

**THE EFFECTIVENES OF TASK-BASED LANGUAGE TEACHING
ON STUDENTS' WRITING SKILLS
AT 8th GRADE SMP ISLAM ANDALUSIA
KEBASEN BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirement for Sarjana Pendidikan (S.Pd.) Degree**

By:

**Nur Naely Sangadah
2017404138**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROF. K.H SAIFUDDIN
ZUHRI PURWOKERTO
2024**

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with me,

Name : Nur Naely Sangadah
Student Number/S.N : 2017404138
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, “**The Effectiveness of Task-Based Language Teaching on The Student’s Writing Skills at 8th Grade SMP Islam Andalusia Kebasen Banyumas**” is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, 9 July 2024

I who declare,



Nur Naely Sangadah

S.N. 2017404138

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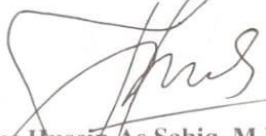
Written by Nur Naely Sangadah (Student Number. 2017404138) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 9 July 2024 and declared qualified for achieving Sarjana Pendidikan (S.Pd) Degree by the examiners.


Purwokerto, 10 July 2024

Approved by:


Examiner I/Head of Examiners/Supervisor,

Examiner II/Secretary


Agus Huscin As Sabiq, M.Pd.
NIP.1987081112020121006


Irra Wahidiyati, M.Pd.
NIP.198811302019082001

The Main Examiner


Muflihah, S.S., M.Pd.
NIP. 177209232000032001

Legalized,

The Head of Education Department,



OFFICIAL NOTE OF SUPERVISOR

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To : The Head of Education Departement
Faculty of Tarbiya and Teacher Training
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In Purwokerto

Assalamu'alaikum Wr. Wb.

After conducting guidance, review, direction, and correction, I convey that:

Name : Nur Naely Sangadah
Student Number : 2017404138
Department : Education
Study Program : English Education
Faculty : Tarbiyah dan Ilmu Keguruan
Title : The Effectiveness of Task-Based Language Teaching on
Students' Writing Skills at 8th Grade SMP Islam
Andalusia Kebasen Banyumas

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 04 July 2024

Supervisor,



Agus Husein As Sabiq, M.Pd.
NIP. 198708112020121006

MOTTO

"If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place."

(Nora Roberts)



DEDICATION

I dedicate this an undergraduate thesis to :

My beloved parents

My beloved family

Myself

And all the readers



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In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle “**The Effectiveness of Task-Based Language Teaching on Students` Writing Skills at 8th Grade SMP Islam Andalusia Kebasen Banyumas**” could be completed. This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to :

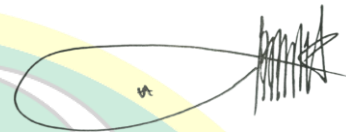
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The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, 9 July 2024.

The researcher,



Nur Naely Sangadah

S.N 2017404138



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S.N. 2017404138

ABSTRACT

Abstract: In SMP Islam Andalusia Kebasen writing task not been able to become an effective for the success of developing writing subjects because they have monotonous activity in learning, where learning always relies on textbooks and lacks variety, especially in giving task. This research is to determine the impact of task-based language teaching on students' writing skills at the 8th grade level of SMP Islam Andalusia Kebasen, Banyumas . The quantitative method used is a quasi experimental design, which includes control and experimental class and written test is used. This study population consisted of 291 students of grade VIII SMP Islam Andalusia Kebasen who were divided into ten classes. The research sample was selected using random sampling with a roulette well. The selected experimental class was class VIII I, while the selected control class was class VIII J. This research collected data using pre-test and post-test in essay format, both consisting of 10 questions. IBM SPSS Statistic 25 for Windows was used to analyze the data. The t-test using paired sample test on the experimental class Sig (2-tailed) = $0.000 < 0.050$, which indicates that there is an effect between pre- and post-treatment on the experimental class and control class showed that class and control class Sig (2-tailed) = $0.085 > 0.050$ which indicates that there is no effect between pre- and post-treatment on control class. Although both treatments are conventional methods for control class and use task-based language teaching as learning method for experimental class. Therefore, the use of task-based language teaching is effective on the student' writing skills at eight grade SMP Islam Andalusia Kebasen Banyumas.

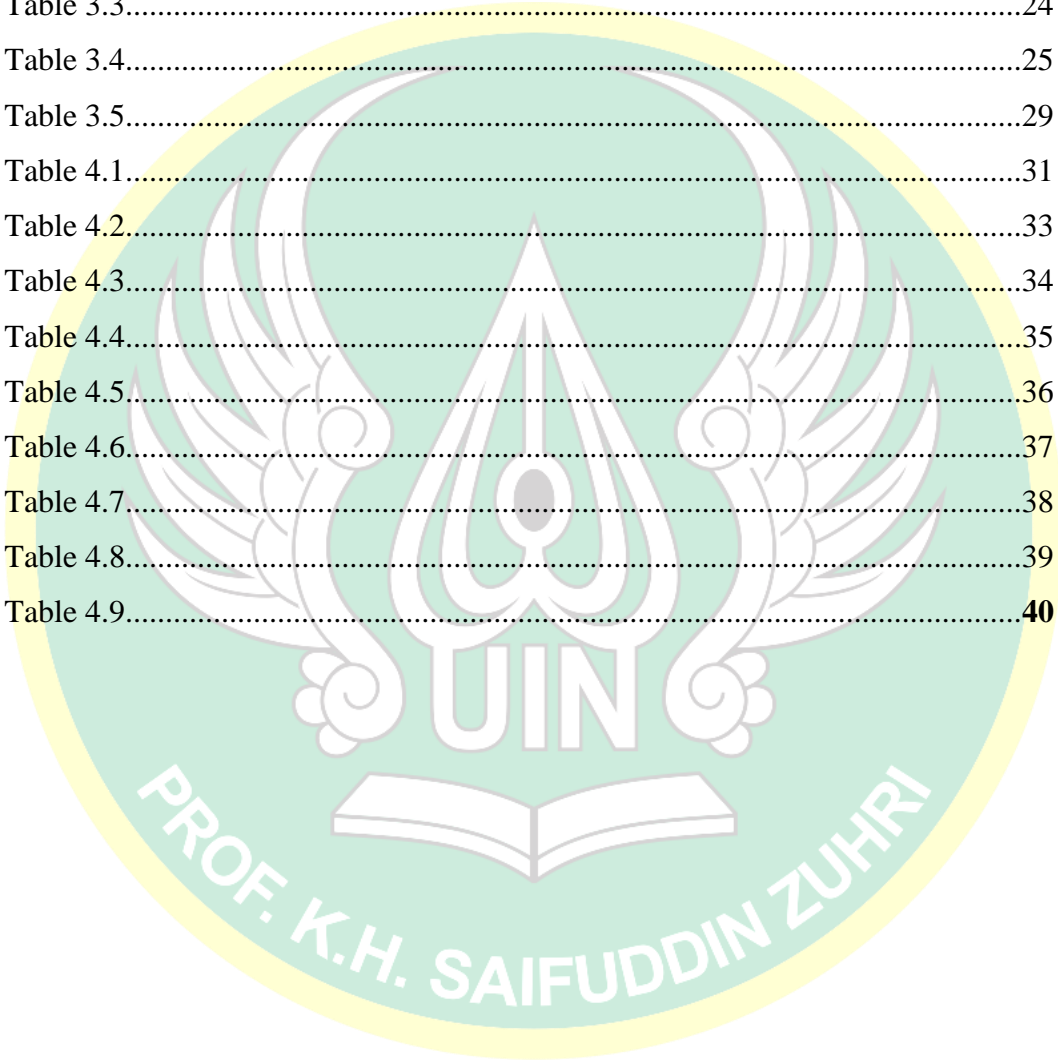
Keywords: task-based language teaching, effectiveness, writing skill.

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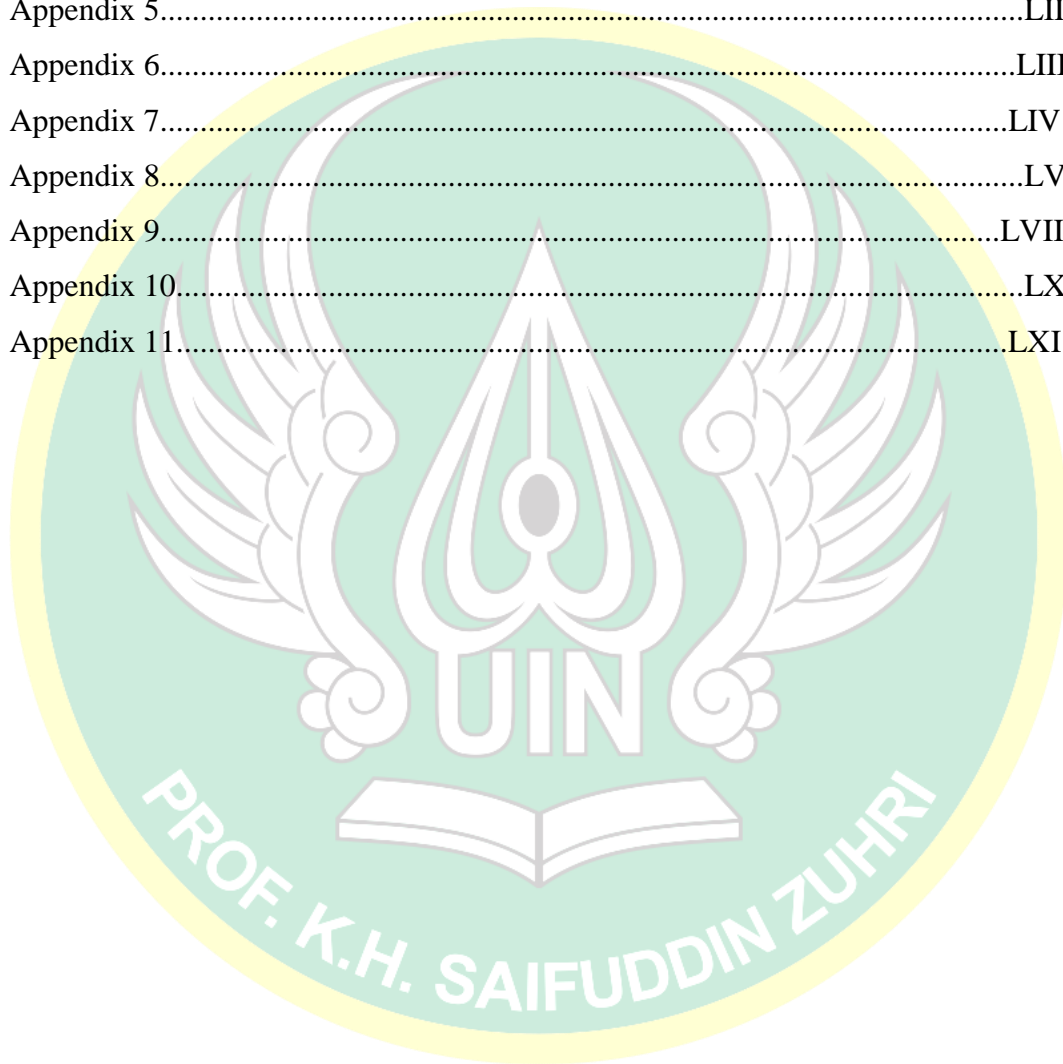
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CHAPTER I

INTRODUCTION

A. Background of the study

Writing is a comprehensive skill that involves grammar, vocabulary, and other elements. According to Bello (1997) quoted in Tossi (2014), writing as a productive language skill plays an important role in the promotion of language acquisition as a learner experimenting with words, sentences, and writing to communicate their ideas effectively and to strengthen grammar. and the vocabulary they learn in class." This means that writing is a productive skill that becomes an important role for students in experimenting with their ability to express their ideas in written form.

In the eight grade of SMP, the basic competence that students must possess and master in writing English is the ability to develop and produce simple functional texts or writings in descriptive texts, recount texts, and narrative texts (Wibowo Arya, 2013). However, the writing ability of eight graders at SMP Islam Andalusia Kebasen has not been able to become a benchmark for the success of writing subjects because they have lack of monotonous activity in learning writing narrative texts. Because of that problems, ofcourse student have difficulties in entering certain texts, especcially narrative texts. Student also need the variatif learning to make effective in learning writing narrative texts. The purpose of variatif learning is to train student to be passionate about learning. This variatif learning allows student to be involved in the learning procces, the little one will also student feel that learning is interest, so that reason will make the student active in the learning procces.

In order to variatif learning teacher need more varied learning techniques to be aplied in the teaching and learning procces. Technique in teaching writing here, the teacher is chaledged to make student interest in the writing narrative texts activity. There are many types of techniques that can be use to

help the teaching and learning process more effective, one of those types that the writer recommends and related to the subject of teaching learning narrative text is task-based language teaching.

According to Ellis (2009), Task-Based Language Teaching (TBLT) is related in both fields of second language (L2) pedagogy and L2 acquisition. TBLT came as a viable option to transcend the limitations of methods that focused on form. Making effective learning competition techniques make it easier for students to understand the material when they discuss with their friend. Benefits of this learning method for students are led to be more active to develop their thinking patterns and provide opportunities for students to exchange opinions and interact with classmates so the teaching learning process is effective. The teacher's role in this learning method as a facilitator only, therefore to be used in learning narrative text will be more effective. So the task-based language teaching is a very useful technique for creating learning writing narrative text effectively. One of the limitations noticed by educators was the students' inability to communicate adequately in English despite having learnt the accurate use of grammatical forms taught in the Presentation, Practice, Production (PPP) approach. According to Sashidar and Surya (2021) quoted from Prabhu's (1987) success in his Communicational Teaching Project in primary and secondary schools of Bangalore prompted many researchers and academicians to use TBLT, since the focus of this method is almost entirely on meaning rather than on grammatical structures. TBLT does not look at language learning as processing internally with grammar systems, expressions and vocabulary. Instead, TBLT proponents believe that learners would be able to acquire language easily if they work through meaningful tasks that prompt them to use the target language in natural contexts Long, (1985; Samuda & Bygate, 2008).

Based on preliminary observations conducted by researchers on December 28, 2023, the following data was obtained. Andalusia Kebasen Islamic High School is a high school level which is under the auspices of the Al Anwar Al Ahisyamiyyah Foundation. Andalusia Islamic High School is

located in Leler, Randegan RT 02 RW 01, Randegan, Kebasen District, Banyumas Regency, Central Java Province. This school has accreditation A, based on certificate 044/BANSM-JTG/SK/X/2018 and was founded in 2013. In the eight grade of SMP students actively participate in learning language and others still tend to be monotonous. This means that learning language especially in writing is a productive skill that becomes an important role for students in experimenting with their ability to express their ideas in written form. In SMP Islam Andalusia Kebasen writing task not been able to become a benchmark for the success of developing writing subjects because they have monotonous activity in learning, where learning always relies on textbooks and lacks variety, especially in giving task.

In SMP Islam Andalusia Kebasen, the teacher not enough uses another way to teaching English, especially in teaching language especially writing skills. The teacher only refers to the textbook in delivering the material, and not enough uses authentic material in presented learning to facilitate the delivery of teaching English. Therefore, So that writing assignments are not varied and monotonous, to help teaching the author recommends using Task Based Language Teaching as the latest innovation.

Based on the explanation above, researcher argues that the teacher needs to provide appropriate tasks for their students so that their writing skills can be improved. In general, there are many techniques that can be applied in teaching writing. Considering facts that are different from the ideal situation, the author feels the need to do a study on how to overcome this problem. Therefore the authors, gave an experiment to increase students' active participation and writing skills with TBLT.

There are some previous research, the first research conducted by Sujana G P (2021), This study was conducted to figure out the effectiveness of using authentic materials in teaching writing descriptive text. The result of t-obs was 3.218 and t-crit was 2.042. This result was supported by the questionnaire results in which the participants showed positive opinions in learning descriptive writing using authentic materials. This study give

beneficial contribution to the teaching of writing for college students in which the technique applied is recommended to be used as an appropriate alternative to improve students' writing competence. Second is a research conducted by Ma`rufah D W (2023). This study aims to describe the use of authentic digital assessment in sentence-based writing course at English Education Study Program of UIN Saizu Purwokerto. The results show that the lecturer uses performancebased assessment using various mobile application; telegram, email, WhatsApp, Instagram and Canva. All the assessment activities fulfill the characteristics of authentic assessment. However, the lecturer did not implement all of the steps in assessing writing skill using authentic assessment that purposed by Brown. A holistic rubric is used to assess the students' writing. Third is a research conducted by Khamasah F R, Atibrata T G (2023). This study aimed to describe the authentic evaluation applied by the teacher in the class and the obstacles in applying authentic assessment in English writing skills. From this study it can be drawn some conclusions that the teacher applied an authentic assessment of students' writing skills through three aspects: affective aspects; cognitive aspects; and skills aspects. On assessing the affective aspect, the teacher used the observation technique, self-assessment, peer-assessment and journals.

The researcher is interested in conducting research at SMP Islam Andalusia Banyumas because with boarding school background of the school student cant follow learning procces effective in preliminary observation. In addition, researcher want to know is effective of use task-based language teaching in students' writing skill. Based on this statement, the researcher was conduct a study with the tittle "*The Effectivenese of Task-based Language Teaching on Students Writing Skills at Eight Grade Smp Islam Andalusia Kebasen Banyumas*".

