

**THE ROLES OF TASK PLANNING ON ORAL PERFORMANCES OF
EFL LEARNERS IN *SHOBAHUL LUGHOH* ACTIVITY AT MAULANA
MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF MALANG**

THESIS

By

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ENGLISH LANGUAGE AND LETTERS DEPARTMENT

FACULTY OF HUMANITIES

**MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY OF
MALANG**

2016

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UNIVERSITY OF MALANG**

THESIS

Presented to
Maulana Malik Ibrahim State Islamic University, Malang
in Partial Fulfillment of the Requirements
for the Degree of Sarjana Sastra

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2016

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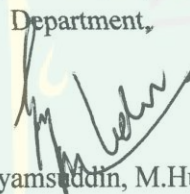
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CERTIFICATE OF THESIS AUTHORSHIP

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Malang, 27th June 2016

Zuna Rokhmani
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MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ

“So when you have finished [your duties], then stand up [for worship]”



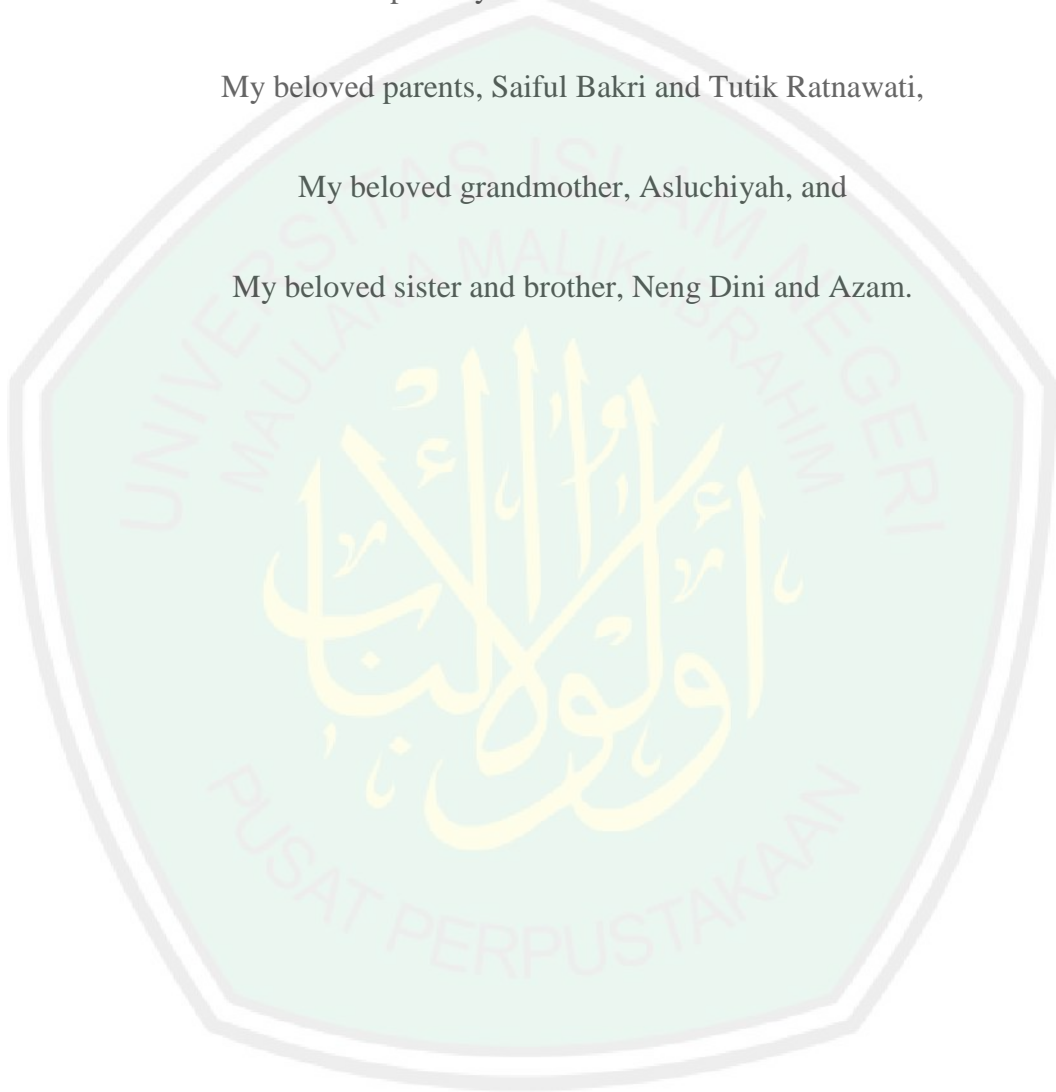
DEDICATION

I proudly dedicate this thesis to

My beloved parents, Saiful Bakri and Tutik Ratnawati,

My beloved grandmother, Asluchiyah, and

My beloved sister and brother, Neng Dini and Azam.



ACKNOWLEDGEMENT

All praise to Allah SWT as the highest power, who gives His blessing for all creatures in the universe. Therefore, I am able to finish this thesis entitled “*The Roles of Task Planning on Oral Performances of EFL Learners in Shobahul Lughoh Activity at Maulana Malik Ibrahim State Islamic University of Malang*”. *Shalawat and Salam* praise to our beloved Prophet Muhammad SAW, the messenger as well as the one who brings good news to human life.

I am able to accomplish this thesis successfully because of some helpful persons who always give advice, guidance, motivation, and critics in order to make this thesis better. Therefore, I would like to deliver my deepest gratitude to my best advisor, Dr. Meinarni Susilowati, as the best ever advisor like mommy that I have ever had for always motivates me to finish the thesis. Then, all my lecturers of English Language and Letters Department for being patient to teach me in order to achieve knowledge, especially the board examiners, who also have given me several suggestions and comments in revising this thesis.

My gratitude to all my fellows, especially brothers in arms (*Nawa, Farin, Uu’, Emal, Dewi, Muyas, Tamin, Fitrah, Arif, and Gedhe*), all members of 32 room in ABA 56 dormitory and *Rumah Tahfidz Krakatau* (*Chusnah and Sakinah*), who have motivated me during conducting this research. Also, all of my little sisters in ABA 56 dormitory (*Dek Sherly, Dek Novia, Dek Ulfa, Dek Nyimas, Dek Vina, Dek Putri, Dek Annisa, Dek Avina, Dek Dinan, Dek Adis, Dek Titis, Dek*

Ramy, and members of 23 room), who had helped and motivated me to accomplish this thesis.

Malang, 27th June 2016

Zunna Rokhmani



ABSTRACT

Rokhmani, Zuna. 2016. *The Roles of Task Planning in Oral Performances of EFL Learners on Shobahul Lughoh Activity at Maulana Malik Ibrahim State Islamic University of Malang*. Thesis. English Language and Letters Department. Faculty of Humanities. Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Dr. Meinarni Susilowati.

Keywords: *Written Task Planning, Cohesion, Situation and Topic, Notion, Function, Shobahul Lughoh Activity.*

In performing a task, human cannot attend fully to all aspects of it. It is because of their limitation of capacity process. Thus, as language learners, due to their limitation of language proficiency, have to determine which aspects of language to allocate their attention. Task planning can facilitate and help them to prepare well for their foreign language produced, especially in oral performance.

This research is aimed to find out the roles of task planning through its strategies in classroom activity of oral performance, especially in *Shobahul Lughoh* activity. It consists of eleven data which were selected and divided into a number of datum based on its written task planning and oral performance. The data were examined using two theories, theory of Ur (1996) on the effective writing and speaking activities in order to achieve the performance of EFL learners, and Spiegel's (1981) on text organization. Methodologically, the researcher implemented descriptive qualitative study as the research design.

The findings showed that task planning applied by the EFL learners has several roles to perform their foreign language skill. Furthermore, it aids them to produce and use their foreign language properly, such as in organization of the text. Most of the ideas in written task planning, have the similarities to the components in oral performance. Nevertheless, there are some differences from the theory in oral performance, especially Spiegel theory. Some of them use different elements in the beginning and middle part of the text.

Based on the findings, the future researchers are recommended to conduct further research in other situations of using task planning, such as in final test for speaking skill based on theory Ellis (2005). It may create a high desire which engages the EFL learner's attention to have flawless performance, such as in fluency and accuracy.

ABSTRAK

Rokhmani, Zuna. 2016. *Peran Perencanaan Tugas dalam Kegiatan Oral Shobahul Lughoh Mahasiswa di Universitas Islam Negeri Maulana Malik Ibrahim Malang*. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Humaniora. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Meinarni Susilowati.

Kata Kunci: *Perencanaan Tugas, Kohesi, Situasi dan topik, Notion, Fungsi, Kegiatan Shobahul Lughoh.*

Dalam menampilkan sebuah tugas, manusia tidak bisa memenuhi semua aspek tugas tersebut dengan sempurna. Hal ini dikarenakan adanya keterbatasan dari proses kapasitas yang mereka miliki. Oleh karena itu, mereka harus menentukan aspek yang tepat untuk memenuhi keterbatasan tersebut. Melalui perencanaan tugas, bisa memfasilitasi dan membantu mereka untuk membuat persiapan dalam kegiatan oral mereka dalam berbahasa asing dengan baik.

Penelitian ini bertujuan untuk mengetahui peran-peran dari perencanaan tugas melalui strategi-strategi dalam kegiatan oral didalam kelas., yaitu di kegiatan *Shobahul Lughoh*. Dalam penelitian ini terdiri dari sebelas data yang terbagi berdasarkan teks perencanaan tugas dan kegiatan oral didalam kelas. Data tersebut diteliti dengan menggunakan dua teori, yaitu teori dari Ur (1996) tentang kegiatan *writing* dan *speaking* yang efektif, dan teori Spiegel (1981) tentang susunan dalam teks. Sedangkan secara metodologi, peneliti menggunakan metode kualitatif sebagai model penelitian.

Dari hasil penelitian menunjukkan bahwa penggunaan perencanaan tugas memiliki beberapa peran penting untuk menampilkan kemampuan berbahasa asing mereka. Selain itu, perencanaan tersebut juga membantu mereka untuk mengucapkan dan menggunakan bahasa asing mereka dengan tepat. Ide-ide yang digunakan dalam perencanaan tugas mereka memiliki banyak persamaan dengan penampilan oral mereka. Namun, dalam penampilan tersebut, terdapat beberapa perbedaan dengan teori yang digunakan, yaitu teori dari Spiegel. Perbedaannya yakni unsur-unsur yang digunakan pada bagian awal dan pertengahan dalam perencanaan tugas.

Berdasarkan hasil penelitian, peneliti selanjutnya disarankan untuk melakukan penelitian penggunaan perencanaan tugas dalam situasi yang lain, seperti ujian akhir dalam kemampuan berbicara berbahasa asing berdasarkan teori dari Ellis (2005). Karena dalam situasi ini, para pelajar atau mahasiswa pasti mempunyai keinginan untuk memberikan penampilan yang sempurna, baik dalam kelancaran, ketepatan, dan lain-lain.

مستخلص البحث

رحمان، زونا، 2016 دور التخطيط المهمة في الأنشطة الشفوية صباح الغة الطلاب في جامعة مولانا مالك إبراهيم مالانق، سيكر فسي، في شعبة اللغة الإنجليزية والأربية. في كلية اللغة ولأدبية. جامعة مولانا مالك إبراهيم مالانق.المششارة: دكتور مينارني سوسيلوواتي

مفتاح اللفظ : تخطيط المهمة، تماسك، حالة وموضوع، نوتيان، وظيفة، أنشطة صباح اللغة.

في تعريف المهمة والناس لا يمكن تحقيق ذلك المهمة مع جانب المثالي، وذلك لأن قدرة عملية التي تملك الناس محدودة. لذا عليهم أن يقررون ما من الجوانب التي تكون مناسبة لتلبية مثل هذه القيود، ومن خلال مهمة التخطيط يقدر أن تسهل ومساعدتهم على إتحاد الإستعدادات في نشاطهم عن طريق الفم.

يهدف هذا البحث لمعرفة ادوار من تخطيط المهمة من خلال إستراتيجيات في لأنشطة الشفوية في الفصول الدراسية. يعني في صباح اللغة. وذلك البحث هناك احد عشر من البيانات. منقسم على النصّ تخطيط المهمة و فيديو أنشطة الشفوية. وذلك النص يبحث بنظريتين، يعني نظرية من 'اور (1996) على حول لأنشطة الكتابة والكلام. ونظرية من سفيغال (1891) على حول التربية في النص. وفي حين أنه في منهجية. الباحث يستخدم الصرف.و من البحث يحصل على ان استعمال تخطيط المهمة له دور مهم لتحسن مهارتهم في لغة لأجنبية تحصيصة في الكلام. و غير أن ذلك ذاك التخطيط يساعدهم على نكلم و استعمال لغاتهم لأجنبية مع الحق.

وأكثر أفكارهم التي تستعمل في تخطيط مهمتهم له معادلة في مظهرهم أنشطتهم الشفوية، لكن هناك خلافات مع النظرية المستخدمة

وبناء علي نتيجة البحث، يوصى الباحثون إلى إجراء مزيد من البحوث، لكن يبحثون باستعمال تخطيط المهمة في حالة لأخرى، كمثل: إمتحان اللغة الأجنبية، على أساس نظرية أيليس(2005)، لأن في هذه الحالة، الطلاب بالتأكد لديهم الرغبة في تقديم الكمال، سواء كان في الطلاقة والدقة وغير ذلك.

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CHAPTER I

INTRODUCTION

1.1 Background Study

This research investigates the roles of task planning on EFL learners' oral performances in *Shobahul Lughoh* activity at Maulana Malik Ibrahim State Islamic University of Malang. In every oral performance, for instance, delivering speech, most of EFL learners cannot convey it fluently. Sometimes, they still feel confused too in order to express what their ideas are. Hence, they need some preparations to make their ideas conveyed smoothly. The preparation or plan for the task before it is performed is called task planning. Through the task planning, the EFL learners are able to arrange their ideas which they want to say in their speeches. Based on the studies of Yuan and Ellis (2003) and Skehan and Foster (2005), making a plan for the task is one of the ways to have better output in learning. Rull (2014) also stated that in making planning for the task is very useful for the learners with the aim of organizing and prioritizing the information about what they need to write or speak. Hence, the task planning has an essential role to facilitate language learning and through this, they will plan well for their language produced in their oral performances.

During doing a task, "human cannot attend fully to all aspects of it. It is because of their limited capacity process" (Yuan and Ellis, 2003). Thus, as language learners, due to their limitation of language proficiency, have to determine which aspect of language to allocate their attention through the task planning. Furthermore, Ellis (2005) stated that planning the task can influence to

L2 production. He also suggests two main planning classifications which include pre-task planning and within task planning. Pre-task planning occurs before doing or performing the task and within task planning means making the planning during the performing the task. Through the task planning as stated by Foster and Skehan (in Ghavamnia, 2013), it gives the learners a chance to make preparation for their task before performing it and the language they produced is more fluent and more complex than without any planning. Doughty and Williams (in Nakakubo, 2011) also argued, “The role of task planning refers to the process of directs learners’ attention to linguistic forms when learners are involved in communicative language use and it is necessary for interlanguage development”. Consequently, the role of task planning is the main part for EFL learners in learning language before they have their performances.

Investigating the components of effective writing and speaking activities are the significant part to know the roles of task planning (Ur, 1996). The components comprise of the organization of the text and combination of language segments. The organization of the text is needed to make a good drafting in writing as stated by Spiegel (in Cali, 2003) in order to provide the readers with a framework to help them fulfill their expectations for the writing text by making it easily to follow. “The organization is also the logical progression and the completeness of the ideas in a text” (Cali, 2003). It focuses on two areas which include text structures and the cohesive elements which entail clauses, sentences, and paragraphs together into a cohesive whole. The text structure is the framework of a text in the beginning, middle, and the end part. Every text has

different purposes and different audiences, and so it requires different text structures. For the beginning and ending part of the text have function to help link the text into a coherent whole. "Text organization is significant in learner's writing" according to Ur (1996) with the intention of making the ideas are arranged which is easily to follow and pleasingly to read. Furthermore, the most significant thing in writing is its content in order to know the interesting ideas of the writers.

In writing the task planning, the writers should express the ideas clearly. Brown (in Nurjannah, 2012) claimed that it is written product as the result of thinking, drafting, and revising which need specialized skill used to express the ideas and understand the ways of arranging them coherently, using discourse makers and rhetorical convention logically, revising the grammar correctly and the meaning of the text clearly, and producing the final output.

