject to pass National Examination.

In order to master English language, students have to develop their English skills. In English there are four skills which have to be mastered by students. They are reading, listening, writing and speaking. Students will master English
language well, if they can develop their four English skills. However, there is basic competence which has to be mastered by students before they develop their English skills. Students have to master vocabulary well before they develop their English skills. Vocabulary is the most importance element that will become the basic competence in learning a foreign language

Mastery of vocabulary is very important in language teaching. According to Rivers (in Nunan, 1991: 117), he argues that the acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary we will be unable to use the structures and functions we may have learned for comprehensible communication. It means that vocabulary is the first priority in learning English. This competence will help the students to get other competences like listening, speaking, reading, and writing. If the students have mastered vocabulary well, they will be easier to master those competences in English learning.

According to Hardjono (1998: 71), from all of the basic aspects which have to be mastered by student, vocabulary has became most important aspect in studying foreign language, students will not be able to use foreign language without mastery this aspect. Without mastering vocabulary, students will get a difficulty to understand or express their ideas when they have communication with others.
The most important things that teachers can do are to plan the opportunities for learning and to plan what vocabulary will get attention (Nation, 2008:1). Moreover, he says that teaching vocabulary is among the least important of teachers’ jobs. There are several reasons for this. First, there are many words that learners need to know and teaching could only deal with a small proportion of these. Secondly, learning a word is cumulative process that requires meeting words across the four strands of a course, and teaching makes up only a part of one of those four strands. Thirdly, teaching words needs to be limited in scope.

Teachers have focused to enrich the number of vocabularies that have to be mastered by students. However, in the fact, level of vocabulary mastery in Vocational High School is very poor. Mostly students in Vocational High School (SMK) get difficulty to memorize the meaning of the words which they get in a text. They forget some vocabularies which they get in the previous day. Sometime when they get a new word in textbook or article, they prefer to ask their teacher than look for the meaning in dictionary by themselves. Mostly students in Vocational High School are passive in acquiring new vocabulary. They get a new vocabulary usually only from the text which they get from their teacher in the class.

Another problem that may occur during teaching English language is the students’ characteristics. They usually tend to feel shy and afraid to answer the questions from their teachers. This problem may give a great influence to
teaching and learning process. When they feel afraid, learning process will not run well.

Problem in learning and teaching English, just like from the example above, will always occur in the class if the teachers still use memorizing and drilling method. So, in order to make their classroom more comfortable and interesting, teachers have to change their method. It will make an effective and efficient learning process, especially for teaching English. They need a suitable technique and method to organize learning process. A good technique and teaching method will help students understand and master the lesson easier.

From the reason above, the researcher suggest task-based language teaching method as the solution. Task-based language teaching method can be an effective way in teaching vocabulary to improve students’ vocabulary mastery. Task-based language teaching is a method that helps students to be more active in pair or group work activity. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks. The primary focus of classroom activity is the task and language is the instrument which the students use to complete it.

By using a new method, the students will be more interested in English learning and also they will be easier to improve their vocabulary mastery. The students also are able to remember English words easily when they often find of
the words in the class. So, the researcher needs to implement Task-Based Language Teaching method to solve the problem in SMK Muhammadiyah Susukan, Kabupaten Semarang and improve the students’ interest in English learning process.

According with the explanation above, the researcher intends to conduct a classroom action research to know how far Task-Based Language Teaching can improve students’ vocabulary with the title “THE USE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENTS’ VOCABULARY MASTERY (A CLASSROOM ACTION RESEARCH ON THE FIRST GRADE OF SMK MUHAMMADIYAH SUSUKAN, KABUPATEN SEMARANG IN THE ACADEMIC YEAR OF 2014/2015)”.

B. Problems of the Study

Based on background of study above, many problems arise. Some problems that can be identified are as follows:

1. How is the process of teaching vocabulary by using task-based language teaching of the first grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the academic year of 2014/2015?

2. Could task-based language teaching method improve the students’ vocabulary mastery of the first grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the academic year of 2014/2015?
C. Objectives of the Study

This Classroom Action Research is conducted in order to:

1. To know the process of teaching vocabulary by using task-based language teaching for the students of the first grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the academic year of 2014/2015.

2. To know whether method of task-based language teaching can effectively improve the students’ vocabulary mastery of the first grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the academic year of 2014/2015?

D. Significances of the Study

The result of this research is expected to give benefit for:

1. Teacher

The result of this research is expected to enrich the teachers’ method of teaching English vocabulary and to solve the problem of students’ difficulties in memorizing the meaning of word or vocabulary at the first grade of SMK Muhammadiyah Susukan. It will help teachers to manage their class more fun and interesting, especially for teaching vocabulary in Vocational High School (SMK).
2. Students

For the students, this research is expected to solve their problem in understanding and memorizing the meaning of words. Moreover, it also can be used to encourage students who feel shy and afraid in joining English lesson. When they feel comfortable during learning process, it will help students to be easier in mastering and memorizing vocabulary. Furthermore, students will have chance to improve their skill in spelling and pronouncing the word correctly.

3. Further Researcher

This research also expected to give a new knowledge for the further researcher in order to make a better research in teaching and learning cases. Furthermore, it will help the further researcher to solve the student’s and teachers’ problems which similar with this research.

E. Review of the Related Research

In this research, the researcher takes review of related research from the other research as comparison. The researcher uses the other research paper, with the title is “The Effectiveness of Speaking Instruction through Task-Based Language Teaching” which has been researched by Noor Malihah in 2010, the lecturer of State Institute for Islamic Studies (IAIN) Salatiga.
In this research paper, she focuses on the use of the method of task-based language teaching to improve the students’ speaking skill. According to her, task-based language teaching can improve students’ speaking skill because it is more student-centered. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know. It motivates students during learning process and make them to be more active in the class.

The other research which can be used as comparison was conducted by Nur Hidayah in 2011, the students of State Institute for Islamic Studies (IAIN) of Salatiga, the title is “The Use of Realia to Improve Vocabulary Mastery (A Classroom Action Research in the Third Year Students of MI Nurul Azhar Terban Pabelan in the Academic Year 2010/2011.”

In this research paper, she focuses on the use of realia to improve the students’ vocabulary mastery. She analyzed about the process of teaching vocabulary using realia, and does technique or model with using realia influence the improvement of students’ vocabulary mastery. According to her, realia can improve students’ vocabulary mastery at the third year students of MI Nurul Azhar Terban Pabelan.

The present research deals with the use of task-based language teaching to improve student’s vocabulary mastery in the first grade of SMK Muhammadiyah
Susukan, Kabupaten Semarang in the academic year of 2014/2015. It can be said that the present research has difference from the two previous researches above. The difference this research to the two previous researches is the researcher focuses on using task-based language teaching to improve student’s vocabulary mastery. Comparing with Noor Maliah’s research, this research has difference in the skill which wants to be improved. This research focus on the student’s skill in mastery vocabulary, while the Noor Maliah’s research focus in speaking skill. In the second previous research, Nur Hidayah applies a method in using *realia* to improve student’s vocabulary mastery, while in this research the researcher applies task-based language teaching as the way to improve student’s vocabulary mastery.

F. Limitation of the Research

In order to avoid misinterpretation of the problem, the researcher would like to limit the scope of the study. The researcher wants to know that the method of task-based language teaching can improve the students’ vocabulary mastery. The researcher focuses to use one of the types of task-based language teaching using matching activities. This research is conducted in the first grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the academic year of 2014/2015. The researcher focuses on the Teknik Komputer Jaringan (TKJ) class which consists of 22 students.

G. Definition of the Key Terms
The researcher wants to clarify and explain the terms of the title to avoid the ambiguity in perception of some terms used in this study. The definition is as below:

1. Improving

   Improving is the process of becoming or making to the better (Oxford University Press; 2003: 216). In other dictionary we can find the word improve which means to make better in quality or make more productive to become better (Webster; 1994: 487)

2. Students

   Student is a person attending an educational institution, for example high school or college, one studying anything, one develop and systematic study (Grolier; 1974: 972)

3. Vocabulary Mastery

   Vocabulary is list of words used in a book with definitions or translations (Hornby, 1974: 959). While mastery is great skill or knowledge, control or power (Oxford University Press, 2008: 271). Vocabulary mastery is the skill or knowledge to control in understanding the words in a language.

4. Task-Based Language Teaching

   Task-based language teaching (TBLT), also known as task-based language learning (TBLL) or task-based instruction (TBI) focuses on the use
of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. It makes TBLT especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of Communicative Language Teaching (CLT). (http://en.wikipedia.org/wiki/Task-based_language_learning) accessed on Wednesday, 14th January 2015.

H. Hypothesis

According to Sugiyono (1999: 82) states that hypothesis is the answer in the meantime toward formulation of the problem in the research. In this research, researcher put hypothesis that task-based language teaching method will improve students’ vocabulary mastery in first grade of SMK Muhammadiyah Susukan in the academic year of 2014/2015.

Task-based language teaching is method which focuses on giving various kinds of task during teaching and learning process. Students will mastery vocabulary well if they have more practice in the classroom. Applying difference task in learning English, especially in learning vocabulary also make students become more active because they are forced to do some tasks which can improve their vocabulary. Task-based language teaching is the one of some methods
which gives more chance to students to be more active during teaching and learning process. Students will active to do some task and share their task in whole class. They will encourage themselves in order to ask question or give feedback to the other’s work. When students become more active in asking question and giving feedback, they will be comfortable to join in the learning process.

The most important thing in learning vocabulary is repetition of the task and students’ activeness during learning process. By applying task-based language teaching method in learning vocabulary, it will improve students’ vocabulary mastery.

I. Outline of the Research

This graduating paper will consist of five chapters. Each chapter will be discussed as follows:

Chapter I presents introduction, it is explain background of study, the problems of study, the objective of study, the significant of the study, review of related research, limitation of the research, definition of key term, hypothesis, and outline of the research.

Chapter II describes theoretical review of teaching vocabulary using task-based language teaching method. Firstly, theory about vocabulary, it presents the theory about vocabulary includes the definition of vocabulary, the importance of vocabulary mastery, the source of vocabulary, kinds of vocabulary, aspects of
learning vocabulary, teaching vocabulary and testing vocabulary. Secondly, the writer present about method of task-based language teaching. It explains the definition of task-based language teaching, how to apply task-based language teaching in the classroom.

Chapter III presents about methodology of research. The research methodology consists of setting of the research, subject of the study, method of the research, procedure of the research, technique of collecting data and technique of analysis data.

Chapter IV is the data analysis, it is consist of field note of cycle I and II and analysis between cycle I and cycle II.

Chapter V as the last part of this outline consists of closure which will be divided into two part, conclusion and suggestion. For the attachment, there is appendix and bibliography.
CHAPTER II
THEORETICAL FRAMEWORK

Studying a language cannot be separated from studying vocabulary because it is an essential part of language. We know that words support the speaker in communication to express their ideas. Vocabulary is one of component of language which is a means to conduct a communication. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help the students in mastering the language skill. According to Nasution (1994: 8) argues that a rich vocabulary also makes language skills easier to perform.

Based on National Education Curriculum in 2006 called KTSP (Kurikulum Tingkat Satuan Pendidikan), the Indonesian government gives the autonomy to every school to arrange and control it in teaching learning activity. There are four skills that should be mastered by the students, they are listening, speaking, reading, and writing. Students who want to be able to communicate in English well must have wide range of vocabulary. According to Thurnbury (2002: 13) states that vocabulary is one of the important aspects in learning English, without vocabulary nothing can be conveyed. Only with sufficient vocabulary the students can express their ideas effectively, can understand the language task and foreign language conversation.
In order to know more about what vocabulary is, what kinds of vocabulary are, how to teach vocabulary in the class and to commit this research, the researcher will present some related key terms as follows:

A. General View of Vocabulary

1. Definition of Vocabulary

   According to Hornby, vocabulary is total numbers of words in a language and vocabulary is a list of words with their meaning (1974: 959). It means that vocabulary is a number of words along with their meaning in one language and it’s known by mostly people. This idea is supported by Burn and Broman (1975: 27) who states that vocabulary is the stock of words which used by person.

   According to Webster’s Ninth Collegiate Dictionary, Vocabulary is:
   a. A list or collection of words and phrase usually alphabetically arranged and explained or defined.
   b. A sum or stock of words employed by a language group individual or work or in a field of knowledge.
   c. A list or collection of terms or codes available for use.

   Vocabulary can’t be separated from the language because it is an important part of language it selves. Harimukti Kridalaksana (1993: 127) states that vocabulary is a component of a language that carries all of information about meaning and how to use that word in daily activities. It
means that vocabulary is an important part of language because without vocabulary, the language can’t be used to communicate with others people.

Based on the definitions, it can be concluded that vocabulary is a list of words with their meanings especially one that accompanies a textbook in a foreign language. Vocabulary plays a significant role in supporting the mastery of language skills namely listening, reading, writing and speaking. In order to communicate well in a language, students should acquire an adequate number of words and should know how to use them accurately. The more vocabulary the learners have, the easier for them to develop their four skills.

