THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) IN LISTENING IV CLASS FOR THE FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITY OF MUHAMMADIYAH MALANG

THESIS

This thesis is submitted to fulfill one of the requirements to achieve Sarjana Degree in English Language Education Department

By:
Nadya Rizky Paramita
201310100311154

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
2017
This thesis was written by Nadya Rizky Paramita
and was approved on October 23rd, 2017

By:

Advisor II,

Agista N. Wardani, M.A

Advisor I,

Rinjani Bonavidi, M.Ed., Ph.D
This thesis was defended in front of examiners of the Faculty of Teacher Training and Education of University of Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Language Education Department

On October 28th, 2017

Approved by:

Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Dean,

Dr. Poncojari Wadyono, M.Kes

Examiners:                                          Signature: 
1. Rahmawati Khadijah Maro, S.Pd., M.PEde  1......................
2. Aninda Nidhommil Hima, M.Pd 2......................
3. Rinjani Bonavidi, M.Ed., Ph.D 3......................
4. Agista N. Wardani, M.A 4......................
MOTTO AND DEDICATION

When you talk, you are only repeating what you already know. But if you listen, you may learn something new.

(Dalai Lama)

This thesis is dedicated to:

My beloved Mama, dad, my siblings and my family
My Best Lecturers in ELED
My great Advisors (Rinjani Bonavidi, M.Ed., Ph.D.
and Agista N. Wardani, M.A)
D’able (Ima, Lala, Nisa, Eka, Fifin)
MFF Squad
All of my friends, ELED students 2013’
And you
ORIGINALLITY DECLARATION

The undersigned below:

Name: Nadya Rizky Paramita
Student ID Number: 201310100311154
Study Program: English Language Education Department
Faculty: Faculty of Teacher Training and Education

I hereby declare that the intellectual content of this thesis is the product of my own work and has not been submitted to any other University or institution.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone’s copyrights nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

I also declare that this is a true copy of my thesis, as approved by my thesis committee and the English Language Education Department office.

Malang, October 28th, 2017

Nadya Rizky Paramita
THE IMPLEMENTATION OF TASK BASED LANGUAGE TEACHING (TBLT) IN LISTENING IV CLASS FOR THE FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION DEPARTMENT OF UNIVERSITY OF MUHAMMADIYAH MALANG

ABSTRACT

Listening is the crucial part in language learning, especially in English. The characteristics of English speech and the notion of listening as a passive skill are the aspects that considered listening as a difficult skill to teach. Thus, it is important to build a meaningful listening activity in the classroom. One of the methodologies that provide such meaningful activity is Task Based Language Teaching (TBLT). The aim of the study of the implementation of TBLT in Listening IV class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang was to describe the implementation of TBLT along with the strengths and the weaknesses of the implementation.

In this study, the researcher used qualitative research design and presented the data in form of descriptive analysis to describe the implementation of TBLT in Listening IV A class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang. Furthermore, the researcher obtained the data through observation, documentation and interview. The steps of data analysis were familiarizing and organizing, coding and reducing, interpreting and representing, and drawing a conclusion.

The result of the study showed that the implementation of TBLT in Listening IV A class for the fourth semester students of English Language Education Department of University of Muhammadiyah Malang was formidable. The tasks sequence was interesting and it also engaged the students in meaningful learning activities. However, the researcher found several deficient aspects of the implementation which were the dominant use of first language, time management problem and repetitive listening.

The result of the study implied that for TBLT to be effective, active participation and commitment of both teacher and students are required.

Keywords: Implementation, Task Based Language Teaching (TBLT), Listening IV A Class, Strengths, Weaknesses

Advisor I, 
Rinjani Bonavidi, M.Ed., Ph.D

Researcher, 
Nadya Rizky Paramita
ACKNOWLEDGEMENTS

All praises to Allah SWT for all of the strengths and blessing he gave to the researcher in the thesis completion. Great gratitude also dedicated for precious people who gave lot of supports and helps. Firstly, the researcher would like to thank to her great advisors, Rinjani Bonavidi, M.Ed., Ph.D., and Agista N. Wardani, M.A, for their worthwhile knowledge, advice and all of their effort in guiding the researcher to establish this thesis.