Another important thing in writing is the variables of sentence level and beyond the sentence level on the text. Bell and Burnaby (in Nurjannah, 2012) argued that in sentence level, the writer must arrange some important variables, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Meanwhile, beyond the sentence level, the writers must be able to organize and integrate the ideas into cohesion and coherent paragraph. Both cohesion and coherent paragraph in written task planning have significant part in process of creating a good paragraph compositions which cannot be separated since both of them are closely related to one another.

In making coherence writing, Oshima and Hogue noted that the writer needs to focus on the sentence movements (in Nurjannah, 2012). The movement from one sentence to the next sentences must be logically and smoothly conveyed. In other words, the sentences must flow smoothly by enlarging some elements which consist of repeating key nouns, using pronouns, using transactional signals, and arranging the sentences in logical order. Furthermore, cohesion within paragraphs has several main components, such as relevance, order, linking words, and repetition of key words. “Those components are along with the organizational devices like heading. It is also used to link sentences, paragraphs and sections coherently in longer or complex writing projects” (Dorchies, n.d.).

After formulating the planning of the task, the learners certainly will perform it, especially in their oral performances. In this case, Ur (1996) expressed that it is essential to understand about the organization and the topic or the content of their utterances in order to know how successful the learners’ performances are. Moreover, she also stated, “the chunks of language in context which is integrated with the presentation or practice of specific items will help learners engage more intensively with the language associated with it” (Ur, 1996). Thus, it is important to combine several language segments, such as situation and topic, notions, functions, vocabulary, and grammar. Those categories have different definitions. Ur (1996) asserts that the terms of situation and topic are the elements involved in the whole discourse, and notion is defined as a concept or idea, while function is the use of language to achieve a goal. Meanwhile, the term of grammar is the way of the words to put together into correct sentences. Therefore, the use

of grammar is a good starting point and an easy way to explain the learners how to make correct sentences. It is also important to pay attention to the specific types of the grammar called as structure. The examples of it can be present tense, past tense, noun plurals, the comparison of adjectives, and so on.

Some researchers have examined the different types of task planning. Haghverdi et al. (2013) investigated the effect on the accuracy of narrative writing. There are 90 Iranian EFL learners as the participants of the study. They randomly classified into three groups; no-planning group, within-task planning group, and strategic planning group. Then, all the participants were inquired to write based on six-picture series. The task planning of the learners can also be examined based on the effect of planning conditions, proficiency levels and task types on their written production performance. It has been examined by Shin (2008) on 157 Korean English as Foreign Language (EFL) learners. The learners were asked to do one expository and one argumentative written task. The planning conditions included individually and collaboratively. The findings of the study show that the planning conditions had effects in the performance of both the tasks.

The impact of pre-task and online planning on three dimensions of language production can be investigated as the study of Ghavamnia et al. (2012). They investigated the complexity, accuracy, and fluency of EFL learners' production in Iran. The learners were homogenized in terms of gender, age, nationality, L1, and English proficiency. Then, they were randomly assigned to either the pre-planning on the online planning conditions and were required to complete a written narrative based on a series of pictures.

Meanwhile, the effects of planning on task performance based on its fluency, complexity, and accuracy in the participants' speech have been examined by Nakakubo (2011). In his study, the participant is intermediate and high-intermediate university learners of Japanese which were divided into experimental groups and performed a narrative task. The analyses of strategy use showed that second language learners generally chosen similar strategies regardless of planning conditions. Another relevant study was Rahmpour and Safarie (2011) who tried to investigate the role of pre- task planning (PTP) and online planning (OLP) on the performance of descriptive writing of Iranian EFL learners. The participants of the study were 37 sophomore learners of Teaching English as a Foreign Language (TEFL) who was randomly assigned into two groups. Based on the findings, their scores in writing course showed that both groups had same average score.

Therefore, based on the relevant studies above, the present study also examined the task planning but in different elements. It focused on the roles of task planning in classroom activity through the strategies of making it of EFL learners when they perform in their oral performances at Maulana Malik Ibrahim State Islamic University of Malang, exactly in *Shobahul Lughoh* activity in its *Ma'had*. There are several reasons to select the learners in State Islamic University of Malang as the subject of this research. First, the subjects are learning English as their foreign language. It means they have to have more preparation when they want to produce it both in speaking and writing. Second, the *Shobahul Lughoh* activity has various classes which consist of advanced,

intermediate, and basic classes. Hence, every subject has different capability in order to comprehend and use the language through the task planning. In addition, it also makes the research has rich data. Third, the learners are also from different departments, such as department of Psychology, Arabic Language Education, Kindergarten Education, and so on which make me to achieve the valid data because they are not dominant from English department. Hence, it can be the variety of potential findings. Moreover, this research is also interesting to investigate whether the subjects can improve their speaking skill through the task planning or not.

Nonetheless, not all of them can speak English fluently without any preparation. Thus, they need some preparations in order to have successful performances in their oral performances. Through the task planning, especially written task planning, they have an opportunity to make a plan for their language which they will deliver in their performances. Furthermore, through their performance, it can show whether the performance tally with their plan on the task planning and give a significant role or not.

1.2 Research Question

Based on the background of the study, the present study find out the answer of the following question:

How are the roles of task planning on oral performances of EFL learners on *Shobahul Lughoh* activity at Maulana Malik Ibrahim State Islamic University of Malang?

1.3 Research Objective

Based on the research questions above, the objective of this research is to know the roles of task planning on oral performances of EFL learners in State Islamic University of Malang in order to enhance the understanding of the message conveyed in their performances orally.

1.4 Research Significance

The significance of this research is to give contributions both theoretically and practically in pedagogy area of foreign language teaching through the EFL learners' task planning. Theoretically, it provided some components with the aim of investigating the roles of task planning to help the EFL learners within oral performance performed in classroom activity which consist of the organization and the combination of several language segments used (situation, topic, notion and function, grammar, and vocabulary) based on theory of Ur (1996). Furthermore, it uses theory of Spiegel (1981) with the aim of obtaining more explanation about organization of the text. Thus, through this, it shows the roles of task planning when they perform their foreign language orally.

Practically, the findings of research are also expected to give the contributions to the language teaching area through the task planning for the EFL learners and the teachers. For the learners, it is beneficial to improve their language skills, especially language performance orally. Moreover, it can be a guideline for the teachers to maximize using the task planning in classroom activities as it is so beneficial for the EFL learners.

1.5 Research Scope and Limitation

As the focus in this research, I dealt with the role of written task planning which examines the organization and the content of the text, and the combination of several language segments used (situation, topic, notion and function, grammar, and vocabulary) of the EFL learners in their oral performances in order to know their foreign language skill and how to communicate with it. As a result, through the task planning, the audiences understand the goal and the ideas of their language conveyed. For investigating this research, I selected the EFL learners in State Islamic University of Malang, especially the learners in *Shobahul Lughoh* activity as the subject to complete the potential findings of the research. It is because they are in learning process to have a good language skill in English as their foreign language. Thus, it can be easier to get the data.

Meanwhile, due to the limited time and energy, I deliberately collected the data of the written task planning merely in *Shobahul Lughoh* activity of learners in State Islamic University of Malang. Consequently, this research may not cover various potential findings obtained. Besides, it also prevents me to gain more complete data on more various types of oral performances performed in classroom activity, such as in speaking class, public speaking class, English drama class and so forth.

1.6 Definition of Key Terms

a. Written Task-Planning : A written text for the plan or preparation

for the task before the EFL learners in sixth semester in State Islamic University of Malang perform their task performance.

- b. Cohesion : The relationship between grammatical and lexical of the text.
- c. Situation/Topic : The elements involved in the whole discourse.
- d. Notion : A concept or idea of the text.
- e. Function : The use of language to achieve a goal.
- f. *Shobahul Lughoh* activity : A language activity which is held in dormitory for new learners in State Islamic University of Malang.

1.7 Research Method

1.7.1 Research Design

This research is categorized as qualitative research because it has several characteristics of its research. First, the aim of this research is acquiring the understanding and deep interpretation on how the organization and the content of the text, and the combination of several language segments (situation, topic, notion and function, grammar, and vocabulary) used in the written task planning of EFL learners in State Islamic University of Malang. Second, the data are in the form of group of words on EFL learners' written task planning, which are not statistically analyzed but rely on the richness description of the data.

It is called as descriptive research because this research examines the role of written task planning which focuses on the organization and the content of the text used in the task planning of EFL learners in their oral performances.

Moreover, I also investigated the combination of several language segments, such as the situation, topic, notion and function, grammar, and vocabulary used with the aim of understanding the foreign language skill of the learners and how to communicate with it.

1.7.2 Research Instrument

The instrument used in this research is human instrument because I myself who collected and analyzed the data. I also observed the written task planning of EFL learners in State Islamic University of Malang for their performances in their *Shobahul Lughoh* class. Furthermore, I watched and observed their performances via videos recorded. Then, I examined the result of interview from the audio recorded. However, for the observations, this research more focused on non-participant observation for I did not involve to the activity and merely observe the text as their task planning and the video as their language performance.

1.7.3 Data Sources

The data of this research were the written task planning and oral performances in videos produced by the EFL learners in *Shobahul Lughoh* activity at Maulana Malik Ibrahim Malang State Islamic University of Malang. There were eleven written tasks planning and videos used in this research. Furthermore, for the videos were recorded in classroom activity of *Shobahul Lughoh* in *Ma'had* of the university.

1.7.3.1 Data Collection

I obtained the data in three steps. First, I gathered all the task plannings in *Shobahul Lughoh* activity. Then, I recorded EFL learners' oral performances. Third, I interviewed the learners, based on their task planning and oral performances, in order to know the strategies of making their task planning.

1.7.3.2 Data Analysis

I analyzed them in a number of stages as follows: Firstly, examining written task planning by focusing on the organization and the content of the text, and the combination of several language segments. The organization of the text consists of text structure and cohesion elements. Meanwhile, the combination of language segments comprise of some elements to be investigated include situation, topic, notion and function, grammar, and vocabulary. Secondly, checking the video using the same components found in the task planning. Thirdly, interviewing them one by one in order to know the learners' opinions in task planning used for their performances. Fifthly, discussing the findings in order to obtain the answer of the research question systematically. And, the last stage is drawing the conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents numerous theoretical framework and previous studies which are related to the research. The theoretical framework includes theory of task planning and several components of the effective writing and speaking activities based on theory of Ur (1996).

2.1 Task Planning

Task planning is an important activity to solve the problem which involves what linguistic devices need to be selected in order to make the audiences understand the message conveyed (Ellis, 2005). Clark and Clark (in Ellis, 2005) noted, “planning takes place at several different levels, such as resulting in discourse plans, sentence plans and constituent plans, needed in the actual execution of a language act”.

In task planning, the researchers in second language acquisition (SLA), have investigated the effects of the opportunity to make a plan for a task on oral performance of adult language learners. The study which was in line on the interaction between planning and oral performance in second language (L2) was introduced by Ellis in 1987. Ellis (2005) further stated that the use of written and spoken language entails planning, even it appears spontaneously or not. Therefore, the writers or the speakers have to make certain about what to write or say. Moreover, make a planning is a kind of problem solving activity in order to

decide the appropriate linguistic features use to affect the audience. Principally, according to Ellis (2005), the types of task planning is divided into pre-task planning and within-task planning. These are distinguished based on the time of making the plan, either before the task is performed or during its performance.

While pre-task planning and within-task planning have distinctive types of planning, both of them can be used as mutually exclusive, for example the learners have an opportunity for both pre-task planning and unpressured within-task planning. Through both of planning, it can be expected to help the learners maximize their competence in performance (Ellis, 2005).

2.1.1 Pre-task Planning

In pre-task planning, it consists of task rehearsal and strategic planning. According to Ellis (2005), rehearsal means the learners perform their ‘main performance’ after having another performance as their preparation. Meanwhile, in strategic planning, the learners need to prepare the performed task well. They have to understand more about the content of their task and how to express it. Therefore, they can brainstorm the content and determine their performance style.

a. Task Rehearsal

Rehearsal is defined as a task performance repetition of the learners. According to Bygate and Samuda (in Ellis, 2005), repetition means the repetition of the task, even it is in the whole or some parts of the task. The performance of the task is affected whether the speaker has previously performed it or not. The process of task performance has a relation to Levelt’s 1989 model of speech

production which consists of conceptualization, formulation, and articulation. The prior performance can be described that the speaker has already had similar conceptualization work, formulation work, and articulation work.

Furthermore, Bygate and Samuda (in Ellis, 2005) asserted that when the plan of articulation is prepared, the the articulation process will not affected by the prior experience of a task. Nonetheless, it can be giving impact to the conceptualisation and formulation work that has to be done during a re-run of the task. For the conceptualisation work, speakers should bring back all of the part of the task to the working memory in order to keep the details of the input which may have been lost from working memory on the prior performance. In a sense, it is same as enabling fine-tuning of the schematic memory store. Meanwhile, for the formulation work, the prior experience is able to affect the process of making performance. Therefore, task repetition can have an impact on the processing, and not just on the product of the performance.

b. Strategic Planning

Bygate and Samuda (in Ellis, 2005) defined strategic planning as a plan for the performance on forthcoming task for a specific time (i.e 2-10 minutes). Through this planning, it can affect the performance, such as in fluency, complexity, and accuracy. Moreover, the speakers can arrange the content well and have a good communication aspect in formulating the language as the preparation. This preparation can help the learners to produce more complex messages, not only in content, but also in form, in order to create more fluently and accurately output.

In addition, they further stated that the speakers in this type of planning tend to focus on the content of the task and have less attention to their performance expression. Useful language is harder to predict and harder to keep in mind than a content plan. Hence, the strategic planning time is more likely to use to reserve the speaker's ideas. However, they have less preparation to use the language needed to express them.

2.1.2 Within-task Planning

Within-task planning can be also defined as the online-planning which happens when perform the task (Ellis, 2005). In within-task planning, Ellis (2005) claimed that it can be distinguished into pressured and unpressured task performance. Furthermore, in this planning, it can be determined easily by manipulating the time of what to say or write in a task performance. In pressured performance, the learners will need to involve in rapid planning as called 'unplanned language use'. Moreover, in this type of planning, the performers should produce text rapidly and make a good preparation for performing the content and their expression (Yuan and Ellis, in Ellis, 2005). It is because their short-term memory has limited capacity. Therefore, the planning processes will be affected when perform the task (Baddeley, in Ellis, 2005).

Furthermore, Ellis (2005) noted that the performers need to prioritize several planning process than others which are appropriate to the demanding on working memory. The model of planning process can be used in speaking or writing. In speaking, the most influential model used is Levelt's speech

production model in 1989 divided into three parts, conceptualization, formulation, and articulation. While, for the writing planning process, the appropriate model used is Kellogg's in 1996 model. It consists of formulation, execution, and monitoring. Formulation includes planning and translating, execution is programming and executing, and monitoring involves reading and editing (Yuan and Ellis, in Ellis, 2005). Moreover, the use of within task planning can affect the quantity and quality of the text produced.

Meanwhile, in an unpressured performance, the learners can engage carefully in within planning as called 'planned language use'. It also can determine the learners' performance which can affect the accuracy (Ellis, 2005). Moreover, the learners have a chance to apply the model planning process in speaking by conceptualizing, formulating, and articulating the message in their plan. Hence, for the chance in making the plan, when they tend to formulate and monitor their grammatical resources, they will have their performance accurately (Yuan and Ellis, in Ellis, 2005).

2.2 The Components of Effective Writing and Speaking Activities

In language learning, both in writing and speaking activities, there are several components which can support the learners with the aim of having successful activities (Ur, 1996). Those components are the organization and the content of the text, and the combination of some language segments, such as situation, topic, notion and function, grammar, and vocabulary.

2.2.1 Organization of the Text

Organization is defined by Cali (2003) as the structural framework for writing. It is also a key for making an effective writing. It is important in writing because it provides readers with a framework in order to help them fulfill their expectations for the text. A well-organized piece of writing supports readers by making it easily for them to follow and vice versa.

The organization of the text is divided into two areas. According to Spiegel (in Cali, 2003), it is divided into text structure which focuses on the particular genre and the cohesive elements entail clauses, sentences, and paragraphs.

a. Text Structure

Text structure is called as a framework of the text which encompasses several parts includes the beginning, the middle, and the end of the text (Spiegel, in Cali, 2003). Every different genre of the text has different purposes and audiences, and automatically it has different text structures too (for instance in narrative and expository text). The beginnings and the end part of the text can unify the text into a coherent whole.