2. Kinds of Vocabulary

   Nation (1990: 190) has divided vocabulary in the specific reference:

a. Receptive Vocabulary: Knowing a word involves being able to recognize it when it is heard (What is the sound like?) or when it seen (What does it look like?) and having an expectation of what grammatical pattern the word will occurrence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

b. Productive Vocabulary: Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it
also involves not using the word too often if it is typically a low frequency word and using it in a suitable. You are in **productive** control of the words that you use to express yourself, in speaking or in writing.

While Jo Ann Aeiborsold and Mary Lee Field Classified Vocabulary into two terms there are:

a. Active Vocabulary refers to items the learner can use appropriately in speaking or writing and it is also called as productive vocabulary, although, in fact, it is more difficult to put into practice. It means that to use the productive vocabulary, the students are supposed to know how to pronounce it well, they must know and be able to use grammar of the language target, they are also hoped to familiar with collocation and understand the connotation meaning of the words. This type is often used in speaking and writing skill.

b. Passive Vocabulary refers to a language items that can be recognizes and understood in the context of reading or listening and also called as receptive Vocabulary. Passive Vocabulary or comprehension consists of the words comprehended by the people, when they read and listen.

From the explaining above, we know that every experts in every book is different in classifying the kinds of vocabulary, because every person has different ways in showing and telling their opinions and ideas. It means that vocabulary is of two kinds function and content words.
3. Aspect of Vocabulary

Actually, there are many ways that will help students to expand their vocabulary and proficiency, are as follows:

a. Word Classes

A word is a microcosm of human consciousness Thornbury (2002: 1). Word is classified based on their functional categorized, it is called part of speech. Kinds of part of speech are:

1) Noun

Noun is one of the most important parts of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Noun is a word (or a group of words) that is the name of the person, a place, a thing or activity or quality or idea. According to Frank (1972: 6), there are types of noun as follows:

a) Proper Noun

A proper noun begins with a capital letter in writing. It includes personal name, names of geographic units such as countries, cities, rivers, etc. Besides, the names of nationalities and religions, names of holidays, names of time units and words use for personification (Thomson and Martinet; 1986: 24).
For example: *Maria writes a letter.*

*She has some relatives in Canada.*

b) Common Noun

Common noun is a noun referring to a person, place or thing in general sense, usually we should write it with capital letter when it begins a sentence (Thomson and Martinet; 1986: 24).

For example: pencil, book, stone, shoes, etc.

c) Concrete Noun

A concrete noun is a word for a physical object that can be perceived by the senses, we can see, touch, smell the object (Thomson and Martinet; 1986: 29).

For example: *The beef soup was eaten by Martin.*

*We use both eyes to see.*

d) Abstract Noun

An abstract noun is a word for a concept; it is an idea that exists in our minds only (Thomson and Martinet; 1986: 29).

For example: *The boy is annoying.*

e) Countable Noun

A countable noun can usually be made plural by the addition of –s (Harmer; 1998: 36).
For example: *Zahra buys a book and three pencils.*

f) Uncountable Noun

An uncountable noun is not used in plural and this refers to something that could not count (Harmer; 1998: 36).

For example: *She needs much sugar.*

g) Collective Noun

A collective noun is a word for a group of people, animals or objects considered as a single unit (Harmer; 1998: 38).

For example: *The audience seemed enthusiastic.*

h) Noun Plural

Most of nouns change their form to indicate number by adding –s/-es (Thomson and Martinet; 1986: 25).

For example: *Yesterday, I bought three veils.*

2) Pronoun

Pronoun is a word that takes the place of a noun Frank (1972: 20). For instance: I, you, we, they, he, she, and it.

For example: *He drives quickly*

3) Verb

Verb is a word (or group of word) which is used in describing an action experience or state. Verb is the most complex part of speech. There are three important types of verb to be aware of
auxiliary, main, and phrasal verbs, transitive and intransitive, and regular and irregular.

a) Auxiliary verbs

These are: be, do, have and the modal auxiliary verbs (shall, should, will, would, can, could, may, might, must or ought, to). They are used with main verbs in affirmative, negative and question formation (Harmer; 1998: 38).

For example: *We are staying at our friend’s house.*

*We can’t afford to pay for a hotel.*

b) Main verb

These carry the main meaning (Harmer; 1998: 39).

For example: *She arrived at six o’clock.*

*He wrote a poem to his girls’ friends.*

c) Phrasal verb

These are formed by adding an adverb or a preposition (an adverb and a preposition) to a verb to create new meaning (Harmer; 1998: 39).

For example: *I will just look over the plants before we start.*

*Can we put off the wedding till after the funeral?*

d) Transitive and Intransitive
i. A transitive verb needs a direct object to complete its meaning or it can’t stand alone.

For example: the plants need water.

ii. An intransitive verb can stand alone in the predicate because its meaning is complete.

For example: the plant grows.

e) Regular and irregular verb

i. Regular verbs are formed by adding (-ed): call-called, arrive-arrived etc.

For example: Susi called the doctor yesterday.

ii. Irregular verbs change completely in the past tense: go, went, gone.

For example: Jack went to the school by bus yesterday.

4) Adjective

Adjective is words that are use to explain or modify a person, place, or thing, for instance: old, beautiful, good, bad, handsome, nice, etc (Harmer; 1998: 43).

For example: There are three beautiful flowers in my garden.

5) Adverb
Adverb is a group of words that describe or add to the meaning of adverb, adjective, another adverb or a whole sentence (Thomson and Martinet; 1986: 44).

a) Adverb of Manner: slowly, quickly, neatly, quietly, etc.
   For example: My brother runs quickly.

b) Adverb of Place: here, there, away, outside, etc.
   For example: They are eating here.

c) Adverb of Time
   It is divided into two kinds; the first is definite time, for instance: yesterday, today, tomorrow, last week, etc.
   For example: She bought ice cream yesterday.

   The second is indefinite time, for instance: recently, nowadays, already, just, next, etc.
   For example: I will make delicious cake immediately.

6) Preposition

   Preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else (Harmer; 1998: 44). For instance: in, at, on, under, behind, below, in spite of, next to, etc.

   For example: There is a book on the table.
7) Conjunction

Conjunction is a group of word that connect sentences, phrase or clause. For instance: for, and, nor, but, or, yet, so, even though, whereas, although, etc (Harmer; 1998: 45).

For example: *Maria bought shoes and bag yesterday.*

b. Word Families

We have seen how words may share the same base of root, but take different endings Thornbury (2002: 4). A word that result from addition of an affix to a root, and which has a different meaning from the root, it is called derivative. For example: players, replay, playful are each derivatives of play. Derivatives and inflexions are both formed by the process of affixation. Affixes consist of suffixes, such as -ful, -er are end of word. Prefixes, such as re-, un-,pre-, de- in the beginning of word.

c. Word Formation

Affixation is one of the ways new words are formed from old Thornbury (2002: 5). There are several kinds of that, such as: compounding, blending, conversion, and clipping.

1) Compound word

Compound word is the combining of two or more independent words.

For example: Noun + verb + -er = *record player, bus driver, hairdryer, typewriter.*

Noun + noun = *classroom, teapot, matchbox.*
2) Blending

Blending is the fusion of two words into one.
For example: breakfast + lunch = brunch

\[ \text{information} + \text{entertainment} = \text{infotainment} \]

3) Conversion

Conversion is a word can be co- opted from one part of speech and used as another.
For example: Let’s brunch tomorrow (noun is converted into verb).

4) Clipping

Clipping is a process in which a word is formed by shortening a lot of one.
For example: electronic mail = mail; influenza = flu.

d. Word Meaning

1) Synonym

Synonym is a word that shares a similar meaning Thornbury (2002: 9).
For example: ancient = antique
\[
\text{Sadly} = \text{unhappily}
\]

2) Antonym

Antonym is a word with opposite meaning Thornbury (2002: 9).
For example: old \(<\) new
\[
\text{accept} \leq \text{refuse}
\]
3) Homonyms

Thornbury (2002: 8) stated that, homonyms are words that share the same form but have unrelated meanings.

For example: Like - *I like looking the sunset*

- *It’s look like new*

4. Vocabulary Mastery

Vocabulary mastery has an important aspect in learning a language. Swannel (1994: 656) defines mastery as comprehensive knowledge. In addition, in the Oxford Advanced Learner’s Dictionary (1995: 721), the definition of mastery is complete knowledge or complete skill. Based on that definition, it can be conclude that mastery is ability to understand about something.

Vocabulary is one of the language aspects which have be learnt. If students want to master English, they have to master vocabulary at first. Learning vocabulary is important because when we want to speak, write, and listen well, we have to know vocabulary first. According to Red John (2000: 16) vocabulary is knowledge involves knowing the meanings of words and how the learners can match each word with their own language. It means that in learning vocabulary we have to know the meaning of it and also understand and use it in the sentence.

From the explanation above, it can be said that vocabulary mastery is a complete skill to understand and apply the stocks of words. It has been an
essential thing that students have to get in order to improve their listening, reading writing and speaking skills. There are some indicators which show that students have good vocabulary mastery. They are spelling, pronouncing, meaning and using vocabulary in making simple sentence.

5. Teaching Vocabulary in the Class

The definition of teaching in the Oxford Advanced Learner’s Dictionary (1995: 721) is giving instruction to somebody; causing somebody to know or being able to do something; giving knowledge or skill to somebody; giving lesson at school.

Teaching vocabulary, especially for foreign language learners, has become an essential part in teaching English. Even students have mastered grammatical very well, they will not have a good communication without mastering vocabulary. Fauziati (2005: 155) argues that without a sufficient vocabulary, the students cannot communicate effectively or express their idea in both oral and written form. Furthermore, she states that having limited vocabulary is also a barrier to mastering a foreign language. It is impossible to learn language without mastering vocabulary. According to Raja (1972: 7), in planning to develop the four language abilities, the first teacher’s aim in a course should be to teach new words and build a good vocabulary.

Nation (2008: 103) states that teaching vocabulary needs to be meet again and again to ensure it has been learned well. Repetition is essential for vocabulary learning because there is so much to know about each word in
order to gain the information about the meaning of the word. Vocabularies can not only be known about their meaning, they must be known well so that students will know about the context of each word.

Raja (1972: 57) says some teacher think that vocabulary building means knowing the meaning of words: giving the same meanings, giving opposite meanings, or translating the words into their native language. Other teachers believe that vocabulary building means the ability to understand words as they are used in situations.

According to Nation (2008: 108), there are several ways of helping learners remember previously met words:

a. Spend time on a word by dealing with two or three aspects of the word, such as its spelling, its pronunciation, its part, related derived forms, its meaning, its collocations, its grammar, or restrictions on its use.

b. Get learners to do graded reading and listening to stories at the appropriate level.

c. Get learners to do speaking and writing activities based on written input that contains the words.

d. Get learners to do prepared activities that involve testing and teaching vocabulary, such as same or different?, find the difference, word and picture matching.
e. Set aside a time each week for word by word revision of the vocabulary that occurred previously. List the words on the board and do the following activities:

1. Go around the class getting each learner to say one of the words.

2. Get learners to break the words into parts and label the meanings of the parts.

3. Get learners to suggest collocations for the words.

4. Get learners to recall the sentence where the word occurred and suggest another context.

5. Get learners to look at derived forms of the words.

Based on the definition above, it can be assumed that vocabulary has a big role in communication. One of the ways to have a good understanding in language learning is by mastering the vocabulary. Mastering vocabulary makes students easier to deliver their thoughts and ideas. No matter how well the students learn grammar, no matter how successfully the sounds of word are mastered, without words to express in their meaning, communication cannot happen in meaningful way.

6. Testing Vocabulary

Testing in simple term is a number measuring a person’s ability, knowledge, or performance in a given domain (Brown; 2004: 3). Gatenby (in Raja; 1972: 171) argues that testing is nothing more than an opportunity for students to show their knowledge. The purpose of the test is to measure of
students’ comprehension about the material. The teacher should be able to know the appropriate model of the test to students in every stages of the school. Because knowing students’ needs will make teaching and learning process run well.

According to Madsen (1983: 12), there are four general kinds of vocabulary test. The first, limited response is for beginners that are a simple physical action like pointing at something or a very simple verbal answer such as “yes” or “no”. The second, multiple choice completions, is a test in which a sentence with a missing word is presented; students choose one of four vocabulary items given to complete the sentence. The third type, multiple choice paraphrase, is a test in which a sentence with one word underlined is given. Students choose which of four words is the closest in meaning to the underlined item. The fourth kind of test, simple completion (word), has students write in the missing part of word that appear in sentences. So, from the kinds of vocabulary test above, the writer can conclude that in every type of the test we can find advantages and the teachers become the first way to their students how the teachers choose the appropriate test to their students.

In order to know about students’ comprehension about vocabulary, Scrivener (1994: 83) stated that there are many exercises which can be used in teaching vocabulary, they are:

a. Matching pictures to words;
b. Matching parts of words to other parts;

c. Matching words to other words, example: synonyms, opposites, etc;

d. Using given words to complete a specific task;

e. Filling in crossword, grids or diagrams;

f. Filling in gaps in sentences;

g. Memory game.