A. Operational Definition

1. Writing Skills

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya (2010), writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

Barli Bram (1995:7) in study Rahmawati (2015), said that writing means trying to shape or reproduce written message, which is it must have something meaning to convey To put a message successful, the author applies some the art of writing management In addition, according to Dyah (2017), writing is the best step for someone to express ideas in written for..

2. Task-Based Language Teaching

Task-based Language Teaching, as the name suggests, relies entirely on communicative tasks, and has its roots in the Communicative Language Teaching method and Second Language Acquisition (SLA) studies Samuda & Bygate, (2008). TBLT came as a viable option to transcend the limitations of methods that focused on form and task. One of the limitations noticed by educators was the students' inability to communicate adequately in English despite having learnt the accurate use of grammatical forms taught in the Presentation, Practice, Production (PPP) approach. Prabhu (1987), task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on using authentic language to complete meaningful tasks in the target language. These tasks may include visiting a doctor, conducting an interview, or contacting customer service for help. Grading is primarily based on task outcomes (correct completion of real-world tasks) rather than on the accuracy of prescribed language forms. This makes TBLT very popular for developing

target language fluency and student self-confidence. Thus, TBLT can be considered a branch of communicative language teaching (CLT).

According to Prabhu's (1987), success in his Communicational Teaching Project in primary and secondary schools of Bangalore prompted many researchers and academicians to use TBLT, since the focus of this method is almost entirely on meaning rather than on grammatical structures. TBLT does not look at language learning as processing internally with grammar systems, expressions and vocabulary. Instead, TBLT proponents believe that learners would be able to acquire language easily if they work through meaningful tasks that prompt them to use the target language in natural contexts (Long, 1985; Samuda & Bygate, 2008).

B. Research Question

Beside the research background, this research question is : Is the use of task based language teaching effective on student's writing skills at SMP Islam Andalusia Kebasen?

C. Objectives and Significances of the Research

1. Objectives of the research

Based on the research questions, the objective of this research is to find the effectiveness of task based language teaching on students writing skills

2. Significances of the research

a. Practical significances

1) For teacher

The a use of authentic task based language in teaching can help teachers to give task to student's more variatife and meaningfully. The findings of this study are also expected to motivate teachers to improve the teaching and learning process through the use of authentic task, so that teachers can increase their participation andextention in the learning process in order to encourage student's to be more active and participate better.

2) For school

The findings of the study on the use authentic task in schools can be use to improve the quality of education and teaching and learning processes carried out by teacher. Schools can also help teachers create task that are more diverse.

3) For researcher

Researcher can incorporate appropriate task into teaching and learning proces. Furthermore, researchers have knowledge and insight into the task as well as appropoate authentic. The findings of this study are expect to contribute to the advancment of science, particulary those directly related to engaging and appropriate teaching media

b. Theoretical significances

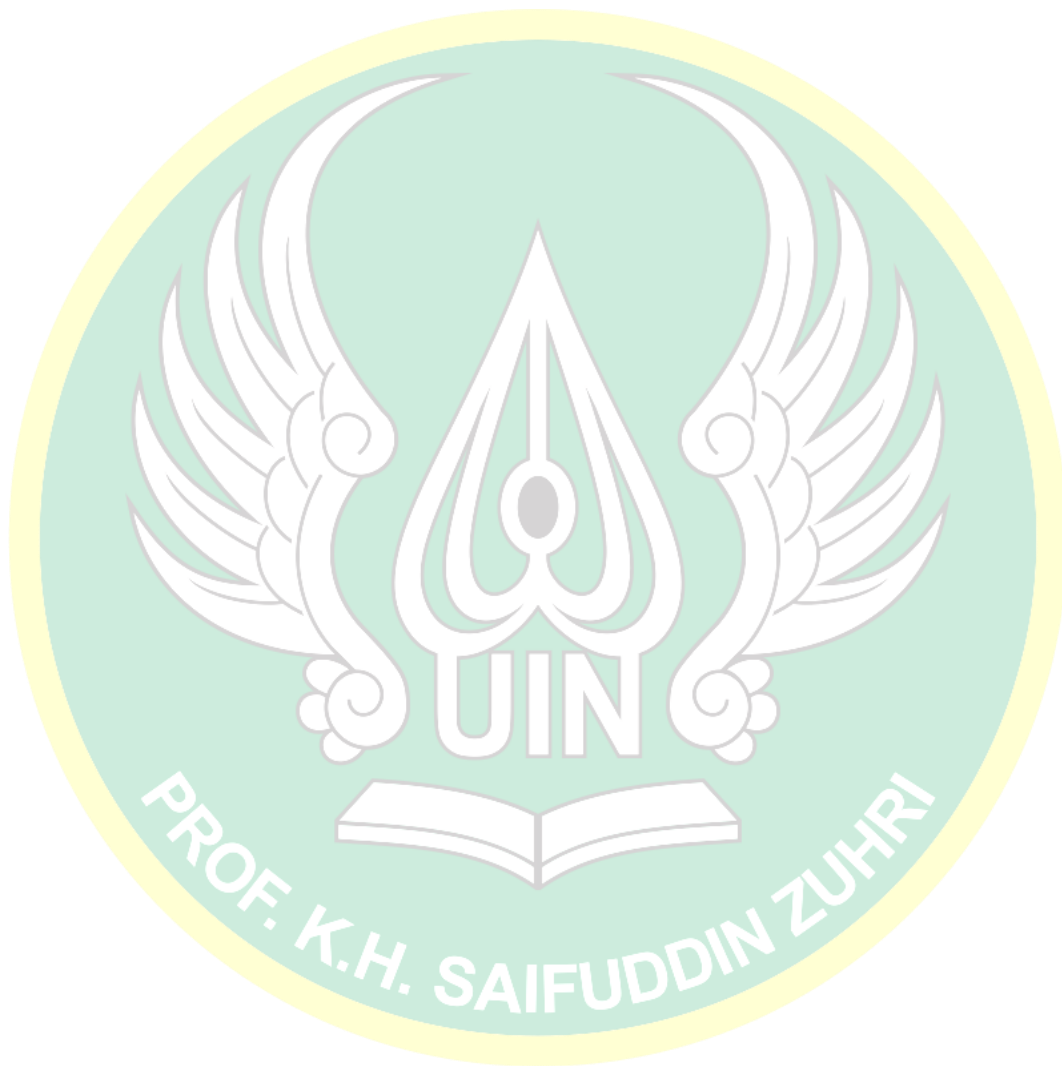
This research has theoretical benefits, such as providing a foundation for other researchers to conduct similar studies to develop student's problem-solving skills.

D. Structure of the research

The structure of the research is a framework of research that provides guidance on the points to be discussed in the research. The systematics of writing in this research is divided into five chapters, with detail as follow:

Chapter I, Introduction. This chapter consists of the research background, conceptual definition, research questions, objective and the significances of the research, and structure of the paper. Chapter II, Literature Review. This chapter discusses the theory of writing skills and the theory of task-based language teaching. Chapter III, MethodS. This chapter discusses the type of the research, place and time of the research, the population and sample of the research, variables and indicators of the research, technique of collecting data and technique of analyzing data. Chapter IV, Research Results. This chapter includes research presentation and analysis. Chapter V, Conclusion and

Suggestion. This chapter contains conclusion, limitation of the study, and suggestion.



CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical studies, previous studies, conceptual framework and hypothesis that underpin this research.

A. Theoretical Framework

In this point, this research elucidates some theoretical studies, including; writing, and task-based language teaching. The following is the elucidations of these theories:

1. Task-based language teaching

a. Definition of task-based language teaching

The first person who brought TBLT into teaching profession was Prabhu. According to Prabhu (1987), learners might learn easier when they focus their minds on the task and not on the language forms. He defined a task as an activity where learners use the process of thinking to come up with an outcome from the inputs they receive. Prabhu (1987), Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on using authentic language to complete meaningful tasks in the target language. These tasks may include visiting a doctor, conducting an interview, or contacting customer service for help. Grading is primarily based on task outcomes (correct completion of real-world tasks) rather than on the accuracy of prescribed language forms. This makes TBLT very popular for developing target language fluency and student self-confidence. Thus, TBLT can be considered a branch of communicative language teaching (CLT).

TBLT also assists teachers to control and regulate the thinking and learning process (Van Den Branden 2006).

The main objective of TBLT is to engage language learners in authentic language use through carrying out a series of tasks while interacting with other learners. It also assists students to learn new

linguistic knowledge and organize their existing knowledge (Ellis 2003). This approach also offers an alternative for language teachers. That is to say, teachers do not predetermine what language forms they practice in the classroom and the lesson revolves around how a central task performs, so what happens when the learners are performing tasks dominates the language forms (Frost 2004).

Those who advocate TBLT argue that language exercises are unnecessary to learn languages. When language learners use languages to express meaning and transmit messages across situations that resemble real-world conditions, language instruction will be effective and successful (Nunan 1989). Therefore, we should create and use only those tasks with functions, context, and unified language skills similar to those skills needed for establishing real communications in everyday situations. In TBLT, according to Nunan (1989), there is a focus shift from the outcomes of instruction (learners acquire linguistic knowledge or skills) towards the processes of learning (the activities learners need to do to learn more efficiently). In the same way, Kumaravadivelu (1993) cited in Ellis, (2006) pointed out that methodology is the central element of task-based instruction as the main goal in this approach is to enable students to find their own paths to learning. However, a fact worth mentioning is that a task-based curriculum requires teachers to make decisions about content, include the tasks in the syllabus and methodology, and perform these tasks in the classroom by learners.

Generally, the researchers and instructors agree that the task-based instruction is potentially motivating, stimulating, empowering, and challenging. These characteristics help learners to gain autonomy in language learning. Besides, task-based language teaching can present language learning in classrooms in a more natural way and may trigger a higher rate of language acquisition. Since the TBLT methodology assist learners to have a clear goal for real

communication, to facilitate language learning, there is a need for interaction and the comprehensive input (Wang 2006).

Research on TBLT shows pros and cons regarding the use of TBLT in language classrooms. Furthermore, it shows various aspects associated, such as methodology, classroom management, and practical issues including proficiency in English, the number of students, time needed for preparation and workload in the TBLT approach, knowledge for how to complete tasks, students' unawareness of this learning process, the complexity of tasks which the learners should perform, and the assessment of learning.

Concerning teachers' attitudes towards TBLT and classroom management, it's worth mentioning that EFL teachers are unwilling to use communicative approaches, such as TBLT, but they prefer the traditional Presentation-Practice-Production (PPP). In addition, they are worried about discipline and the role of the teacher while they give priority to textbook coverage. moreover, they prefer quiet and controlled classrooms to noisy activities (Carles 2002). Some teachers also believe that TBLT would delay the students who are more competent (Jeon & Hahn 2006). Nonetheless, some teachers support the efficiency of TBLT for small-group work, interactive tasks, and learning outcomes, such as motivation, independence, autonomy, and strategies developed in line with students' needs (Jeon & Hahn 2006).

Practical issues are also among other concerns for teachers. For example, teachers may personally have limited proficiency in English or feel insecure in classes where they have to perform communicative tasks (Watson Todd, 2006). Classes with many of students are another factor of concern (Jeon & Hahn 2006). Lack of preparation, shortage of time, and heavy workload in the TBLT approach are other issues Carless (2002), Jeon & Hahn (2006). In addition, teachers may have difficulty with the limited class time available for carrying out

tasks and all the other activities in the TBLT cycles, such as task repetition or focusing on form (McDonough & Chaikitmongkol, 2007).

Other problems may result from teachers' lack of systematic knowledge for implementing tasks or for shifting from a teacher-centered approach to a learner-centered approach, such as TBLT (Jeon & Hahn, 2006; McDonough & Chaikitmongkol, 2007; Xu, Liu, & Jiang, 2008). Other systematic challenges include students' unfamiliarity with this learning process (Jeon & Hahn, 2006), task complexity (Carless, 2009), links between tasks (Watson Todd, 2006), transitions between various materials, and unexpected responses to students through clear instructions and accurate feedback (McDonough & Chaikitmongkol, 2007). Assessment can also cause some practical concerns for teachers. For instance, some teachers do not also know how to measure learners' performance.

In simple terms, it can be said that TBLT is a language teaching system that focuses on the tasks given to students. Herawati (2011) says that the tasks (questions) given are the center of language teaching activities. Empirically being able to convey problems or questions to students will be a benchmark for students' abilities and understanding of a material.

b. Concept of task-based language teaching

In general, assignments to students can be said to be the basic concept of TBLT. However, in this case the assignment of students at the beginning of the material/meeting is a characteristic of this method. From various experiences that are often experienced by teachers, when new material is given, the teacher will make a lot of elaboration to instill a concept into the students' minds. However, in TBLT, students will be required to first understand the material that will be presented and after that the teacher's planting of concepts will be limited to assessing right or wrong, or even just enrichment (Ellis,

2003). With this method the teacher's role as a supervisor will be more optimal.

2. English writing skills

a. Definition of writing skills

Writing skills involve adequate knowledge and the ability to express your thoughts and ideas in written words. It refers to a sound understanding of language through grammar, punctuation marks, and spelling. A good writing skill also includes writing style and tone of the language etc. Good writing skills allow the communicator to communicate his message so clearly to the targeted audience and make them understand easily.

Writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Writing becomes the most difficult skill when it is learned by the foreign language learners. Brown (2001) stated that writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Hugley et al (1983) explain that writing is a communicative act. It depends upon the awareness of the social expectation. It means as communicative act, social relationship and social expectation can be developed by writing. It is because writing is one of the tools in communication. Next writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules. According to Harris (1997:38)) “the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of messages known readers or unknown readers by writing.

Students' vocabulary, grammatical structure, and idiom can all benefit by writing. Some of the purposes of writing are mentioned by Hossain (2015). Writing can be used by a writer to interact with a reader and to investigate a topic. Without the strain of face-to-face conversation, the writer can convey their thoughts and feelings. Meanwhile, according to Pratiwi (2015), writing is a complex process. It necessitates some abilities, such as generating a writing concept, organizing ideas, deciding on a writing topic, and determining how to put the words into written form.

b. The important of writing skill

Writing Skills are important due to the following reasons:

- 1) To express thoughts and ideas clearly
- 2) To improve thoughts and ideas
- 3) To increase word power and grammar
- 4) To improve communication skills
- 5) To lead the targeted audience
- 6) To give them a clear-cut message

c. Aspect of writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1) Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content of the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose

3) Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

4) Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5) Mechanic

Mechanic refers to the use graphic convention of the language, i.e., the step of arranging letters, words, paragraphs by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, organization, vocabulary, language use, and mechanic. Students can make a well-organized text by those aspects. Based on the blueprint which is attached on page 47 writing test and scoring of the students writings is based on the writing scoring type which is suggested by Jacobs (1981) in Brown (2004).

Table 2.1 Criteria of scoring writing

No	Aspect	Fair to good 1-2	Good to adequate 3-4	Excelent to very good 5-6
1	Organization			
2	Language use			
3	Content			
4	Vocabullary			
5	Punctuation			

B. Previous research

There is previous research that is relevant to show the originality of this research. Many researchers conduct their research in the areas of exploring the effectiveness task based language teaching in developing english writing skills.

This research conducted by Ma`rufah D M (2023) entitled "*Digital Authentic Assessment in Sentence Based Writing Course*". This study aims to describe the use of authentic digital assessment in sentence-based writing course at English Education Study Program of UIN Saizu Purwokerto. The results show that the lecturer uses performance based assessment using various mobile application; telegram, email, WhatsApp, Instagram and

Canva. All the assessment activities fulfill the characteristics of authentic assessment. However, the lecturer did not implement all of the steps in assessing writing skill using authentic assessment that purposed by Brown. A holistic rubric is used to assess the students' writing. The similarities with this study is use authentic assesment in writing. The differences with this research is focuse of the study. This research focuse on the use of task based language teaching on students writing skills.

A Thesis Khamasah F R, Atibrata T G(2023) entitled " *The Application Of Authentic Assessment Methods For Students' Writing Skill (Case Study At Tenth Grade Of Ma Assalafiyah Malangi)*". This study aimed to describe the authentic evaluation applied by the teacher in the class and the obstacles in applying authentic assessment in English writing skills. From this study it can be drawn some conclusions that the teacher applied an authentic assessment of students' writing skills through three aspects: affective aspects; cognitive aspects; and skills aspects. On assessing the affective aspect, the teacher used the observation technique, self-assessment, peer-assessment and journals. The similarities with this study is use authentic assesment method for the students writing skills. The differences with this research is focuse of the study. This research focuse on the use of task based language teaching on students writing skills.

Sujana G P (2021) with the title "*The Use Of Authentic Material In Teaching Writing Descriptive Text*", The reason of using authentic materials taken from magazine, newspaper and internet was that they could bring the students into a non-threatening atmosphere in the classroom and link the classroom environment with the real world. This study was conducted to figure out the effectiveness of using authentic materials in teaching writing descriptive text. The result of t-obs was 3.218 and t-crit was 2.042. This result was supported by the questionnaire results in which the participants showed positive opinions in learning descriptive writing using authentic materials. This study give beneficial contribution to the teaching of writing for college students in which the technique applied is recommended to be used as an

appropriate alternative to improve students' writing competence. The similarities with this study is use authentic materials in writing. The differences with this research is focus of the study. This research focus on the use of task based language teaching on students writing skills.