The beginning part has a function for hooking the reader. It is also called as introduction which can help the readers to introduce several elements, such as the characters, the setting (for narrative), the topic, thesis statement, or argument (for expository writing). A good beginning can encourage the readers to read

further and set up expectations for the purpose, style, and mood of the piece. Meanwhile, for good writers, they have to know how to hook the readers in this part by using several techniques such as dialogue, flashback, description, inner thoughts, and jumping right into the action (Cali, 2003). For instance, it begins with inner thought

I always smile when I heard someone talked that a success begins from dream and dream begins from sleep. So, let us sleep if we want a success...(Observing oral presentation, 2016)

The organization of the middle of a piece of writing depends on its genre. According to Spiegel (in Cali, 2003), there are five basic organizational structures include sequence, description, cause and effect, compare and contrast, and problem and solution. In sequence, it uses time, numerical, or spatial order as the organizing structure such as in narrative genres, it uses a chronological sequence structure which consists of personal narrative genres (memoir, autobiographical incident, autobiography), imaginative story genres (fairytales, folktales, fantasy, science fiction), and realistic fiction genres.

Meanwhile, Cali (2003) asserted that description structure used to describe the characteristic of the features or events specifically ("My Cat") or generally ("Cats"). For cause and effect structure is used to show the causal relationships of the events occurred. Signal words for cause and effect structures also include *if...then, as a result, and therefore*.

Comparison and Contrast structure is used to explain the similarity or difference of two or more objects. It can use the signal words *same* and *different*

to compare things. Other signal words can be used are *alike, in contrast, similarities, differences, and on the other hand*. Meanwhile, in problem and Solution structure, the writers have to explain both the problem and the solution of the text. From those structures, the example of the middle part of the text in description structure is

Cats and dogs have some similarities. Both of them can be trained to do tricks. Moreover, they also eat leftover food. Dogs are often believed that they are friendly, while cats are believed not to be as friendly as dogs. (Cali, 2003)

Meanwhile, the last part of text structure is the end part. In this part, it is the last thing for readers to see which should be in a full paragraph. Moreover, it should be begun with a specific concluding statement which restates the main idea and should end with some general concluding remarks (Kirzsner and Mandell, 2009).

There are a number of conclusion types include narrative conclusion, prediction conclusion, recommendation conclusion, and quotation conclusion (Kirzsner and Mandell, 2009). In narrative, for example, the writers have to decide how to make the stories interestingly, and then resolve the conflict by giving a good ending for the audience and make them satisfied by the story. The endings may be happy, tragic, or surprise ending. It also can be a circular ending which can leave the audience hanging, wishing and so on. Furthermore, the ending part can be ambiguous or ironic which is created to make the reader think, or the writer can explicitly state the moral value of the story. Meanwhile, for the

ending part in expository texts, it can be a summary which consists of the highlights or restatement of the main points (Cali, 2003). For example

Another funny thing about cats and dogs is that even though they are the most popular pets in America, most Americans do not know all the facts about them. (Cali, 2003)

b. Cohesive Elements

Cohesion or coherence is used to hold the paragraph in a text. A good coherence means the ideas among the paragraphs hold together and flow smoothly from one sentence to the others which can make the readers easily understand about them. Generally, it is sequence and transition words which have function as connections between sentences, paragraphs, and writing sections. Furthermore, it gives information for the readers about the dissimilar parts of the presented writing and how they relate each other (The Maine Department of Education, 2014). There are some essential components of cohesion, one of them is linking or transition words (Cali, 2003).

In transition words, it can help the paragraph of the text flow more smoothly and guide the readers from one sentence to the next part. Most of them are often in the beginning of a sentence. They can be a word or phrases which can make the paragraph coherently and show the writing skill (UNE, n.d.). However, in every sentence, they are not entailed. It is because it can mislay the effectiveness of the writing (Austin Peay State University, 2015).

Moreover, they have a function to tell the readers about the way to organize and interact to the old and new ideas (University of North Carolina

Writing Center in The Maine Department of Education, 2014). There are several categories of transition words (Spiegel in Cali, 2003) include spatial order, time order, numerical order, cause/effect order, comparison/contrast order, and general/specific order.

Spatial order relates to the position of the thing which consists of several signal words, such as *above, below, beside, nearby, beyond, inside, and outside*. For instance stated in the sentence “His name is clearly stated **below** the signature”.

The next transition word is time order which has a number of signal words. They are *before, after, first, next, then, when, finally, while, as, during, earlier, later, and meanwhile*. For example the use of time order stated in the sentence “**Before** going to school, they have to have their breakfast first”.

Meanwhile, for numerical order, it can use to list the information or give additional information which comprises of some signal words include *first, second, also, finally, in addition, equally important, and more or less, and importantly*. For example

In *Ma'had*, it has some important activities which can strengthen the faithful of students. **In addition**, it also can help them to improve their language skill through *Shobahul Lughoh* activities.

Another transitional word is cause/effect order, comparison/contrast order, and general/specific order. Cause/effect order is used to describe how one thing or

more cause or relate one to another (Cali, 2003). It has several signal words such as, *because, since, for, so, as a result, consequently, thus, and hence*. For example

Ramy spent most of her money in the first week and **consequently** she had very little to eat by the end of the holiday.

The comparison/contrast order is used to discuss the similarities or the differences among ideas, theories, concepts, objects, or persons (Cali, 2003). This transition word consist of several signal words include *also, additionally, just as, as if, as though, like, and similarly, but, yet, only, although, whereas, and in contrast*. For instance

When I was in Senior High School, I did not like reading. **But** now, since I have been a university student, I do love reading and writing.

The last transitional word is general/specific order used to give general statement or provide some examples. Its signal word is *for example, such as, like, namely, for instance, that is, in fact, in other words, and indeed*. For instance

Doni has many hobbies, **such as** camping, fishing, hiking, climbing, travelling, and diving.

2.2.2 Combination of Language Segments

The language segments combination consists of situation, topic, notion and function, grammar, and vocabulary. Ur (1996) claimed that both situation and topic are integrated into some kind of communicative event. In making the language become round situation, there are topics appeared around it and they are integrated each other. Meanwhile, she further stated that “notions and functions

are rather more precise categories than topics and situations”. Notion is defined as a concept or idea which can be a specific or general part. In specific part, it can be dog, cat, house, etc. Whereas, for the general, for example time, size, emotion, movement, and so forth. It also can be found in a thesaurus for the further information about the term of notion. Function is used as communicative act to achieve a particular goal. It is usually an interaction between at least two people, for instance suggesting, promising, apologizing, and so on (Ur, 1996).

The presentation or practice of specific items may be integrated with the language in context which will help the learners engage more intensively with the language used (Ur, 1996). On the other hand, learning pronunciation, grammar, and vocabulary is most effective when they are integrated into some activities. The important of combining the language segments is to remember about an important idea of the text. Principally, any grammatical structure or vocabulary can be used within a variety of notions, functions, topic, and situation in order to have one-to-one relationships (Ur, 1996). For example

My best friend and I make a plan to go to Jogja together on next weekend. In order to go there, we want to by train because it is cheap and comfortable. Therefore, we will go to station this afternoon to buy the ticket. There, there are many interesting places to visit. The most interesting destinations are we will go to Borobudur temple and Parang Tritis beach. Then, we will go shopping in Malioboro and buy some *Bakpia* there.

From the text above, we can take some notes that the situation is planning a holiday and the topic is visiting Jogja. Whereas, for the notions and functions is future time. The grammar use of the text is future tense and for the vocabulary use

such as train, ticket, temple, beach, and so forth. Therefore, from the combination of language segments used, it can make the speakers or the learners engage with the language used and produce it easily.

2.3 Previous Studies

There are some earlier researchers related to this research in order to support this research concern the using of task planning. The focus of the research is the use of the organization and combination of some language segments, as follows:

A research on the effects of planning on second language oral performance in Japanese which focuses on the processes and production is conducted by Nakakubo (2011). The research examined the use of task planning on four planning condition; no planning, planning before speaking performance, planning during performance, and planning both before and during performance. The object of the research was the Japanese university learners in intermediate and high-intermediate levels which are divided into experimental groups and performed a narrative task. Then, it is distinguished between within and without time pressure during task performance. From those conditions, the elements which are analyzed are the fluency, complexity, and accuracy of the participants' speech. The result of this research is the L2 learners may speak faster when they perform a task under time pressure. Thus, the provision of time pressure may disturb its primary purpose. However, the analyses for a narrative task revealed no significant differences in task performance across planning conditions regarding fluency,

complexity, and accuracy, except for lexical complexity with and without pre-task planning. Moreover, it also examined about four planning conditions which related to the oral performances which are different from other research that examined only in one condition, such as merely using within-planning or pre-task planning. Hence, it can show how big the effects of planning for Japanese learners in their oral performances.

Other research conducted by Ghavamnia et. al. (2012) investigated the effects of planning which concern the pre and on-line task planning conditions on complexity, accuracy, and fluency. This research is examined by. However, it is different from previous research that analyzed on the written production of learners. The participants of this study are forty intermediate EFL learners from a language center in Iran. They were homogenized in terms of gender, age, nationality, L1, and English proficiency. They were also randomly assigned to either the pre-planning or the online planning conditions and were required to complete a written narrative based on a series of pictures. The findings of this study showed that the pre-task planning group produced more complex and fluent writings, whereas the online planning group produced more error free clauses indicating a more accurate writing performance. Furthermore, the participants in the online planning group spent more time on task completion than those in the pre-task planning group. This research is interesting as its participants were selected based on some characteristics, such as the gender and the age. Nevertheless, it did not provide the written production of the learners which can prove the differences between pre-task planning and online task planning.

The effects of pre and online task planning can also be analyzed through the writing of descriptive text. This research was done by Rahimpour and Safarie (2011) on Iranian EFL learners. The participants of this research are thirty seven learners of English as a foreign language, aged between 19 and 24, were recruited and randomly assigned into two groups with pre-task planning (PTP) and on-line task planning (OLP) conditions. The participants in PTP group were given 10 minutes to plan their performance before the main task performance, while the participants in OLP group had to begin writing immediately but they could take as much as time they liked. The results showed no significant difference between accuracy and complexity of pre-task planning and online planning groups. However, there was statistically significant difference between fluency of descriptive writings of two groups, PTP group outperformed OLP group. This research provided a brief and obvious explanation, but it did not provide the written work of the learners.

Another relevant research is the impact of pre-task planning time on narrative writing performance by Seyyedi et.al. (2013). The participants of the research are Malaysian English learners which are studying at Universiti Sains Malaysia (USM) Penang. They were randomly selected and divided into two equal groups of with pre-task planning time and without pre-task planning time. Each group was asked to narrate a story under the two different conditions. Participants in pre-task planning time group was required to plan for their performance for 10 minutes and take notes before they performed the tasks, whilst the participants in without pre-task planning time group began writing

immediately. The learners' writing performance was measured for complexity, accuracy, and fluency (CAF). As the result of this research, when complexity is concerned, the findings indicate that planning has a positive effect on complexity of the participants' performance. The effects of planning on accuracy have been inconclusive, but have significant and positive effect on fluency of the participants' performance. In Seyyedi's research, it provides relevant study to this research which investigated about task planning. However, it needs some more explanations on the process of analyzing students' performance in narrating their story with task planning and without task planning.

CHAPTER III

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The first is the presentation of the data in finding and the analysis of the data based on the role of task planning through the characteristics of effective writing and speaking activities. In the next part is discussion which comprises the result of analysis.

3.1 Findings

In order to know how the roles of task planning on oral performances of EFL learners on *Shobahul Lughoh* activity at Maulana Malik Ibrahim State Islamic University of Malang, I analyzed both writing and speaking activities of EFL learners in State Islamic University of Malang in *Shobahul Lughoh* activity. For the writing activities, I observed the process of making task planning and examined their written task planning before they perform it. Then, I examined their oral performances and interviewed them related to their planning and performances.

There were 12 written tasks planning which I acquired from the text of task planning of EFL learners in *Shobahul Lughoh* activity. Furthermore, it also had 12 videos recorded of the EFL learners as their oral performance. Conversely, there was a video which was broken because it lost the beginning and the middle part of the performance. Hence, I merely analyzed 11 data performed by EFL learners in *Shobahul Lughoh* activity. It was because the data needed both of the task planning and the video. The data also used several codes stated in the

appendix part comprise six letters of alphabet refer to the names of the students. Furthermore, the written task planning and the video told about one of the chapters which they have learned before in *Shobahul Lughoh* activity. The chapters included *shopping, celebration day, my family, dream, experiences, my hobbies, and activities in Ma'had*. The data which comprised written tasks planning and oral performances were divided into several data based on the use of the topic related to the chapters of the activity in the class and the use of text organization and combinations of language segments as follows:

3.1.1 Datum 1

1. Written Task Planning

Shopping is one of common hobbies. It is a regular activity for girls. Looking at girl's perspective, every time is a good timing for shopping especially when they have any money. They can spend two hours or less or more for shopping.

The sentences above were the beginning part of the task planning. From the first sentence, it could be identified that it talked about *Shopping*. Meanwhile, for the supporting sentences which dealt with topic sentence, were begun at the second sentence. Both of topic and supporting sentence talked about shopping as one of girl's hobbies. It was stated clearly in its topic sentence and the rest of the sentences as its supporting sentences.

Based on my opinion, there are four types of girls about shopping. First type is rich girls who love buying anything...

The next was the middle part of the task planning which presented the writer's opinion about shopping which was classified into four types included the rich girls who love and hate shopping, and the poor girls who love and hate shopping too.

For me, I am a last type girl. Well, as a university student, I must spend my money by any judgment. So, I am never being a girl who loves shopping. I just spend my money for buying my needs especially books because of my hobbies.

The last one was the ending part of the task planning. It was also the concluding statements which explained about recommendation of the writer. It could be identified from the second sentence to the last one which was stated ... *I must spend my money by any judgment. So, I am never being a girl who loves shopping. I just spend my money for buying my needs especially books because of my hobbies.* The recommendation referred to the girls who dislike shopping include her herself.

...Looking at girl's perspective, every time is a good timing for shopping especially when they have any money. They can spend two hours or less or more for shopping.

Based on the sentences above, the underlined word *when* was one of cohesion as the transitional word of time which had a function to signal the chronological sequence with the previous statement.

... They will buy anything which catches their taste without thinking because they have more money...

While, the word *because* was the cause/effect transitional word. It was because the word showed how the previous statement had the causal relationship

to the following statement. Nonetheless, having much money could cause the girls buy many things they wanted even though they needed those things or not.

Based on my opinion, there are four types of girls about shopping. First type is rich girls who love buying anything. They will buy anything which catch their taste without thinking because they have more money. Second type is the rich girls who don't like shopping. They always look for stuffs that they need. Then, they only buy stuffs that match their taste perfectly. Third type is poor girl who love shopping. They spend many hours for shopping when they have money. They do eye-shopping for enjoying their selves when they don't have money. Last type is poor girls who do not like shopping. They spend many hours for searching any cheaper price to their needs. For me, I am a last type girl. Well, as a university student, I must spend my money by any judgment. So, I am never being a girl who loves shopping. I just spend my money for buying my needs especially books because of my hobby.

The underlined words above were transitional words the numerical transitional words which described the classification of the types of the girls who love and hate shopping based on the writer's opinion.

Another transition words were *Then* and *So* which referred to transitional words of time, and cause/effect. Time transitional words expressed the sequence of event occur. It meant that it showed the sequence events for the types of rich girls who do not like shopping when they go to shop or market. Meanwhile, the transitional words of cause/effect described the writer's opinion about her decision to spend her pocket money wisely.

Furthermore, the task planning consisted of some language segments, such as the topic and the situation, the function and the notion, and the use of grammar and vocabulary. The topic and the notion were about shopping and its situation was the types of girls in shopping which were divided into several categories. Meanwhile, for the function related to the topic was informing the readers about

the classification of girls in shopping. Furthermore, the grammar used in the written task planning was simple present tense which showed about the writer's idea about shopping for the girls. However, there were some incorrect grammars used such as in the sixth and fifteenth line ...*They will buy anything which catch their taste* and ...*I must spending my money...* The word *catch* should be changed into "*catches*" because its subject was singular which referred to *anything* and for the word *spending* should be changed into *spend* without *-ing* because after modal *must* should use *verb 1*.

Besides, the vocabulary used which related to the topic such as *poor* and *rich girls, stuffs, things, needs, cheap, taste, money, like, dislike, spend, more, and less*. However, there were a number of inaccurate vocabularies used in the task planning for instance in third sentence stated *Looking at girl's perspective, every time is a good timing for shopping especially when they have any money*. The phrase "*good timing*" and "*any money*" should be changed into "good time" and "much money". Meanwhile, in the sixth and seventh sentence stated *First type is rich girls who love buying anything. They will buy anything...* The word *anything* has to be changed with the word "*everything*".