According to Nation (2008: 103), a good vocabulary exercise does the following:

a. It focuses on useful words, preferably high frequency words that have already been met before.

b. It focuses on a useful aspect of learning burden. That is, it has a useful learning goal.

c. It gets learners to meet or use the word in ways that establish new mental connections for the word. It sets up useful learning conditions involving generative use.

d. It involves the learners in actively searching for and evaluating the target words in the exercise.

e. It does not bring related unknown or partly known words together. It avoids interference.

Based on the explanation above, we know that there are so many kinds of task that can be used to evaluate students’ vocabulary mastery. In order to give an appropriate task, teachers have to know about students’ needs and
students’ interest. Teaching vocabulary in the classroom will be success, if the students have a good spirit in doing the task.

B. Task-Based Language Teaching Method

1. Definition of Task-Based Language Teaching

Long (1985: 89) frames his approach to task-based language teaching in terms of target tasks, arguing that a target task is “a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road”. It can be said that task is all of the things that people do in everyday life.

Nunan (2004: 19) states that the point of departure for task-based language teaching is real-world or target tasks. There are so many things that we can do with language in everyday life. In order to create learning opportunities in the classroom, we must transform these real-world tasks into pedagogical tasks.

When they are brought from the real world to the classroom, tasks become pedagogical activities. Here is a definition of a pedagogical task: “an activity or action which is carried out as the result of processing or
understanding language (i.e. as 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” (Richards, et al. 1986: 289). The use of a variety of different kinds of tasks in language teaching is to make language teaching more communicative. In this definition, we can see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learners will do in the class rather than in the world outside the classroom.

Nunan (2004: 3) defines a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. Giving task in the classroom tend to make students to focus their attention in organizing their knowledge. The task should have a sense of completeness so that the students could prepare their grammatical and vocabulary mastery to express meaning. Pedagogical task have to be able to stand alone as a communicative act in the beginning, in the middle and in the end of learning process.

Richards (2001: 223) states that 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. As quoted Malihah (2010: 91), Giyoto (2007) also states that TBLT seems to have a variety of features that are helpful in the development of language proficiency. The language is initially presented in context through dialogues that are local culturally based. Such texts based on everyday life give students’ models that can be used to
develop functional proficiency through role-taking and their interactive language practice activities.

The concept of task has become an important element in teaching and learning process. According to Nunan (2004: 25), he states that task-based language teaching has strengthened the following practices:

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 the learning process itself.

e. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

f. The linking of classroom language learning with language use outside the classroom.

From the definitions above, the writer conclude that task-based language teaching is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task-based language teaching has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving their goal.
2. Principles of Task-Based Language Teaching

Richards (2001: 228) has proposed some learning principles which play a central role in task-based language teaching theory. These are:

a. Tasks provide both the input and output processing necessary for language acquisition.

Students’ comprehensive in the input is the necessary part of the language acquisition. However, it can be stand alone because productive output in learning English also takes an important part of language development. By giving task in the class, it provides students to have more opportunities for learning English in both input and output requirement.

b. Task activity and achievement are motivational.

Task has function to improve Students’ motivation. It can be increase students’ motivation because task order students to use authentic language. Task has variety in format and operation so that students’ don’t get bored in the class. Sometime, task need to be done in group. It gives students more chance to share their ideas in the group activities. Task can be used to increase teaching and learning process.

c. Learning difficulty can be negotiated and fine-tuned for particular pedagogical purpose.
Specific tasks can be designed to facilitate the use and learning of particular aspects of language. Teachers have to be careful in selecting an appropriate task. In selecting or designing tasks there is a trade-off between cognitive processing and focus on form. More difficult task will reduce students’ attention. Tasks can be designed from the easy to the difficult ones so that students can do it. By giving task from an easy task to a difficult task, it enables students to develop both fluency and an awareness of language form.

3. Types of Task in TBLT

According to Richards (2006: 30) the notion of task is a somewhat fuzzy one, though various attempts have been made to define it. Some of the key characteristics of a task are the following:

a. It is something that learners do or carry out using their existing language resources.

b. It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.

c. It involves a focus on meaning.

d. In the case of tasks involving two or more learners, it calls upon the learners’ use of communication strategies and interactional skills.

Many of the activities proposed in the early days of Communicative Language Teaching (CLT) can be described as tasks according to the
definition above, i.e., information-gap and information-sharing activities that we find in many course books and ELT materials.

Willis (1996 in Richards 2006: 31) proposes six types of tasks as the basis for TBLT:

a. **Listing tasks**: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

b. **Sorting and ordering**: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

c. **Comparing**: Students compare ads for two different supermarkets.

d. **Problem-solving**: Students read a letter to an advice columnist and suggest a solution to the writer’s problems.

e. **Sharing personal experience**: Students discuss their reactions to an ethical or moral dilemma.

f. **Creative tasks**: Students prepare plans for redecorating a house.

Another typology that appeared at about the same time was that proposed by Pattison (1987 in Nunan 2004: 57), who sets out seven task and activity types:

a. **Questions and answers**

These activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame (e.g. the location of a person or object). The aim is for learners to discover their classmates’
secret choice. This activity can be used to practice almost any structure, function or notion.

b. *Dialogues and role plays*

These can be wholly scripted or wholly improvised. However, if learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their role plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

c. *Matching activities*

Here, the task for the learner is to recognize matching items, or to complete pairs or sets. ‘Bingo’, ‘Happy families’ and ‘Split dialogues’ (where learners match given phrases) are examples of matching activities.

d. *Communication strategies*

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback and simplifying.

e. *Pictures and picture stories*

Many communication activities can be stimulated through the use of pictures (e.g. spot the difference, memory test, sequencing pictures to tell a story).

f. *Puzzles and problems*
Once again, there are many different types of puzzles and problems. These require learners to ‘make guesses, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning’.

g. **Discussions and decisions**

These require the learner to collect and share information to reach a decision (e.g. to decide which items from a list are essential to have on a desert island).

Richards (2006: 32) argues that there are many others taxonomies of tasks based on particular features of tasks, such as whether they are one way, two ways, simple, or complex. Many classroom activities do not share the characteristics of tasks as illustrated above and are therefore not tasks and are not recommended teaching activities in TBLT. These include drills, cloze activities, controlled writing activities, etc., and many of the traditional techniques that are familiar to many teachers. Despite the extensive recent literature on tasks, however, there are virtually no published teacher resources containing tasks that meet the criteria proposed in TBLT.

All of these typologies are based on an analysis of communicative language use. We can conclude that there are many types of task activities which can be applied in task-based language teaching. However, there are some traditional techniques that are familiar to many teachers which are not appropriate for task-based language teaching. Teachers have to be careful to
choose which techniques of the task are suitable for their students in applying TBLT in the classroom.

4. Learner and Teacher Roles in TBLT

According to Nunan (2004: 64), Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

In their comprehensive analysis of approaches and methods in language teaching, Richards and Rodgers (1986 in Nunan 2004: 64) devote considerable attention to learner and teacher roles. They point out that a method (and, in our case, a task) will reflect assumptions about the contributions that learners can make to the learning process. The approach called task based learning is the logical outcome of theories of second language learning associated with the communicative approach. They all underline that there are three essential conditions for second and foreign language learning:

a. Learners need regular **exposure** to the target language in meaningful social (communicative) contexts. They need a lot of comprehensible language input.

b. Learners need frequent opportunity for the active **use** of the target language in communicative situations. They must learn to produce comprehensible output.
c. Learners need a strong **motivation** for language learning for else they will not make the long and sustained efforts needed for coming to grips with the lexical and grammatical system of the target language.

Teacher roles and learner roles are two sides of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. Problems are likely to arise if there is a mismatch between the role perceptions of learners and teachers. According to Breen and Candlin (1980 in Nunan 2004: 67) the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. If the learners see the teacher as someone who should be providing explicit instruction and modeling of the target language, and the teacher sees him or herself as a facilitator and guide, then conflict may arise. In such a situation the teacher may need to strike a balance between the roles that she feels appropriate and those demanded by the students.

The teacher as teacher is necessary only when the class is attempting to resolve a language problem, for it is only in this situation that the teacher is automatically assumed to possess more knowledge than the students. This role can be minimized if the students’ attack strategies and reading skills have been effectively developed. If the task is realistic and the students have learned to adjust their reading strategies according to the task, there should be little need for teacher intervention. (Clarke and Silberstein 1977: 52)
5. Procedure of Task-Based Language Teaching

Nunan (2004: 52) argues that procedures specify what students will actually do with the input that forms the point of departure for the learning task. The design of a task-based language teaching involves consideration of the stages or components of a lesson that has a task as its principal component.

There may be several effective frameworks for creating a task-based language teaching lesson. According to Willis (in Richards 2006: 33), proposes the following sequence of activities in task-based language teaching:

a. Pre-task Activities

*Introduction to Topic and Task*

1) T helps Ss to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic.

2) Ss may do a pre-task, for example, topic-based, odd-word-out games. T may highlight useful words and phrases, but would not pre-teach new structures.

3) Ss can be given preparation time to think about how to do the task.

4) Ss can hear a recording of a parallel task being done (so long as this does not give away the solution to the problem).

5) If the task is based on a text, Ss read a part of it.
Based on the procedure in the pre-task, the teacher will present what will be expected of the students in the task phase. The teachers may give the students with key vocabulary or grammatical constructs, although this can mean that the activity is more similar to the traditional methods. In task-based language teaching lesson, students are responsible for selecting the appropriate language for various contexts. The teachers may also present a model of the task by doing it themselves or by presenting picture, audio, or video demonstrating the task.

b. Task Cycle

Task

1) The task is done by Ss (in pairs or groups) and gives Ss a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.

2) T walks around and monitors, encouraging in a supportive way everyone’s attempt at communication in the target language.

3) T helps Ss to formulate what they want to say, but will not intervene to correct errors of form.

4) The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

5) Success in achieving the goals of the tasks helps Ss’ motivation.
During the task phase, the students perform the task. The task can be a group activity. It can be in small groups or large groups, although this is dependent on the type of activity. In this phase the teachers may play their role in the task which is given to the students. However, if the teachers don’t join in the task activity, they will act as observer during task phase. It becomes the reason for it to be a more student-centered method.

c. Post-task Activities

Review and Report

1) Planning prepares for the next stage where Ss are asked to report briefly to the whole class how they did the task and what the outcome was.

2) Ss draft and rehearse what they want to say or write.

3) T goes around to advice students on language, suggesting phrases and helping Ss to polish and correct their language.

4) If the reports are in writing, T can encourage peer-editing and use of dictionaries.

5) The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

6) Individual students often take this chance to ask questions about specific language items.
7) T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. (N.B: There must be a purpose for others to listen). Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.

8) T chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

When they have done in the task phase, students can share or report their group or individual task based on the task phase before. It can be a presentation in front of the class. Students can review each other’s work and offer feedback. In this phase, students will practice to encourage themselves in order to share what they have got in whole class. It will force the students to be more active during learning process.

C. Matching Activities

There are so many tasks which can be used in teaching English, especially in teaching vocabulary. As Scrivener said (1994: 83) that there are many exercises which can be used in teaching vocabulary, they are: matching pictures to words, matching parts of words to other parts, matching words to other words, using given words to complete a specific task, filling in crossword; grids; or diagrams, filling in gaps in sentences, and memory game. All of them can be used to apply Task-Based Language Teaching in learning vocabulary.
As explained in the limitation before, in this research, the researcher focuses in using matching activities method. Matching activities are used to bring Task-Based Language Teaching in learning process. Here the explanation more about matching activities.

According to Pattison (1987 in Nunan 2004: 57) divines matching activities as exercises activities which usually require students to match up two or three items, usually vocabulary words with their correct definition and/or with an illustration. A variation may also be used to match concepts with a matching definition or a topic sentence with supporting detail.

Give a copy to each student to match up. The students then discuss their choices with a partner. The teacher listens in on the discussions and follows up with a whole class discussion focusing on areas of uncertainty. Here, the task for the learner is to recognize matching items, or to complete pairs or sets. ‘Bingo’, ‘Happy families’ and ‘Split dialogues’ (where learners match given phrases) are examples of matching activities.

From the definition above, it can be concludes that matching exercises give opportunities for students to study with a fun. Not only does it gives students an opportunity to learn word meaning, but it also challenges them logically in matching question with the correct answer. According to Pattison (1987 in Nunan 2004: 58) by using such techniques as inversion, diversion, and the process of elimination, students are able to greatly increase the probability of
answering questions correctly. It is an important skill that has to be used by students in order to do their task and their test.

Example of matching activities in teaching vocabulary

Match the words in the first column to the best available answer in the second column!

(A). What's the weather like in winter, spring, summer, autumn?

- Winter: 1) Cold and snowy
- Spring: 2) Cool and dry
- Summer: 3) Rainy and wet
- Autumn: 4) Hot and sunny
(B). When is the best time to make a snowman, to swim, to ride bikes, to fly kites?