A Thesis Siahaan J, et.al (2021) entitled "*The Effect of Reflective Journal Authentic Assessment on Students' Writing Competence and Motivation*". This study aimed to see it in high school students as demanded in the syllabus 2013. The effect size shown in Eta Square for motivation was 86.4% or 0.864 categorized large effect and for writing 9.6% or 0.096 categorized moderate effect. RJW had a significant simultaneous effect on students' writing competence and motivation. The correlation of students' writing partially was .527. It was bigger than .05. RJW had a partial effect on students' writing competence. For motivation, the significance value was 7.488 meant that RJW had a partial effect. It supported with Qual analysis that showed on students' willingness, desires of doing something, fun activity, enjoyment activity, satisfaction, and effort of facing problems. In conclusion, RJW was significant to increase or improve either students' writing competence or motivation. The similarities with this study is use authentic assessment on students' writing competence. The differences with this research is focus of the study. This research focus on the use of task based language teaching on students writing skills.

Based on the explanation above, in this research researcher argues that the teacher needs to provide appropriate tasks for their students so that their writing skills can be improved and help teaching using Task Based Language Teaching as the latest innovation.

C. Hypothesis

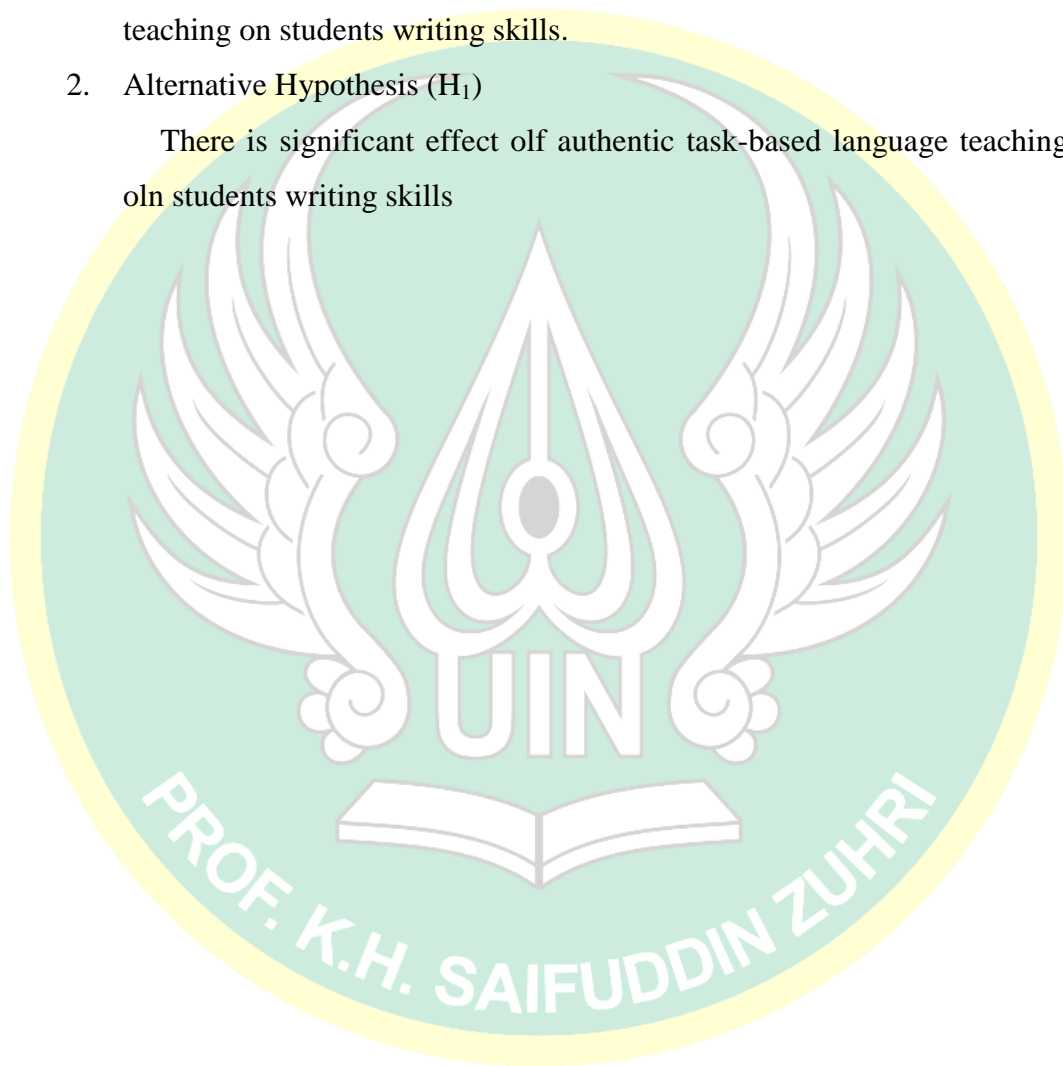
The research hypothesis that use in this research is concerned with exploring the effectiveness of authentic task based language teaching in developing english writing skills. There are two kinds of hypothesis:

1. Null Hypothesis (H_0)

There is no significant effect of authentic task based language teaching on students writing skills.

2. Alternative Hypothesis (H_1)

There is significant effect of authentic task-based language teaching on students writing skills



CHAPTER III

RESEARCH METHODS

In this chapter, the researcher explained about research methodology which consists of research design, research site and participant, population and sample, variables and indicators of the research, technique of collecting data, and technique of data analysis.

A. Research Design

The method used in this study was quantitative method. According to John (2009), quantitative research is a means for testing objective theories by examining the relationship among variables. John (2012) add that variable in research is a characteristic or attribute of an individual or organization that researchers can measure or observe. There were two variables in this study, an independent variable and a dependent variable. Independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Dependent variable is an attribute or characteristic that is influenced by the independent variable. The task-based language teaching as the independent variable and students' writing skills as the dependent variable.

John (2012) states that there are three kinds of designs the research such as experimental, correlational, and survey. This research apply a quasi-experimental research, because to know the effectiveness of authentic task based language teaching on student` writing skills. Experimental research used to determine if a specific treatment influences an outcome. So that, the researcher conducted pretest and posttest to the both of groups, experimental group and control group. In this process the researcher only gave a treatment to the experimental group. Nonequivalent controlgroup design is an approach where the experimental group and the control group were selected without random assignment. Both of groups took a pre-test and posttest. According to John (2009) also add that only the experimental group receives the treatment. That was the reason of why the researcher used nonequivalent comparison group design as the appropriate design in this study.

Table 3.1 Research Design

Class	Pre test	Treatment	Post test
A	O _{A1}	X	O _{A2}
B	O _{B1}	-	O _{B2}

A : Experimental class

B : Control class

O_{A1} : Pre test experimental class

O_{A2} : Post test experimental class

O_{B1} : Pretest control class

O_{B2} : Post control class

X : Experiment treatment (using authentic task based language teaching).

B. Place and Time of the Research

1. Place of the Research

This research conducted at SMP Islam Andalusia Kebasen, which is located in Leler, Randegan RT 02 RW 01, Randegan, Kebasen District, Banyumas Regency, Central Java Province. The researcher chose this school because based on observations there, with the background of boarding school the teacher use textbooks only in teaching english, so the students lack variety of learning english so participate in learning language and teaching still tend to be monotoun an not effective.

2. Time of the research

This research conduct ed on 25th May to 25th July 2024.

Table 3.2 Time Schedule for the Experimental class Research

Day/Date	Treatment
Wednesday, 29 Mei 2024	<ul style="list-style-type: none"> - Pre test - Understanding material with video - Searched information about story they heard

Saturday, 1 June 2024	<ul style="list-style-type: none"> - Researcher give the reflection and brainstorming - LKPD Project 1 make orientation - Presentataion
Wednesday, 5 June 2024	<ul style="list-style-type: none"> - Brainstorming - LKPD project 2 - Find the conflict in front of the boarding schools - Presentation
Saturday, 8 June 2024	<ul style="list-style-type: none"> - Brainstrorming - LKPD project 3 - Find the solution for the resolution of story - Presentation
Wednesday, 12 June 2023	<ul style="list-style-type: none"> - Brainstorming - Menggabungkan Hasil LKPD project to 1 paragraph - Presentation - Post test with watching video about snow white

Table 3.3 Time schedule for the control class research

Date/Day	Treatment
Monday, 27 May 2024	<ul style="list-style-type: none"> - Researcher gave a pre-test - Watched video to analyse - Explained material by video - Researcher gave material about narrative text
Friday, 31 May 2024	<ul style="list-style-type: none"> - Researcher gave brainstorming about previous meeting - Researcher explained the material about language feature of narrative text

Monday, 3 June 2024	<ul style="list-style-type: none"> - Researcher gave the brainstroring - Researcher explained the material about type of narrative text - Researcher gave the LKPD
Friday, 7 June 2024	<ul style="list-style-type: none"> - Researcher gave the brainstorming - Review about last meeting - LKPD
Monday, 10 June 2024	<ul style="list-style-type: none"> - Researcher gavethe review about meeting 1 material to the last meeting - Researcher gave the LKPD project with group discussion

C. Population and sample of the research

1. Population

The population, according to Nursalam (2003), is made up of all the factors connected to the issue being researched. Population is the amount of individual or object that have similar characteristic (Lind et al,2017). The eight grade are chosen as the subjects of the research because according to these statement that this class population of the student have same student teaching and learning characteristic and has complicated trouble in learning especially writing. At SMP Islam Andalusia Kebasen Banyumas, there are tenth classes for class eight, with 24-33 student's in each class. Thus, the population of this study around 291 students.

2. Sample

The sample of this research choose use simple random sampling technique to determine the sample. Simple random sampling, according to Sugiyono (2018), is sampling that uses specific considerations based on the intended criteria to select the number of samples to be analyze. The sample for this research is the VIII I and VIII J classes, one classes as the experimental class and the other as the control class. The reason why the

researcher selected this classes is based on the survey of students' score and a consideration about the sample, VIII I and VIII J had the similar characteristic for learning writing, quality and also suggestion from the teacher.

Table 3.4 Sample of The Research

Description	Class	Population
Experimental Class	VIII I	33
Control Class	VIII J	30
Total		63

D. Variables of the research

The definition of a variable is an object of research, or what is the focus of a study, both abstract and real. A variable is a value that has many variants, or something that is changeable and not fixed. In this study using two variables, namely independent variables and dependent variable. Independent variable or variable X is variable that is see as the cause of the emergence of the dependent variable, which is presumably as a result. While the dependent variable or variable Y is the estimated (effect) variable, which varies accordingly changes of the independent variables. Generally the condition is desirable we reveal and explain Kerlinger, (1992) :

1. Independent variable (X) : Authentic Task Based Language Teaching
2. Dependent variable (Y) : English Writing Skills

E. Technique of data collection

To obtain accurate data for this research, the researcher used data that was consistent with the problem's system. This research use a pretest-posttest for collect the data.

1. Pre Test

Before administering the pretest, the researcher selected all eight grade students from SMP Islam Andalusia Kebasen Banyumas as the population. Following the collection of the population, the sample is draw by selecting two classes from the population, one for the experimental group and the other for the control group. Following that, both groups are

gives a pretest to answer questions concerning various stories. The pretest was administered at the first meeting. The pretest appears to be an accurate effect of authentic task based language teaching on students writing skill before to treatment.

2. Treatment

After a pre-test, the experimental class get treatment, which is students writing skills focus for using authentic task based language teaching, to see is it effective and how well it effective of eighth-grade. While the comparison group was teaching writing without use authentic task based language teaching method.

3. Post Test

After the treatment, students in both groups gave a posttest. The pre-tests and post-tests are different; the test employed in the latter be the different as the former. The researcher perform a post-test to determine whether this metode is successful on students' writing skill . The last meeting was include a post-test

F. Validity and Reliability of Instrument

1. Validity

Muijs (2004) state that validity is probably the single most important aspect of the design of any measurement of the instrument educational research. It can be conclude that validity is the process that refers to how wel the test measures what it is purported to measure. However good our research design statistical analysis, the results meaningless if the researchers aren't actually measuring what the researcher is purposing to measure. According to latif, (2011) valid means correct. . It means that when the researcher claim that the result of students writing task is valid, the researchers convinced that the writing assessment result correctly reflects the students' writing skill from their knowledge of.

Validity is very important because one of main characteristic of test, without having this characteristic a test is not important. Where expert validators provide input or criticism, then provide the task developed

Reliability While validity refers to degree of correctness of the writing skill assessment results in representing the writing skill being.

2. Reliability

While validity refers to degree of correctness of the writing skill assessment results in representing the writing skill being. Reliability of the result of language skill assessment refers to the preciseness of the language skill assessment result in representing the actual level of the skill of the examinees' (latief, 2011). It means that, reliability of instrument is needed to make sure that the instrument can be consistent if used in other time. Therefore, the instrument as the test is reliable. In this case, before the researcher conduct research in this class, the researcher made a test consist of total 10 question of essay, and then the researcher asked one experts to give correction about this test, such as style, lay out the test, grammar, vocabulary and content. After that, the researcher revises the this test. And the researcher tried it out to students to know how far the reability of the instrument. The researcher used SPSS to account the data collected. So the researcher know whether this test have reability or not. The result of computing expert validators provide input or criticism, then provide the task developed

3. Expert Validation

Expert validation involves the process of confirming or verifying the accuracy, reliability, and quality of results or judgments made by experts through empirical or systematic approaches. It aims to ensure that expert judgments contribute to science-based uncertainty quantification and to improve the quality of outcomes in various fields.

G. Technique of data analysis

This research was analysed the data of the pre-test and post-test to know the effectiveness of exploring authentic task based language teaching on developing english writing skills. Before receiving treatment, student's in both classes were given a pretest related to writing skills. The data analysis techniques that used are:

1. Normality Test

The normality test determines whether our data has a normal distribution. According to Perry (2005), a normal distribution is a symmetrical, bell-shaped distribution of data with particular attributes that are used as a reference point for comparing data distribution shapes. The purpose of the normality test is to assess if the sample is representative of a normally distributed population.

- a. H_0 : The pretest data take from a normally distributed population.
- b. H_1 : Pretest data are taken from populations that are not normally distributed.

Statistical tests use the Kolmogorov-Smirnov Test with the help of SPSS 25 software with a significant $\alpha = 0.05$. According to Wiratna Sujarweni (2014), the decision criterion is that H_0 is accepted if the significance value obtained from the calculation results is more than 0.05.

2. Homogeneity Test

Homogeneity testing is performed to determine whether the data obtained is homogeneous. The results of the pre-test and post-test are used to determine homogeneity. If the results of both tests are similar, the data is said to be homogeneous. According to the SPSS program, homogeneous data is when the significance level shows 0,000 - 0.05. Homogeneity determines the application of the following criteria:

- a. Significance test (∞) = 0.05
- b. If Sig. > 0, 05, then the variance of each sample is the same (homogeneous).
- c. If Sig. < 0, 05, then the variance of each sample is not the same (not homogeneous).

3. Hypothesis Test

The statistical analysis test used to test of hypothesis in this research is use t-test formula through SPSS (Special Package for Social Sciences). The researcher used t-test formula as a data analysis technique in this research. It is used to find the difference of the significance of the

students' scores. After collecting the data from the test, it became calculated by using t-test. The t-test can be calculate according to the formula below:

Table 3.5 T test formula

$$t = \frac{\bar{x} - \mu}{s/\sqrt{n}}$$

S = Standard deviation

n = Total of samples

x = Sample mean

μ_0 = Specific average



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter researcher explained about the research findings, treatment and discussion. In this chapter the researcher shows the results of his research. Researchers conducted the study to find out whether there was a significant influence and difference in students' writing skills when using authentic task based language teaching and wheater not. This chapter presents data processed using IBM SPSS Version 25 for windows.

A. Research Findings

1. Data Description

This research was conducted at SMP Islam Andalusia Kebasen Banyumas and was considered to be quasi-experimental design. The purpose of this study was to determine whether effective or not using Task Based Language Teaching strategy and has a significance effect or not on the level of writing skills increased by students. The findings from the pre-test and the post-test need compared in order to determine is effective or not the use of the task based language teaching strategy and had any effect. The sample was different from the control class in that the experimental class was given treatment through the using of task based language teaching strategy, but the control group not given treatment through the using of task based language teching strategy. The pre-test and the post-test were both conducted as a component of the data collection methods that were carried out.

The first phase of the process consisted of conducting the pre-test to both the experimental class and the control class. The researcher continued on to the following stage, which was giving the treatment to the experimental class. The treatment was carried out in accordance with the strategy of authentic task based language teaching, but it also made adjustments to the material and conditions of the class. The treatment was carried out in five separate sessions, each with a short notice and

material containing a request to either do something or refrain from doing something else. The subject was organized in a manner that was consistent with the school's existing curriculum. While the experimental class was given the treatment, the control class was taught using the traditional method, which did not include any specific approach, material, methodology, or strategy and was simply instructed by the handbook.

Following the completion of the researcher's treatment, which took the form of semantic mapping, both the experimental class and the control class were given the post-test.

a. Pretest and Posttest Control Class

Data in Control Class The class VIII-J of SMP Islam Andalusi Kebasen Banyumas served as the research project's control class during the entirety of the investigation. Additionally, a pre-test had been given to this class as the control class in the initial phase of learning. 30 students were taught in teaching writing and notices without the use of semantic mapping. These instructions were given to the students. The dates May 27, 31, June 3, 7, and 10, 2024 were chosen for the teaching and learning process that took place during control class. The control class, on the other hand, did not go through the same treatment as the experimental class, resulting in the use of authentic task based language teaching. This was the key distinction. After the teaching section of the process was finished, a post-test was carried out.