2. Oral Performance

Assalaamu'alaikum Warahmatullahi Wabarakatuh,
My name is A, I'm from accounting department. Okey, now I will tell you about shopping. Well, all of you must know what is shopping. Shopping is a common hobbies, we know and shopping for girl is a regular activity. And in girl's perspective, They can spend many hours for shopping.

The sentences above were the earliest parts of the oral performance. She greeted the audiences by saying salaam and then introduced herself and told them

about the topic of her speech. She could do that fluently, even though those were not written in her task planning. It was also categorized as the beginning part of text structure which used description technique in order to hook the audiences. Furthermore, she could deliver the content in this part properly. Despite the fact, what she conveyed was not exactly same as written in the task planning. On the other hand, there were several words and sentences in task planning which had been omitted when they perform it, for instance in third sentence stated *every time is a good timing for shopping especially when they have any money* and also she omitted the words *two hours or less or more*, then changed it into *many hours*.

And based on my opinion, there are four types for girls who are shopping. First type is a rich girl who love shopping. They just buy anything that much their tastes without thinking anything. Because they have more money. And then second type is a rich girls who don't like shopping. Well, they just buy their stuffs or maybe their need which much their taste.. Well, the third type is poor girl who loves shopping. They will spend many hours for thinking what stuff they need and match their price. And then they will do eye-shopping when they do not have money. And the last type is a poor girls who do not like shopping. They just buy their need with spend many hours and thinking about cheaper price to much their money there.

When she conveyed the ideas in the middle part as stated above, it was arranged systematically to understand and follow. Even though, she used another words to express it, such as in task planning stated, *First type is rich girls who love buying anything*. In her performance, she delivered, *First type is a rich girl who love shopping*. In this part, she also omitted several words and sentences which were written in task planning, for instance, they were written, *they always look for stuffs that they need. Then, they only buy stuffs that match their taste perfectly and they do eye-shopping for enjoying their selves when they don't have*

money. However, in her performance, she delivered, well, they just buy their stuffs or maybe their need which much their taste and they will do eye-shopping shopping when they do not have money.

For me, I am not a type who love shopping. So just I buying something with I need that and I really love it. Maybe just full my hobbies I love to buy food and book because I love eating and I love reading. Thank you I think is enough,
Assalaamu'alaikum Warahmatullahi Wabarakatuh.

The sentences above were the ending part of the performance. She could deliver it well. Event though, there were some words changed in her utterances, such as written in task planning, *For me, I am a last type girl*, but she conveyed it, *For me, I am not a type who love shopping*. Moreover, she also omitted the supporting sentences which were written, *well, as a university student, I must spend my money by any judgment. So, I am never being a girl who loves shopping*. Then, she directly expressed her gratitude to the audiences and closed her speech by saying salaam which was not written in task planning.

The use of transitional words could be seen from the middle part of task planning as stated below

And based on my opinion, there are four types for girls who are shopping. First type is a rich girl who love shopping. They just buy anything that much their tastes without thinking anything. Because they have more money. And then second type is a rich girls who don't like shopping. Well, they just buy their stuffs or maybe their need which much their taste.. Well, the third type is poor girl who loves shopping. They will spend many hours for thinking what stuff they need and match their price. And then they will do eye-shopping when they do not have money. And the last type is a poor girls who do not like shopping. They just buy their need with spend many hours and thinking about cheaper price to much their money there.

For me, I am not a type who love shopping. So just I buying something with I need that and I really love it. Maybe...

The underlined words above were the numerical and cause/effect transitional words used in oral performance were same as in written task planning. Meanwhile, for the combination of language segments used, she could delivered it same as written in task planning. However, there were several incorrect grammar used in her oral performance such as *the girls who shopping, they just buying, and I just buying*. In the last session of her performance, she also said thank you to the audience which was not stated on her task planning.

3.1.2 Datum 2

1. Written Task Planning

Eid Adha is begun on the 10th day of Dzulhijjah. Dzulhijjah is the last month of Islamic Calendar.

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then, they go around the village to do 'takbiran'. They bring torch. It is made of bamboo...

The task planning above told about an experience in Eid Adha. It composed of five paragraphs and twenty lines. From the third sentence to the last one, it could be identified that it narrated the writer's experience in Eid Adha. Even though its topic sentence was not stated clearly, but it could be recognized from the sentence as the starting point of the writer's experience. Therefore, from those sentences, the task planning could be categorized as narrative text which told about the writer's experience.

Meanwhile, for the supporting sentences, were the following sentences which support the topic sentence. Those sentences were stated obviously in each sentence of each paragraph such as in second paragraph

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then, they go around the village to do 'takbiran'. They bring torch. It is made of bamboo...

And the third paragraph to the last paragraph

The next day, I wake up at 03.30 A.M. Then, I take a bath...
After I do Eid Prayer, I see many cows and goats in front of the mosque...
In the evening, my brother and I help my mother to cook meatball...

In the middle part of the task planning, it told about the writer's activities before and during she celebrated Eid Adha. It could be identified from the beginning part of the paragraph which used time signal in order to signal the chronological sequence of events occurred. Hence, it was categorized as sequence structure.

And for the ending part of the task planning, the writer told about her activity in the night of the celebration day in the last paragraph which showed that she spent her time with her family as stated below

In the evening, my brother and I help my mother to cook meatball. At night, I go to my grand parents' house...

In addition, the content of the task planning was about the experience of the writer in celebration day of Eid Adha. She told her experience orderly from the day before she celebrated it to the day she enjoyed it with her family. It was showed in the second paragraph to the last paragraph of the text which stated

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then, they go around the village to do 'takbiran'. They bring torch. It is made of bamboo...

Based on the task planning, there were a number of transitional words used in each paragraph as follows

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then, they go around the village to do 'takbiran'. They bring torch. It is made of bamboo.
The next day, I wake up at 03.30 A.M. Then, I take a bath at 04.00 A.M. Then, I prepare for Eid prayer. I dress in my best clothes. Then, I go to the mosque on foot. The mosque is near my house.
After I do Eid Prayer, I see many cows and goats in front of the mosque. They have been ready to slaughter. After they have been slaughtered, the committee distributes the meat to the people around the mosque and the poor. It means, I get the meat because my house is near the mosque.
In the evening, my brother and I help my mother to cook meatball. At night, I go to my grand parents' house...

The words *At the night*, *Then*, *The next day*, *After*, *In the evening*, and *At night* were the transition words of time which described the chronology of the writer's experience.

Furthermore, there were several language segments used such as the situation and the topic, the function and the notion, and the use of grammar and vocabulary. For the topic and also the notion was celebration day, while for the situation, it was about celebrating Eid Adha which was celebrated on the 10th day of *dzulhijjah* month. The function of the text was to entertain the audiences by retelling the writer's experience. It was shown in the second to the last paragraph of the task planning stated

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then...

Meanwhile, for the grammar used of the task planning was present tense. Nonetheless, it should use past time for the reason that it told about the writer's experience which had been occurred. Moreover, for the use of passive voice in the second sentence in fourth paragraph stated *They have been ready to slaughter* should be changed into *They have been ready to be slaughtered*. Then, for the vocabularies used on the task planning related to the slaughter day, such as *dzulhijjah month, Eid prayer, mosque, cows, goat, sate, meatball, and slaughter*.

2. Oral Performance

Assalaamu'alaikum Warahmatullahi Wabarakatuh.

My name is B. I want to tell you about celebration *Idul Adha* day. Eid Adha is begun on the 10th day of Dzulhijjah. Dzulhijjah is the last month of Islamic Calendar.

According to the writer's performance in speaking, the sentences above were the beginning part. In this part, she was able to perform it successfully. Even, she opened her performance by giving salaam and introduced herself and the topic of her speech which were not written in task planning. This part was identified that it used description technique to describe the time of celebrating *Idul Adha*.

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. They go around the village to do 'takbiran'. They bring torch. It is made of bamboo.

The next day, I wake up at 03.30 A.M. And then, I take a bath at 04.00 A.M. Then, I prepare for Eid prayer. I dress in my best clothes. I go to the mosque on foot. The mosque is near my house.

After I do Eid Prayer, I see many cows and goats in front of the mosque. They have been ready to slaughter. After they have been slaughtered, the committee distributes the meat to the people around the mosque and the poor. It means, I get the meat because my house is near the mosque. In the evening, my brother and I help my mother to cook meatball. At night, I go to my grand parents' house. My big family and I make sate together.

The paragraph above was the middle part of oral performance. It told about celebration day of *Idul Adha*. In this part, she could deliver it successfully which was similar to the task planning. Even though, there were some missing words when she performed it; the transition words of the sentences. For instance, in the second paragraph, she forgot about the word *then* as the transition word in the second sentence. It also happened when she delivered for the next sentences in the third paragraph, exactly in the second, third, and fourth sentence. In task planning were written

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. Then, they go around the village to do 'takbiran'. They bring torch. It is made of bamboo.

The next day, I wake up at 03.30 A.M. Then, I take a bath at 04.00 A.M. Then, I prepare for Eid prayer. I dress in my best clothes. Then, I go to the mosque on foot. The mosque is near my house. After I do Eid Prayer, I see many cows and goats in front of the mosque. They have been ready to slaughter.

Meanwhile, in oral performance, she delivered

At the night before I do Eid prayer, the children around my house assemble in front of the mosque. They go around the village to do 'takbiran'. They bring torch. It is made of bamboo.

The next day, I wake up at 03.30 A.M. I take a bath at 04.00 A.M. I prepare for Eid prayer. I dress in my best clothes. I go to the mosque on

foot. The mosque is near my house. After I do Eid Prayer, I see many cows and goats in front of the mosque. They have been ready to slaughter.

Therefore, in her performance orally, she did not use the numerical transitional words. Meanwhile, for the last part was the ending part as stated in sentences below

It is very exciting. I think that's all, thank you for your attention.
Wassalaamu'alaikum Warahmatullahi Wabarakatuh.

After delivering the last part of the task planning, she closed her performance by saying thank you to the audiences as stated on sentence above which was not stated on her task planning. Furthermore, for the combination of language segments used in her performance. She could perform it appropriately which was same as in task planning, from the topic, notion, situation, function, and the use of grammar and vocabulary.

3.1.3 Datum 3

1. Written Task Planning

Idul Fitri is one of celebration day that I like most and I always wait. And do you know guys? *Idul Fitri* will come soon and I am very pleasure to know that. I have some reason why I always wait it. The first is because in *Idul Fitri*, I feel very peaceful, every people come to do *sillaturrahmi* and forgive each other. At that time, I can meet all my big family. And the important one is making some cakes to be provided for guests. And the second reason is now or the *Idul Fitri* the first time for me to celebrate in my status as student of University. So, now, I have to make different activities during *Idul Fitri*. I plan to go to neighbor, family by myself. I will not join with my parent again; because now I am a student of University and the important one is I will buy a new shirt by myself without any helping from my parent (except asking their money to buy).

Okey, I think that all my preparation to celebrate *Idul Fitri*, Happy led all the viewer. See you later.

The sentences above were part of the task planning and its first sentence which was stated *Idul Fitri is one of celebration day that I like most and I always wait* could be identified that it talked about *Idul Fitri*. It was also categorized as the topic sentence of the paragraph. Meanwhile, for the rest sentences, exactly from the second sentence to the last part of the paragraph was categorized as the supporting sentences which deal with the topic.

Furthermore, the task planning used the sequence structure in the middle part in order to narrate her story in celebration day orderly. It could be identified from the fifth sentence as stated ...*The first is because in Idul Fitri, I feel...* Meanwhile, for the content of task planning, it told about some reasons of the writer why she felt so pleasure in celebrating *Idul Fitri*.

In the ending part of task planning, the writer did not provide a specific conclusion for her story. From the beginning to the ending part of task planning, she merely told about the reason and her planning in celebrating *Idul Fitri*.

The task planning also used several transitional words as stated below,

... The first is because in *Idul Fitri*, I feel very peaceful, every people come to do *sillaturrahmi* and forgive each other. At that time, I can meet all my big family. And the important one is making some cakes to be provided for guests. And the second reason is now or the *Idul Fitri* the first time for me to celebrate in my status as student of University. So, now, I have to make different activities during *Idul Fitri*. I plan to go to neighbor, family by myself. I will not join with my parent again; because now I am...

The underlined words above are the transition words include, *So* and *Because* as the transitional word of cause/effect, *At that time* as the transition word of time, and *The first* and *The Second* are the transition words of numerical.

In addition, it also used combination of several language segments, such as the topic and the notion, the situation and the function, and the use of grammar and vocabulary. For the topic and the notion was about “*Idul Fitri*”, while for the situation told about the writer’s planning in celebrating *Idul Fitri* and the function was narrating about her planning.

The next part was the grammar and vocabulary used on the task planning. The grammar used was simple present tense. Meanwhile, for the use of vocabularies which were related to the topic were *celebration day, Idul Fitri, come, soon, pleasure, reason, wait, peaceful, sillaturrahmi, forgive, my big family, cakes, guests, student of university, activities, plan, neighbor, preparation, and celebrate.*

2. Oral Performance

Assalaamu’alaikum Warahmatullahi Wabarakatuh,
Hello guys! How is your life? I hope you are in a good condition and in good situation. Now, I’m C, I want to tell you about my planning in celebration day, especially in *Idul Fitri*. *Idul Fitri* is one of celebration day that I really like most and I always wait it to come. Why I like it most? Oh ya, do you know guys and do you realize that *Idul Fitri* will come soon and what is you preparation? Have you prepared it all?

In her performance, she began it by greeting the audience spontaneously which was not stated in task planning by saying *Hello, guys? How is your life? I hope you are in good condition and in good situation.* Then, she introduced herself and the tittle of her speech as stated in paragraph above. The paragraph above is the beginning part which was used question technique. During she performed it, she performed it self-confidently and communicatively. It could be seen when she gave the audience with the questions; *Oh...ya, do you know guys?*

Do you realize that Idul Fitri will come soon? So, what is your preparation for it? Have you prepared it all? However, there were sentences written in task planning which had been omitted. She did not deliver it and directly jump to the following sentence. The omitted sentences were in the second and third sentence, *And do you know guys? And I am very pleasure to know that. I am very pleasure to know that.*

I have some reason why I really wait *Idul Fitri*. Because in *Idul Fitri*, I really feel peaceful, when it comes, I can see everyone come to one and other house to do *sillaturrahmi* and ask forgiveness. It is very peaceful condition right? And also in *Idul Fitri*, I can also meet all my big family that I seldom meet them in every day. And the important one is in *Idul Fitri* I can make making some cakes with my mother because making cake is my hobby. Moreover, I can make it with my mother guys. And then for the second reason, I really wait it because now in *Idul Fitri* is the first time for me. And the second reason is now or the *Idul Fitri* to celebrate in my status as student in University. Before it I always go to some places to do *sillaturrahmi* with my parent. I never separate from them, so now, it is time for me to do it by myself, to do communicate with other, to do *sillaturrahmi* with other by myself because now I'm a student in University. So, I have to act my age. And then usually, before *Idul Fitri* I always buy new dress with my parent and as teenager I have to choose it by myself and to shop it by myself but of course the money is from my parent. Okey, I think enough guys, see you later and happy *Idul Fitri*.

Meanwhile, the paragraph above was the next paragraph. She could perform it successfully. She could perform the content, the organization, and the use of grammar and vocabulary, and combination of language segments used in the task planning correctly and fluently. Even though, they used different words to deliver it, such as the words *forgive each other* changed into *asking forgiveness*. Not only that, she also added and omitted some supporting sentences which were not stated on the task planning. The added sentences, for instance *I can see*

everyone come to one and other house, It is very peaceful condition right, that I seldom meet them in every day, and I never separate from them, so now, it is time for me to do it by myself to do communicate with other, to do sillaturrahmi with other by myself because now I'm a student in University. So, I have to act my age. And then usually, before Idul Fitri I always buy new dress with my parent and as teenager I have to choose it by myself and to shop it by myself.

And for the omitted sentences included to be provided for guests, now, I have to make different activities during Idul Fitri. I plan to go to neighbor, family by myself. I will not join with my parent again; because now I am a student of University and the important one is I will buy a new shirt by myself without any helping from my parent (except asking their money to buy), that all my preparation to celebrate Idul Fitri, Happy Ied all the viewer. See you later.