_____ Autumn
1) We can make a snowman

_____ Winter
2) You can swim

_____ Spring
3) We can ride bikes

_____ Summer
4) We can fly kites
A. Setting of the Research

1. Place of the Research

The research was conducted at SMK Muhammadiyah Susukan in the academic year 2014/2015. It is located in Jl. Sruwen-Karanggede Km 17, Kecamatan Susukan, Kabupaten Semarang, Jawa Tengah. The place selection was based on the consideration that it’s near the place of researcher and SMK Muhammadiyah Susukan is one of the best Vocational High Schools in Susukan. Moreover, there was no research before conducted in SMK Muhammadiyah Susukan about the usage of task-based language teaching to improve students’ vocabulary mastery, so that the researcher chose this school.

2. Subject of the Research

The subjects of the study in this research were the first grade students of SMK Muhammadiyah Susukan. There were 125 students in first grade. Due to limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample. To simplify population in this research, the researcher focused just in the sample class.
Sampling technique is a technique to take sample Sugiyono (2008: 81). In this research, the researcher used purposive sampling technique. According to Sugiyono (2008: 58), he argues that purposive sampling is a technique to take sample based on consideration. Burke Johnson (2007: 74) says that in purposive sampling researcher specifies the characteristics of the population of interest and then locates individuals who match those characteristics.

The researcher took this technique because there is consideration that the English teacher in this school, Mr. Wakhid Hasyim suggested the researcher to conduct the research in Teknik Komputer Jaringan (TKJ) class. He explained to the researcher that the students in this class have lack in mastery vocabulary, but they have spirit to study in the class. So, it was appropriate to apply task-based language teaching method to improve students’ vocabulary mastery in this class. This class consists of 21 students so that the subject of this research was 21 students who all of them were girls.

**Table 3.1**

**List of the students of Teknik Komputer Jaringan (TKJ) of the SMK Muammadiyah Susukan in the Academic Year of 2014/2015**

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfi Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>2.</td>
<td>Chauliyatul Hidayah</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>3</td>
<td>Dameria Anjarwati</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Dewi Kusumaning Arum</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Dewi Nur Fadayanti</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Farikhatul Umiyah</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Garnisa</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Henis Purnawati</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Hesti Ayu Anggraeeni</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Ika Novitasari</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Ika Nur Widiyanti</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Indriyani</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Nunuk Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Riska Nur Kafiah</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Riski Wahyu Wardhani</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Sindi Setyaningsih</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Siska Ambarwati</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Siti Arifah</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Sri Susi Susanti</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Tulus Winarsih</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Yayuk Fitrianingsih</td>
<td>Female</td>
</tr>
</tbody>
</table>

**B. Method of the Research**

In doing this research, the researcher use Classroom Action Research (CAR). According to Arikunto (2006:2) classroom action research is coming from three words they are: research, action, and class. Research is an activity to find out accuracy some object using methodology which interest and important for the writer. Action is some activities deliberately done by having several aims, in the research in form activities cycles. Class is a group of students in same time, have some lesson from the teacher. From the definition above, the researcher concludes that classroom action research is the research that done by
researcher in teaching learning process to know the situation of students when they are studying. It means that the researcher needs to identify any problem which found in the class before applying Classroom Action Research. Classroom Action Research can be used to find out what works best in your own classroom so that you can improve student learning.

This classroom action research was done in collaboration. In this research, the researcher collaborated with his friend, named Nur Cahyo. Researcher carried out task-based language teaching technique in teaching vocabulary which helped by his friend as collaborator. The researcher collaborated with other observer in order to collect the supported data. His friend acted as observer or collaborator of the action in the research while teaching and learning activities happened in the classroom. The researcher was not only act as researcher in this research, but also he actively participated in learning process. He acted both as a teacher and researcher. Researcher acted as planner in making pre-test, lesson plan, and post-test.

C. Research Design

Action research in this classroom action research used the model based on Kemmis and Mc Taggart. Kemmis and McTaggart, 1988: in (Richards, 1994: 12) develops a concept for action research. They proposes a spiral model which consist of four steps: planning, acting, observing and reflecting.
Figure 3.1 Kemmis’s and Mc Taggart’s Action Research Model (1986)

D. Classroom Action Research (CAR) Procedures

Classroom Action Research (CAR) which based on Kemmis and Mc Taggart model consist of four phrases. They are planning, acting, observing, and reflecting. After these four phrases have been done, it means that the research finished the first cycle. From the first cycle, the researcher may find a new problem or previous problem unfinished. Therefore, the researcher has to continue to the next cycle. He has to repeat the cycle until the problem doesn’t appear in the research.
Here some explanation about four stage of each cycle in Classroom Action Research (CAR) according by Kemmis and Mc Taggart, 1988 (in Hopkins, 2011: 92):

1. Planning phase

Planning phase is done after identifying and diagnosis students’ problems of vocabulary mastery. To identify the problems researcher will use test and interviews. Planning in action research divide into 2 types, those are general planning and specific planning. General planning is aim to organize whole aspect in Classroom Action Research (CAR). While specific planning is aim in organizing the plan related to the cycles. The organized planning use to create lesson plan based on the syllabus. It will be mentioned some instruction about procedure of teaching, media, resources, and evaluation.

2. Acting phase

Acting phase is a realization from an act which has been planned before. Implementation of action is a description of actions to be in the title. In this research, the researcher implements the teaching activity of vocabulary using task-based language teaching method.

3. Observing phase

Observation is description of the recording procedure and interpretation of data on process and product of the implementation of
corrective actions that are designed. The researcher and the teacher will collaborate to observe and write all of the events that happened during teaching vocabulary. They have to write all of activities such as: class situation, students’ response, and teacher’s performance.

4. Reflecting phase

Analysis and Reflection is a description of the procedure of analysis of the results monitoring and reflection regarding the process and impact of corrective actions will be performed in the next cycle. Researcher have to evaluate all of the data from observing phase to find out the weaknesses of the activities that have been carry out in teaching vocabulary using task-based language teaching method. After he finds all of the weaknesses in the previous cycle, he has to revise the plan based on the weaknesses in order to be applied in the next cycle.

E. Data and Data Resources

In this research, researcher uses both of qualitative and quantitative data because data in this research come from the information through interview and students’ score in vocabulary test. The quantitative data that researcher get from vocabulary test consist of pre-test and post-test. Pre-test is given to the students before they get explanation from the researcher. While, post-test is given in the end of learning process after they have teaching materials.
F. Instrument of Data Collection

1. Test

According Arikunto (2010:266) test is used to measure the basic capabilities and achievements. Researcher preferred to use tests made by teachers. The researcher used pre-test and post-test. Pre-test was given to students at the very beginning of teaching and learning process. The function of pre-test was to know about student’s vocabulary mastery before researcher applied task-based language teaching. Then post-test was given after students had gotten teaching vocabulary process using new method which applied by researcher. Pre-test and post-test used to know the differences of the students ability before and after the researcher applied task-based language teaching.

2. Observation

In the observation method is the most effective way to complete the format or list of observations as instruments (Arikunto: 2010: 272).

In this research, the researcher and his collaborator observed the learning process and noticed all the activities related with learning process used check list in the observation sheet.

3. Documentation

Method of documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2010:274).
According to J. Michael O'Malley (1996: 144) who states that documentation is anything printed, written, etc., upon to record or prove something. The instruments here are documents. Documents was used to get the information about the students’ achievement. The benefit of this method was getting data about the school, which is used as the object of this research. The data as documentary data as follows; syllabus, lesson plan, condition of the class, teacher, student, and teaching learning process.

The researcher chose to use the media to record the activities of students in class so that the data obtained was valid, which is by using camera. The researcher recorded visual data about learning process or result of learning in the class. So, the researcher knew about all of the student’s activities in the class

4. Field Note

The researcher would use field note that it used to show how the description about the students in the real condition in learning process.

G. Technique of Analyzing Data

After collecting the data, the writer will calculate the mean of the students’ score. The formula is as follow:

1. Mean of the data

One of things usually done with the data is to find out the central tendency. A central tendency is a single measurement that stands for and
represents a whole series of measured number. The three commonly used central tendencies are the mean, the median and the mode in analyzing the data found in this study, only one of the central tendencies was measured, that is the mean. We can find the mean by dividing the sum of all respondents score with the total number of the respondents, the computation is as follows:


\[ M = \frac{\sum X}{N} \]

Where,

\[ M \quad : \text{Mean of students’ score} \]

\[ \sum X \quad : \text{The sum of students’ score} \]

\[ N \quad : \text{The total number of students} \]

2. SD (Standart Deviation)

Standard deviation is a statistic that tells you how tightly all the various examples are clustered around the mean in a set of data (Robert Niles; quoted from http://www.robertniles.com/stats/stdev.shtml access on Sunday March 8th 2015). It can be used to know about the increasement score between pre-test and post test.

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
Where,

SD : Deviasion Standart for one sample t-test
D : Different between pre-test post-test
N : Number of observation in sample

3. T-test

After calculating the SD, the researcher calculate t-test to know is there any significant differences or not between pre-test and post-test. The two means are compared by applying t-test formula. T-test was used to differentiate students score between pre-test and post-test. If the obtained score was higher than t-table score by using 5% alpha of significance, Ho was rejected. It meant that Ha was accepted: “task-based language teaching can be used to improve students’ vocabulary mastery.”

\[
t_0 = \left( \frac{\sum D}{N} \right) \times \frac{SD}{\sqrt{N - 1}}
\]

Where,

t_0 : T-test for the differences of pre-test and post-test
SD : Deviation Standart for one sample t-test
D : Different between pre-test and post-test
N : Number of observation in sample.
CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the data consists of pre-test, post-test and field note. The data of pre-test and post-test presented the improvement of students’ achievement in mastering vocabulary through task-based language teaching. In addition, student’s observation sheet showed about the students interest along the teaching learning process.

A. Field Note

In this research, the researcher acted as the teacher and observer. At this point, the researcher and her partner had arranged two cycles. In every cycle, the steps were: planning, acting, observing and reflecting. The whole steps of this research were explained in the description below:

1. Description of Cycle I
   a. Planning

   The researcher prepared the research plan as follows:

   1) Lesson plan

   In order to control the teaching learning process, the researcher used the lesson plan as guidance when she taught in the class.
2) Materials

In the first meeting the researcher used theme of verbs. He used several reference books of the first grade of Vocational High School (SMK).

3) Teaching aid (laptop, camera, students worksheet, board marker, picture)

The writer prepared some instrument, such as: worksheet, board maker and pictures. Pictures are used in teaching vocabulary. This case consists of the vocabulary related to the material being taught to help students remember new vocabulary encountered.

4) Sheets of classroom observation

The researcher prepared the sheets from classroom observation in order to know the condition of teaching learning process when task-based language teaching was implemented in the class.

5) Test instrument

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process. Post test is test that is given to the students after teaching learning process through task-based language teaching.

b. Implementation of action in Cycle I

On Wednesday, February 25th 2015 at 10.15 A.M. The researcher started the class with Mr. Wakhid Hasyim who helped the researcher to
introduce himself in front of the class. The atmosphere is very lonely because in this class only has 21 students of female. The teacher tried to condition the class and then he asked the researcher to begin the lesson. Before he started the lesson, he introduced himself to the students in front of the class. The conversation between the researcher and the students are the following:

*Teacher*: “Good morning students?”

*Students*: “Good morning sir.”

*Teacher*: “How is life today?”

*Students*: “Yes.”

*Teacher*: “Yes?” No, it same with when I ask you how are you today?”

*Students*: “Owh (students’ expression) yes sir, I’m fine, and you?”

*Teacher*: “I’m fine too, thank you. “Ok, my name is Muhammad Anad Bahtiar and you can call me Mr. Bahtiar.”

After the researcher introduced himself, he gave pre test to the class for about 10 to 15 minutes. “*OK Class, before the lesson, I will give you pre-test*. “Are you ready class?”. The students answered, “*Ready Sir*”. When the students were doing the test, researcher walked around the class to check the students’ test. After the students have finished the pre-test, he collected the students’s test and began to teach.
The researcher told the students about the topic on that day. The topic was about Present Progressive. Then, the researcher asked the students about verb. He asked the students “Please, mention the verb that used to do in daily activities!” Most of them mentioned their daily activities. Yayuk said “study, sir”, Alfi said “read”, and Henis said “write, sir”. “Ok, all right, anyone else?” Then, the researcher gave explanation about present progressive clearly and he asked the students to make a sentence orally.

The next was learning vocabulary through task-based language teaching. The researcher asked the students whether the students knew about task-based language teaching. “Do you know about task-based language teaching, class?” Then, they answered together, “No, Sir.” Well, now we will study together about our material today with task-based language teaching.” The researcher explained about task-based language teaching at the first. The task-based language teaching is method in learning process which focus on giving task to the students in order to mastery the material. In task-based language teaching, students get more practice to do the task about the material.

The researcher gave a little material about present progressive and hen he give direct task to the students. The researcher asked the students to work in group. He divided the students into five groups, a group consists of four and five students and they choosed someone to be
leader of their group. The researcher gave students some pictures which consist of words of daily activities. This game needed all of member in the group to stand in front of the class. The group got each card which contained of word and they had to make a sentence in order to explain the word in this competition. And the others group had to try to guess the word. The first group that successed in guessing a picture by their artist gave description about the picture and they got score. After the researcher had explained, he asked the students, “Did you understand class?” yes Sir”, they answered.