Table 4.1 class scores both before and after taking the pre-test and post-test.

No	Student`s Label	Pre-Test	Post-Test
1	AAB	42	48
2	AA	42	48
3	AZR	34	40
4	AIA	40	38
5	AFU	54	58
6	ADH	50	58
7	AM	50	62

8	FZA	70	62
9	FM	66	74
10	GNAR	60	62
11	HN	64	48
12	HRO	46	60
13	INH	60	56
14	MR	44	48
15	MFA	42	44
16	MS	50	48
17	NVP	50	52
18	NRM	52	58
19	NIW	54	62
20	NA	60	62
21	NH	70	52
22	NAN	82	78
23	PPP	92	98
24	SNU	52	46
25	SK	60	74
26	SS	72	64
27	SGF	60	64
28	TMZ	54	62
29	UNS	60	74
30	ZAR	60	72
SUM		1692	1772
MEAN		109,16129	114,32258
MAXIMUM SCORE		92	98
MINIMUM SCORE		34	38

It is clear from the data presented in Table that out of the 30 students that participated in the class. On the pre-test, a score of 34 was the minimum score. On the other hand, the minimum score on the post-test was a 38, and the maximum score was an 92 in the pre test and 98 in the post test.

b. Pretest and Posttest Data in Experimental Class

The experimental class of this study was class VIII-I of SMP Islam Andalusia Kebasen Banyumas. 33 students were instructed in the subject of short messages and notices by using Authentic task based language teaching strategy, which was implemented in the classroom setting. They received tests first before being given treatment. The treatment was carried out on four separate dates, then in the end was

followed by a post-test. The experimental class received their treatment on May 29, June 1, 5, 8, and 12, 2024 successively.

Table 4.2 displayed data relating to this class's scores both before and after taking the test in concern.

No	Student's Label	Pre-test	Post-test
1	ARN	68	70
2	AN	60	70
3	AAN	60	62
4	AZK	62	78
5	BZS	56	70
6	CZRA	34	50
7	ESF	84	84
8	FNZ	50	62
9	GAS	82	84
10	GPR	54	68
11	HRAZ	60	72
12	HH	62	50
13	KFJAM	46	52
14	LKN	42	68
15	NK	46	60
16	NZI	54	58
17	NA	60	74
18	NFR	44	50
19	SNP	42	52
20	SW	50	50
21	SI	56	60
22	SMN	60	76
23	SPAK	70	82
24	SeK	74	72
25	SHN	62	68
26	TIS	42	52
27	UAA	54	60
28	UM	64	60
29	UR	70	84
30	VMS	60	74
31	WZR	54	62
32	ZM	68	68
33	ZAAR	68	70
SUM		1918	2172
MEAN		58,1212121	65,8181818
MAXIMUM SCORE		84	84
MINIMUM SCORE		34	50

It is also clear from the data presented in Table that out of the 33 students that participated in the class, the mean score on the pre-test was score of 58 was the bare minimum, while a score of 65 was the most possible. On the other hand, the minimum score required to pass the post-test was 34, while the highest score was 84. the Post test was score of 65 was the most possible. On the other hand, the minimum score required to pass the post-test was 50, while the highest score was 84.

According to the two tables located above, the experimental class and the control class both had an increase in their average score. On the other hand, the score for the experimental class increased by a significantly greater range than that of the control class. This is demonstrated by the difference in the number of range points acquired by the two groups.

B. Data Analysis

1. Group Statistic

The following is a statistical group described in SPSS:

Table 4.3 Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test experimental class	33	34	84	58,12	11,499
Post test experimental class	33	50	84	65,82	10,634
Pre test control class	30	34	92	56,40	12,664
Post test control class	30	38	98	59,07	12,787
Valid N (listwise)	30				

From the outcomes of the group statistics above, it is kneed that the respondents from the control group were 30 students with a mean score of the pre test 56,40 and post test59,07. And the respondents from the

experimental group were 33 students with a mean score of pre test is 58,12 and post test 65,82.

2. Testing Requirement

In this study, the normality test was performed to determine whether or not the data was normally distributed. The data was analyzed by using IBM SPSS V 23 software for windows.

a. Normality Test

The normality test was conducted to know whether the data from two classes have been normally distributed or not. According to Sugiono (2012), the hypothesis for the normality test formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

Normality test criteria are as follow:

H_a is accepted if Sig. $\alpha > 0.05$

H_a is rejected if Sig. $\alpha < 0.05$

The result of the test can be seen as follows:

1) Result of normality test from the post-test

Table 4.4 Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	Pretest experimental class	,110	33	,200*	,978	33	,726
	Posttest experimental class	,127	33	,196	,940	33	,068
	Pre test control class	,155	30	,065	,952	30	,195
	Posttest control class	,150	30	,084	,939	30	,084

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data was normally distributed if the result of the data was higher ($p \geq \alpha$) in a significance $\alpha = 0.05$. The results of pre-test the control class showed that the data was normally distributed $p \geq \alpha$ ($0.195 \geq 0.05$), which can be seen in Table 4.4 . Also, the

results of pre-test experimental class showed that the data were normally distributed $p \geq \alpha$ ($0.726 \geq 0.05$). Checking the scores of p can be done by looking at the Sig. in the Shapiro-Wilk columns table.

2) Result of normality test from the post-test

The data was normally distributed if the result of the data is higher ($p \geq \alpha$) in a significance $\alpha = 0.05$ as the cutoff point. The results of the control class demonstrated that the data was normally distributed, as shown by the fact that $p \geq \alpha$ ($0.84 \geq 0.05$). This can be seen by looking at the data in Table , which is located above. In addition, the results of the experimental class demonstrated that the data followed a normal distribution after receiving treatment, with a significance level of $p \geq \alpha$ ($0.68 \geq 0.05$). In the table of Shapiro-Wilk columns, the scores of p can be verified by the use of the Sig column.

b. Homogeneity of the test

Following the conclusion of the normality test, the homogeneity test was carried out in order to evaluate the degree to which the samples from the two classes were comparable to one another. As a result of the fact that the homogeneity test was computed through the use of the Levene statistic test, the findings are provided as follow:

Table 4.5 Test of Homogeneity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil belajar siswa	Based on Mean	,147	1	61	,703
	Based on Median	,225	1	61	,637
	Based on Median and with adjusted df	,225	1	56,852	,637
	Based on trimmed mean	,141	1	61	,708

The result that can be drawn from the findings presented in Table is that the significance level of the pre- test difference between the experimental class and the control class. Since it was more than 0.05, this indicates that the data from the pre-test were homogeneous with one another. The significance of the post-test comparison between the experimental class and the control class was found based on the data in Table. As a result, the post-test can be considered homogeneous because they were more than 0.05.

3. Statistical Hypotesis

a. Paired Sample T-test of Control Class

A paired sample t-test was carried out in order to determine whether or not there was a significant difference in the level of writing skills demonstrated by the students in the control class who taught by using authentic task base language teaching strategy compared to the students in the control class and did not using authentic task based language teaching strategy.

Table 4.6 Paired Sample Statistic

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test control class	56,40	30	12,664	2,312
	Post test control class	59,07	30	12,787	2,335

descriptive analysis of the processed data is carried out in detail in the table with the matched sample statistics. According to the data presented in the table that is located above, the mean score on the pre-test for the control class is 56.40, whereas the mean score on the post-test is 59.07. The value of N indicated the total number of observations, which was 30. The standard of risk was determined by comparing the pre-test and post-test of the control group's standard deviation, which was 12.664 in the pre-test and 12.787 in the post-test. It was determined

with the aid of standard error mean how accurately the average values derived from the sample data could represent the values of the population means for each variable.

The mean of the standard error was 2.312 for the control class in the pre-test, while it was only 2.335 for the control class in the post-test. Due to the fact that the data have a normal distribution, the standard error mean can be ignored. It is reasonable to believe, given the difference in mean scores between the pre-test and post-test for the control class, that the post-test on the data is more reliable than the pre-test.

Table 4.7 Paired Sample T Test

		Paired Samples Test							
				Paired Differences					
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre test control class - Posttest control class	-2,667	8,193	1,496	-5,726	,393	-1,783	29	,085

The mean of the paired differences is shown to be -2.667 in the table that was just presented. This value represents the difference between the control class's pre-test and post-test average results and may be found in the table above. It can be written out as $(56.40 - 59.07 = -2.667)$, and the difference is somewhere between -5.726 and .393 (95% Confidence interval of the Difference lower and upper).

Because the mean value of the post-test results is higher than the mean value of the pre-test results, the tcount value is negative, and its value is -1.783. This negative tcount value is the result of the fact that the output table shown above indicates that the mean value of the post-test results is higher than the mean value of the pre-test results. In a scenario such as this one, a negative t_{count} can be considered beneficial.

Therefore, the value of the t_{count} variable was 1.783. The next step is to use the found of the t_{table} function, which searches the t_{table} using the

df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 29 and the significance value of 0.05 were used. The next step is to check up the value of the ttable based on the df 29 and the value of 0.05.

b. Paired Sample T-test of experimental Class

A paired sample t-test was carried out in order to determine whether or not there was a significant difference in the level of writing skills demonstrated by the students in the experimental class who taught by using authentic task based language teaching strategy compared to the students in the control class and with not using authentic task based language teaching strategy.

Table 4.8 Paired Sample Statistic Experimental Class

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pre-test experimental class	58,12	33	11,499	2,002
Post-test experimental class	65,82	33	10,634	1,851

The results of the Paired Sample Statistics were displayed in the experimental class table, and they displayed the descriptive value of each variable that was included in the paired sample. In the experiment class, the mean score on the pre-test was 58.12, whereas the mean score on the post-test was 65.82. The value of N might be as high as 33. It indicates the amount of data. The amount of risk was determined by comparing the pre-test of the experiment class, which had a standard deviation of 11.499, to the post-test of the experiment class, which had a standard deviation of 10.634. It was determined with the aid of standard error mean how accurately the average values derived from the sample data could estimate the values of the population means for each variable. The mean of the standard error for the experimental class pre-

test is 2.002, but the mean of the standard error for the experimental class post-test is 1.851. Due to the fact that the data have a normal distribution, the standard error mean can be ignored. It is safe to assume, given the difference in mean scores between the pre-test and post-test in experiment class, that the post-test on the data is more accurate than the pre-test.

Table 4.9 Paired Sample Experimental Class

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Lower	Upper			
1	Pre test experimental class - Post test experimental class	-7,697	7,535	1,312	-10,369	-5,025	-5,868	32	,000

The mean of the paired differences is shown to be -7.697 in the table that was just presented. This value represents the difference between the control class's pre-test and post-test average results and may be found in the table above. It can be written out as $(58.12 - 65.82 = -7.697)$, and the difference is somewhere between -10.369 and -5.025 (95% Confidence interval of the Difference lower and upper).

Because the mean value of the post-test results is higher than the mean value of the pre-test results, the t_{count} value is negative, and its value is -5868. This negative t_{count} value is the result of the fact that the output table shown above indicates that the mean value of the post-test results is higher than the mean value of the pre-test results. In a

scenario such as this one, a negative t_{count} can be considered beneficial. Therefore, the value of the t_{count} variable was 1.783. The next step is to use the found of the t_{table} function, which searches the t_{table} using the df value and the significance value (α). In order to locate the t_{table} inside the distribution of the t statistical table, the value of df 32 and the significance value of 0.00 were used. The next step is to check up the value of the t_{table} based on the df 29 and the value of 0.05.

C. Treatment Description

In this research, it was also conducted that the implementation of authentic task based language teaching as a strategy in learning writing. It can be seen that in participating during the lessons they became more active. It supported a quite significant difference in students' writing score in the post-test. The authentic task based language teaching used in this research contained learning material that stimulated social interaction and real life activity between students and researcher. Moreover, authentic task based language teaching is an effective writing presentation technique, students find it easier to retain terms as they re presented in the authentic task.

There were five meetings for doing the treatment of this research. Before treatment given the researcher preparing the lesson plan, material teaching and the media that used paper and pictures. Paper for task and pictures related to the material. The researcher also gave the pre-test in order to determine the students' initial skill in writing as well as the students' final capacity in writing skill.

The research was conducted at SMP Islam Andalusia Kebasen Banyumas, with a sample of one experimental class VIII I and one control class VIII J. In the 2024-2025 school year, there were 33 students in the experimental class and 30 students in the control class. This study used a quasi-experimental method, with five treatments given to the experimental class through authentic task based language teaching and the control class using PjBL based on school methods. The experimental and control classes

received the same treatment, which consisted of four meetings in each class with recount text material.

1. Experimental Class

On Wednesday, May 29, 2024, researchers conducted a pre-test before starting the treatment. Students watched a video about a mousee deer and a crocodile and took the pre-test by answering 3 chapter essay with total 10 questions that consist of 9 essay and the last one make the paragraf narrative based on the video given before. Class VIII I which is the experimental class received treatment using authentic task based language teaching which was divided into five meetings as follows:

a. First Meeting

First meeting was held on Wednesday, May 29, 2024, students learned about narrative text, recognizing the meaning, function, structure and language use also elements narrative text. Before the learning was carried out, students were very enthusiastic in the class with books and stationery. Students are very happy if this learning wit watched video. And during the learning process, students listened and paid attention carefully and were very active.

The researcher gave the pre test and material about “narrative” with the model of video review at the beginning of the lesson. The students doing the pre test by answering questions about writing task. After finished the pre test and review material together, the students received LKPD from the researcher related to the subject matter. The student gived instructin to find out from their friends about the story that they heard before.

b. Second Meeting

The second meeting was held on Saturday, 1 June 2024. In the second meeting, students learned to identify the picture and number to make a small group. Students are given an ice breakeing as an initial overview by reviewing the meeting previously. Students are given directions to sit in groups according to the initial group. The teacher

writes an orientation on the blackboard and students fill in one sentence sections of an orientation text alternately. Students are given the task of creating a story orientation from the assigned title “The Lazy Ant”. Group members are required to provide 1 condition. the students received the LKPD from the researcher related to the subject matter.

c. Third Meeting

The third meeting was held on Wednesday 5 June, 2024. In the third meeting Students are given the task of looking for existing problems around the Islamic boarding school to arrange the complications of the story that created with group member and present the result in front of the class.

d. Fourth Meeting

The fourth meeting held on Saturday, 8 June 2024. In the fourth meeting Each group is given the task of making resolutions, each group members are required to provide 1 solution to orientation and complications which has been arranged.

e. Fifth Meeting

The fifth meeting held on Monday, 10 June 2024. In the fifth meeting each group combines the complication and resolution orientation outcomes they collected during 4 meetings and presented the results of their stories in front of the class then the story is posted on the wall After all group presentations, each student must do a post-test.

2. Control Class

Before treatment, the researchers conducted a pre-test on Monday, May 27, 2024. Students took the pre-test by answering 10 essay questions. Class VIII J which is the control class received treatment using conventional methods, which were divided into frifth meetings as follows:

a. First Meeting

The first meeting was held on Monday, May 27, 2024. In the first meeting, students learned about experiences or events that have been experienced by students. The researcher provided Students are given Students watch a video showing the explanation of narrative text and directions to analyze a product/project in the form of a narrative text about the deer which can help them understand the material. Next, students compose the structure of the narrative text according to the teacher's direction.

b. Second Meeting

The second meeting was held on 1 June 2024. In the second meeting Students are given an explanatory video about the types of narrative texts and given directions to differentiate between several stories and adjust the types accordingly.

c. Third Meeting

The third meeting was held on Monday 3 June, 2024. In this meeting Students are given an explanatory about language use of narrative texts and given directions to differentiate between language use accordingly and give LKPD.

d. Fourth Meeting

The fourth meeting was held on 7 June 2024, In this meeting student are given the task that is project to doing the LKPD 2 by teacher in the group discussion and presenting their project in front of class.

e. Fifth Meeting

The last meeting was held on Monday, 10 June 2024. In this meeting student given LKPD 3 and the video about snow white that use to complete the post test task.

D. Discussion

This research was conducted at SMP Islam Andalusia Kebasen Banyumas. The purpose of this research is to determine the effectiveness of Task Based Language Teaching on Student`s Writing skills. The researcher used quantitative approach and quasi-experimental method. The method chosen was to compare the difference in student`s writing skills of students in class VIII I as an experimental class that used authentic task based language teaching during learning activities, and class VIII J as a control class that did not use authentic task based language teaching during learning activities.

The results of the study indicated that there were significant improvements in the writing ability of the participants in the treatment group after they practiced writing skills using authentic TBLT techniques, showing TBLT effectiveness for performing writing tasks in comparison with performing conventional writing exercises in the classroom. This result supports findings of another study that indicated TBLT improved EFL learners` writing competence and language proficiency significantly because it had given students an opportunity to be more active and confident in using the target language in an enriching learning environment (Min, 2014). According to Al-Mahrooqi (2015), task-based writing far outweighs present-practice-produce pedagogies in that it benefits learners in terms of lexical phrases, collocations, and language forms. It was also noted that the various aspects of the writing competence of the VIII I learners who practiced writing skills using task-based techniques improved significant enough in comparison with the writing skills of the VIII J learners who used PBL writing exercises.