I have some reason why I really wait *Idul Fitri*. Because in *Idul Fitri*, I really feel peaceful, when it comes, I can see everyone come to one and other house to do *sillaturrahmi* and ask forgiveness. It is very peaceful condition right? And also in *Idul Fitri*, I can also meet all my big family that I seldom meet them in every day. And the important one is in *Idul Fitri* I can make making some cakes with my mother because making cake is my hobby. Moreover, I can make it with my mother guys. And then for the second reason, I really wait it because now in *Idul Fitri* is the first time for me. And the second reason is now or the *Idul Fitri* to celebrate in my status as student in University. Before it I always go to some places to do *sillaturrahmi* with my parent. I never separate from them, so now, it is time for me to do it by myself, to do communicate with other, to do *sillaturrahmi* with other by myself because now I'm a student in University. So, I have to act my age. And then usually, before *Idul Fitri* I always buy new dress with my parent and as teenager I have to choose it by myself and to shop it by myself but of course the money is from my parent. Okey, I think enough guys, see you later and happy *Idul Fitri*.

The underlined words above were the transitional words used in the oral performance. It comprised transitional words of cause/effect (*because, so*) and time (*when, before, then*).

3.1.4 Datum 4

1. Written Task Planning

What was the first thing you figured out your head when you listen a word 'Mom'? A best friend? A wish-adviser? A good teacher? Or a real hero? Whatever it is, one thing is clear she is everything.

The sentences above were the beginning part of the task planning. It was begun with a question about the term of 'Mom' and other terms which related to the role of mom in life. In this task planning, it consisted of three paragraphs and twenty lines. From those sentences, it could be identified that the topic of the text is 'Mom' which was showed in first line of the paragraph stated *What was the first thing you figured out your head when you listen a word 'Mom'?*

My beloved brothers and sisters,
It is hard to find a word to describe a person who always encourages us to be the real us, a person who shows the right path when we lost, a person who always listen well to every single problem we have, and the person who never stop to support us. Yeah, mom is indeed everything. She gives us love that no one can give; she gives us happiness that nothing else can give. She gives us everything because she thinks we are everything to her,

According to the paragraph above, it was the middle part of the task planning which gave more descriptions about 'Mom'. It told about several roles of the female parent which called 'mom' as everything for her children. From the first to the last sentences were the supporting sentences which deal with the topic

in the first paragraph. Hence, in this task planning was categorized as description structure.

Not much word that I give in this opportunity because I think this speech is not aimed to reply all affection, sacrifice, love, laugh, and tears of mom that can she gives for us. But I hope after listening to this speech, let's reply her affection, sacrifice, love, and laugh, and tear of our mom with grant all her hopes.

Those sentences above were the ending part of the task planning. It was also the conclusion of the writer which suggested the audiences to reply all the kindness which has been given by a mom. The conclusion statement was stated in the last sentence of the paragraph

...let's reply her affection, sacrifice, love, and laugh, and tear of our mom with grant all her hopes.

Furthermore, for the description of mom's roles which are everything in children's life could be identified from the second paragraph which was stated

It is hard to find a word to describe a person who always encourages us to be the real us, a person who shows the right path when we lost, a person who always listen well to every single problem we have, and the person who never stop to support us. Yeah, mom is indeed everything...

In this task planning, there were two words used as the cohesive transitional words which were found in the second paragraph and the second sentence of the last paragraph

...She gives us everything because she thinks we are everything to her, But I hope after listening to this speech, let's reply her affection, sacrifice, love, and laugh, and tear of our mom with grant all her hopes.

The word *because* was the transition word of cause/effect used as the signal of causal relationship. Meanwhile, for the transition words *But* and *After* were the transition words of comparison/contrast and time.

For the combinations of several language segments used in this task planning, it comprised the situation and the topic, the function and the notion, and the grammar and vocabulary used. Its topic and notion was about family and the situation told about describing female parent (mom). Meanwhile, the function of the text was suggesting the audience to reply the kindness of their moms.

The next part is the use of grammar and vocabulary. For the grammar use of the text, most of the sentences used present tense and there were a number of vocabularies found which related to the kindness and the role of ‘mom’, such as *Best friend, wish-adviser, good teacher, real hero, encourage, the right path, lost, listen well, every single problem, never stop, support, give, love, happiness, affection, sacrifice, love, laugh, tears, and hopes.*

2. Oral Performance

*Assalaamu’alaikum Warahmatullahi Wabarakatuh,
Alhamdulillahilladzi Hadzaana Lihadzaa wa Ma Kunna Linahtadiyya
Laulaa Lan Hadzaanallah. Asyhaduallaaa Ilaa Ha Illallah Wahdahu Laa
Syariikallah Wa Asyhaduanna Muhammadurrasullullah...*

First of all, let us thanks to god, Allah, who give us mercy and blessing, so we can meet together in this place.

Secondly, *Sholawat* and salaam to our prophet Muhammad SAW, who has brought us from the darkness to the lightness.

And, okey guys, I’m standing here I want to speak by the title “Mom”.

Okey, What was the first thing you figured out your head when you hear a word ‘Mom’? A best friend? A wish-adviser? A good teacher? Or a real hero? Whatever it is, one thing is clear she is everything. She is everything for us.

When she had her performance orally, in the beginning part as stated above, she opened it by greeting the audiences in Arabic which was not stated on her task planning. Also, for the following sentences and then she introduced the title of the speech, those were not written in task planning. She could deliver this part fluently. Nevertheless, there was a word changed, she changed the word *listen* which was written in task planning into its synonym; *hear*. Moreover, she added a supporting sentence in the last part of the paragraph and the sentence was *She is everything for us* which was used to emphasize her previous sentence.

My beloved *Muslim* and *Muslimah*,
It is hard to find a word to describe a person who always encourages us to be the real us, a person who shows the right path when we lost, a person who always listen well to every single problem we have, and the person who never stop to support us. A person who never support us. Yeah, mom is indeed everything. She gives us love that no one can give; she gives us happiness that nothing else can give. She gives us valuable reason of this life that no teacher can give. She gives us everything because she thinks we are everything for her. She thinks that we are everything for her life. O , mom, thank you so much.

The next part was the middle part as stated above, the subject could perform it successfully. In the beginning sentence, she greeted the audiences used the words *Muslim* and *Muslimah*. However, in task planning, it was written *Brothers* and *Sisters*. Meanwhile, she also added several supporting sentences which were not in her task planning, exactly in the fifth and last sentence to make the audiences agreed to her opinion. In the fifth sentence, she delivered *She gives us valuable reason of this life that no teacher can give* and in the next sentence

She thinks that we are everything for her life. O, mom, thank you so much. Not much word that I give in this opportunity because I think this speech is not aimed to reply all affection, sacrifice, love, laugh, and tears of mom that can she gives for our life. But I hope after you are listening to this

speech, let's reply her affection, her laugh, sacrifice, love, and laugh, and tear of our mom with grant all her hopes. Be a good woman. Be a good and don't forget that your mom is your everything.

The stated sentences above were the ending part of her performance. After delivering the middle part of her task planning, she jumped to the next sentence. She did not greet the audiences as she had written in her task planning and omitted the words *My beloved Muslim and Muslimah*. Furthermore, she added some sentences, such as, *Be a good woman. Be a good and don't forget that your mom is your everything*. After that, she closed her performance by delivering as follows, which were also not written in task planning

May be until here my speech, I hope you all pardon me please, and the last *Wa Billahi Taufik Wal Hidayah Tsumma Wassalaamu 'alaikum Warahmatullahi Wa Barakatuh*.

The next component was the combination of language segments used. All of the combination used had the similarity as written in task planning; include the situation, topic, function, notion, and grammar ad vocabulary used. Moreover, for the transitional words used were the underlined words below which refer to cause/effect order (because), comparison/contrast order (but), and time order (after).

My beloved *Muslim* and *Muslimah*,

It is hard to find a word to describe a person who always encourages us to be the real us, a person who shows the right path when we lost, a person who always listen well to every single problem we have, and the person who never stop to support us. A person who never support us. Yeah, mom is indeed everything. She gives us love that no one can give; she gives us happiness that nothing else can give. She gives us valuable reason of this life that no teacher can give. She gives us everything because she thinks we are everything for her. She thinks that we are everything for her life. O, mom, thank you so much. Not much word that I give in this opportunity

because I think this speech is not aimed to reply all affection, sacrifice, love, laugh, and tears of mom that can she gives for our life. But I hope after you are listening to this speech, let's reply her affection, her laugh, sacrifice, love, and laugh, and tear of our mom with grant all her hopes. Be a good woman. Be a good and don't forget that your mom is your everything.

3.1.5 Datum 5

1. Written Task Planning

I always smile when I heard someone talked that a success begins from dream and begins from sleep. So, let us sleep if we want a success. What is your opinion about it? Do you think so? Don't you agree? If you don't agree with it, so we have same perception.

In this datum, it consisted of seven paragraphs which told about dream.

Based on two paragraphs above, it was the beginning part of task planning which showed the writer's opinion about dream. Furthermore, from those sentences, it could be identified that the topic of task planning was dream.

The definition of dream here is a desire that we really want to get it, whatever the condition, whatever happen it must be reached. The aim of desire is, for example when we desired to go to bathroom, what will be happen if we still restrain it and we don't reach it?

Dream is a purpose. If we ride a taxi, of course a driver will ask 'Where do you want to go?' We answer 'I don't know, up to you'. Sure that the driver will say 'It is better if I deliver her to the madhouse'. Yes, that is the example if we live without dream, without purpose. Now, I wanna ask you. Does a dream influence us?

Dream is a thought right? Do we act first or think first? Sure, that thought begins everything. We devise first. From this thought will appear word and statement, then will appear an act. One thing that we always do, it will be a custom. If this custom be continued, it will be character. This character will determine our success and our future. So, if we return from the first we know that everything begins from a dream, a real dream not a sleeping dream.

Those paragraphs were the middle part of task planning. It expressed the writer's opinion about dream. From the first to the last sentence, they were supporting sentences which deal with the topic of the task planning. Moreover, for the content of the task planning told about the writer's ideas about dream which were stated clearly from first to the last paragraph. The sentences of those paragraphs include the definition and the purpose of dream itself.

Which one do you love between free and not? Do love paying or free? Okay, dream is free. We never pay for it. So, do not ever dream half way! Let us dream! We build our dream! We build our success! Why? Because people's ability depend on their mind. If in their mind they said that they have one hundred rupiahs, so they can get it. But it is different if one hundred millions, so they will endeavor to get this one hundred millions. Okay, I think that's all. Thank you very much for your nice attention."

Meanwhile, for the paragraphs above was the last part or the ending part of task planning. It also showed the conclusion of the writer's idea which suggested the audiences to build dream and the success as stated on the sentence *So, do not ever dream half way! Let us dream! We build our dream! We build our success! Why? Because people's ability depends on their mind.*

In the task planning, there were a number of transition words found, such as in the first paragraph

I always smile when I heard someone talked that a success begins from dream and begins from sleep. So, let us sleep if we want a success.

Also, in the second to the fourth and sixth paragraph

...so, we have same perception.

... The aim of desire is, for example when we desired to go to bathroom, what will be happen if we still restrain it and we don't reach it?
 ... Then we answer 'I don't know, up to you'. Sure that the driver will say 'It is better if I deliver her to the madhouse' ...
 ... So, if we return from the first we know that everything begins from a dream, a real dream not a sleeping dream."
 ... So, do not ever dream half way! Let us dream! We build our dream! We build our success! Why? Because people's ability depend on their mind. If in their mind they said that they have one hundred rupiahs, so they can get it. But it is different if one hundred millions, so they will endeavor to get this one hundred millions.

In the sentences above, the underlined words *Then*, *So*, and *But* are the transition words of time, cause/effect, and comparison/contrast. Time transition word was used as the signal of chronological sequence, cause/effect is used to signal the causal relationship and comparison/contrast is used to show the differences from the previous statements.

Furthermore, according to the task planning, it comprised several language segments include topic and situation, function and notion, and the use of grammar and vocabulary. The topic and the notion of the task planning was dream and the situation was the definition and the purpose of dream. Meanwhile, for the function was suggesting the audience to build dream for their success and the grammar used on the task planning was present tense. In the last part, there were a number of vocabularies used could be found on task planning which related to the term 'dream', such as *success, desire, reach, purpose, thought, act, future, mind, ability* and *endeavor*.

2. Oral Performance

*Assalaamu'alaikum Warahmatullahi Ta'ala Wabarakatuh
Alhamdulillah, Alhamdulillahirobbil 'Alaamin...*

Okey, I'm standing here, I would to deliver my speech in front of you all and the tittle is dream.

My lovely Sisters and Brothers,

I always smile when I heard someone talked that a success begins from dream and dream begins from sleep. So, let us sleep if we want a success. What do you think about it? Do you think so? Don't you agree? If you don't agree with it, so we have same perception. If you agree with it, let's have a sleep.

In the beginning part of task planning as stated above, it was begun by giving salaam and thanks to god using Arabic which was not stated in task planning. Moreover, in the last sentence, she also added a statement which was not stated in task planning too and the sentence was *If you agree with it, let's have a sleep*. In this part, she could perform it fluently as the ideas written in her task planning.

The definition of dream here is a desire that we really want that we very very want to get it, whatever the condition, whatever happen it must be reached. The aim of desire is, for example when we desired to go to bathroom, what will be happen if we still restrain it and we don't reach it? Okey, my beloved sisters and brothers, Dream is a purpose. For example, if we ride a taxi, of course that the driver will ask 'Where do you want to go?' Then, we answer 'I don't know, up to you'. Of course, Sure that the driver will say and answer 'It is better if I deliver her to the madhouse'. Yes, that is the example if we live without dream, if we live without dream, it means we live without purpose.

My beloved sisters and brothers,

Dream is a thought right? Dream is mind right, right? Do we act first or think first? Of course that if we wanna do something, we think first, we decide first. From this mind, from this thought begins everything. We devise first. From this thought will appear word and statement, then will appear an act. One thing that we always do, it will be a custom and if this custom be continued, it will be a character. From the character will determine our success and our future. So, if we return from the first we

know that everything begins from a dream, a real dream not a sleeping dream.

In the paragraph above, it was the middle part of oral performance. She could convey it fluently and smoothly which were appropriate with the ideas in task planning. However, there was a sentence reduced when she performed it, as stated *Now, I wanna ask you. Does a dream influence us?*. In addition, she also greeted the audiences after she delivered several ideas which related to the topic by using *My beloved sisters and brothers* and it was not stated in task planning.

Which one do you love between free and not? Do love paying or free? Okay, dream is free. We never pay for it. So, do not ever dream half way! Let us dream! Let us we build our dream! We build our success! Why? Because people's ability depend on their mind. If in their mind they said that they have one hundred rupiahs, so they can get it. But it is different if one hundred millions, so they will endeavor to get this one hundred millions. Okay friend, I think that's all. Forgive me and the last, *Wassalaamu'alaikum Warahmatullahi Wabarakatuh*.

In the ending part was as stated above, it showed that the utterances conveyed were same as stated on task planning. She could deliver each part of task planning successfully. Even though, when she closed it in the last sentence, she used different sentence as stated in task planning. In task planning written, *Thank you very much for your nice attention*. While, in her performance, she said, *Okay friend, I think that's all. Forgive me and the last, Wassalaamu'alaikum Warahmatullai Wabarakatuh*

According to her performance from the organization of the task planning, the content, to the combination of several language segments used, she could

performed it successfully and feasible to understand. Moreover, for the transitional words used were the underlined words below

The definition of dream here is a desire that we really want that we very very want to get it, whatever the condition, whatever happen it must be reached. The aim of desire is, for example when we desired to go to bathroom, what will be happen if we still restrain it and we don't reach it? Okey, my beloved sisters and brothers,

Dream is a purpose. For example, if we ride a taxi, of course that the driver will ask 'Where do you want to go?' Then, we answer 'I don't know, up to you'. Of course, Sure that the driver will say and answer 'It is better if I deliver her to the madhouse'. Yes, that is the example if we live without dream, if we live without dream; it means we live without purpose.

My beloved sisters and brothers,

Dream is a thought right? Dream is mind right, right? Do we act first or think first? Of course that if we wanna do something, we think first, we decide first. From this mind, from this thought begins everything. We devise first. From this thought will appear word and statement, then will appear an act. One thing that we always do, it will be a custom and if this custom be continued, it will be a character. From the character will determine our success and our future. So, if we return from the first we know that everything begins from a dream, a real dream not a sleeping dream.