The first group who won the competition was Yayuk’s group, her group started to make a sentence with her picture and one of them shared to other. Their first sentence was “I am going to the field”. Then, the other member of the group continued to make sentence. The second was, “and I am bringing a ball”. And then, “I am asking my friend to go to the field”. There was a group which tried to guess the answer, they said “playing football”. The game was continued for another group. Then, the second group had to change to stand in front of the class. The students were very enthusiastic and they enjoyed it. The time was over, the researcher continued the meeting in the next day on Saturday.

On Saturday, February 28th 2015, the researcher continued the second meeting.

Teacher : “Good morning students?”
Students : “Good morning sir.”

Teacher : “How is life today?”

Students : “I’m fine, and you?”

Teacher : “I’m very well, thank you. “Ok, did you remember about the material in the last meeting?”

Students : “Ingat Sir” (Yes, I did).

Teacher : “Ok, please back to your own group.”

Students : “Ok, sir (they joined with their group.)

Then, the researcher asked the students to make groups again. They got task again about making a good sentence using present progressive. They had big spirit and more active in the class. In the end of meeting, the researcher gave post test to the students. The post test was done for about 15 to 20 minutes. “Before the class will be over, I will give you post-test, are you ready class?” Yes Sir.” After the students had finished the post test, the researcher asked them to submit it and he closed the meeting.

Teacher : “ Ok class, because the time was over, please submit your test and we closed our meeting.”

Students : “Ok, sir”
c. Observation of the Cycle I

In the first cycle, the researcher obtained the field note from his partner. The researcher observed the teaching learning process by monitoring the students’ activity and their attention during teaching and learning process. The researcher could see that the students still difficult to know the meaning of vocabulary. It could be seen from the student’s attitudes that were confused when the teacher explained about material. It showed that the students have less vocabulary. However, the students were familiar with the new teacher and new method in learning English. It made the students didn’t shy to ask a question to the researcher. Moreover, there were several students who answered the teacher’s question and gave feedback. This was the result of observation:

Table 4. 1
Observation Sheet in Cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of student</th>
<th>Object of the observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>Alfi Rahawati</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Chauliyatul Hidayah</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Dameria Anjarwati</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dewi Kusumaning Arum</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Dewi Nur Fadayanti</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Farikhatul Umiyah</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Garnisa</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Henis Purnawati</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Hesti Ayu Anggraeni</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Ika Novitasari</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Ika Nur Widiyanti</td>
<td></td>
</tr>
</tbody>
</table>
12. Indriyani ✓
13. Nunuk Rahmawati ✓
14. Riska Nur Kafiah ✓
15. Riski Wahyu Wardhani ✓
16. Sindi Setyaningsih ✓
17. Siska Ambarwati ✓
18. Siti Arifah ✓
19. Sri Susi Susanti ✓
20. Tulus Winarsih ✓
21. Yayuk Fitrianingsih ✓

Jumlah 6 6 5 4

Explanation:

A: Activeness in asking questions : 6
B: Activeness in responding questions : 6
C: Pay attention : 5
D: Have less attention : 4

Furthermore, the researcher analyzed the students’ improvement in learning vocabulary through task-based language teaching method by searching the mean of pre-test and post-test. The researcher analyzed by using t-test calculation from the result of pre-test and post-test. Before analyzed using t-test, the researcher showed the data presentation of pre-test and post-test.

1) Score of the Pre-test and Post-test

**Table 4.2**

Score of the Pre-test and Post-test in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name of student</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Alfi Rahmawati</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
23. Chauliyatul Hidayah  
24. Dameria Anjarwati  
25. Dewi Kusumaning Arum  
26. Dewi Nur Fadayanti  
27. Farikhatul Umiyah  
28. Garnisa  
29. Henis Purnawati  
30. Hesti Ayu Anggraeni  
31. Ika Novitasari  
32. Ika Nur Widiyanti  
33. Indriyani  
34. Nunuk Rahmawati  
35. Riska Nur Kafiah  
36. Riski Wahyu Wardhani  
37. Sindi Setyaningsih  
38. Siska Ambarwati  
39. Siti Arifah  
40. Sri Susi Susanti  
41. Tulus Winarsih  
42. Yayuk Fitrianingsih  

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Chauliyatul Hidayah</td>
<td>7.5</td>
<td>8</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>24. Dameria Anjarwati</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25. Dewi Kusumaning Arum</td>
<td>7.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. Dewi Nur Fadayanti</td>
<td>6</td>
<td>7.5</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>27. Farikhatul Umiyah</td>
<td>7.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28. Garnisa</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>29. Henis Purnawati</td>
<td>7.5</td>
<td>9.5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>30. Hesti Ayu Anggraeni</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31. Ika Novitasari</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>32. Ika Nur Widiyanti</td>
<td>7.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33. Indriyani</td>
<td>7.5</td>
<td>8.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>34. Nunuk Rahmawati</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>35. Riska Nur Kafiah</td>
<td>7.5</td>
<td>9</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>36. Riski Wahyu Wardhani</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>37. Sindi Setyaningsih</td>
<td>7</td>
<td>8.5</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>38. Siska Ambarwati</td>
<td>6.5</td>
<td>7.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>39. Siti Arifah</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40. Sri Susi Susanti</td>
<td>7.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>41. Tulus Winarsih</td>
<td>6.5</td>
<td>8</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>42. Yayuk Fitrianingsih</td>
<td>8</td>
<td>9.5</td>
<td>1.5</td>
<td>2.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>151</th>
<th>172</th>
<th>21</th>
<th>30.5</th>
</tr>
</thead>
</table>

\[ D = \text{the differences between pre-test and post-test} \]

\[ D^2 = \text{the differences between pre-test and post-test in quadrate} \]

2) Mean of pre-test (X) and post-test (Y)

\[ MY = \frac{\sum X}{N} = \frac{151}{21} = 7.19 \]

\[ MY = \frac{\sum Y}{N} = \frac{172}{21} = 8.19 \]

Mean of pre-test < post-test, it means that there is an improvement of vocabulary mastery score between before the action and after the action.
3) Standard deviation of Cycle I

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
\]

\[
SD = \sqrt{\frac{30.5}{21} - \left(\frac{21}{21}\right)^2}
\]

\[
SD = \sqrt{1.45 - (1)^2}
\]

\[
SD = \sqrt{1.45 - 1}
\]

\[
SD = \sqrt{0.45}
\]

\[
SD = 0.67
\]

4) T-test calculation of Cycle I

The t-test calculations for Cycle I are the following:

\[
t_0 = \frac{\left(\frac{\Sigma D}{N}\right)}{SD\sqrt{\frac{N}{N - 1}}}
\]

\[
t_0 = \frac{\left(\frac{21}{21}\right)}{0.67\sqrt{\frac{21}{21 - 1}}}
\]

\[
t_0 = \frac{(1)}{0.67\sqrt{20}}
\]
\[
    t_0 = \frac{(1)}{0.67} = \frac{4.47}{4.47}
\]
\[
    t_0 = \frac{1}{0.14}
\]
\[
    t_0 = 7.14
\]

5) Giving implementation of t-test \((t_0)\)

   a) Calculate of df

   \[
   df = N-1
   \]
   \[
   df = 21-1
   \]
   \[
   df = 20
   \]

   b) Consult with t-table value

   The value of t-table with \(df = 20\) and level significant 5 \% is 2.08. It is mean that the value of t-table (2.08) is smaller than the value of t-test (7.14)

   c) Comparing t-test with t-table

   If T-test similar or greater than T-table, so null hypothesis (\(H_0\)) is rejected. \(H_0\) means that there is no significant difference between pre-test and post-test. T-table with \(N = 21\) and \(df = 20\) was 2.08. The result of t-test (7.14) > t-table (2.08). So, t-test calculating was greater than t-table. \(H_0\) was rejected, however, it meant that there was a significant difference between pre-test and post-test. From the calculation above, the researcher
concluded that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It showed that using task-based language teaching in teaching vocabulary could improve the students’ vocabulary mastery, because the students’ achievements had been increased after the task-based language teaching method applied.

d. Reflection of the Cycle I

After analyzed the result of action in cycle I, the researcher concluded that he should give brief explanation about the function of task to improve their skill in memorize vocabulary. However, they were less interested in the early meeting especially when the researcher gives pre-test to them. They were not ready when the researcher comes and begin this lesson, and there were some students who are noisy, but they could also answer and remember vocabulary well. There were some students who had less enthusiastic in doing some task that researcher had been given to them. Students should finish all of the tasks sincerely because it could be a good way to memorize and mastery new vocabulary. The researcher expected that students had a good understanding of the vocabulary without depending on using a dictionary.

Cycle I also showed that the students could improve their vocabulary scores with the averages of post-test 8.19 it was better than averages of pre-test 7.19. The researcher also calculates the standardized of score (kriteria ketuntasan minimal) in score 7.5. The result of pre-test
showed that there were 9 students who still had the score less than 7.5. It could be said that there were 40% students who didn’t pass yet the Minimal Passing Grade Criteria (7.5).

In order to increase the number of students who could pass the standardized score, the researcher decided to bring the research into Cycle II. In the next cycle, the researcher expected that the percentage of the students who pass the Minimal Passing Grade Criteria (KKM) increased from 60% in the Cycle I became 70% or more in the Cycle II. Therefore in the next cycle, the researcher gave motivation to the students in order to get better score in pre-test and post-test. It was important to continue to the next cycle. The second cycle was carried out as follow up.

2. Description of Cycle II

Based on the result of cycle I, it is necessary for the researcher to continue the next level:

a. Planning

Before the research applied, the instrument of the researcher prepared as follows:

1) Lesson plan

In order to control the teaching learning process, the researcher used the lesson plan as guidance when she taught in the class.
2) Materials

In the Cycle II the researcher used theme of animals. She used several reference books of the second grade.

3) Teaching aid (laptop, camera, students worksheet, board marker, picture)

4) Sheets of classroom observation

The researcher prepared the sheets from classroom observation in order to know the condition of teaching learning process when task-based language teaching was implemented in the class.

5) Test instrument

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process. Post test is test that is given to the students after teaching learning process through task-based language teaching

b. Implementation of action in the Cycle II

On Wednesday, March 4\textsuperscript{th} 2015, the researcher began her English class. In this action, the researcher explained more about learning vocabulary with “pictionary” game, the steps were as they did before

\textit{Teacher} : “\textit{Good morning students?”}

\textit{Students} : “\textit{Good morning sir.”}

\textit{Teacher} : “\textit{How is life today?}”

\textit{Students} : “\textit{I’m fine, and you?”}
Teacher : “I’m very well because I met you all again, thank you”.

“Ok, before the lesson, as usual I will give you pre-test.” Ready?”

Students : “Ready sir.”

The researcher gave the pre-test for the students and he walked around the class to check the students if there were difficulties in doing pre-test. Then, the researcher told the students about the topic on that day. The topic was about short functional text. The researcher asked the students what are the kind of short functional text had ever been made. Yayuk, Hesti, and Ika were more enthusiastic to answer it. Then, the researcher asked “Do you know about the memo text?” some of them answered “yes, sir”.

Then, the researcher discussed about short functional text by using task-based language teaching method. The researcher gave some picture of the occupation and the students have to guess what the occupation is. They have to make a sentence when their group can guess the picture. In this section, Ika’s group became the first group which could guess the picture and they made a sentence according to the picture they had gotten “I am Secretary in Anugrah company. My job is to organize the schedule of my company”. Then, the second chance was Yayuk’s group, they had to make a sentence also. “Sir, we want to make a sentence”. The researcher answered, “Ok, attention please class.” Yayuk answered, “He is the chief
of the office. My job is to make and lead the meeting.” The researcher answered, “Ok, all right, anyone else who want to continue this sentence?” Then, Hesti and Alfi continued to make sentences. To improve the students’ vocabulary mastery about the material, the researcher asked the each group to continue their sentence became a good paragraph. The time was over, the researcher continued the meeting in the next day on Saturday, March 7th 2015.

On the next meeting, the researcher began the class. He asked the students about the material before, ”Did you remember about our material in the last meeting?”, and some students answered, ”yes sir”. In this action, the researcher just gave a little explanation which had not been understood by the students until they understood well about memo in English. Furthermore, he gave an individual task to make a memo based on the situation in the picture they had gotten. Then, the researcher gave them post-test about 20 minutes. After that, the researcher asked the students to submit their post-test.

c. Observation of the Cycle II

In the cycle II, the researcher and his partner observed the teaching learning process by monitoring the students’ activity and their attention during teaching and learning process. The researcher could see that the students begin to enjoy with task-based language teaching method. It could be seen from the student’s attitudes that were feel comfortable during learning process. When the teacher explained about material, there
were some students who asked about the material. It showed that the students didn’t afraid to speak up in the class. For example the students named Ika, in the Cycle I she felt shy to speak up. In the Cycle II she encouraged herself to ask some question about the material during learning process which applied using task-based language teaching.