Moreover, the researcher presents her thankfulness for Teguh Hadi Saputro, S.Pd., MA as the lecturer of listening IV A Class for the formidable opportunity to conduct the study of TBLT implementation in his class.

The researcher also conveys sincere grateful for her family that always support her study in the University of Muhammadiyah Malang. Lastly, she also thankful for all helps and support from all of her beloved friends.

Malang, October 28th, 2017

The Researcher,

Nadya Rizky Paramita
# TABLE OF CONTENTS

**APPROVAL** .......................................................................................................... iii
**LEGALIZATION** ................................................................................................. iv
**MOTTO AND DEDICATION** .............................................................................. v
**ORIGINALITY DECLARATION** ................................................................. vi
**ABSTRACT** ...................................................................................................... vii
**ACKNOWLEDGEMENTS** ............................................................................. viii
**TABLE OF CONTENTS** .............................................................................. ix
**LIST OF APPENDICES** ............................................................................... xi

## CHAPTER I INTRODUCTION
1.1 Background of the Study ............................................................... 1
1.2 Statements of Problems ............................................................... 5
1.3 Purposes of the Study ................................................................. 5
1.4 Significance of the Study ............................................................... 6
1.5 Scope and Limitation ...................................................................... 7
1.6 Definitions of Key Terms ............................................................... 7

## CHAPTER II REVIEW OF RELATED LITERATURE
2.1 The Nature of Listening ...................................................................... 9
2.2 Basic Purposes of Listening ........................................................... 10
2.3 Kinds of Listening ............................................................................. 11
2.4 Teaching Listening ........................................................................... 11
2.5 Task Based Language Teaching (TBLT) .......................................... 14
2.6 The Goal of TBLT ............................................................................. 16
2.7 Sequences of TBLT .......................................................................... 17
2.8 Teacher’s Role in TBLT ................................................................. 21

## CHAPTER III RESEARCH METHODOLOGY
3.1 Research Design .................................................................................. 23
3.2 Research Setting .................................................................................. 24
3.3 Research Subject ................................................................................ 24
3.4 Data Collection Method ..................................................................... 25
   3.4.1 Data Collection Methods and Instruments ................................ 25
   3.4.2 Data Collection Procedures ....................................................... 27
CHAPTER IV FINDINGS AND DISCUSSION

4.1 Research Findings ................................................................................. 32

4.1.1 The Implementation of TBLT in Listening IV A Class for the fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 33

4.1.1.1 TBLT Implementation of Meeting I ............................... 34

4.1.1.2 TBLT Implementation of Meeting II .............................. 37

4.1.1.3 TBLT Implementation of Meeting III ............................ 40

4.1.2 The Strengths of TBLT Implementation in Listening IV A Class for the Fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 43

4.1.3 The Weaknesses of TBLT Implementation in Listening IV A Class for the Fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 44

4.2 Discussion ........................................................................................... 45

4.2.1 The Implementation of TBLT in Listening IV A Class for the fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 46

4.2.2 The Strengths of TBLT Implementation in Listening IV A Class for the fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 48

4.2.3 The Weaknesses of TBLT Implementation in Listening IV A Class for the fourth Semester Students of English Language Education Department of University of Muhammadiyah Malang .......... 50

V CONCLUSION AND SUGGESTION

5.1 Conclusion .......................................................................................... 53

5.2 Suggestion ........................................................................................... 54

REFERENCES

APPENDICES
## LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPENDIX I</td>
<td>FIELD NOTES</td>
</tr>
<tr>
<td>APPENDIX II</td>
<td>INTERVIEW GUIDE</td>
</tr>
<tr>
<td>APPENDIX III</td>
<td>QUESTIONNAIRE</td>
</tr>
<tr>
<td>APPENDIX IV</td>
<td>INTERVIEW TRANSCRIPT</td>
</tr>
<tr>
<td>APPENDIX V</td>
<td>STUDENTS’ PAPER WORKS OF MEETING I</td>
</tr>
</tbody>
</table>
REFERENCES


Marлина, N. (2014). “The Implementation of Task-Based Language Teaching to Improve Students’ Grammar Mastery”. Undergraduate Thesis of English Education Department Faculty of Teacher Training and Education Sebelas Maret University Surakarta: digilib.UNS.ac.id