Which one do you love between free and not? Do love paying or free? Okay, dream is free. We never pay for it. So, do not ever dream half way! Let us dream! Let us we build our dream! We build our success! Why? Because people's ability depend on their mind. If in their mind they said that they have one hundred rupiahs, so they can get it. But it is different if one hundred millions, so they will endeavor to get this one hundred millions. Okay friend, I think that's all. Forgive me and the last, *Wassalaamu'alaikum Warahmatullai Wabarakatuh.*

The transitional words used include transitional words of time (*then*), cause/effect (*so* and *because*), and comparison/contrast (*but*).

3.1.6 Datum 6

1. Written Task Planning

At this moment, I want to talk about dream. What is your dream? If I'm asking to the elementary school student, they will answer me; doctor, pilot, teacher, etc. but if I'm asking to you as a student in university, what is your

dream? There will be many different answers just like building a private island or may be going to Mars. So, the first answer is wrong? No!

In this task planning, it consisted of two paragraphs and seventeenth lines.

From the first sentence above, it showed that the task planning explained about dream. Meanwhile, for the following sentences, they were the supporting sentences which talked about the definition of dream based on the opinion of the elementary school and the university students.

There are differences between an elementary student and University. An elementary school thinks (that) dream means occupation dream. And it is totally different. There are many factors (that) affect dreams, but the important factor is effort or *ikhtiar*, and second is god or *do'a*. Remember (that) every dream will come true however it is. Just wake up and plan it! Fighting!

Furthermore, in the next paragraph above, the writer gave more explanation about the differences between dreams of the elementary school and the university students based on her opinion. The writer also explained about some factors which could affect the dream itself as stated in third sentence in the second paragraph *There are many factors (that) affect dreams, but the important factor is effort or ikhtiar, and second...* Meanwhile, for the ending part of the task planning, the writer suggested to plan the dream and fight to reach it.

Therefore, based on the previous statements, it could be identified that the content of task planning explained about two things. The first was the differences of dreams between the elementary school and the university students, and the second was factors of affecting their dreams.

Meanwhile, for the cohesion elements used as the transitional words could be found in sentences below

At this moment, I want to talk about dream. What is your dream? If I'm asking to the elementary school student, they will answer me; doctor, pilot, teacher, etc. but if I'm asking to you as a student in university, what is your dream? There will be many different answers just like building a private island or may be going to Mars. So, the first answer is wrong? No! There are differences between an elementary student and University. An elementary school thinks (that) dream means occupation dream. And it is totally different. There are many factors (that) affect dreams, but the important factor is effort or ikhtiar, and second is god or doa. Remember (that) every dream will come true however it is. Just wake up and plan it! Fighting!

The underlined words above included *At this moment*, *but*, *So*, and *Second* which are categorized as transitional words of time, comparison/contrast, cause/effect, and numerical. Those transition words were used as the glue to hold the relationship between the ideas of each sentence.

In the task planning, it also used the combination of several language segments, such as the topic and the notion which told about dream, the situation which explained about dreams of the elementary school and the university students, and the function which was giving information about the differences and also suggesting for the audiences. In addition, another language segments were the use of grammar and vocabulary. The grammar used of the task planning was simple present tense and for the vocabulary used which related to the topic were *Dream*, *Elementary school student*, *Doctor*, *Pilot*, *Teacher*, *Building*, *Private Island*, *Effort*, *Ikhtiar*, *God*, *Doa*, *Comes true*, *Wake Up*, *Plan*, and *Fighting*.

2. Oral Performance

Assalaamu'alaikum Warahmatullahi Wabarakatuh

Hello, my name is D. At this moment, I want to tell you about dreams. But first, I wanna ask, what is your dream? If I'm asking to the

elementary school student, they will answer me; doctor, pilot, lecture, etc. but if I'm asking to you as a student in university, you will answer me that building a private island or may be going to Mars. Who knows? So, the first answer is wrong? No! It is not.

Based on her oral performance as stated above, she opened her speech by introducing herself and the topic of her speech which were not stated on task planning. Then, she continued to deliver her speech fluently and self-confidently. In the beginning part, it showed that it used question technique in order to hook the audiences. It could be seen in the third sentence above.

But, there are differences between an elementary student and University student. There are many factors (that) affect dreams, but I can take two, there are effort or *ikhtiar*, and the second is pray to god. And it is important to us but remember (that) every dream will come true however it is. And then, the last I say, *Wassalaamu 'alaikun Warahmatullahi Wabarakatuh*.

In the middle and ending part, she was able to perform it successfully. She could express her ideas in task planning appropriately, from the organizational to the content of the task planning. Even though, when she performed it, she used other words to express the ideas, for instance, when she performed it in the second paragraph, she delivered *...but I can take two; there are effort and ikhtiar, and the second is pray to god...* Whereas, in task planning is stated *...but the important factor is effort and ikhtiar, and second is asking god or doa*.

However, in the second sentence above and the last part of her performance, she omitted the sentence, and then jumped to the next sentence. The omitted sentence was, *An elementary school thinks (that) dream means occupation dream. And it is totally different*. Also, she did not deliver her

suggestion which was stated on the last part of task planning stated *Just wake up and plan it! Fighting!* She directly closed her performance by saying *And the last I say, Wassalaamu'alaikum...* which is not stated on task planning.

Meanwhile, for the combination of language segments used, she could deliver it successfully which was similar to the task planning, from the situation, topic, notion, function, and the use grammar and vocabulary. For the transitional words used were the underlined words below

But, there are differences between an elementary student and University student. There are many factors (that) affect dreams, but I can take two, there are effort or ikhtiar, and the second is pray to god. And it is important to us but remember (that) every dream will come true however it is. And then, the last I say, *Wassalaamu'alaikum Warahmatullahi Wabarakatuh.*

In her performance, the subject used *but* as comparison/contrast transitional word and *then* as time transitional word.

3.1.7 Datum 7

1. Written Task Planning

Assalaamu'alaikum Wr. Wb.

No one can doubt that every human in this world has a dream. Even though, he or she has disability condition; blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be come true. Dream is not an occupation, but it is about what you are really want to do or what you are really want to have in someday. Do you remember the words 'When there is a will, there is a way'? From this words, we realize that actually our god has beautiful plan for us and prepare all that we need to make our dreams come true. There must be a way. Even though, it just about health maybe. We all need to do is just make it comes true. Make a plan and do!

The sentences above were the part of the first paragraph in this task planning. It was also the beginning part of it. From the first sentence which was

stated *No one can doubt that every human in this world has a dream...*, it could be identified that it talked about dream and the further sentences would talk about it too as its supporting sentences. For the supporting sentences, they were begun from the second sentence of the paragraph above stated *Even though, he or she has disability condition; blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be...*

Unfortunately, almost of us sometimes forget about our dreams and motivations. Maybe we don't have enough faith for that. I have some tips about keep our dream. Even though I just know I'm not successful perfect yet, but from my search, I have some information about this.

The paragraph above was the second paragraph of the task planning which consist of four sentences. For its first sentence, it was the topic sentence of the paragraph. Meanwhile, for the following sentences, they were the supporting sentences which deal with the topic.

First, love your dream, when you love, you always remember, right? Second, keep on your faith. Never stop praying. It is important activity. Because without god, our plan will be nothing. And third, make a journey for your dream. Do it consistently. Keep practicing when you want to be dancer maybe, study hard if you want to be doctor or anything. Keep tight for your dreams. Take the chances guys. Ok, I think enough, thank you very much, *Wassalaamu'alaikum Wr. Wb.*

The sentences above were the part of the last paragraph in the task planning. From the beginning part of the paragraph, it showed that it used the numerical transition word which explained about several tips of keeping the dreams. There were three ways in order to keep it. The first way was in the first sentence which stated *First, love your dream, when...*, and for other ways were

stated in first line and third line as stated *Second, keep on your faith...* and *And third, make a journey for your dream. Do...*

Therefore, based on the second and third paragraph, it could be identified that the content of the task planning was tips of keeping the dreams. While, in the end part of the task planning, the writer suggested the audience to keep the dreams tightly as stated in the fourth line of the last paragraph ...*Keep tight for your dreams. Take the chances guys...*

Furthermore, in the task planning, there were a number transitional words used as stated in the sentences below

Assalaamu'alaikum Wr. Wb.

No one can doubt that every human in this world has a dream. Even though, he or she has disability condition; blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be come true. Dream is not an occupation, but it is about what you are really want to do or what you are really want to have in someday. Do you remember the words 'When there is a will, there is a way'? From this word, we realize that actually our god has beautiful plan for us and prepare all that we need to make our dreams come true. There must be a way. Even though, it just about health maybe. We all need to do is just make it comes true. Make a plan and do!"

"Unfortunately, almost of us sometimes forget about our dreams and motivations. Maybe we don't have enough faith for that. I have some tips about keep our dream. Even though I just know I'm not successful perfect yet, but from my search, I have some information about this."

First, love your dream, when you love, you always remember, right?

Second, keep on your faith. Never stop praying. It is important activity.

Because without god, our plan will be nothing. And third, make a journey for your dream. Do it consistently. Keep practicing when you want to be dancer maybe, study hard if you want to be doctor or anything. Keep tight for your dreams. Take the chances guys. Ok, I think enough, thank you very much, *Wassalaamu'alaikum Wr. Wb.*

Based on the paragraphs above, the underlined transitional words were

Even though, But, When, Because, First, Second, and Third. The underlined words

Even though, and *But* are the transitional words of comparison/contrast.

Meanwhile, for another underlined words; *When*, *Because*, and *First*, *Second*, and *Third* were categorized as transitional words of time, cause/effect, and numerical.

Meanwhile, for the combination of language segments used in the task planning involve the topic and the notion, the situation, the function, and the use of grammar and vocabulary. The topic and the notion of the task planning told about dream, while for the situation talked about tips of keeping the dream and the function was informing the audiences about the tips which were stated in the last paragraph.

In addition, for the grammar used on the task planning was simple present tense and for the vocabularies used which were related to the topic are *doubt*, *dream*, *disability condition*, *blind*, *poor*, *getting older*, *believe*, *come true*, *occupation*, *remember*, *will*, *god*, *beautiful plan*, *way*, *forget*, *motivations*, *faith*, *tips*, *love*, *stop praying*, and *important activity*.

2. Oral Performance

Assalaamu'alaikum Wr. Wb.

Hello, everybody! Let me introduce myself. My name is F and today I'm gonna be talking about dream. Actually, we know that everybody has a dream. Even though, they are maybe have disability condition; blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be come true. Dream is not an occupation, but it is about what you are really want to do or what you are really want to have in someday. Do you remember the words 'When there is a will, there is a way'? From this word, we realize that actually our god has beautiful plan for us and prepare all that we need to make our dreams come true. There must be a way. Even though, it just about health maybe. We all need to do is just make it comes true. Make a plan and do!

According to her performance, she performed it self-confidently and fluently. In the beginning part, she began it by introducing herself and the topic of her speech which were not stated in her task planning. In this part, she used description technique in order to explain about her topic. Then, she continued to deliver the following sentences. However, when she delivered it, there were two supporting sentences which were omitted stated *I just believe dreams have to be come true. Dream is not an occupation, but it is about what you are really want to do or what you are really want to have in someday.* And then she jumped to the next sentence, *Do you remember the words...*

Unfortunately, almost of us sometimes forget about our dreams and motivations. Maybe we don't have enough faith for that. I have some tips about keep our dream. Even though I just know I'm not successful perfect yet, but from my search, I have some information about this.”
 First, love your dream, when you love, you always remember, right?
 Second, keep on your faith. Never stop praying. It is important activity. Because without god, our plan will be nothing. And third, make a journey for your dream. Do it consistently. Keep practicing when you want to be dancer maybe, study hard if you want to be doctor or anything. Keep tight for your dreams. Take the chances guys. Ok, I think enough,
Wassalaamu'alaikum Wr. Wb.

Then, in the next part above, she explained more about dreams, especially, tips for keeping dreams. She explained it clearly one by one by using numerical transitional words. In this part, she also explained the reasons of giving the tips. Meanwhile, for the organization and the content of the text, and also the combination of language segments used, she could deliver it successfully and similar to the task planning. Although, she did not mention the suggestion of her speech which was written in the ending part task planning. The suggestion was, *Keep tight for your dreams. Take the chances guys.* Then, she directly closed her

performance. For the grammar used, she performed it by using simple present tense.

Assalaamu'alaikum Wr. Wb.

Hello, everybody! Let me introduce myself. My name is F and today I'm gonna be talking about dream. Actually, we know that everybody has a dream. Even though, they are maybe have disability condition; blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be come true. Dream is not an occupation, but it is about what you are really want to do or what you are really want to have in someday. Do you remember the words 'When there is a will, there is a way'? From this word, we realize that actually our god has beautiful plan for us and prepare all that we need to make our dreams come true. There must be a way. Even though, it just about health maybe. We all need to do is just make it comes true. Make a plan and do! Unfortunately, almost of us sometimes forget about our dreams and motivations. Maybe we don't have enough faith for that. I have some tips about keep our dream. Even though I just know I'm not successful perfect yet, but from my search, I have some information about this."

First, love your dream, when you love, you always remember, right?

Second, keep on your faith. Never stop praying. It is important activity.

Because without god, our plan will be nothing. And third, make a journey for your dream. Do it consistently. Keep practicing when you want to be dancer maybe, study hard if you want to be doctor or anything. Keep tight for your dreams. Take the chances guys. Ok, I think enough,

Wassalaamu'alaikum Wr. Wb.

The underlined words above were the transitional words used in her performance. The word *even though* and *but* were the transitional word of comparison/contrast, while for the word *first*, *second*, and *third* are numerical transitional word, and *when* were time transitional word.

3.1.8 Datum 8

1. Written Task Planning

I still remember memories when I was a new student in *Al-Yasini* Islamic Boarding School. There was hot news about mysterious man called 'Ninja'. He made a lot of *Al-Yasini* students so afraid because of his terror.

In the paragraph above, it was the opening or the beginning part of the task planning. It was kind of narrative text which told about one of the writer's experience when she was a student in *Al-Yasini* Islamic Boarding School. The first and the second sentence were topic sentence. Meanwhile, the next sentences were the supporting sentences which deal with its topic sentence.

One night, my friend and I encouraged our self to find him. We went around *Al-Yasini* Islamic Boarding School. There were many strange accidents. At the midnight, we saw a black cat run around on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. Therefore, we kept calm ourselves. After that, I walked to kitchen and saw a black shadow like a man. I could not believe what I had sawn. The, I asked my friend to see it. She also could see him. It made us more afraid than before. We told that to the security managements but they ignored us and asked us to go to sleep. Then, we came back to our bed. However, I could not sleep and felt so afraid. I closed my eyes and prayed respectfully, but nothing. Suddenly, Mbak Na, an old woman who usually cooked in the kitchen screamed loudly. I was so shock. Then, I approached her. She said that she heard a strange voice as like there was someone run away on the roof. When I would keep calm her, Neng Hanif, the owner of *Al-Yasini* Islamic Boarding School startled us. She asked us 'Did we hear the strange voice from boy's dormitory?'. We told her that we also heard the same voice, but she asked to ignore that and asked me to come back to my bed again. After that, she rung the bell and *Al-Yasini* Islamic Boarding School student got up one by one. She asked them to prayed Tahajjud and recited Al-Qur'an. After the condition became calm, I could get sleep well. Some days later, I knew that the mysterious man came from outside who tried his miracle. I didn't believe what happened those nights like as like story in the movie. I hope those accident did not make me unfocused to study well.

The sentences above to the last part of the task planning told about the chronological accident faced by the writer. She told it orderly, from she tried to find out the mysterious terror and finally she knew who the mysterious man was. Therefore, it was categorized as narrative text and used sequence structure in order to show the plot of the story from the beginning to the ending part of it.

For the content of the task planning, it told about one of the writer's experience when she was a student in *Al-Yasini* Islamic Boarding School. It could be identified from the first paragraph which was stated

I still remember memories when I was a new student in *Al-Yasini* Islamic Boarding School. There was hot news about mysterious man called 'Ninja'. He made a lot of *Al-Yasini* students so afraid because of his terror...