Table 4.3
Observation Sheet in Cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of student</th>
<th>Object of the observation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>Alfi Rahmawati</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Chauliyatul Hidayah</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Dameria Anjarwati</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dewi Kusumaning Arum</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Dewi Nur Fadayanti</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Farikhatul Umiyah</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Garnisa</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Henis Purnawati</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Hesti Ayu Anggraeni</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Ika Novitasari</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Ika Nur Widiyanti</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Indriyani</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Nunuk Rahmawati</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>Riska Nur Kafiah</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>Riski Wahyu Wardhani</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>Sindi Setyaningsih</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>Siska Ambarwati</td>
<td>✓</td>
</tr>
<tr>
<td>18.</td>
<td>Siti Arifah</td>
<td>✓</td>
</tr>
<tr>
<td>19.</td>
<td>Sri Susi Susanti</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>Tulus Winarsih</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Yayuk Fitrianingsih</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>10</td>
</tr>
</tbody>
</table>
Explanation:

A: Activeness in asking questions : 10
B: Activeness in responding questions : 7
C: Pay attention : 2
D: Have less attention : 2

Furthermore, the researcher will calculate the result of pre-test and post-test to know the students’ improvement in mastering vocabulary and the extent of using task-based language teaching method in learning process by t-test calculating as follow:

1) Score of the Pre-test and Post-test in Cycle II

**Table 4.4**

*Score of the Pre-test and Post-test in Cycle II*

<table>
<thead>
<tr>
<th>NO</th>
<th>Name of student</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Alfi Rahmawati</td>
<td>8.5</td>
<td>9.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Chauliyatul Hidayah</td>
<td>7.5</td>
<td>8.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>Dameria Anjarwati</td>
<td>7</td>
<td>8.5</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>4.</td>
<td>Dewi Kusumaning Arum</td>
<td>7.5</td>
<td>8</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>5.</td>
<td>Dewi Nur Fadayanti</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Farikhatul Umiyah</td>
<td>8.5</td>
<td>8.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Garnisa</td>
<td>8</td>
<td>8.5</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>8.</td>
<td>Henis Purnawati</td>
<td>7.5</td>
<td>8.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Hesti Ayu Anggraeni</td>
<td>8.5</td>
<td>9.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Ika Novitasari</td>
<td>8</td>
<td>8.5</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>11.</td>
<td>Ika Nur Widiyanti</td>
<td>7.5</td>
<td>8</td>
<td>0.5</td>
<td>0.25</td>
</tr>
<tr>
<td>12.</td>
<td>Indriyani</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Nunuk Rahmawati</td>
<td>8.5</td>
<td>9.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>Riska Nur Kafiah</td>
<td>7.5</td>
<td>9</td>
<td>1.5</td>
<td>2.25</td>
</tr>
<tr>
<td>15.</td>
<td>Riski Wahyu Wardhani</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
D = the differences between pre-test and post-test

\[ D^2 = \text{the differences between pre-test and post-test in quadrate} \]

2) Mean of pre-test (X) and post-test (Y)

\[
\begin{align*}
\text{MY}_X &= \frac{\sum X}{N} = \frac{163}{21} = 7.76 \\
\text{MY}_Y &= \frac{\sum Y}{N} = \frac{181}{21} = 8.61
\end{align*}
\]

Mean of pre-test < post-test, it means that there is an improvement of vocabulary mastery score between before the action and after the action.

3) Standard deviation of Cycle II

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

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

\[
\begin{align*}
\text{SD} &= \sqrt{\frac{19}{21} - \left(\frac{18}{21}\right)^2} \\
\text{SD} &= \sqrt{0.90 - (0.85)^2} \\
\text{SD} &= \sqrt{0.90 - 0.72}
\end{align*}
\]
4) T-test calculation of Cycle II

The t-test calculations for Cycle II are the following:

\[ t_0 = \frac{\frac{\sum D}{N}}{\frac{SD}{\sqrt{N-1}}} \]

\[ t_0 = \frac{\frac{18}{21}}{0.42} \]

\[ t_0 = \frac{0.85}{0.42} \]

\[ t_0 = \frac{0.85}{4.47} \]

\[ t_0 = 0.19 \]

\[ t_0 = 9.44 \]

5) Giving implementation of t-test (t₀)

a) Calculate of df

\[ df = N-1 \]

\[ df = 21-1 \]

\[ df = 20 \]
b) Consult with t-table value

The value of t-table with df = 20 and level significant 5 % is 2.08. It is mean that the value of t-table (2.08) is smaller than the value of t-test (9.44)

c) Comparing t-test with t-table

If T-test similar or greater than T-table, so null hypothesis (H₀) is rejected. H₀ means that there is no significant difference between pre-test and post-test. T-table with N = 21 and df = 20 was 2.08. The result of t-test (9.44) > t-table (2.08). So, t-test calculating was greater than t-table. H₀ was rejected, however, it meant that there was a significant difference between pre-test and post-test.

From the calculation above, the researcher concluded that between pre-test and post-test have significant difference, where the post-test was greater than pre-test score of students. It showed that using task-based language teaching in teaching vocabulary could improve the students’ vocabulary mastery.

d. Reflection of the Cycle II

After analyzed the result of cycle II, the researcher concluded that using task-based language teaching in learning process could improve the students’ vocabulary mastery both of reading comprehension and writing composition. In previous cycle, the result of pre-test showed just 12
students who had the score more than 7.5. From the result of Cycle II, the researcher felt happy, because the students’ achievement increased in cycle II. In cycle II, the results of pre-test showed that almost of the students achieved the Minimal Passing Grade Criteria. It could be proved by the score of pre-test in cycle II. There were 18 students who had the score more than 7.5. It could be seen that there were 85% students who could pass Minimal Passing Grade Criteria.

The number of the students who passed Minimal Passing Grade Criteria increased from 60% in Cycle I became 85% in Cycle II. As the result in Cycle II which showed that the percentage of students who passed Minimal Passing Grade Criteria was 85%, so that the researcher decided to finish the research in Cycle II. It meant that the research would not bring to next cycle because target of number of the students’ who passed Minimal Passing Grade Criteria, 70% from all students in TKJ class, has been reached. From the result of Cycle I and Cycle II, it could be concluded that using appropriate method, such as Task-Based Language Teaching, in teaching English was very important to improve student’s ability.

B. Discussion

From the result of analyzing in cycle I and cycle II, the researcher would analyze the students’ improvement from cycle I and cycle II. Description of the students’ improvement as follows:
Table 4.5  

The analysis of the students’ improvement

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>7.19</td>
<td>7.50</td>
</tr>
<tr>
<td></td>
<td>b. Post-test</td>
<td>8.19</td>
<td>8.61</td>
</tr>
<tr>
<td>2.</td>
<td>T-table N=21 and df=20</td>
<td>2.08</td>
<td>2.08</td>
</tr>
<tr>
<td>3.</td>
<td>T-test</td>
<td>7.14</td>
<td>9.44</td>
</tr>
</tbody>
</table>

From the table above, the researcher can see that the mean between pre-test and post-test have a significant different, where the post test better than pre-test. In cycle I, standardize of pre-test score is 7.19. It increases in cycle II becomes 7.50. While in cycle II, standardized of post-test increase from 8.19 becomes 8.61. It can be conclude that there is degree of comparison of the students’ improvement between pre-test and post-test in cycle I and cycle II.

Based on the table above, it can be seen that H₀ is rejected if t-test is greater or same with t-table. H₀ is no significant difference between pre-test and post-test. The table shows that t-test is greater than t-table so that H₀ is rejected. It means that there is significant difference between pre-test and post-test. It can be seen that the mean of post-test is higher than the mean of pre-test. The students are easier to memorize many vocabularies with task-based language teaching applied in the classroom. They also participate well by giving feedback in
teaching learning process. The numbers of students who give pay attention in learning process also increase during task-based language teaching applied in the classroom. They begin to feel enjoy and pay their attention along the teaching learning process when the researcher applied task-based language teaching.

From explanation above shows that by using task-based language teaching method most of students improve their vocabulary mastery. It shows that the students’ achievement in vocabulary has improved. By mastering the vocabulary, the students are easier to communicate with their friend and their teacher in learning process. Because vocabulary is the source to understand what the people said, therefore vocabulary is important in learning process.

In this case, the students’ improvement is influenced by some factors. The first is the use if media in applied task-based language teaching in the classroom which can make students feel there is a variation in learning process. So, they are not bored in learning English. The second factor is the students themselves. Although the teacher is creative in applying the good media in teaching learning process, if the students do not have a motivation they will not get a good achievement in their study. It is showed by some of students who are still passive when task-based language teaching applied, so they get the achievement are not maximal.
CHAPTER V

CLOSURE

A. Conclusion

The title of this research is “The Use of Task-Based Language Teaching to improve Students’ Vocabulary Mastery (A Classroom Action Research on the First Grade of SMK Muhammadiyah Susukan, Kabupaten Semarang in the Academic Year of 2014/2015). Based on the data analysis and discussion in this research, the researcher explains the conclusion as follows:

1. The process of teaching and learning vocabulary using task-based language teaching method runs well and most of the students of SMK Muhammadiyah Susukan in the academic year 2014/2015 are enthusiastic to participate in doing some task in the learning process. It can be seen on the result of observation in the class that is most of the students feel enjoyable and happy in the teaching and learning process. It also can be proven of the students are active to ask some question about the material and give feedback. The process are as follows:

a. Before applying task-based language teaching, researcher give explanation about this method.

b. In the pre-task phase, researcher focuses on giving key vocabulary to the students.
c. In the task-phase, students work in a group in order to do their task. They work in a group which consists of 4 or 5 students. They finish their task based on their group and sharing their ideas together.

d. In post-task phase, each group presents their task in front of the class. They have to be briefly to sharing their ideas and giving their feedback in whole class.

2. The students’ achievement of vocabulary mastery can be improved by using task-based language teaching in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 7.19 and the score of post-test is 8.19. Meanwhile, the cycle II shows that the score of pre-test is 7.50 and the score of post-test is 8.61. It means that there is significant difference of mean score between pre-test and post-test. This indicates that tasks-based language teaching method can improve the students’ vocabulary mastery level of the first grade students’ of SMK Muhammadiyah Susukan in the academic year 2014/2015.

To know whether method of task-based language teaching can effectively improve the students’ vocabulary mastery can be proved by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 7.14 in the cycle I become 9.44 in the cycle II. From the t-test, it can be seen that there is improvement from the cycle I to the cycle II. Furthermore, applying task-
based language teaching in learning process also make the students more active, because it can make students of SMK Muhammadiyah Susukan in the academic year 2014/2015 have more practice in mastery vocabulary during doing some task. When students have more practice in mastery vocabulary it will increase their achievement in vocabulary.

B. Suggestion

From the result of research in the first grade students’ of SMK Muhammadiyah Susukan in the academic year 2014/2015, the researcher would like to suggest as the follows:

1. For the students

The result of this research can motivate the students to improve their vocabulary mastery. Teaching vocabulary through task-based language teaching can make the students are more enjoy and active in following teaching learning process. Students should always be active in teaching and learning process. They should not afraid in the English lesson.

The students should develop their motivation so that they can get a good achievement in English lesson. The students should give more attention, keep their attitude when the teacher explained the lesson and teach them. In addition, students should study English harder to reduce their difficulties of English learning.
2. For the teacher

The result of this research can support the English teachers to apply this method in teaching vocabulary. Teachers should prepare materials and they can make good scenario to create comfortable situation and make it more interesting. The English teacher should improve their ability in preparing teaching and learning process.

They should know toward students’ problem. The strategy of teaching vocabulary will influence the students’ ability to learn. They should pay attention to the fact that the students are more encourage to improve the teaching and learning process.

3. For the researcher

The researcher would understand more about the task-based language teaching. Furthermore, he has to expand his knowledge in teaching vocabulary through the other method.

4. For the other researcher

The result of this research can be used as input by the other researchers who want to make research about teaching vocabulary as reference. Therefore, the following researcher can develop similar study that is detailed by other method in vocabulary mastery

5. For educational field

As an English teacher in future, I will make my class become more interesting with an interesting media so that the material can be accepted easily by the students.
REFERENCES


Name: Muhammad Anad Bahtiar

Place and Date of Birth: Kabupaten Semarang, 14 April 1991

Address: Kriyan, Rt:02 Rw: 04, Kel. Tingkir Lor, Kec. Tingkir, Salatiga

Email: embahtiar@gmail.com

Phone Number: 085741442989

Educational Background:

1. TK Sudirman, graduated in 1997
2. SDN 01 Tingkir Lor Salatiga, graduated in 2003
3. SMPN 03 Salatiga, graduated in 2006
4. SMAN 1 Salatiga, graduated in 2009
APPENDIXES

✓ Profil SMK Muhammadiyah Susukan, Kabupaten Semarang
✓ Rencana Pelaksanaan Pembelajaran (RPP)
✓ Students’ Tests Form in Pre-test and Post-test
✓ Research Documentation
✓ Surat Keterangan Telah Melakukan Penelitian di SMK Muhammadiyah
   Susukan, Kabupaten Semarang
✓ Surat Izin Penelitian
✓ Surat Tugas Pembimbing dan Asisten Pembimbing Skripsi
✓ Lembar Konsultasi Skripsi
✓ Daftar SKK (Satuan Kredit Kegiatan)
A. Profile of the school

Name of school : SMK Muhammadiyah Susukan

Address : Jl. Sruwen-Karanggede Km. 17, Kecamatan Susukan, Kabupaten Semarang

Website : www.smkmuhammadiyahsusukan.com

E-mail : smk_muh_susukan@yahoo.co.id

Accreditation : Terakreditasi

Phone : (0298) 3419968

B. Vision and mission of SMK Muhammadiyah Susukan

1) Vision of SMK Muhammadiyah Susukan

Realizing human resources who have morality who are able to compete in the global world of work.