Acording to Sekarini & Ma`rufah, (2022) students should focus on developing their writing skills because they valuable in the modern world. Still, most students find it difficult to write in English. Then, according to Kusumawanti & Bharati, (2018) students who do not study well for the English language may have less work opportunities than those who do. The problem needs to be tackled using the right strategy because it could have an effect on the students careers.

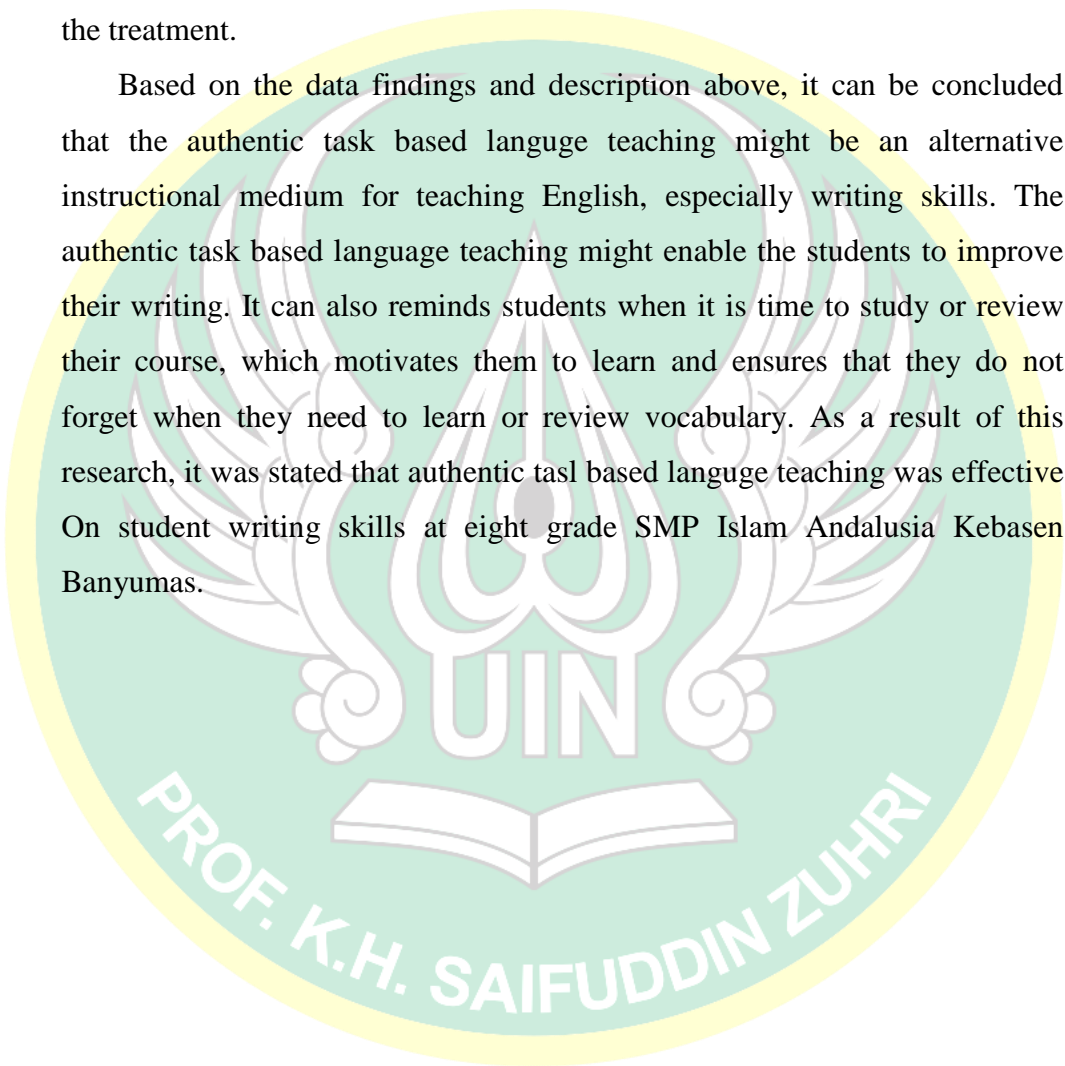
The researcher analyzed the normality and homogeneity tests of the experimental and control class pre-test data using the IBM SPSS V 25 program. The analysis results indicated that the data were normally distributed and homogeneous. The pre-test significance value in the experimental class was 0.756 and the pre-test significance value in the control class was 0.195. For the significance value in the post-test, it was seen that the experimental class was 0.68 and the control class was 0.084. The data shows a probability value of more than 0.05 and it can be normally distributed and homogeneous.

The table of paired sample T-test data shows that the experimental class's mean pre-test score was 58.12, while their mean post-test score was 65.82. There were 33 data points. The pre-test had a standard deviation of 11.499, while the post-test had a standard deviation of 10.634. The two statistical tables of the paired sample t-test that were carried out in the control and experimental classes explain that, before the pretest, the mean scores of the two classes were nearly identical (58.12 and 65.82, respectively). The fact that both classes' values were 58.12 and 65.82, respectively, served as evidence for this.

The mean scores on the pre-test and post-test indicate that there was a difference. It was clear that the control class increased by 56.40 points overall. Then, the experimental class increased by 59.07 points. In other words, the mean scores for both classes increased, and the difference between the two classes was 2.67, suggesting that the experimental class had a higher mean score than the control class. In conclusion, utilizing the authentic task based language teaching was more effective than other teaching method; however, the difference was not really significant. It is relevant to Kozminski Jianxiong Wu, and Libinjak's (2017), research using the authentic task based language teaching. It has been shown that authentic task based language teaching is an excellent medium for teaching language, particularly writing skills. As a result, using the authentic task based language teaching made it easier for students to develop their writing skills.

The paired sample T-test indicated that the descriptive analysis's results were consistent with the statistical hypothesis. One can conclude that H_a was accepted, but H_0 was rejected. The experimental groups got a significance level of $0.000 < 0.05$ for the two-tailed test. The experimental groups got a level of $0.085 > 0.05$ for the two-tailed test. The control classes, who did not receive treatment, had not significantly different mean scores before and after the treatment.

Based on the data findings and description above, it can be concluded that the authentic task based language teaching might be an alternative instructional medium for teaching English, especially writing skills. The authentic task based language teaching might enable the students to improve their writing. It can also remind students when it is time to study or review their course, which motivates them to learn and ensures that they do not forget when they need to learn or review vocabulary. As a result of this research, it was stated that authentic task based language teaching was effective on student writing skills at eight grade SMP Islam Andalusia Kebasen Banyumas.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion of the research. It showed a summary of the main research findings and also educational suggestions to improve Writing skills using the task based language teaching. Moreover, it is attending to the limitations of the study and also making recommendations for other researchers.

A. Conclusion

The purpose of this research was to identify the effectiveness of authentic task based language teaching on students' writing skills in eight-grade SMP Islam Andalusia Kebasen Banyumas. The data were obtained by calculating the difference between pre-test and post-test mean scores using IBM SPSS V 25 for Windows after comparing the two classes. According to the pre-test and post-test results, the mean score on the experimental class pretest was 58.12, while the mean score on the post-test was 65.82. The mean score for the control class was 56.40, whereas the mean score for the post-test was 59.07. The values of both classes increased, with the experimental class showing a significantly higher increase compared to the control class. Based on the data, the experimental class value increased up to 7.70, which was higher than the control class's increase up to 2.67. As both classes experienced value increases.

Based on the findings and discussion above, it is possible to infer that task based language teaching is effective and authentic task-based language teaching significantly increase students writing skills in the 8th grade at SMP Islam Andalusia Kebasen Banyumas. In other words, this method may be utilized as a creative and engaging strategy for teaching writing.

B. Limitation

This research has some limitations, most of which are related to the short time frame for conducting the research and students' lack of understanding of how to do the method; thus, many students are still asking questions and do not do the assignment so wasted for a long time during the teaching and

learning process. The research included five meetings, which were not only devoted to writing skills. Because of this, the treatment was not fully maximized, and a longer duration would have been more advantageous.

C. Suggestion

The result showed that the use of the authentic task based language teaching was effective in improving students' vocabulary mastery. The researcher gave some suggestions that might be necessary to be delivered to the English teacher, the students, and other researchers :

1. For teacher

It was suggested for English teachers, especially in Junior High School, to apply authentic task based language teaching in teaching English writing skills especially. This is because students prefer to learn by real life action wheater stuck in used hand book. Then, the teachers can create their material and teach students through theauthentic task based language teaching, to create the learning and teaching process more enjoyable and interesting. Authentic task based language teaching can be used as an alternative method to teach English in writing contexts. This method is equipped with social interaction thats relate to the life.

2. For Students

For students, this authentic task based language teaching method was interesting metho because this method relates to thetheir activity in real life action. However, students were better at letting them interest and active in the learning process.

3. For the Researcher

The researcher used the authentic task based language teaching to assess students' writing skills, although the study had limitations. As a result, it recommended that other researchers study the use of the authentic task based language teachig for their studies. The next researchers could consider using the authentic task based language teaching to instruct in other subjects or skills.

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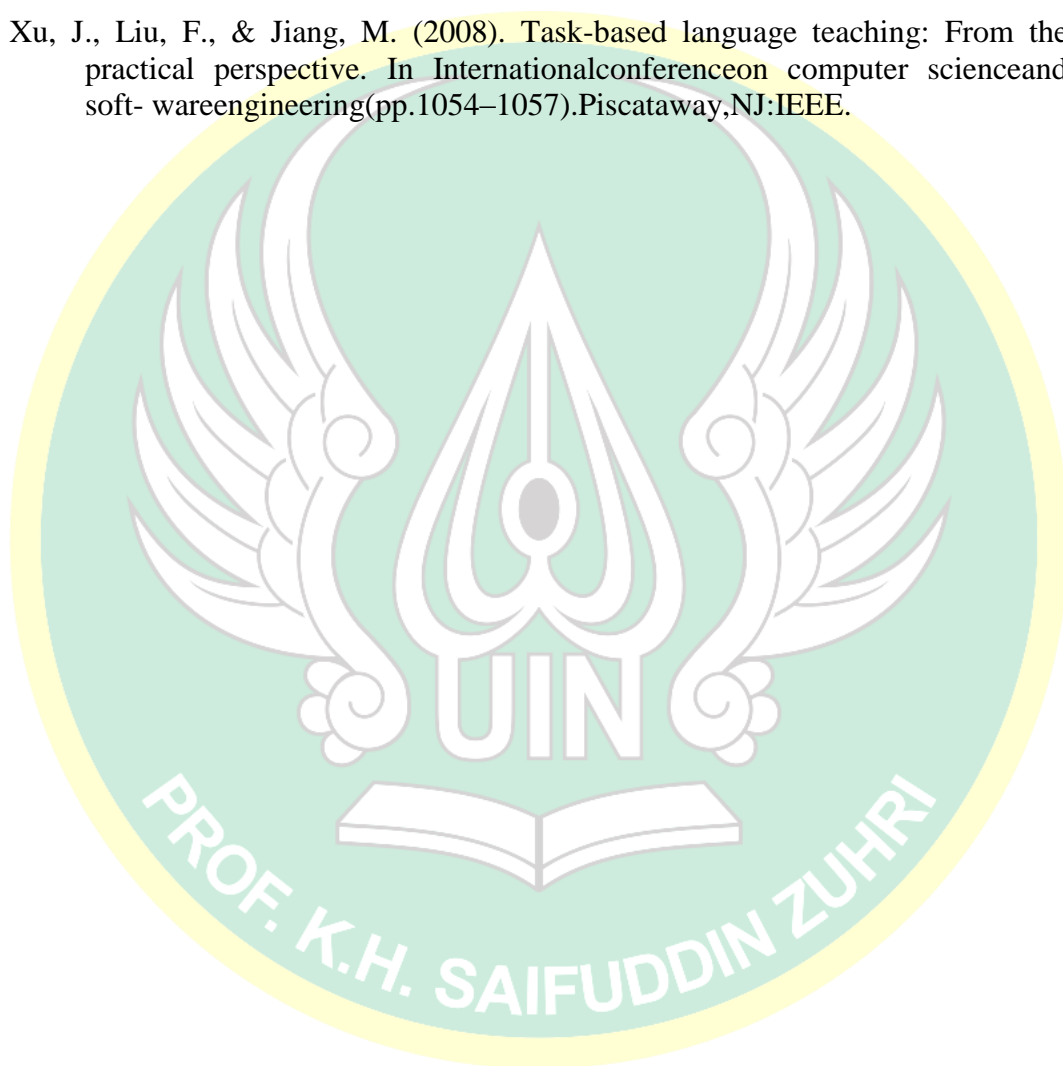
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APPEINDICEIS

Appendix 1. Modul Ajar

MODUL AJAR EXPERIMENTAL CLASS

Nama Penyusun	Nur Naely Sangadah
Institusi	SMP Islam Andalusia Kebasen
Mapel	Bahasa Inggris
Kelas	8 (Delapan)
Alokasi waktu	5 pertemuan 2 x 35 menit (2 JP)
Domain konten (skill focus)	Writing
Konten utama	Narratie Text
Tujuan pembelajaran	<p>a. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks naratif, lisan maupun tulisan yang disajikan dalam bentuk multimoda sesuai dengan minat siswa.</p> <p>b. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks naratif, lisan dan tulisan dalam bentuk multimoda sesuai dengan minat siswa.</p>
Target profil pelajar Pancasila	<ol style="list-style-type: none">1. Religius2. Mandiri3. Percaya diri4. Kerja sama5. Kreatif6. Bertanggung jawab
Jumlah siswa	28-33 siswa
Model pembelajaran	TBLT

Metode pembelajaran	<i>Grup discussion</i> , penugasan, presentasi
Kegiatan Pembelajaran PERTEMUAN KE - 1	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1) Guru memberi salam (greeting); 2) Guru bersama peserta didik berdo'a; 3) Guru memeriksa kehadiran peserta didik; 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 5) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 6) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai. <p>Kegiatan inti (50 menit)</p> <ol style="list-style-type: none"> 7) Tahap-1 <ol style="list-style-type: none"> a. Peserta didik melihat tayangan video tentang <i>narrative text</i> https://youtu.be/86O2xzd9x4M?si=OCgHTCwQhdMsfRTC b. Guru memberikan dorongan kepada peserta didik untuk mengomentari tayangan yang telah disiapkan oleh guru. 8) Tahap-2 <ol style="list-style-type: none"> a. Guru memberikan pengertian tentang video kepada peserta didik terkait materi <i>narrative text</i> dan sub materi yang akan dipelajari pada pertemuan – pertemuan

	<p>yang akan datang;</p> <p>b. Guru memberikan soal pre-test kepada peserta didik</p> <p>c. Guru memberikan penjelasan tentang materi <i>definition and structure of narrative text</i> kepada peserta didik;</p> <p>d. Peserta didik mencari dan menuliskan penjelasan materi <i>definition and structure of narrative text</i> dari guru;</p> <p>e. Guru <i>memberikan</i> penjelasan terkait penerapan materi <i>definition and structure of narrative text</i> pada text yang siswa ketahui sehari-hari.</p> <p>9) Tahap-3</p> <p>a. Guru mempersilahkan peserta didik untuk bertanya terkait materi <i>definition and structure of narrative text</i>;</p> <p>f. <i>Guru</i> memberikan tugas kepada siswa untuk bertanya kepada teman sebangkunya mereka cerita yang pernah mereka ketahui dan menuliskannya di buku siswa</p> <p>b. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>definition and structure of narrative text</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>a. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>b. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil</p>
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	<p>pembelajaran;</p> <p>c. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>d. Guru bersama peserta didik berdo'a;</p> <p>e. Peserta didik dan guru mengucapkan salam perpisahan</p>
<p>Pertemuan 2</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1) Guru memberi salam (greeting); 2) Guru bersama peserta didik berdo'a; 3) Guru memeriksa kehadiran peserta didik; 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 5) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari; 6) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; 7) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai. <p>Kegiatan inti (50 menit)</p> <ol style="list-style-type: none"> 8) Tahap-1 <ol style="list-style-type: none"> a. Guru memberikan dorongan kepada peserta didik mengingat video yang telah