Furthermore, in the task planning, it also entailed several transition words used to show the relationship between each sentence as follows

I still remember memories when I was a new student in *Al-Yasini* Islamic Boarding School. There was hot news about mysterious man called 'Ninja'. He made a lot of *Al-Yasini* students so afraid because of his terror. One night, my friend and I encouraged our self to find him. We went around *Al-Yasini* Islamic Boarding School. There were many strange accidents. At the midnight, we saw a black cat run around on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. Therefore, we kept calm ourselves. After that, I walked to kitchen and saw a black shadow like a man. I could not believe what I had sawn. Then, I asked my friend to see it. She also could see him. It made us more afraid than before. We told that to the security managements but they ignored us and asked us to go to sleep. Then, we came back to our bed. However, I could not sleep and felt so afraid. I closed my eyes and prayed respectfully, but nothing. Suddenly, *Mbak Na*, an old woman who usually cooked in the kitchen screamed loudly. I was so shock. Then, I approached her. She said that she heard a strange voice as like there was someone run away on the roof. When I would keep calm her, Neng Hanif, the owner of *Al-Yasini* Islamic Boarding School startled us. She asked us 'Did we hear the strange voice from boy's dormitory?'. We told her that we also heard the same voice, but she asked to ignore that and asked me to come back to my bed again. After that, she rung the bell and *Al-Yasini* Islamic Boarding School student got up one by one. She asked them to prayed Tahajjud and recited Al-Qur'an. After the condition became calm, I could get sleep well. Some days later, I knew that the mysterious man came from outside who tried his miracle. I didn't believe what happened those nights like as like story in the movie. I hope those accident did not make me unfocused to study well.

Based on the sentences above, the transition words used were *when*, *because of*, *one night*, *at the midnight*, *therefore*, *after that*, *then*, *but*, *however*, and *some days later*. The words *when*, *one night*, *at the midnight*, *after that*, *then*, and *some days later* were the transition words of time which were used to signal the chronological sequence of the story. Meanwhile, for *because of* and *therefore* were the transition words of cause/effect and the words *but* and *however* were the transition words of comparison/contrast.

Meanwhile, for the combination of language segments used on this task planning consisted of its situation and topic, its function and notion, and the use of grammar and vocabulary. For the topic and the notion, it told about experience and the situation was meeting a mysterious man (*Ninja*). While, for its function was narrating the writer's experience.

The last part is the grammar structure and the vocabulary used in the task planning. Based on all the sentences, it used grammar structure of past tense and for the vocabularies used which related to its topic include *student*, *terror*, *around*, *strange*, *accident*, *black cat*, *kept calm*, *black shadow*, *afraid*, *slept*, *eyes*, *screamed*, *shocked*, *voice*, *bell*, *mysterious*, *miracle*, and *prayed*.

2. Oral Performance

When she performed the task planning orally, she could perform it successfully by delivering it chronologically based on the events occurred, from the beginning to the ending part of the task planning. In the beginning part of her

speech, she introduced herself and showed to the audiences about what she would deliver which were not stated on the task planning as follows

My name is G, I would like to tell you about my experience in *Al-Yasini* Islamic Boarding School. I still remember memories when I was a new student in *Al-Yasini* Islamic Boarding School. There was hot news about mysterious man called 'Ninja'. He made a lot of *Al-Yasini* students so afraid because of his terror.

Then, she continued her speech to the middle part of task planning as stated below

One night, my friend and I encouraged our self to find him. We went around *Al-Yasini* Islamic Boarding School. There were many strange accidents. At the midnight, we saw a black cat run around on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. Therefore, we kept calm ourselves. After that, I walked to kitchen and saw a black shadow like a man. I could not believe what I had sawn. The, I asked my friend to see it. She also could see him. It made us more afraid than before. We told that to the security managements but they ignored us and asked us to go to sleep. Then, we came back to our bed. However, I could not sleep and felt so afraid. I closed my eyes and prayed respectfully, but nothing. Suddenly, Mbak Na, an old woman who usually cooked in the kitchen screamed loudly. I was so shock. Then, I approached her. She said that she heard a strange voice as like there was someone run away on the roof. When I would keep calm her, Neng Hanif, the owner of *Al-Yasini* Islamic Boarding School startled us. She asked us 'Did we hear the strange voice from boy's dormitory?'. We told her that we also heard the same voice, but she asked to ignore that and asked me to come back to my bed again. After that, she rung the bell and *Al-Yasini* Islamic Boarding School student got up one by one. She asked them to prayed Tahajjud and recited Al-Qur'an. After the condition became calm, I could get sleep well. Some days later, I knew that the mysterious man came from outside who tried his miracle. I didn't believe what happened those nights like as like story in the movie. I hope those accident did not make me unfocused to study well.

In the whole of her performance, she understood about the plot of her experience. She could deliver it fluently and made the audiences feasible to follow it. Even though, there were some sentences omitted, for instance in the underlined sentences below.

In the task planning stated

...One night, my friend and I encouraged our self to find him. We went around *Al-Yasini* Islamic Boarding School. There were many strange accidents. At the midnight, we saw a black cat run around on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. Therefore, we kept calm ourselves. After that, I walked to kitchen and saw a black shadow like a man. I could not believe what I had sawn. Then, I asked my friend to see it. She also could see him. It made us more afraid than before. We told that to the security managements but they ignored us.

And when she performed, she delivered

In the first of the midnight, when my friend and I walked around *Al-Yasini* Islamic Boarding School, we saw a black cat run away on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. After that, we go to kitchen and saw a black shadow like a man. And then, we afraid again and we go to our *Musyrifah* but they do not believe us...

The grammar used on the task planning was simple past tense, however, when she performed it orally, not all of them used simple past tense; most of them were uttered in present tense. For example

In the task planning stated

...we came back to our bed...

But, she delivered in her performance

...my friend and I go to our bed...

Meanwhile, for the transitional words used in her performance were same as in her task planning include the words *when, one night, at the midnight, after that, then, and some days later* as the transition words of time which were used to signal the chronological sequence of the story. Meanwhile, for *because of* and *therefore* were the transition words of cause/effect and the words *but* and *however* were the transition words of comparison/contrast.

3.1.9 Datum 9

1. Written Task Planning

My hobby is listening music. Every day I can listening music, when I'm studying, when I'm ready to sleep, when I'm alone. My favorite genre is pop-rock, because the beat can make me spirit. Song can make me sad, happy, and spirit. Song influence my mood. When I'm studying, I'm often listening rock music. It makes me feel better and increase my spirit.

The sentences above were the beginning part of task planning. From the first sentence which was stated *My hobby is listening music*, it could be identified that it told about hobby, exactly listening to music. The first sentence was also the topic sentence of task planning. Meanwhile, for the following sentences stated *I can listen to music when...* was the supporting sentence. Moreover, it used sequence structure in order to explain the writer's hobby orderly.

...I loved music, but I can't singing.

In the ending part of the task planning, it was the conclusion which was stated in the sentence above. It was also the last sentence of the task planning. Based on it, the writer assumed that she loves music, even though she can't sing a song.

Meanwhile, for the content of the task planning, it explained about the writer's hobby. She explained clearly when she does her hobby and what the effects after doing it. It could be identified from the second sentence of the first paragraph to the second sentence in the last paragraph as stated ...*Every day I can listen to music, when I'm studying, when I'm ready to sleep, when I'm alone...*

For the transition words used in the task planning could be found in several sentences as follows

My hobby is listening music. Every day I can listen to music, when I'm studying, when I'm ready to sleep, when I'm alone. My favorite genre is pop-rock, because the beat can make me spirit. Song can make me sad, happy, and spirit. Song influences my mood. When I'm studying, I'm often listening rock music. It makes me feel better and increase my spirit. I loved music, but I can't sing.

The words *Every day* and *when* were the transition words of time which were used to signal the events occurred. Meanwhile, for the transition word of cause/effect included *because* was used to signal the causal relationship.

The task planning also used the combination of several language segments which consisted of the situation and the topic, the function and the notion and the use of grammar and vocabulary. For the topic and the notion told about hobby. While, the situation was about listening to music and narrating was the function of the task planning.

The grammar structure used in the task planning was present tense. However, there were incorrect sentences as written in second and fifth sentence as follows

...Every day I can listening music, when I'm studying. (second sentence)

...Song influence my mood. (fifth sentence)

For the underlined words above should be changed into *listen* and *influences*. The reasons were 'can' is modal and after modal should be verb 1, while 'song' is singular, so the word *influence* should be added by *-s*.

Meanwhile, for the vocabulary used which related to the topic such as *hobby, listening, music, studying, sleep, alone, favorite, genre, pop, rock, the beat, spirit, song, happy, spirit, mood, and sing*.

2. Oral Performance

Assalaamu'alaikum Warahmatullahi Wabarakatuh

I'm here, I want to speaking about my hobby. I have some hobby, but My favourite hobby is listening music. Every day, every time, I can listening music, but I often listening music when I'm studying. My favorite genre is pop-rock, because pop-rock can influence my mood. When I'm studying, I'm often listening rock music. It makes me feel better and increase my spirit.

When she performed the task planning orally, in the beginning part, she introduced herself and told to the audiences about what her speech was which was not stated on task planning. Based on the organization and the content, she delivered it successfully. Both the beginning and the middle parts were similar to the task planning. Nevertheless, there were some words omitted when she produced it, such as in the third sentence in the first paragraph, she omitted the words *when I'm ready to sleep, when I'm alone*. Then, she jumped into the next sentence. Moreover, in the first sentence of last paragraph, she also omitted the words *makes me feel better* and replace it with the word *comfortable*.

For the ending part or the conclusion, she didn't convey it. After she delivered the beginning and the middle parts of the task planning, she directly closed her performance. The grammar used in her performance was same as in the task planning; present tense. Furthermore, she could deliver the content of the task planning appropriately.

The combination of language segments used were similar to her written task planning, such as in its situation, topic, notion, function, and the use of grammar and vocabulary. Meanwhile for the transition words used were the underlined words below which refer to transition words of comparison/contrast (*but*) and cause/effect (*because*).

Assalaamu'alaikum Warahmatullahi Wabarakatuh

I'm here, I want to speaking about my hobby. I have some hobby, but My favourite hobby is listening music. Every day, every time, I can listening music, but I often listening music when I'm studying. My favorite genre is pop-rock, because pop-rock can influence my mood. When I'm studying, I'm often listening rock music. It makes me feel better and increase my spirit.

3.1.10 Datum 10

1. Written Task Planning.

My hobby is streaming Youtube, because it is really fun I think. I can find so many video that's inspiring me, not only that but also I can find video (fun video) that make me laugh and it's really entertain me when my mood is not good.

Those sentences above were the beginning part of the task planning. For its first sentence stated *My hobby is streaming Youtube, because it is really fun I think* was identified as the topic sentence of the paragraph. Meanwhile, for the rest

sentences were categorized as the supporting sentences which were begun by the second sentence as stated *I can find so many video...*

Sometimes, I was also find new song in youtube, because in Ma;had (dormitory) there is no TV, so my entertainment is Google and Youtube. I can find new song in Vevo channel. Many international singer who have uploaded their video clip in there, and every week there is always 'A Vevo This Week' and we can find what's new song to be released. I used streaming Youtube in my room, when I have no schedule and I feel bored.

Based on the paragraph above, the sentences were categorized as the supporting sentences too. The reason was they support the topic of the task planning. From those sentences, it could be identified that the middle part of task planning was sequence structure. Because she told how her hobby was and what her feeling is after doing her hobby orderly. Therefore, this task planning was categorized as narrative text.

The content of the task planning told about the writer's hobby in streaming Youtube. Meanwhile, for its conclusion, it could not be identified because it did not provide the conclusion statement in the last paragraph. Furthermore, in this task planning, it also used a number of transition words as stated in paragraphs below

My hobby is streaming Youtube, because it is really fun I think. I can find so many video that's inspiring me, not only that but also I can find video (fun video) that make me laugh and it's really entertain me when my mood is not good.

Sometimes, I was also find new song in youtube, because in Ma;had (dormitory) there is no TV, so my entertainment is Google and Youtube. I can find new song in Vevo channel. Many international singer who have uploaded their video clip in there, and every week there is always 'A Vevo This Week' and we can find what's new song to be released.

I used streaming Youtube in my room, when I have no schedule and I feel bored.

Those underlined words were the transition words which consist of the transition words of cause/effect (*because, so*), comparison/contrast (*not only...but also*), and time (*when*). Meanwhile, for the combination of language segments used in the task planning consisted of the topic, situation, function, notion, and the use of grammar and vocabulary. For the topic and the notion of the task planning was hobby, while for the situation told about the writer's hobby in streaming Youtube and the function was narrating about the hobby.

Another part of the combination was the grammar and vocabulary used in task planning. The grammar used was present tense because it told about the habits of the writer's hobby and for the vocabularies used which related to the topic were *Streaming, Youtube, Fun, Video, Inspiring, Laugh, Entertain, Mood, Song, Google, Entertainment, Singer, and Bored*.

2. Oral Performance

Assalaamu 'alaikum! My name E, you can call me e. I want to tell you my hobby. My hobby is streaming Youtube, because it is really fun for me, because in Youtube, I can find so many video that's inspiring me, not only that but also I can find funny that make me laugh when my mood is not good.

Sometimes, I was also find new song in youtube in Vivo channel. Because in Vevo channel I can find many new song. There are many international and national singer. In Vivo channel, there are Vivo this week, I can find the new update song and it is really entertained for me. Because in Ma;had (dormitory) there is no TV, so my entertainment is Google and Youtube. I usully streaming Youtube when I have no schedule and I feel bored. Yeah, I think that's all, thank you.

When she performed her task planning orally, she could perform it successfully. In the opening part, she introduced herself and the speech she would be delivered which were not stated on the task planning. Then, she delivered the organization and the content of her speech, the grammar structure used and also the combination of language segments used fluently which were similar to her task planning. On the other hand, there were some supporting sentences reduced, such as *Many international singer who have uploaded their video clip in there, we can find what's new song to be released, and I used streaming Youtube in my room.* Also, there was a sentence in the beginning part of second paragraph which she delivered in the last part of this paragraph. The sentence is stated *...because in Ma'had (dormitory) there is no TV, so my entertainment is Google and Youtube...*

Assalaamu 'alaikun! My name E, you can call me E. I want to tell you my hobby. My hobby is streaming Youtube, because it is really fun for me, because in Youtube, I can find so many video that's inspiring me, not only that but also I can find funny that make me laugh when my mood is not good.

Sometimes, I was also find new song in youtube in Vivo channel. Because in Vevo channel I can find many new song. There are many international and national singer. In Vivo channel, there are Vivo this week, I can find the new update song and it is really entertained for me. Because in Ma;had (dormitory) there is no TV, so my entertainment is Google and Youtube. I usully streaming Youtube when I have no schedule and I feel bored. Yeah, I think that's all, thank you.

Meanwhile, the underlined words above were the transitional words used in her performance which refer to the transitional words of cause/effect (*because*), comparison/contrast (*Not only...but also*), and time (*when*). Furthermore, for the use of language segments combination, she could use them in her performance correctly and has similarity to the task planning. Then, after delivering the

sentence, then she closed the speech by expressing her gratitude to the audiences which was not stated on the task planning too.

3.1.11 Datum 11

1. Written Task Planning

Assalaamu'alaikum Wr. Wb.

Honorable, the handsome and the beautiful tutors who are sitting in front of beautiful speaker.

Good Morning,

First of all, I would like to thank god, because of this mercies and blessings, you can see my beautiful face, in this beautiful place, and in this beautiful

Secondly, may peace and salutation always be with our great prophet Muhammad SAW.

The sentences above were the beginning part of task planning which showed the greeting expression. It could be identified from the first line that the writer greeted the tutor in front of her as stated *Honorable, the handsome and the beautiful tutors who are sitting in front of beautiful speaker...* Moreover, she also expressed her gratitude to god and prays for great prophet Muhammad SAW in the next sentences which were stated *I would like to thank god, because of this mercies and blessings...* and *...may peace and salutation always be with our great prophet Muhammad SAW.*

Ladies and gentlemen,

In this beautiful occasion, I would to deliver three points,

1. What happen with our *Shobahul Lughoh*?
2. What is the truest meaning of *Shobahul Lughoh*?
3. How to improve the spirit of MSAA's student to join *Shobahul Lughoh*?

Well, for answering those questions, I will bring you to my speech under the title 'Shobahul Lughoh, Who's care?' Oke, why are my friend and I so lazy to join *Shobahul Lughoh*? That's a simple question must be answered now.

Meanwhile, for the sentences above were the middle part which showed the content of task planning. It was stated that there were three important points to discuss in task planning which related to *Shobahul Lughoh* activity. Moreover, the writer named the speech by title “*Shobahul Lughoh, Who’s care?*”. She took the three important points in order to know the laziness reason of the students who join it. However, for the answers of those questions were discussed in paragraph below,

Today, students are reluctant to go to *Shobahul Lughoh*. They feel it does not give impact for their life.

Actually, what is truest meaning of *Shobahul Lughoh* stated by the MSAA’s Committees?