2) Mission of SMK Muhammadiyah Susukan

a) Create a comfortable atmosphere that can be used to develop the students’ potential through an emphasis on mastery of the competencies of science and technology as well as English language.

b) Increasing the mastery of English language as a communication tool and the requirement for studying the broader knowledge.

c) Increase the frequency and quality of student activities that put more emphasis on the development of science and technology as well as faith and let that support the teaching and learning process.
C. Organization structure

<table>
<thead>
<tr>
<th>No</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Headmaster</td>
<td>Heri Santoso, S.Pd</td>
</tr>
<tr>
<td>2.</td>
<td>Department of Administration</td>
<td>Zuhri</td>
</tr>
<tr>
<td>3.</td>
<td>Department of Counseling</td>
<td>Andewi Retno Hapsari, S. Pd</td>
</tr>
<tr>
<td>4.</td>
<td>Deputy of Relation</td>
<td>Ana RIbowo, S. Pd</td>
</tr>
<tr>
<td>5.</td>
<td>Deputy of Infrastructure</td>
<td>Kurniawan Eko Saputro, ST</td>
</tr>
<tr>
<td>6.</td>
<td>Deputy of Curriculum</td>
<td>Kusmanto, S. Pd</td>
</tr>
<tr>
<td>7.</td>
<td>Deputy of Students</td>
<td>Sukur, S. Pd</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK Muhammadiyah Susukan
Program Keahlian : Teknik Komputer Jaringan (TKJ)
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Pertemuan ke : 21
Alokasi Waktu : 2 x 45 menit
Topik : Samples of memo
Skill : Reading and Writing

A. Standar Kompetensi
Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar
Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum dan penerangan rambu-rambu lalu lintas

C. Indikator
1. Pesan ditulis dalam bentuk memo.
2. Memo yang sudah ada dijelaskan dengan tepat.
3. Tanda-tanda dan lambing rambu-rambu lalu lintas.
4. Berbagai macam jadwal.

D. Tujuan Pembelajaran
Siswa dapat memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum dan penerangan rambu-rambu lalu lintas.

E. Karakter yang diharapkan
Kepercayaan diri, keaktifan, keberanian dan kerjasama
F. Materi Pemelajaran

1. Pengertian Memo
A memo is intended to inform a group of people about a specific issue, such as an event, policy, or resource, and encourages them to take action. The word “memorandum” means something that should be remembered or kept in mind.

2. Struktur memo
- Heading atau pembuka
  Bagian pembuka berisi keterangan kepada siapa memo tersebut disampaikan. Siapa yang menyampaikan memo tersebut. Tanggal pembuatan memo dan Perihal atau maksud dari memo.

- Isi

- Penutup
  Pada bagian akhir dari memo terdapat kalimat penutup dan berikan tanda tangan pembuat seperti ketika menuliskan sebuah surat, untuk menunjukkan bahwa memo itu sangatlah penting.
January 4, 2007

Ms. Ashley Nichols  
Salescoor Ltd  
28 Green St., Suite 11  
Upstate, NY 10947

Dear Ms. Nichols:

Thank you for ordering 15 cases of premium paper from Imperial Stationery Ltd. Your order has been shipped and should reach you within the next five business days.

Find enclosed your total bill for the above order amounting to $794.85, and the check for $23.93 is your refund. Because you paid in advance, we are giving you 3 percent cash discount and we also are paying for shipping and handling.

Imperial Stationery is pleased to add you to its list of customers. We look forward to your next order.

Sincerely,

J. O'Conelly  
Jennifer O'Conelly  
Customer Service
G. Metode Pembelajaran

1. Task-Based Language Teaching
   a. Pre-task
   b. During task
   c. Post-task

2. Matching activities using pictures and written text

H. Langkah-langkah Pembelajaran

1. Pre-task activities
   a. Guru memberi salam dan berdoa bersama
   b. Guru menjelaskan pentingnya materi yang akan dipelajari
   c. Guru menggali kosakata yang berhubungan dengan materi pembelajaran
   d. Melakukan tanya jawab tentang kosakata yang berhubungan dengan materi
   e. Siswa diberikan tugas untuk mengerjakan soal-soal pre-test
   f. Guru menyampaikan matei memo kepada siswa
   g. Guru dan siswa bersama-sama mendiskusikan materi yang sedang dipelajari

2. During task activities
   a. siswa dibagi menjadi beberapa kelompok yang masing-masing terdiri dari 4 sampai 5 siswa.
   b. Setiap kelompok mendapatkan satu gambar yang menggambarkan kondisi tempat kerja baik itu di kantor, di sekolah, di rumah sakit.
   c. Siswa diminta untuk membuat kalimat untuk membuat memo dengan mencocokkan berdasarkan gambar yang mereka dapatkan.
   d. Siswa bebas untuk menggunakan kosakata yang mereka kuasai
   e. Guru memantau kegiatan siswa akan tetapi guru tidak diperbolehkan untuk mengoreksi kesalahan siswa.

3. Post-task activities
   a. Siswa diminta untuk mempresentasikan hasil kerja mereka di dalam kelompok masing-masing di depan kelas.
b. Kelompok lain bertugas untuk memberikan comment dan feedback kepada kelompok yang sedang berpresentasi di depan kelas
c. Setelah kegiatan presentasi selesai, guru akan mendiskusikan hasil pekerjaan siswa
d. Guru memberikan komentar tentang hasil pekerjaan siswa
e. Guru mengidentifikasi kesulitan siswa untuk memahami materi berdasarkan tanya jawab dengan guru
f. Siswa diberi kesempatan untuk bertanya
g. Guru bersama siswa menyimpulkan materi yang telah dipelajari
h. Pada akhir pembelajaran guru memberikan post-test untuk mengetahui tingkat perkembangan siswa.

I. Media dan Sumber Belajar
   1. Media
      Laptop, Buku LKS, dan Gambar
   2. Sumber
      a. Buku Pelajaran Bahasa Inggris Get Along with English SMK Kelas X
      b. LKS Formatif Bahasa Inggris Kelas X Semester Genap

J. Penilaian
   1. Prosedur Penilaian: pada akhir pembelajaran (post-test)
   2. Jenis Penilaian:
      a. Tes Tertulis
         1) Pilihan ganda memahami isi teks 5 soal
         2) Mencocokan kosa kata (Matching) 15 soal
      b. Penilaian
         Nilai total maksimum = 20
         Nilai siswa = nilai total maksimum x 5 = 100

Salatiga, 4 Maret 2015

Mengetahui,
RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMK Muhammadiyah Susukan
Program Keahlian : Teknik Komputer Jaringan (TKJ)
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Pertemuan ke : 20
Alokasi Waktu : 2 x 45 menit
Topik : Present progressive
Skill : Reading and Writing

A. Standar Kompetensi
    Berkomunikasi dengan Bahasa Inggris setara Level Novice

B. Kompetensi Dasar
    Menjelaskan secara sederhana kegiatan yang sedang terjadi

C. Indikator
    1. Siswa dapat mendekripsikan Peristiwa yang sedang terjadi diceritakan
dengan tepat sesuai dengan waktu dan tempat kejadian.
    2. Siswa dapat Pernyataan dengan menggunakan "there is/are" disampaikan
dengan tepat sesuai dengan waktu dan tempat kejadian.
    3. Siswa dapat Pertanyaan tentang peristiwa yang sedang terjadi disampaikan
dengan tepat
    4. Siswa dapat Pengungkapan perasaan / pendapat tentang peristiwa yang
sedang terjadi disampaikan dengan tepat

D. Tujuan Pembelajaran
    1 Siswa dapat mendiskripsikan peristiwa yang sedang terjadi sesuai dengan
waktu dan tempat kejadian
    2 Siswa dapat menyatakan peristiwa yang sedang terjadi disampaikan dengan
tepat
Siswa dapat mengungkapkan perasaan/pendapat tentang peristiwa yang sedang terjadi

E. **Karakter yang diharapkan**

Kepercayaan diri, keaktifan, keberanian dan kerjasama

F. **Materi Pembelajaran**

Present Continuous tense dalam tenses bahasa inggris digunakan untuk tindakan yang sedang berlangsung sekarang, kejadian di waktu sedang berbicara dan tindakan yang berlangsung hanya untuk jangka waktu yang singkat. Present Continuous tense disebut juga dengan Present Progressive Tense

**Penggunaan Present Continuous tense:**

1. kejadian sekarang atau kegiatan sementara
   
   contoh: Mr. Teguh is writing a new book

2. Rencana di masa depan yang sudah pasti waktunya (pribadi)
   
   Contoh: I am going to Surabaya at 07.30

3. kejadian terkait atas sesuatu atau seseorang disekitar waktu sekarang atau sedang berbicara
   
   contoh: it is raining day

**Rumus Present Continuous Tense :**

**Positif (+):** subject + to be (am, is, are) + Verb-ing + object

**Negatif (-) :** subject + to be + not + verb – ing + object

**Tanya (?) :** to be + subject + verb – ing + object

**Contoh Present Continuous Tense :**

I am watching TV now (+)

Mr. Khanafi is not going to Jakarta (-)

Is Mrs. Annisa cooking in the kitchen ? (?)
G. Metode Pembelajaran

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   a. Guru memberi salam dan berdoa bersama
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   c. Guru menggali kosakata yang berhubungan dengan materi pembelajaran khususnya tentang kata kerja (Verb)
   d. Melakukan tanya jawab tentang kosakata yang berhubungan dengan materi present progressive
   e. Siswa diberikan tugas untuk mengerjakan soal-soal pre-test
   f. Guru menyampaikan materi memo kepada siswa
   g. Guru dan siswa bersama-sama mendiskusikan materi yang sedang dipelajari

2. During task activities
   h. siswa dibagi menjadi beberapa kelompok yang masing-masing terdiri dari 4 sampai 5 siswa.
   i. Setiap kelompok mendapatkan satu gambar yang menggambarkan suatu kegiatan seperti: membaca, bermain sepak bola, memasak.
   j. Siswa diminta untuk membuat kalimat dengan menggunakan present progressive dengan mencocokkan berdasarkan gambar yang mereka dapatkan.
   k. Siswa bebas untuk menggunakan kosakata yang mereka kuasai
   l. Guru memantau kegiatan siswa akan tetapi guru tidak diperbolehkan untuk mengoreksi kesalahan siswa.
3. Post-task activities

m. Siswa diminta untuk mempresentasikan hasil kerja mereka di dalam kelompok masing-masing di depan kelas.

n. Kelompok lain bertugas untuk memberikan comment dan feedback kepada kelompok yang sedang berpresentasi di depan kelas

o. Setelah kegiatan presentasi selesai, guru akan mendiskusikan hasil pekerjaan siswa

p. Guru memberikan komentar tentang hasil pekerjaan siswa

q. Guru mengidentifikasi kesulitan siswa untuk memahami materi berdasarkan tanya jawab dengan guru

r. Siswa diberi kesempatan untuk bertanya

s. Guru bersama siswa menyimpulkan materi yang telah dipelajari

t. Pada akhir pembelajaran guru memberikan post-test untuk mengetahui tingkat perkembangan siswa.

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   Tes Tertulis
   a. Pilihan ganda memahami isi teks 5 soal
   b. Mencocokan kosa kata (Matching) 15 soal
   c. Penilaian
      Nilai total maksimum = 20
      Nilai siswa = nolai total maksimum x 5 = 100
Pre-Test of Cycle I

A. Find out tens verbs in the text below and find the meaning!

I’m sitting on the beach, eating an ice cream, Alice and Paul are swimming in the sea and Tom is in the park. He is playing with a friend. Peter is listening to the radio and reading. We are having a fantastic holiday. Abercwm is a little fishing village in north Wales with a park, a castle, some Roman remains and some lovely gardens, and there is a little fishing port with a lighthouse. Everybody here is really friendly. I think we’re lucky. This is our second holiday this year and we’re doing just what we want to do: sleeping, eating and playing games. The food is lovely too.

B. Read and complete the dialogue using present progressive.

Mum : Hello, dear! Is everything OK? What 1) ________________ (the children/do)?
Dad : Well, Sam 2) _______________ (play) with the cat and Tina
     3) ________________ (eat) chocolate outside in the garden.
Mum : And the baby? Is he sleeping?
Dad : No, he isn't. The baby 4) ________________ (drink) milk.
Mum : 5) ______________ (you/have) a good time?
Dad : Oh yes. I 6) ______________ (have) a great time!