	<p>ditayangkan pada pertemuan sebelumnya;</p> <p>b. Peserta didik menyebutkan kandungan video yang telah ditayangkan pada pertemuan sebelumnya;</p> <p>c. Guru menghubungkan materi pertemuan sebelumnya dengan materi yang akan dipelajari.</p> <p>9) Tahap-2</p> <p>a. Guru memberikan penjelasan tentang materi <i>language feature</i> kepada peserta didik berdasarkan tayangan pada pertemuan sebelumnya.;</p> <p>b. Peserta didik mencari dan menuliskan penjelasan materi <i>language feature</i> dari guru;</p> <p>c. Guru <i>memberikan</i> penjelasan terkait penerapan materi <i>language feature</i> pada kegiatan sehari-hari;</p> <p>10) Tahap-3</p> <p>a. Guru mempersilahkan peserta didik untuk bertanya terkait materi <i>language feature</i>;</p> <p>b. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>language feature</i>.</p> <p>c. Guru memberikan tugas kelompok berupa proyek pembuatan narrative text dengan judul “ the Lazy Ant”. Pertama untuk membuat latar belakang cerita melalui pengambilan info di lingkungan</p>
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	<p>sekitar dimulai dengan orientation</p> <p>d. Setiap siswa harus menuliskan ide dan ditulis di lembar jawab.</p> <p>e. Salah satu anggota kelompok maju untuk mempresentasikan hasil dipilih melalui game.</p> <p>f. Kelompok yang tidak terpilih untuk maju harus menyediakan saran atau pertanyaan.</p> <p>Kegiatan penutup (10 menit)</p> <p>11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>13) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>14) Guru bersama peserta didik berdo'a;</p> <p>15) Peserta didik dan guru mengucapkan salam perpisahan.</p>
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<p>Pertemuan 3</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1) Guru memberi salam (greeting); 2) Guru bersama peserta didik berdo'a; 3) Guru memeriksa kehadiran peserta didik; 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 5) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional; 6) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; 7) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai; <p>Kegiatan inti (50 menit)</p> <ol style="list-style-type: none"> 8) Tahap-1 <ol style="list-style-type: none"> a. Guru memberikan dorongan kepada peserta didik untuk mengingat materi <i>narrative text</i> pada pertemuan sebelumnya. b. Peserta didik menyebutkan kandungan materi <i>narrative text superlative</i> pada pertemuan sebelumnya; c. Guru mengaitkan materi yang telah dipelajari pada pertemuan sebelumnya dan mengaitkannya pada kegiatan pada
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	<p>peretemuan ini.</p> <p>9) Tahap-2</p> <ol style="list-style-type: none"> a. Guru membagikan Lembar Kerja Peserta Didik berupa projek kelompok di lembar jawab yang sama b. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD; c. peserta didik didorong untuk mencari dan menuliskan permasalahan, khususnya terkait informasi apa yang diketahui dari lingkungan sekitar dan apa yang ditanyakan dari permasalahan untuk memberikan penjelasan tentang materi. d. Peserta didik didorong untuk menuliskan jawaban anggota kelompok di lembar jawaban yang diberikan. e. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah yang berkaitan dengan materi <i>narrative text</i> secara individu; f. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD secara individu. <p>.</p> <p>10) Tahap-3</p> <ol style="list-style-type: none"> a. Peserta didik didorong untuk mempresentasikan hasil pemecahan
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	<p>masalah yang tersaji dalam LKPD;</p> <p>b. Guru berdiskusi dengan peserta didik terkait hasil presentasi LKPD peserta didik;</p> <p>c. Guru memberikan apresiasi kepada peserta didik yang mampu menyelesaikan masalah yang disajikan dengan memberikan nilai tambahan, selain kelompok presentasi untuk menyiapkan sebuah pertanyaan atau saran atau apresiasi.</p> <p>d. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i> yang berkaitan dengan masalah yang disajikan dalam LKPD.</p> <p>Kegiatan penutup (10 menit)</p> <p>11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>13) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>14) Guru bersama peserta didik berdo'a;</p> <p>15) Peserta didik dan guru mengucapkan salam perpisahan;</p>
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<p>Pertemuan 4</p>	<p>Pendahuluan (10 menit)</p> <ol style="list-style-type: none"> 1) Guru memberi salam (greeting); 2) Guru bersama peserta didik berdoa'a; 3) Guru memeriksa kehadiran peserta didik; 4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; 5) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari; 6) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; 7) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai. <p>Kegiatan inti (50 menit)</p> <ol style="list-style-type: none"> 8) Tahap-1 <ol style="list-style-type: none"> a. Guru memberikan dorongan kepada peserta didik untuk mengingat LKPD <i>narrative text</i> pada pertemuan sebelumnya; b. Peserta didik menyebutkan penyelesaian masalah dari LKPD yang diberikan pada pertemuan sebelumnya; c. Guru mengaitkan kegiatan pada pertemuan sebelumnya dengan kegiatan yang akan dilakukan; d. Guru membentuk kelompok kerja peserta didik berisi 3-4 peserta didik.
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	<p>9) Tahap-2</p> <ol style="list-style-type: none"> a. Guru membagikan Lembar Kerja Peserta Didik (LKPD) proyek kepada peserta didik; b. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD; c. Secara berkelompok peserta didik didorong untuk mencari dan menuliskan permasalahan, khususnya terkait informasi apa yang diketahui dan apa yang ditanyakan dari permasalahan untuk memberikan penjelasan tentang materi melalui LKPD; d. Peserta didik didorong untuk memilih strategi dalam pemecahan masalah pada LKPD secara berkelompok; e. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah yang berkaitan dengan materi <i>narrative text</i> secara berkelompok; f. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD secara berkelompok. <p>10) Tahap-3</p> <ol style="list-style-type: none"> a. Peserta didik didorong untuk mencari pemecahan masalah yang tersaji dalam LKPD secara berkelompok dalam
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	<p>pertemuan sebelumnya.</p> <p>b. Siswa melakukan presntasi dkelompok dipilih secara acak melalui game sederhana.</p> <p>c. Kelompok selain presentasi harus menyiapkan pertanyaan atau saran.</p> <p>d. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>13) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>14) Guru bersama peserta didik berdo'a;</p> <p>15) Peserta didik dan guru mengucapkan salam perpisahan.</p>
<p>Pertemuan 5</p>	<p>Pendahuluan (10 menit)</p> <p>1) Guru memberi salam (greeting);</p> <p>2) Guru bersama peserta didik berdo'a;</p> <p>3) Guru memeriksa kehadiran peserta didik;</p> <p>4) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>5) Guru memberi motivasi belajar peserta didik</p>

	<p>secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</p> <p>6) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>7) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</p> <p>Kegiatan inti (50 menit)</p> <p>8) Tahap-1</p> <ol style="list-style-type: none"> a. Guru memberikan dorongan kepada peserta didik untuk mengingat LKPD <i>narrative text</i> pada pertemuan sebelumnya; b. Peserta didik menyebutkan penyelesaian masalah dari LKPD yang diberikan pada pertemuan sebelumnya; c. Guru mengaitkan kegiatan pada pertemuan sebelumnya dengan kegiatan yang akan dilakukan; <p>9) Tahap-2</p> <ol style="list-style-type: none"> a. Guru membagikan Lembar Kerja Peserta Didik (LKPD) Proyek kepada peserta didik; b. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD Proyek; c. Secara berkelompok peserta didik didorong untuk menggabungkan hasil dari materi melalui LKPD Proyek pertemuan
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	<p>1-4.</p> <p>d. Peserta didik didorong untuk memilih strategi dalam pemecahan masalah pada LKPD Proyek secara berkelompok;</p> <p>e. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah yang berkaitan dengan materi <i>narrative text</i> secara berkelompok;</p> <p>f. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD Proyek secara berkelompok.</p> <p>10) Tahap-3</p> <p>a. Peserta didik didorong untuk mempresentasikan hasil proyek selama 4 pertemuan didalam LKPD secara berkelompok dan bergantian.</p> <p>b. Guru berdiskusi dengan peserta didik terkait hasil presentasi LKPD masing-masing kelompok;</p> <p>c. Hasil LKPD dikumpulkan dan akan di tempel ke masing kelas.</p> <p>d. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>11) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan</p>
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	<p>manfaat-manfaatnya;</p> <p>12) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>13) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>14) Guru bersama peserta didik berdoa;</p> <p>15) Peserta didik dan guru mengucapkan salam perpisahan.</p>
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LKPD Experimental Class

Anggota Kelompok :

The Lazy Ant

Orientation meeting 2
Complication meeting 3
Resolution meeting 4
Reorientation meeting 4

The background of the table contains a large, semi-transparent watermark of the logo for UIN Prof. K.H. Saifuddin Zuhri. The logo is circular, featuring a central emblem with a crescent moon and a star, flanked by stylized wings. Below the emblem is an open book. The text 'UIN' is prominently displayed in the center, and 'PROF. K.H. SAIFUDDIN ZUHRI' is written around the bottom edge of the circle.

THE ANSWER OF THE TASK

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LKPD

Anggota Kelompok : Syafikoh Putri Al Kafi

• Syafira Ekty Khoirunnisa

• Umi Mesinta

• Gresta Putri Rajwa

• Hasna Halimatuzaehra

The Lazy Ant

Orientation meeting 1	
<p>Syafikoh : in the garden Umi : in the par house Syafira : in the room Gresta : in the wild forest Hasna : in the tree</p>	<p>once upon a time, lived the ant in the tree. he is very kind but introvert.</p>
Complication meeting 2	
<p>Syafira = ia lapar Umi = ia haus Gresta = ia mencari bantuan Syafikoh = ia mencari kawannya. Hasna = ia berada di rumah jajan dan bingung karena raman.</p>	<p>one day he is walk in the forest and feel hungry. But he don't have a food. he don't mencari food but he only slowly and quite in the forest</p>
Resolution meeting 3	
<p>Hasna = dia tidak diam Syafikoh = dia mencari makan Gresta = dia meminta makanan Umi = dia cari makanan oleh keluarga Syafira = mencari bantuan</p>	<p>he only quite in the place and hungry. he don't go and always lazy. lonely and sad. finally he found jajan and eat it. he very happy but always lazy.</p>
Reorientation meeting 4	
<p>SIAPA ADALAH YANG MESTI ADI BERUSAHA !!!</p>	

cape bu :)

MODUL AJAR CONTROL CLASS

MODUL AJAR

Nama Penyusun	Nur Naely Sangadah
Institusi	SMP Islam Andalusia Kebasen
Mapel	Bahasa Inggris
Kelas	8 (Delapan)
Alokasi waktu	5 pertemuan 2 x 35 menit (2 JP)
Domain konten (skill focus)	Writing
Konten utama	Narrative Text
Tujuan pembelajaran	<p>c. Mengidentifikasi konteks, gagasan utama, dan informasi terperinci dari teks naratif, lisan maupun tulisan yang disajikan dalam bentuk multimoda sesuai dengan minat siswa.</p> <p>d. Menjelaskan karakteristik, rangkaian penyusunan dan pengembangan gagasan secara sederhana dari teks naratif, lisan dan tulisan dalam bentuk multimoda sesuai dengan minat siswa.</p>
Target profil pelajar Pancasila	<p>7. Religius</p> <p>8. Mandiri</p> <p>9. Percaya diri</p> <p>10. Kerja sama</p> <p>11. Kreatif</p> <p>12. Bertanggung jawab</p>
Jumlah siswa	28-31 siswa
Model pembelajaran	PBL
Metode pembelajaran	<i>Grup discussion</i> , penugasan, presentasi

<p>Kegiatan Pembelajaran</p> <p>PERTEMUAN KE - 1</p>	<p>Pendahuluan (10 menit)</p> <p>10) Guru memberi salam (greeting);</p> <p>11) Guru bersama peserta didik berdo'a;</p> <p>12) Guru memeriksa kehadiran peserta didik;</p> <p>13) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>14) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</p> <p>15) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</p> <p>Kegiatan inti (50 menit)</p> <p>16) Tahap-1</p> <p>c. Peserta didik melihat tayangan video tentang <i>narrative text</i> https://youtu.be/86O2xzd9x4M?si=OCgHTCwQhdMsfRTC</p> <p>d. Guru memberikan dorongan kepada peserta didik untuk mengomentari tayangan yang telah disiapkan oleh guru.</p> <p>17) Tahap-2</p> <p>g. Guru memberikan pengertian tentang video kepada peserta didik terkait materi <i>narrative text</i> dan sub materi yang akan dipelajari pada pertemuan – pertemuan yang akan datang;</p>
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	<p>h. Guru memberikan penjelasan tentang materi <i>definition and structure of narrative text</i> kepada peserta didik;</p> <p>i. Peserta didik mencari dan menuliskan penjelasan materi <i>definition and structure of narrative text</i> dari guru;</p> <p>j. Guru <i>memberikan</i> penjelasan terkait penerapan materi <i>definition and structure of narrative text</i> pada text yang siswa ketahui sehari-hari.</p> <p>18) Tahap-3</p> <p>c. Guru mempersilahkan peserta didik untuk bertanya terkait materi <i>definition and structure of narrative text</i>;</p> <p>d. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>definition and structure of narrative text</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>f. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>g. Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>h. Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>i. Guru bersama peserta didik berdo'a;</p> <p>j. Peserta didik dan guru mengucapkan salam perpisahan</p>
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<p>Pertemuan 2</p>	<p>Pendahuluan (10 menit)</p> <p>16) Guru memberi salam (greeting);</p> <p>17) Guru bersama peserta didik berdo'a;</p> <p>18) Guru memeriksa kehadiran peserta didik;</p> <p>19) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>20) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</p> <p>21) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>22) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</p> <p>Kegiatan inti (50 menit)</p> <p>23) Tahap-1</p> <p>d. Guru memberikan dorongan kepada peserta didik mengingat video yang telah ditayangkan pada pertemuan sebelumnya;</p> <p>e. Peserta didik menyebutkan kandungan video yang telah ditayangkan pada pertemuan sebelumnya;</p> <p>f. Guru menghubungkan materi pertemuan sebelumnya dengan materi yang akan dipelajari.</p> <p>24) Tahap-2</p> <p>d. Guru memberikan penjelasan tentang materi <i>language feature</i> kepada peserta</p>
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	<p>didik berdasarkan tayangan pada pertemuan sebelumnya.;</p> <p>e. Peserta didik mencari dan menuliskan penjelasan materi <i>language feature</i> dari guru;</p> <p>f. Guru <i>memberikan</i> penjelasan terkait penerapan materi <i>language feature</i> pada kegiatan sehari-hari;</p> <p>25) Tahap-3</p> <p>a. Guru mempersilahkan peserta didik untuk bertanya terkait materi <i>language feature</i>;</p> <p>b. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>language feature</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>26) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</p> <p>27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>28) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>29) Guru bersama peserta didik berdoa;</p> <p>30) Peserta didik dan guru mengucapkan salam perpisahan.</p>
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<p>Pertemuan 3</p>	<p>Pendahuluan (10 menit)</p> <p>16) Guru memberi salam (greeting);</p> <p>17) Guru bersama peserta didik berdo'a;</p> <p>18) Guru memeriksa kehadiran peserta didik;</p> <p>19) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>20) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</p> <p>21) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>22) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai;</p> <p>Kegiatan inti (50 menit)</p> <p>23) Tahap-1</p> <p>d. Guru memberikan dorongan kepada peserta didik untuk mengingat materi <i>narrative text</i> pada pertemuan sebelumnya.</p> <p>e. Peserta didik menyebutkan kandungan materi <i>narrative text superlative</i> pada pertemuan sebelumnya;</p> <p>f. Guru mengaitkan materi yang telah dipelajari pada pertemuan sebelumnya dan mengaitkannya pada kegiatan pada</p>
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	<p>peretemuan ini.</p> <p>24) Tahap-2</p> <ul style="list-style-type: none"> g. Guru membagikan Lembar Kerja Peserta Didik (LKPD) kepada peserta didik; h. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD; i. peserta didik didorong untuk mencari dan menuliskan permasalahan, khususnya terkait informasi apa yang diketahui dan apa yang ditanyakan dari permasalahan untuk memberikan penjelasan tentang materi melalui LKPD; j. Peserta didik didorong untuk memilih strategi dalam pemecahan masalah pada LKPD secara individu; k. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah yang berkaitan dengan materi <i>narrative text</i> secara individu; l. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD secara individu. <p>25) Tahap-3</p> <ul style="list-style-type: none"> a. Peserta didik didorong untuk mempresentasikan hasil pemecahan masalah yang tersaji dalam LKPD; b. Guru berdiskusi dengan peserta didik
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	<p>terkait hasil presentasi LKPD peserta didik;</p> <p>c. Guru memberikan apresiasi kepada peserta didik yang mampu menyelesaikan masalah yang disajikan dengan memberikan nilai tambahan;</p> <p>d. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i> yang berkaitan dengan masalah yang disajikan dalam LKPD.</p> <p>Kegiatan penutup (10 menit)</p> <p>26) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>28) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>29) Guru bersama peserta didik berdo'a;</p> <p>30) Peserta didik dan guru mengucapkan salam perpisahan;</p>
<p>Pertemuan 4</p>	<p>Pendahuluan (10 menit)</p> <p>16) Guru memberi salam (greeting);</p> <p>17) Guru bersama peserta didik berdo'a;</p> <p>18) Guru memeriksa kehadiran peserta didik;</p> <p>19) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>20) Guru memberi motivasi belajar peserta</p>

	<p>didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</p> <p>21) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>22) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</p> <p>Kegiatan inti (50 menit)</p> <p>23) Tahap-1</p> <ul style="list-style-type: none"> e. Guru memberikan dorongan kepada peserta didik untuk mengingat LKPD <i>narrative text</i> pada pertemuan sebelumnya; f. Peserta didik menyebutkan penyelesaian masalah dari LKPD yang diberikan pada pertemuan sebelumnya; g. Guru mengaitkan kegiatan pada pertemuan sebelumnya dengan kegiatan yang akan dilakukan; h. Guru membentuk kelompok kerja peserta didik berisi 3-4 peserta didik. <p>24) Tahap-2</p> <ul style="list-style-type: none"> g. Guru membagikan Lembar Kerja Peserta Didik (LKPD) kepada peserta didik; h. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD; i. Secara berkelompok peserta didik didorong untuk mencari dan menuliskan permasalahan , khususnya terkait
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	<p>informasi apa yang diketahui dan apa yang ditanyakan dari permasalahan untuk memberikan penjelasan tentang materi melalui LKPD;</p> <p>j. Peserta didik didorong untuk memilih strategi dalam pemecahan masalah pada LKPD secara berkelompok;</p> <p>k. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah yang berkaitan dengan materi <i>narrative text</i> secara berkelompok;</p> <p>l. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD secara berkelompok.</p> <p>25) Tahap-3</p> <p>e. Peserta didik didorong untuk mempresentasikan hasil pemecahan masalah yang tersaji dalam LKPD secara berkelompok;</p> <p>f. Guru berdiskusi dengan peserta didik terkait hasil presentasi LKPD masing-masing kelompok</p> <p>g. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i>.</p> <p>Kegiatan penutup (10 menit)</p> <p>26) Peserta didik dan guru melakukan refleksi</p>
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	<p>terhadap kegiatan pembelajaran dan manfaat-manfaatnya;</p> <p>27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran;</p> <p>28) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya;</p> <p>29) Guru bersama peserta didik berdo'a;</p> <p>30) Peserta didik dan guru mengucapkan salam perpisahan.</p>
<p>Pertemuan 5</p>	<p>Pendahuluan (10 menit)</p> <p>16) Guru memberi salam (greeting);</p> <p>17) Guru bersama peserta didik berdo'a;</p> <p>18) Guru memeriksa kehadiran peserta didik;</p> <p>19) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</p> <p>20) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;</p> <p>21) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;</p> <p>22) Guru menjelaskan tentang tujuan pembelajaran yang akan dicapai.</p> <p>Kegiatan inti (50 menit)</p> <p>23) Tahap-1</p> <p>d. Guru memberikan dorongan kepada</p>

	<p>peserta didik untuk mengingat LKPD <i>narrative text</i> pada pertemuan sebelumnya;</p> <p>e. Peserta didik menyebutkan penyelesaian masalah dari LKPD yang diberikan pada pertemuan sebelumnya;</p> <p>f. Guru mengaitkan kegiatan pada pertemuan sebelumnya dengan kegiatan yang akan dilakukan;</p> <p>g. Guru membentuk kelompok kerja peserta didik berisi 3-4 peserta didik.</p> <p>24) Tahap-2</p> <p>g. Guru membagikan Lembar Kerja Peserta Didik (LKPD) Proyek kepada peserta didik;</p> <p>h. Guru memberikan penjelasan terkait permasalahan yang disajikan pada LKPD Proyek;</p> <p>i. Secara berkelompok peserta didik didorong untuk mencari dan menuliskan permasalahan , khususnya terkait informasi apa yang diketahui dan apa yang ditanyakan dari permasalahan untuk memberikan penjelasan tentang materi melalui LKPD Proyek;</p> <p>j. Peserta didik didorong untuk memilih strategi dalam pemecahan masalah pada LKPD Proyek secara berkelompok;</p> <p>k. Guru memotivasi peserta didik untuk melaksanakan strategi pemecahan masalah</p>
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	<p>yang berkaitan dengan materi <i>narrative text</i> secara berkelompok;</p> <ol style="list-style-type: none"> 1. Peserta didik mengartikan maksud materi <i>narrative text</i> yang diperoleh dan menghubungkannya dengan permasalahan sehingga diperoleh jawaban permasalahan yang tersaji dalam LKPD Proyek secara berkelompok. <p>25) Tahap-3</p> <ol style="list-style-type: none"> e. Peserta didik didorong untuk mempresentasikan hasil pemecahan masalah yang tersaji dalam LKPD secara berkelompok; f. Guru berdiskusi dengan peserta didik terkait hasil presentasi LKPD masing-masing kelompok; g. Guru mengakhiri kegiatan dengan memberikan penguatan materi <i>narrative text</i>. <p>Kegiatan penutup (10 menit)</p> <ol style="list-style-type: none"> 26) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya; 27) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran; 28) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya; 29) Guru bersama peserta didik berdoa;
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	30) Peserta didik dan guru mengucapkan salam perpisahan.
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Appendix 2 Bahan Ajar

NARRATIVE TEXT

A. What exactly is a narrative text?

Simply put, a narrative text is a type of text that tells a story or describes a sequence of events. The purpose of a narrative text is to entertain or inform the reader by presenting a series of events in a coherent and engaging way.

B. What are the characteristics of narrative text?

1. Using past tenses

Narrative texts often contain past tense because they typically recount events or stories that have already occurred. Using the past tense helps to create a sense of time and sequence, which enables the reader to follow the plot and understand the progression of events. Also, writing in the past tense gives context and shows a clear link between actions and their results, which helps the reader get into the story and understand what the characters are going through.

2. Using adverbial of time

Narrative texts often use adverbials of time to provide a clear structure and sense of progression to the story. These time expressions help the reader understand when events are happening, how they are related to one another, and the overall flow of the narrative. By providing a context for the sequence of events, adverbials of time create a more vivid and engaging reading experience. They enable the reader to follow the plot more easily and immerse themselves in the story, as they can visualize the events unfolding within a specific timeframe.

3. Using adjectives

Adjectives are words that describe or modify nouns, or, put it simply, adjectives are words that give more information about a noun such as its color, shape, size, characteristics, etc. In narrative text, adjectives help create a more detailed and vivid story.

4. Using noun phrases

A noun phrase is a group of words that contains a noun along with any accompanying modifiers, such as adjectives, adverbs, or other nouns that provide more information about the main noun. Noun phrases help create detailed and vivid descriptions in stories. In narrative texts, noun phrases can be used to give more detailed descriptions, highlight certain parts of a character or setting, or explain complicated ideas concisely.

C. What is the purpose and social function of a narrative text?

The purpose of a narrative text is to tell a story or recount a series of events in an engaging and entertaining way for the reader. Some narrative texts may also have didactic or instructive purposes, such as teaching moral lessons or sharing information about historical events or specific cultural traditions. And yes, narrative texts also have social functions, which include entertaining, providing information, and of course, educating the readers.

1. Orientation

Orientation sets the stage for the story. Ideally, the orientation should answer the questions “who,” “*where*,” and “when.” So, when reading the orientation part, we should be able to identify the character and setting (both time and place) of the story.

2. Complication

This section contains the problems that occur within a story. It is divided into three parts, namely: Rising action: Problems begin to emerge

- a. Climax: Peak of the problem
- b. Falling action: The tension of the problem begins to decrease, and the solution starts to emerge

3. Resolution

The resolution is the part of the narrative where the conflict or problem introduced earlier in the story is resolved or addressed. This may involve characters finding a solution to their issues, overcoming obstacles, or experiencing personal growth. The resolution helps tie up loose ends, providing closure for the reader and allowing them to see how the events of the story have impacted the characters.

4. **Re-orientation / Evaluation**

Re-orientation, also known as evaluation, is an optional component of a narrative text that serves to reflect on the story and its events, reinforcing the moral lesson or theme. This section typically appears at the end of the story, providing a summary or commentary on the characters' experiences and the consequences of their actions. It helps the reader understand the significance of the story and encourages them to consider the message or lesson the author intended to convey.

The points mentioned above are the basic components of a narrative text structure, but it is important to note that not all narrative texts follow this exact structure. Some narratives may include additional elements, such as flashbacks, multiple perspectives, or non-linear timelines. Nevertheless, the basic structure described above provides a useful framework for understanding and analyzing narrative texts.

D. Types of narrative texts:

There are lots of different kinds of narrative texts, such as:

1. Fictional narrative

A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

2. Autobiography

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

3. Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

4. Memoir

A memoir is a narrative text that focuses on a particular period or event in the author's life, often written from a first-person perspective.

5. Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular

culture or society.

Contoh Narrative Text Pendek

The Mouse Deer and the Tiger

One day, there was a mouse deer. He was thirsty so he wanted to drink on the river. When the mouse deer came next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him.

In that dangerous situation the mouse deer thought hard how to escape the tiger. Then he got idea and said to the tiger, "Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!" Because the tiger felt taunted, he declared that he would challenge the mouse deer's king.

Next the mouse leads the tiger to the river, and said, "Now Look at the water. You will see my king" Foolishly the tiger looked in the river and surely saw another tiger in the water. Then he growled, but the tiger in the river imitated to growl too. Because of his too high self-pride, the tiger jumped into the water, and wanted to fight. He believed there was another tiger in the water.

The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mouse deer.

LKPD I – Pertemuan 3

PETUNJUK UMUM

1. Write down your groups' members
2. Read the text attentively!

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

“Why are you crying, Cinderella?”, the fairy godmother asked.

“Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress” said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

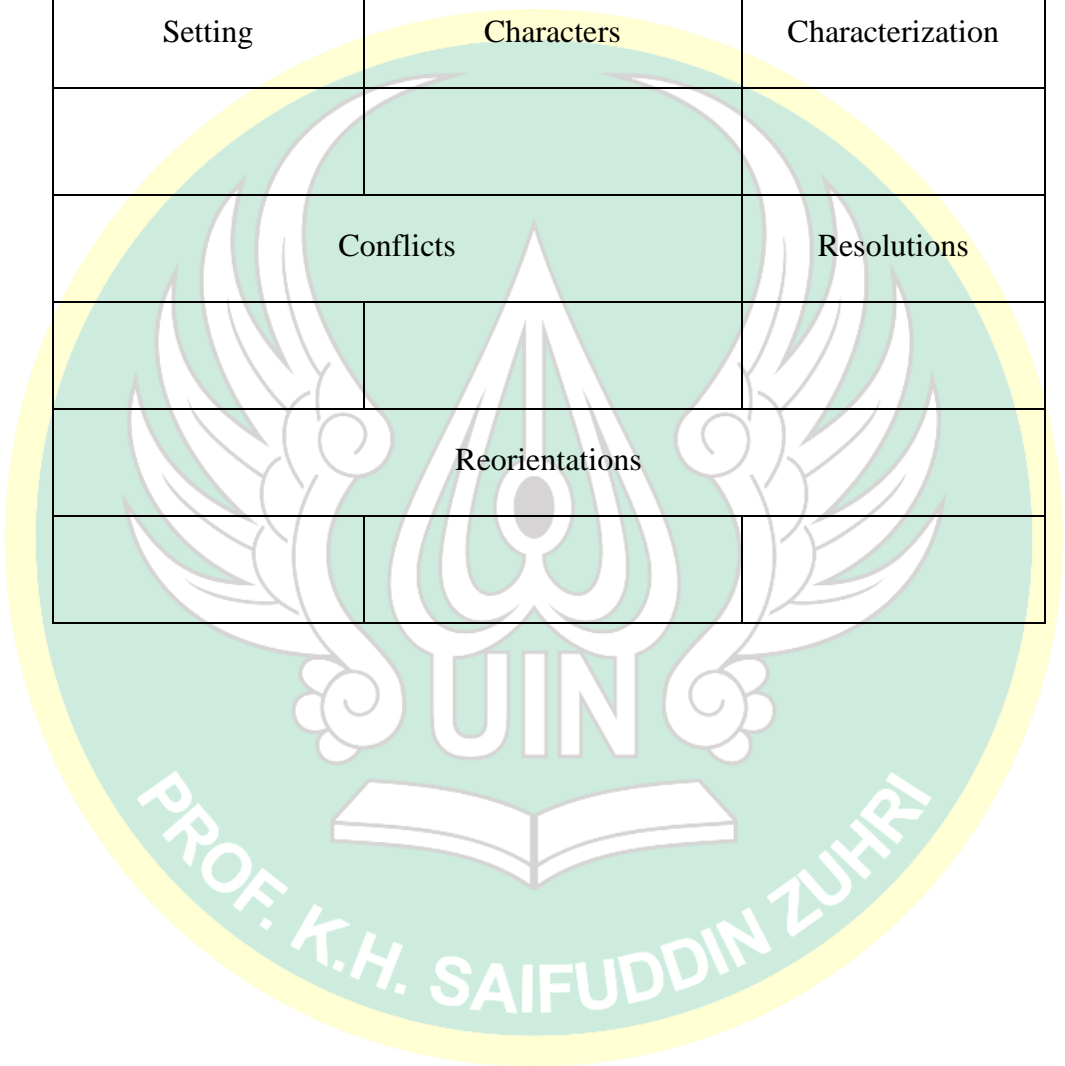
A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end,

the King's sorder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

3. *Analyze the text based on these keywords!*

Setting	Characters	Characterization
Conflicts		Resolutions
Reorientations		



LKPD 2 CONTROL CLASS

Nama :	Mata Pelajaran :
Kelas :	Materi :

THE LION and THE MOUSE

One day a lion was asleep and a little mouse ran over the lion's back. The lion woke up, put his paw on the mouse and opened his big mouth. He wanted to eat the mouse.

"oh, king," cried the mouse "I am so sorry! I will never climb on you again! Maybe one day I will also help you."

The lion laughed at the silly mouse. "Ha, ha, ha! You will help me- ha, ha!" but he let him go.

One week later, hunters caught the lion. They tied the lion to a tree and went to find a wagon to carry him away.

The little mouse heard the lion roar. When he saw the big lion tied to the tree, he said, "I am going to help you!" slowly he ate away the ropes. "I told you I can help you" said the little mouse and he was right.

MORAL: *The small and weak can help the big and strong.*



1. Tick ✓ True or False

	True	False	
1. The lion ate the mouse.			
2. Hunters caught the lion.			
3. The mouse helped the lion.			
4. The mouse wanted to eat the lion.			
5. The hunters killed the lion.			
6. The lion laughed at the mouse.			
7. The small and weak can help the strong.			

2. Fill in the blanks

- The mouse was _____, not big.
- They tied the lion to a _____, not a wagon.
- The lion didn't want to play with the mouse, he wanted to _____ it.
- The mouse ate the ropes _____, not quickly.



LKPD 3

Nama :	Mata Pelajaran :
Kelas :	Materi :

The Ant and the Grasshopper

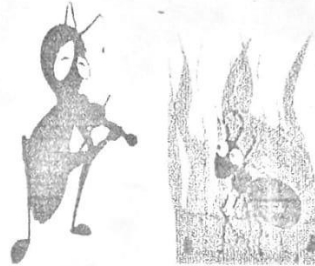
By Aesop

Read the story below.

In a field one summer's day a Grasshopper was hopping and singing. An Ant passed by, bearing along with great toil an ear of corn. "Why not come and chat with me," said the Grasshopper. "I am helping to lay up food for the winter," said the Ant. "Why bother about winter?"

said the Grasshopper. But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger while it saw the ants distributing every day corn and grain from the stores they had collected in the summer.

Then the Grasshopper knew: it is best to prepare for days of need.



Answer each question.

1. What was Grasshopper doing?

2. "Why not come and chat with me." Who said that?

- a. Cat b. Dog c. Grasshopper

3. What did Ant reply to the Grasshopper?

4. What did happen when the winter came?

5. How did Ant spend the winter?

Answer of LKPD 1

Group member : Aluna Z
Siti Khoirunnisa
Madzana R. M
Septi Mandahati
Pradipta

LKPD I – Pertemuan 1

PETUNJUK UMUM

1. Write down your groups' members
2. Read the text attentively!

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's sorder let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.

3. Analyze the text based on these keywords!

Setting	Characters	Characterization
House, Palace	Cinderella, step mother, daughter, Prince, horses, Ballroom	Evil, Bad, Beautiful
Conflicts		Resolutions

Answer LKPD 2

Nama : AVICENA MUHITH	Mata Pelajaran : Bahasa Inggris
Kelas : 8J	Materi : Narrative

100

THE LION and THE MOUSE

One day a lion was asleep and a little mouse ran over the lion's back. The lion woke up, put his paw on the mouse and opened his big mouth. He wanted to eat the mouse.
 "oh, king," cried the mouse "I am so sorry! I will never climb on you again! Maybe one day I will also help you."
 The lion laughed at the silly mouse. "Ha, ha, ha! You will help me- ha, ha!" but he let him go.
 One week later, hunters caught the lion. They tied the lion to a tree and went to find a wagon to carry him away.
 The little mouse heard the lion roar. When he saw the big lion tied to the tree, he said, "I am going to help you!" slowly he ate away the ropes. "I told you I can help you" said the little mouse and he was right.

MORAL: The small and weak can help the big and strong.



1. Tick ✓ True or False

	True	False	
1. The lion ate the mouse.			
2. Hunters caught the lion.		✓	7
3. The mouse helped the lion.	✓	✓	
4. The mouse wanted to eat the lion.		✓	
5. The hunters killed the lion.		✓	
6. The lion laughed at the mouse.	✓		
7. The small and weak can help the strong.	✓		

2. Fill in the blanks

- The mouse was SMALL, not big.
- They tied the lion to a TREE, not a wagon.
- The lion didn't want to play with the mouse, he wanted to EAT it.
- The mouse ate the ropes SLOWLY, not quickly.

4

B - 1 x 10
 11 - 1 = 10
 10 x 10
 100

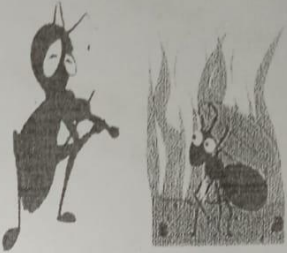
Answer of LKPD 3

The Ant and the Grasshopper
By Aesop

80

Read the story below.