A. Read the questions and answer them completely.
7. Is she eating an ice cream? _______________________  

8. Are they listening to music? _______________________  

9. What is the frog in picture 3 wearing? _______________________  

10. What instrument is this frog playing? _______________________  

Post-Test of Cycle I  

NAME : ______________________ NUMBER : __________________  

A. Complete the sentences using the verbs in the correct form:  

1. It ______ (DRINK) cold water.  

2. It ______ (LOOK) at itself in the mirror.  

3. It ______ (HOLD) an umbrella.  

4. It ______ (BLOW) on a dandelion.  

5. It ______ (CHASE) a butterfly.  

B. Order the sentence  

6. is / door / opening / she / the =  

7. not / ice-creams / we / eating / are =  

8. tv / now / watching / you / are ? =  

____________________________________________________

____________________________________________________

____________________________________________________
9. wearing / not / hats / they / are =

10. is / reading / book / he / a ? =

C. Mention 10 nouns with the meaning based on the text above!
1. .................................. = ..................................
2. .................................. = ..................................
3. .................................. = ..................................
4. .................................. = ..................................
5. .................................. = ..................................
6. .................................. = ..................................
7. .................................. = ..................................
8. .................................. = ..................................
9. .................................. = ..................................
10. .................................. = ..................................

Pre-Test of Cycle II

Name: .......................................................... Number: ..........................................................

To: Ani Afira, S.kom
From: Lisa Zahra, S.Pd.
Date: January 29th, 2015
Subject: Proposal of International Conference 2015

During the next month on February 7th, we will make a special International Conference at Jakarta Conference Center (JCC), which will be attended by all the high student from 27 countries. The Conference will discuss about the International Science Competition in the next year. Please send me proposal about this event as soon as possible this afternoon. Please send your proposal at lisazahra@gmail.com.
I. Answer these questions based on the memo above!

1. What is the purpose of the text above?
   a. To invite Ani Afira join on the conference
   b. To inform Ani Afira that Lisa Zahra join on the conference
   c. To inform Ani Afira to make and send proposal about the conference
   d. To inform Lisa Zahra to make and send proposal about the conference

2. Who is the addressee (sender) of the text above?
   a. All the high student from 27 countries
   b. Lisa Zahra
   c. Ani Afira
   d. Participant of the conference

3. When will the conference be held?
   a. January 29th, 2015
   b. February 7th, 2015
   c. Next year
   d. This afternoon

4. Who is the participant of the conference?
   a. All the high student from 27 countries
   b. Lisa Zahra
   c. Ani Afira
   d. International Science Competition’s participant

5. How will Ani Afira send the proposal?
   a. By taking the proposal to Lisa Zahra’s office
   b. By E-mailing the proposal to lisazahra@gmail.com
   c. By sending the proposal to Jakarta Conference Center
   d. Give the proposal directly to Lisa Zahra
II. Match the words in column A with the meaning in column B!

<table>
<thead>
<tr>
<th>No</th>
<th>A</th>
<th>B</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Conference</td>
<td>Pengirim (……)</td>
</tr>
<tr>
<td>2.</td>
<td>Next month</td>
<td>Dihadiri (……)</td>
</tr>
<tr>
<td>3.</td>
<td>Attended</td>
<td>Segera (……)</td>
</tr>
<tr>
<td>4.</td>
<td>Countries</td>
<td>Diskusi (……)</td>
</tr>
<tr>
<td>5.</td>
<td>Competition</td>
<td>Membuat (……)</td>
</tr>
<tr>
<td>6.</td>
<td>Next year</td>
<td>Diadakan (……)</td>
</tr>
<tr>
<td>7.</td>
<td>Send</td>
<td>Peserta (……)</td>
</tr>
<tr>
<td>8.</td>
<td>Discuss</td>
<td>Acara (……)</td>
</tr>
<tr>
<td>9.</td>
<td>Make</td>
<td>Sore hari (……)</td>
</tr>
<tr>
<td>10.</td>
<td>Participant</td>
<td>Mengirim (……)</td>
</tr>
<tr>
<td>11.</td>
<td>As soon as possible</td>
<td>Perlombaan (……)</td>
</tr>
<tr>
<td>12.</td>
<td>Be held</td>
<td>Bulan depan (……)</td>
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<tr>
<td>13.</td>
<td>Addressee</td>
<td>Tahun depan (……)</td>
</tr>
<tr>
<td>14.</td>
<td>Event</td>
<td>Seminar (……)</td>
</tr>
<tr>
<td>15.</td>
<td>Afternoon</td>
<td>Negara (……)</td>
</tr>
</tbody>
</table>

Post-Test of Cycle II

Name: 
Number: 

To: Ahmad Ramdani  
From: Usman Abdul Hamid  
Date: February 1st, 2015  
Subject: Let's do something for the animals!

I feel sorry for the endangered animals. You know, there used to be many birds near my house, but now they are significantly reduced in their number. I think it is a result of lack of food because people have cut down many trees and bushes. Let's do some things for the birds. Let's build a bird feeder and create a bird bath for them.
I. Answer these questions based on the memo above!

1. What is the purpose of the text above?
   a. Usman Feel sorry to Ahmad Randani for endangered animals
   b. Ahmad Randani feel sorry to Usman for endangered animals
   c. Usman invite Ahmad Randani to build a bird feeder
   d. Ahmad Randani invite Usman to build a bird feeder

2. Who is the addressee (sender) of the text above?
   a. Ahmad Ramdani
   b. Usman Abdul Hamid
   c. Many birds
   d. Endangered animals

3. What are the things that reduce significantly?
   a. Many birds
   b. Endangered animals
   c. Many trees
   d. Many bushes

4. Who is cut down many trees and bushes?
   a. Endangered animals
   b. People
   c. Usman
   d. Ahmad Ramadani

5. When the writer asks the reader to build bird feeder and create a bird bath for them?
   a. February 1\textsuperscript{st}, 2015
   b. Next Sunday
   c. This morning
d. 08.00 AM

II. Find the meaning for each word!

1. Feel sorry = …………………
2. Endangered = …………………
3. Many birds =………………
4. Near my house =………………
5. Significantly =………………
6. Reduce =………………
7. Result =………………
8. Lack of food =………………
9. Cut down = …………………
10. Trees = …………………
11. Bushes = …………………
12. Bird feeder = …………………
13. Bird bath = …………………
14. Next Sunday = …………………
15. Around 08.00 AM = …………………
SURAT KETERANGAN
Nomor : 56/KET/IV.AU.301/F/2015

Yang bertanda tangan di bawah ini:

Nama : Heri Santosa, S.Pd
NIP : -
Jabatan : Kepala SMK Muhammadiyah Susukan, Kab. Semarang

Menerangkan bahwa:
Nama : Muhammad Anad Bahtiar
NIM : 11310105
Fak./Program Studi : Tarbiyah / Tadris bahasa Inggris (TBI)
Universitas : STAIN Salatiga

Mahasiswa tersebut diatas telah benar-benar melaksanakan penelitian di SMK Muhammadiyah Susukan, Kab. Semarang untuk pembuatan skripsi dengan judul:

THE USAGE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENT'S VOCABULARY (AC CAR OF THE FIRST GRADE OF SMK MUHAMMADIYAH SUSUKAN SEMARANG JAWA TENGAH IN THE ACADEMIC YEAR OF 2014 / 2015)

Demikian Surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Susukan, 7 Maret 2015

[Signature]
Kepala Sekolah

[Stamp]
HEH Santosa, S.Pd
Nomor : Sti.24/K-1/TL.00/603 /2015
Lamp : Proposal Penelitian.
Hal : Izin Penelitian

25 Februari 2015

Kepada
Yth. Kepala SMK Muhamadiyah Susukan
Di Susukan

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Muhammad Anad Bahtiar
NIM : 11310105
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah

THE USAGE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENT'S VOCABULARY MASTERY (A CAR OF THE FIRST GRADE OF SMK MUHAMMADIYAH SUSUKAN IN THE ACADEMIC YEAR OF 2014/2015)

Dengan Pembimbing : Rifqi Aulia Erlangga, M.Hum.
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangannya dan bahan yang diperlukan di SMK Muhamadiyah Susukan, mulai tanggal 25 Februari 2015 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Wakil Ketua
Bidang Akademik dan Pengembangan Lembaga
Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama: Muhammad Anad Bahtiar  
NIM: 11310105  
Jurusan: Tarbiyah  
Judul Skripsi: THE USAGE OF TASK-BASED LANGUAGE TEACHING TO IMPROVE STUDENTS VOCABULARY MASTERY (A CAR OF THE SECOND GRADE, OF SMK NEGERI 1 SALATIGA IN THE ACADEMIC YEAR OF 2013/2014)

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

[Signature]

Dr. Rahmat Hariyadi, M.Pd.
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama Kegiatan</th>
<th>Pelaksanaan</th>
<th>Keterangan</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>User Education Perpustakaan</td>
<td>20-25 September 2010</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>English Friendship Camp (EFC)</td>
<td>23-24 Oktober 2010</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Seminar Nasional &quot;Entrepreneurship And Basic Cooperation&quot;</td>
<td>19 Desember 2010</td>
<td>Peserta</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Practicum Intensive Course and Pronunciation Practice</td>
<td>1 Maret 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>Seminar about Reveal a Book &quot;Ratusan Bangsa Merusak Satu Bumi&quot; written by Emil Salim (CEC)</td>
<td>3 Mei 2011</td>
<td>Peserta</td>
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<td>8.</td>
<td>English is Fun 4</td>
<td>08 Juni 2011</td>
<td>Panitia</td>
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<td>11.</td>
<td>SK Panitia Achievement Motivation Training (AMT) STAIN Salatiga</td>
<td>13 Agustus 2011</td>
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<td>12.</td>
<td>Practicum Program Magazine Writing and Public Speaking</td>
<td>21 September 2011</td>
<td>Peserta</td>
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<td>15.</td>
<td>English Public Speaking Training (EPST)</td>
<td>17 Maret 2012</td>
<td>Panitia</td>
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<td>No.</td>
<td>Event Description</td>
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<td>Type</td>
<td>Participants</td>
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<td>17</td>
<td>Practicum Book Resume Program</td>
<td>28 April 2012</td>
<td>Peserta</td>
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<td>19</td>
<td>SK Panitia Orientasi Dasar Keislaman (ODK) STAIN Salatiga</td>
<td>15 August 2012</td>
<td>Panitia</td>
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<td>20</td>
<td>Practicum Program Drama</td>
<td>24 September 2012</td>
<td>Peserta</td>
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<td>21</td>
<td>English Festival 2012 (Speech Contest)</td>
<td>10 December 2012</td>
<td>Peserta</td>
<td>3</td>
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<td>23</td>
<td>SK Pengurus Communicative English Club (CEC) STAIN Salatiga</td>
<td>31 January 2013</td>
<td>Pengurus</td>
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<td>24</td>
<td>SK Panitia dan Peserta Pameran Seni Budaya STAIN Salatiga</td>
<td>10 April 2013</td>
<td>Peserta</td>
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<tr>
<td>25</td>
<td>English Public Speaking Training (EPST), It’s Your Chance to Express and Show Up Your Skill</td>
<td>11 May 2013</td>
<td>Panitia</td>
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<td>26</td>
<td>National Seminar “How to Develop the Best Generation”</td>
<td>1 June 2013</td>
<td>Panitia</td>
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<td>27</td>
<td>Training SIBA-SIBI UAS Semester Genap 2013</td>
<td>22 June 2013</td>
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<td>28</td>
<td>Seminar Nasional “Mengawal Pengendalian BBM Bersubsidi, Kebijakan BLSM yang Tepat Sasaran Serta Pengendalian Inflasi Dalam Negeri Sebagai Dampak Kenaikan Harga BBM Bersubsidi”</td>
<td>8 July 2013</td>
<td>Peserta</td>
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<td>English Friendship Camp 2013</td>
<td>28-29 September 2013</td>
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<td>30</td>
<td>Workshop Emotional and Spiritual Quotient (ESQ) “Membangun Generasi Mahasiswa Terbaik”</td>
<td>15-16 November 2013</td>
<td>Panitia</td>
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<td>31</td>
<td>Communicative English Club’s (CEC’s) Festival “Youngster today is the Leader of Tomorrow”</td>
<td>18-20 November 2013</td>
<td>Panitia</td>
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<td>32</td>
<td>English Public Speaking Training (EPST)</td>
<td>31 May 2014</td>
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<td>33</td>
<td>Teaching Training Workshop on Classroom Management “How to Engage Students in the Classroom” IALF Bali Language Centre</td>
<td>18 June 2014</td>
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<td>34</td>
<td>English Friendship Camp (EFC) “CEC is the Best Way for Great Generation”</td>
<td>27-28 September 2014</td>
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<td>36</td>
<td>Pelatihan Petugas Survei Sosial Ekonomi Nasional (SUSENAS) diselenggarakan oleh Badan Pusat Statistik (BPS) Provinsi Jawa Tengah</td>
<td></td>
<td>1-4 Desember 2014</td>
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</tbody>
</table>

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Salatiga, 12 Februari 2015

Mengetahui,

Wakil Ketua III

Bidang Kemahasiswaan dan Kerjasama

Moh. Khusen, M.Ag., M.A
NIP: 19741212 199903 1 003
PERNYATAAN PUBLIKASI SKRIPSI

Yang bertandatangan di bawah ini:

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NIM          : 11310105
Jurusan      : Tarbiyah
Prodi        : TB1

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Salatiga,
Hormat Saya

(\)
M. Anad Bahtiar