In a field one summer's day a Grasshopper was hopping and singing. An Ant passed by, bearing along with great toil an ear of corn. "Why not come and chat with me," said the Grasshopper. "I am helping to lay up food for the winter," said the Ant. "Why bother about winter?" said the Grasshopper. But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.



Answer each question.

1. What was Grasshopper doing?
Hopping and singing
2. "Why not come and chat with me." Who said that?
a. Cat b. Dog Grasshopper
3. What did Ant reply to the Grasshopper?
I am helping to lay up food for the winter
4. What did happen when the winter came?
No food
5. How did Ant spend the winter?
Prepare for days of need

3

B+ 5 x 10
3 + 5 x 10
8 x 10
80

Appendix 3 Instrument of Pre-Test and Post-Test

PRE TEST

A. Fill the generic structure!





Text	Structure
The story of a rainbow	
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.	
The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	

B. Complete the sentence below!

Once upon a time there (1)_____ a prince. He (2)_____ good looking and very (3)_____. He (4)_____ in a beautiful castle together with (5)_____ knight and servants.

were	are	lived	handsome
has	Was	you	His

C. Make title and write the sentences from the pictures below to be an interesting story through the video with max 50 words!

	
1	2
	
3	4
	5

POST TEST

A. Fill the generic structure!

Text	Structure
The story of a rainbow	
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.	
The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	

B. Complete the sentence below!

Once upon a time there (1)___ a prince. He (2)___ good looking and very(3)___. He (4)___ in a beautiful castle together with (5)___ knight and servants.

were	are	lived	handsome
has	Was	you	His

C. Make title and write the sentences from the pictures below to be an interesting story through the video with max 100 words!

Appendix 4 Keyword of Pre-test and Post-test

Keyword for Pre-test

- A.
1. Title
 2. Orientation
 3. Complication
 4. Resolution
- B.
1. Was
 2. Is
 3. Handsome
 4. Lived
 5. His
- C. Mouse deer and Crocodiles
1. In a vast wilderness, there live a variety of animals. One of them is a friendly and clever mouse deer.
 2. The mouse deer, who was walking through the forest, greeted the duck, "Hey duck! You'll have fun swimming."
 3. Likewise with the other animals that along the way he kept greeting and saying hello. There are monkeys, turtles, squirrels, rabbits, snails and foxes. That is a deer with a friendliness that is always respected by many animals in the forest.
 4. In the middle of his journey, the mouse deer felt thirsty and hungry. After drinking water from the river, he immediately lit up when he saw something interesting on the other side of the river. The thing that attracted him was the fruit tree which could relieve his hunger.
 5. However, in the river many wild animals and mouse deer found an interesting idea. Kancil crossed the river by tricking the crocodiles.

Keyword for Post-test

- A.**
1. Title
 2. Orientation
 3. Complication
 4. Resolution

- B.**
1. Was
 2. Is
 3. Handsome
 4. Lived
 5. His

B. Snow white and the 7 dwarves

1. Once upon a time there lived a beautiful princess in a palace, who had skin as white as snow and rosy lips.
2. She is nicknamed Snow White.
 1. She has a stepmother who is very evil and jealous of her beauty.
 2. One day he planned a murder in the forest but the murderer felt sorry for him and let Snow White run away.
 3. In the forest he met 7 dwarves who became his friends.
 4. The dwarves are very kind and lovely.
 5. Unfortunately the magic mirror still says Snow White's name so the witch knows she is still alive.
 6. He went into the forest disguised as an old grandmother and offered Snow White a poisoned apple
 7. She ate and caused her to die.
 8. Dwarf gave up when he found Snow White unconscious.

Appendix 4. Result of Pre-test and Post-test 8i Experimental Class

Sulcha malikhata nisa VIII 12

PRE TEST

2

A. Fill the generic structure!

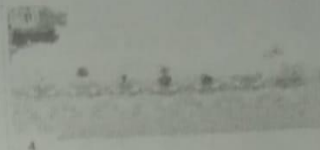
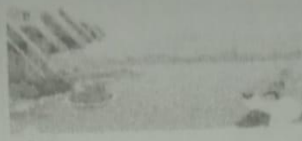
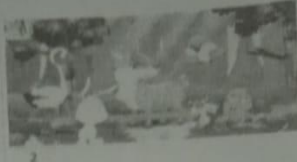
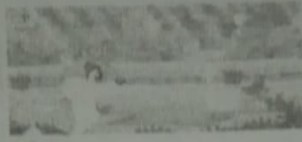
Text	Structure
The story of a rainbow	orientation title
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	orientation orientation orientation
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken. The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	orientation re-orientation re-orientation

B. Complete the sentence below!

Once upon a time there (1) ^{are} ~~live~~ a prince. He (2) ^{is} ~~has~~ good looking and very (3) ^{Handsome} ~~He~~.
 (4) ^{live} ~~are~~ in a beautiful castle together with his knight and servants.

Is	was	Handsome	Has	Were	Lives
Are					

C. Make title and complete the sentences from the pictures below to be an interesting story through the video with max 50 words!



LIVEWORKSHEETS

mouse deer and crocodile

- 1) A mouse deer was walking at the edge of the forest in his sweatshirt with a duck duckling. The duck asks the mouse deer "hear" when are you mouse deer. mouse deer answer ~~was~~ ~~was~~ ~~in~~ going of to help for wait. and mouse deer like the duck.
- 2) The mouse deer has a lot of friends. swan, rabbit, bird, turtle, the mouse deer and he meet a crocodile after a while and the driver ~~is~~ felt very hungry.
- 3) The mouse deer has a delicious cucumber you you remember garden (he was afraid of fruit was) on the road at the river.
- 4) and to a loud of the crocodile a driver mouse deer it thinking how to tag the you remember. finally mouse deer outside and crocodile to the you remember garden.

Result post-test experimental class

UMZILA RIZKHA VIII 12

84

POST TEST

A. Fill the generic structure!

Text	Structure
The story of a rainbow	life
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	orientation
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.	complication
The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	Resolution

B. Complete the sentence below!

Once upon a time there (1) was a prince. He (2) is good looking and very (3) handsome. He (4) lived in a beautiful castle together with (5) his knight and servants.

Is	were	are	lived	handsome	has
Was	you	His			

C. Make title and write the sentences from the pictures below to be an interesting story through the video with max 100 word!

4 + 5 + 22 = 31

31 + 1 = 32

32 x 2 = 64

64 + 20 = 84

84 /

Result pre test control class

PRE TEST

(60)

(2)

A. Fill the generic structure!

Text	Structure
The story of a rainbow	there
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	orientation
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.	resolution
The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	re-orientation


B. Complete the sentence below!

Once upon a time there (1) ~~was~~ a prince. He (2) ~~was~~ good looking and very (3) Handsome. He (4) lived in a beautiful castle together with (5) his knight and servants.


Is	were	are	lived	handsome	has
Was	you	His			

(3)


C. Make title and write the sentences from the pictures below to be an interesting story through the video with max 50 word!




1




2



3



4



5

1 Siti Khoirounnisa

① in a vast wilderness, there live a variety of animals

One of them is a friendly and clever mouse deer.

② the mouse deer, who was walking through the forest, greeted the duck. "the duck you have fun swimming"?

③ likewise, with the other animals that along the way he kept greeting and saying hello there are monkeys, turtles, squirrels, rabbits, snails and foxes. that is a deer with a friendliness that is always respected by many animals in the forest.

④ in the middle of his journey, the mouse deer felt thirsty and hungry after drinking water from the river. He immediately lit up when he saw something interesting on the other side of the river. The thing that attracted him was the fruit tree which could relieve hunger.

⑤ however, in the river many wild animals and mouse deer found an interesting idea. Kancil crossed the river by ~~trick~~ tripping the crocodiles.

19

18

$$19 + 2 + 3$$

$$19 + 1$$

$$20$$

$$20 \times 2 + 20$$

$$40 + 20$$

$$60$$

Result post test control class

Hamidatun Nafisah 8J2

48

POST TEST

A. Fill the generic structure! (2)

Text	Structure
The story of a rainbow	Title
A very long time ago, there was a nice farmer named John. He married a beautiful wife and have a son.	Orientation
But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken.	/
The gods didn't want to see him sad and heartbroken. They help the farmer by building a gorgeous, colorful bridge.	/

B. Complete the sentence below!

Once upon a time there (1) are a prince. He (2) was good looking and very (3) handsome. He (4) lived in a beautiful castle together with (5) his knight and servants.

Is	were	are	lived	handsome	has
Was	you	His			

C. Make title and write the sentences from the pictures below to be an interesting story through the video with max 100 word!

2 + 1 + 10
 3 + 10
 13 + 1
 14
 14 x 2 + 20
 28 + 20
 48

Appendix 5. Instrument Validation

SURAT KETERANGAN VALIDASI INSTRUMEN

Yang bertanda tangan dibawah ini:

Nama : Desi Wijayanti Ma'rufah, M.Pd
NIP : 199212152018012003

Setelah membaca, menelaah dan mencermati instrumen berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul **"THE EFFECTIVENESS OF AUTHENTIC TASK BASED LANGUAGE TEACHING IN STUDENT'S WRITING SKILL AT EIGHT GRADE SMP ISLAM ANDALUSIA KEBASEN BANYUMAS 2024-2025"** yang dibuat oleh:


Nama : Nur Naely Sangadah
NIM : 2017404138
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

<input type="checkbox"/>	Layak digunakan
<input checked="" type="checkbox"/>	Layak digunakan dengan revisi
<input type="checkbox"/>	Tidak layak digunakan

Catatan (bila perlu)
Direvisi bagian B & C.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, **14 Mei** 2024
Validator

Desi Wijayanti Ma'rufah, M.Pd
NIP.199212152018012003

Appendix 6. Surat Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.2618/Un.19/D.FTIK/PP.05.3/05/2024

24 Mei 2024

Lamp. : -

Hal : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP Islam Andalusia 2 Kebasen Banyumas
Kec. Kebasen
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Nur Nady Sangadah |
| 2. NIM | : 2017404138 |
| 3. Semester | : 8 (Delapan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Jl Jaya Sirayu rt 04 rw 02, Papringan, Banyumas, Banyumas |
| 6. Judul | : The Effectiveness of Authentic Task Based Language Teaching on Student's Writing Skills at Eight Grade SMP Islam Andalusia Kebasen Banyumas |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|--|
| 1. Objek | : Kelas 8 |
| 2. Tempat / Lokasi | : SMP Islam Andalusia Kebasen Banyumas |
| 3. Tanggal Riset | : 25-05-2024 s/d 25-07-2024 |
| 4. Metode Penelitian | : Kuantitatif research |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.


Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris




Maria Lilpah

Appendix 7 Surat kembalian penelitian



YAYASAN AL ANWAR AL HISYAMIYYAH
SMP ISLAM ANDALUSIA 2 KEBASEN
Desa Randegan Kec. Kebasen Kab. Banyumas Jawa Tengah Kode Pos 53172
Telp. (0282) 5295348 e-mail: smpislamandalusia2@yahoo.co.id



SURAT KETERANGAN

Nomor : 421.3 / / 2024

Yang bertanda tangan di bawah ini:

Nama : Wahyudin, S.Pd.
NIP : -
Jabatan : Kepala SMP Islam Andalusia 2 Kebasen



Menerangkan bahwa nama tersebut di bawah ini:

Nama : NUR NAELY SANGADAH
NIM : 2017404138
Program Studi : Tadris Bahasa Inggris
Universitas Asal : Universitas Islam Negeri Prof. KH. Saifuddin Zuhri Purwokerto

Benar – benar telah mengadakan Riset Individu dalam rangka proses pengumpulan data penyusunan skripsi di SMP Islam Andalusia 2 Kebasen mulai tanggal 25 Mei - 25 Juli 2024.

Demikian surat keterangan ini dibuat, kepada yang berkepentingan untuk dapat digunakan sebagaimana mestinya.

Kebasen, 1 Juli 2024
Kepala SMP Islam Andalusia Kebasen



Wahyudin, S.Pd.

Appendix 8. Documentation

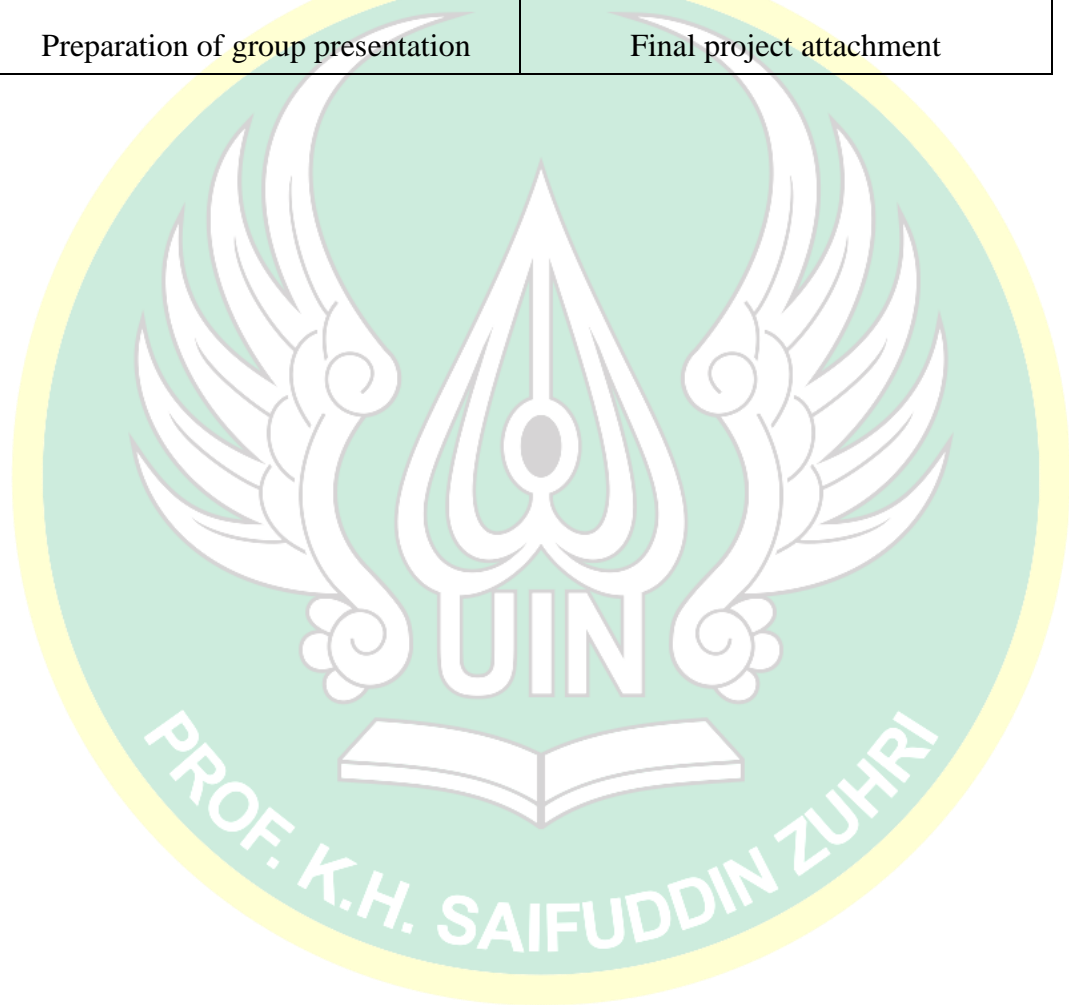
	
Administer Pre Post-test	Group formation
	
Material explanation	Presentation preparation
	
LKPD	Check student work



Preparation of group presentation



Final project attachment



Appendix 9 Plagiarism Check

The Effectiveness of Authentic Task Based Language Teaching on Students Writing skills at eight grade smp islam andalusia kebasen banyumas

ORIGINALITY REPORT

11 %	11 %	3 %	6 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uinsaizu.ac.id Internet Source	7 %
2	www.cogentoa.com Internet Source	2 %
3	www.detik.com Internet Source	1 %
4	roboguru.ruangguru.com Internet Source	<1 %
5	Submitted to universititeknologimara Student Paper	<1 %
6	digilib.uinkhas.ac.id Internet Source	<1 %
7	eprints.walisongo.ac.id Internet Source	<1 %
8	repository.ar-raniry.ac.id Internet Source	<1 %

9	Submitted to Universitas Islam Negeri Raden Fatah Student Paper	<1 %
10	Submitted to Konsorsium Turnitin Relawan Jurnal Indonesia Student Paper	<1 %

Appendix 10. Biography

BIOGRAPHY

A. Personal Identity

Name : Nur Naely Sangadah
Student Number : 2017404138
Day and Date of Birth : Banyumas, 11th August 2001
Address : Jl Jaya Sirayu rt 04 rw 02 Papringan, Banyumas

B. Educational Background

Formal Education

1. SD N 1 Papringan 2013
2. SMP Islam Andalusia Kebasen Banyumas 2016
3. SMA Islam Andalusia Kebasen 2019
4. UIN Prof. K.H. Saifuddin Zuhri

Informal Education

1. Pondok Pesantren At Taujiah Al Islamy 2 Leler, Randegan, Kebasen, Banyumas 2013-2020
2. Pondok Pesantren Al Ikhlas Purwokerto 2021 – 2022

C. Organization Experiences

1. Dewan Ambalan SMAISA 2018-2019
2. ORSADA 2019-2020
3. HIMMAH 2020
4. PMII RAYON Tarbiyah 2021-2022
5. IHTISAB 2024-now