Shobahul Lughoh is a morning program of MSAA to build and improve language skill of the students. However, the fact said different, many unimportant activities or agendas in *Shobahul Lughoh*. Students are forced to join activities in *Shobahul Lughoh* that actually so far from the goal of *Shobahul Lughoh* itself.

The next question is how to improve the spirit of students to join *Shobahul Lughoh*?

I have three strategies,

First, reform the tutors. MSAA should find the tutors who truly dedicated to teach. Second, skip or minimize unimportant activities, like *yel-yel*, singing a song or screaming. Third, be efficient. MSAA should understand that students need plenty of time, so *Shobahul Lughoh* has to be ensured that it give the student maximum, effective, and efficient learning.

Those sentences explained about the answers of the questions as stated in the previous paragraph. She also stated the reasons of her answer in order to support it, like the fifth and sixth sentence stated *However, the fact said different, many unimportant activities or agendas in Shobahul Lughoh. Students are forced to join activities in Shobahul Lughoh that actually so far from the goal of Shobahul Lughoh itself.* Then, for the answer of the last question, she gave some strategies in order to solve it which was written from the eighth sentence below,

I have three strategies,
First, reform the tutors. MSAA should...

Therefore, it could be identified that the content of task planning discussed about three significant points about *Shobahul Lughoh* activity. Then, in the ending part of task planning, she closed it and expressed her gratitude to the audiences as stated in paragraph as follows,

That's all my speech I can deliver. Thank you very much for your great attention.
Wassalaamu'alaikum Wb. Wr.

Furthermore, the task planning also used a number of transitional words and the combination of several language segments include the topic, notion, situation, function, and the use of grammar structure and vocabularies which related to the topic. The use of transitional words could be found in the sentences below,

...First of all, I would like to thank god, because of this mercies and blessings, you can see my beautiful face, in this beautiful place, and in this beautiful
Secondly, may peace and salutation always be with our great prophet Muhammad SAW.

Ladies and gentlemen,

In this beautiful occasion, I would to deliver three points,

1. What happen with our *Shobahul Lughoh*?
2. What is the truest meaning of *Shobahul Lughoh*?
3. How to improve the spirit of MSAA's student to join *Shobahul Lughoh*?

Well, for answering those questions, I will bring you to my speech under the title 'Shobahul Lughoh, Who's care?' Oke, why are my friend and I so lazy to join *Shobahul Lughoh*? That's a simple question must be answered now.

Today, students are reluctant to go to *Shobahul Lughoh*. They feel it does not give impact for their life.

Actually, what is truest meaning of *Shobahul Lughoh* stated by the MSAA's Committees?

Shobahul Lughoh is a morning program of MSAA to build and improve language skill of the students. However, the fact said different, many unimportant activities or agendas in *Shobahul Lughoh*. Students are forced to join activities in *Shobahul Lughoh* that actually so far from the goal of *Shobahul Lughoh* itself.

The next question is how to improve the spirit of students to join *Shobahul Lughoh*?

I have three strategies,

First, reform the tutors. MSAA should find the tutors who truly dedicated to teach. Second, skip or minimize unimportant activities, like *yel-yel*, singing a song or screaming. Third, be efficient. MSAA should understand that students need plenty of time, so, *Shobahul Lughoh* has to be ensured that it give the student maximum, effective, and efficient learning.

Those underlined words above were the transitional words which consisted of *first of all*, *because of*, *secondly*, *today*, *however*, *the next*, *first*, *second*, and *third*. The words *first of all*, *secondly*, *the next*, *first*, *second*, and *third* were categorized as the numerical transitional words, while for *Because of* is transitional word of cause/effect, *However* is comparison/contrast, and *Today* is time transitional word.

Meanwhile, the combination also used several language segments divided into the topic, notion, situation, function, and the use of grammar structure and vocabularies which related to the topic. The topic and the notion explained about *Shobahul Lughoh* activity. While the situation was discussed about activity of *Shobahul Lughoh* and the function was suggesting. The next was about the use of grammar and vocabulary. The grammar used in task planning was simple present tense and for the vocabularies were *shobahul lughoh*, *happen*, *meaning*, *improve*, *the spirit*, *MSAA's student*, *join*, *care*, *lazy*, *reluctant*, *feel*, *impact*, *life*, *MSAA's committees*, *morning program*, *build*, *improve*, *language skill*, *the fact*, *different*, *activities*, *agendas*, *strategies*, *reform*, *the tutors*, *dedicated*, *teach*, *skip*, *minimize*,

yel-yel, singing a song, screaming, efficient, plenty of time, ensured, effective, and efficient learning.

2. Oral Performance

Assalaamu'alaikum Wr. Wb.

Honorable, to the tutors whom I loved.

First of all, I would like to thank god, because of this mercies and blessings, I can deliver my speech in this morning,

And the second, I would like to thank to our prophet, because of his blesses and salutations we can gather here.

According to the performance, the sentences above were her oral performance. She could perform it fluently. On the other hand, there were some words omitted or delivered in other part of the structure. For instance, in the beginning part, when she greeted the tutor, she used the words *...whom I love...*, but actually in task planning was written *...who are sitting in front of beautiful speaker....* Then, in the next sentences, they were written in task planning *...because of his mercies and blessings, you can see my beautiful face in this beautiful place...* and *...may peace and salutation always be with our great prophet Muhammad SAW.* However, in her performance, she delivered *...because of his mercies and blessings, I can deliver my speech in this morning...* and *...because of his mercies and because of his salutation we can gather.*

Well, in this beautiful occasion, I would to deliver three points,

1. Why people are reluctant join *Shobahul Lughoh*?
2. What are the truest meanings of *Shobahul Lughoh*?
3. How to improve MSAA's student to join *Shobahul Lughoh*?

Well, first I would like to deliver what happen in our *Shobahul Lughoh*?

As we know many of MSAA students, especially ABA's students are reluctant to go to *Shobahul Lughoh*. They feel that *Shobahul Lughoh* cannot give a maximum, effective, and efficient program or learning program in the morning. The second I would like to continue with the meaning of *Shobahul Lughoh* tself, the truest meaning delivered by

MSAA committee. *Shobahul Lughoh* is actually a language program regulated by MSAA students to improve the skill of students of MSAA in English and Arabic language. However, why most of students are reluctant to join *Shobahul Lughoh*? One of the problems is that the tutor cannot give the maximum or effective program or enjoyable program in the morning. And then the third, I would to continue with how to improve the MSAA's student spirit to join *Shobahul Lughoh*. I have three strategies,

The first, reform the tutor, the MSAA committees have to consider how the tutor will teach the students. They have to ensure that the tutor is truly dedicated in teaching. The second, the tutors have to give the effective, maximum, and efficient program and also give us fun learning. And then the third, we have to build our gatherness to build our spirit together. Well, that's all my speech about *Shobahul Lughoh*, I think enough, thank you very much. *Wassalaamu'alaikum Wb. Wr*

The next part was the middle part of the task planning as stated above. In this part, she forgot to greet the audience which has been written in task planning. She omitted the words *Ladies and gentlemen* and directly delivered the next sentence. In addition, she also misplaced the sentence into another part of task planning, such as, in the first important point in the content of task planning, she delivered it as one of the supporting sentences in the third paragraph. The point was written on task planning *What happen with our Shobahul Lughoh?*, but she delivered in her performance *Why people are reluctant to join Shobahul Lughoh?*. When she delivered the supporting sentences in the third paragraph, she also changed it into another sentences, for instance, in the written task planning stated *...they feel it does not give big impact for their life*, but she delivered it as *...They think shobahul Lughoh cannot give a maximum, effective, and efficient, program in the morning or learning program*. And also for the second and third important point, they were written in task planning as *Second, skip or minimize unimportant activities, like yel-yel, singing a song, or screaming. Third, be efficient*, but she

delivered it as *The second, the tutors have to give the effective, maximum and efficient program and also have to give us fun learning. Third, we have to build our togetherness, our spirit together.*

That's all my speech I can deliver. Thank you very much for your great attention. *Wassalaamu'alaikum Wb. Wr.*

The sentences above were the ending part of her performance which were written in task planning. However, she closed it by using another words, as follows,

Well, that's all my speech about *Shobahul Lughoh*, I think enough, thank you very much. *Wassalaamu'alaiakum warahmatullahi Wabarakatuh.*

Meanwhile, for the transitional words used in her performance were the underlined words below,

Well, in this beautiful occasion, I would to deliver three points,

1. Why people are reluctant join *Shobahul Lughoh*?
2. What are the truest meanings of *Shobahul Lughoh*?
3. How to improve MSAA's student to join *Shobahul Lughoh*?

Well, first I would like to deliver what happen in our *Shobahul Lughoh*?

As we know many of MSAA students, especially ABA's students are reluctant to go to *Shobahul Lughoh*. They feel that *Shobahul Lughoh* cannot give a maximum, effective, and efficient program or learning program in the morning. The second I would like to continue with the meaning of *Shobahul Lughoh* tself, the truest meaning delivered by MSAA committee. *Shobahul Lughoh* is actually a language program regulated by MSAA students to improve the skill of students of MSAA in English and Arabic language. However, why most of students are reluctant to join *Shobahul Lughoh*? One of the problems is that the tutor cannot give the maximum or effective program or enjoyable program in the morning. And then the third, I would to continue with how to improve the MSAA's student spirit to join *Shobahul Lughoh*. I have three strategies,

The first, reform the tutor, the MSAA committees have to consider how the tutor will teach the students. They have to ensure that the tutor is truly dedicated in teaching. The second, the tutors have to give the effective, maximum, and efficient program and also give us fun learning. And then the third, we have to build our gatherness to build our spirit together. Well,

that's all my speech about *Shobahul Lughoh*, I think enough, thank you very much. *Wassalaamu'alaikum Wb. Wr.*

The words used were numerical, comparison/contrast and time transitional words. The numerical consisted of *the first, the second, and the third*. Meanwhile, for the transitional words of time was *then* and comparison/contrast was *however*.

3.2 Discussions

The findings above showed that the organization, the content, and the use of combination of several language segments had the significant part in writing and speaking activities of the EFL learners in order to produce their foreign language as stated by Ur (1996). It was because through the organization of the text showed whether the ideas were easily to follow and understand or not. Furthermore, the interesting ideas could be identified based on the content of the text and the use of combination language segments described the relationship among the grammatical structure, function or situation, topic, and vocabulary. The use of grammatical structure should be relevant to the all elements of the context and the topic should be appropriate for the vocabulary used. Meanwhile, as the focus of the research was analysing the roles of written task planning for EFL learners through the strategies of making it and how they performed their task planning orally. Moreover, the findings showed that it had eleven data which all of them had the organization structure and the content in each task planning. They also used the combination of several language segments with the aim of making the audience more understand about the ideas conveyed of the subjects.

The organization structure of the findings provided the classification of its beginning, middle, and ending parts of the task planning as theory of Spiegel (1981). In the beginning part, from the first datum to the last one, they used different technique with the intention of hooking the readers and firing up their writing. The techniques used were interesting enough. However, they were used merely in two types, description and question. There were five data which was begun by description techniques and three data used question technique.

The description technique also used in the beginning part of several tasks planning, such as in datum which told about 'Shopping'. The datum explained more about the types of shopping for the girls. Hence, in the beginning part, it was begun by describing shopping based on the girls' perspective. It had interesting topic to discuss in order to make the audiences paid attention to her performance. Moreover, all the audiences were female and her language conveyed were feasible understood. Meanwhile, the question technique was also used in the findings, such as in a datum talked about 'Idul Fitri'. In the beginning part, the subject used attractive way in order to hook the audiences. She could begin her speech communicatively. She gave several questions to the audiences which related to celebrate *Idul Adha*. One of the questions, she asked the audiences whether they have prepared for celebrating *Idul Fitri* or not.

However, for the rest data, the subjects did not use any techniques in the beginning part, but they directly explained about the topic of their speeches, such as in data which discussed about hobby and *Ma'had* activity. As the consequence,

when they performed orally, the audiences gave them less attention to their performances.

In the middle part of the findings, most of the subjects used the structure of sequence and description. There were three data found which used sequence structure in order to organize the events chronologically and made the plot feasible to follow. Those data were classified as narrative texts which told about experience and celebration day. Meanwhile, for the description structure, there were a number of data found which used it. The data explained about mom, dream, and hobby. Those of data used the structure with the intention of giving more information in detail, such as in datum which described about dream, the subject described the definition and the purpose of dream in detail and also provided an imagery of purpose of making dream same as the destination when riding a taxi. From this imagery, it could make the readers feasibly understand about the aim of their dreams.

On the other hands, not all the data in the middle part could be classified based on the theory of Spiegel (1981) who classified it into a number of elements which related to the genre of the text, such as sequence, description, cause and effect, compare and contrast, and problem and solution. There were four data which excluded from the theory. One of them was in datum which explained about shopping. It explained more about the types of girls in shopping and was classified into four types. Then, it explained the classification one by one in detail. However, the classification could not be categorized as part of elements in

Spiegel's theory (1981). In addition, in the middle part also comprised the content of task planning which related to their topic.

The last part of text structure was the ending part. According to the findings, not all of them had the ending parts. Nevertheless, based on Spiegel's theory, he supposed that every text had the ending part which depends on the purpose of the writing. Therefore, if the purpose was to entertain, it might have happy or sad ending, or a surprise ending might provide a twist. In the findings, there were two data which had no ending which told about hobby. Moreover, both of data were classified as narrative texts which had the aim to entertain the readers. However, the writers did not give its endings part and merely told their hobbies. For instance, in the last paragraph, it was stated *I used streaming Youtube in my room, when I have no schedule and I feel bored.*

Another element of text organization was cohesion element as the transitional words. Based on the findings, most of them used the transitional words of time and numerical. It used time transitional words with the aim of describing the sequences of events occurred chronologically. All of the findings were categorized as narrative text which told about celebration day, hobby, and experience. Furthermore, the transitional words helped the audiences feasible understand about the sequences of the story conveyed. Meanwhile, for the transitional words of numerical were used to divide the topic into several parts based on its characteristics. Then, from the divides, the subjects gave more explanation for each part in detail.

Based on the findings, they also used the combination of language segments which consisted of topic, notion, situation, function, and the use of grammar and vocabulary as the criterion of the effective writing and speaking activities (Ur, 1996). For the topic and the notion, both of the language segments told about shopping, celebration day, hobby, family, dreams, experience, and *Ma'had* activity. Furthermore, they also used a number of vocabularies which related to their topics. While, for the situations of the findings found, they discussed about several things, such as types of girls in shopping, celebrating Eid Adha, roles of mom, purpose of dream, meeting a mysterious man, listening to music, dreams of the elementary school and the university students, streaming Youtube, the way to keep the dreams, planning in celebrating *Idul Fitri*, and *Shobahul Lughoh* activity. Meanwhile, for the functions of the findings, they had several different functions, such as informing, entertaining, narrating, and suggesting. While, for the grammar structure used, most of them used simple present tense almost in the whole of the findings and simple past tense merely in one datum of the findings.

After analyzing both of the written task planning and the videos of oral performances, all of the subjects were interviewed one by one based on their planning of the tasks and their performances. As the results, they admitted that task planning was beneficial and important for them. It also had several purposes, such as to prepare and organize what they want to say in their performances, and prevented them from their forgetfulness. Most of them often used task planning for their oral performances when they thought that the material of the tasks was

difficult for them, such as in presentation, speech, and so forth. For the length of making the task planning was different from one another. It might need the duration of time around 5-10 minutes, 10-15 minutes, 15 minutes, 10-30 minutes, 1-3 hours, or may be in two days. In addition, some of them argued that the length of making task planning also depended on the task given. It might be from the duration of time, the topic, the theme, or the material of task given. If the duration of time for performing the task more than ten minutes or they got difficult topic, it meant that they need extended time to make it and vice versa. Moreover, it could depend on the condition of the subjects' mood. If they were in a good mood, they could be focus and make the task planning feasibly and immediately. Conversely, if they were in bad mood, they could not be focus to make or accomplish their task planning.

Meanwhile, for the strategies for making task planning, the subjects had different way to make it which depended on the task itself. If the subjects had understood about the material or the topic of the task, they would make the task planning point by point. However, if they felt confused about the topic or the material, they might make all the statements in the task planning which they wanted to perform. It was also when their teachers gave time duration for their performances; it meant that they had to suppose that their tasks planning were appropriate for the time duration given. While, before they made their task planning, they understood the material of the task first, and then made a summary in the form point by point in order to make it feasible to be understood and memorized.

According to their oral performances, when they performed their task planning, their performances were not same as the task planning. It was because their tasks planning were in the form point by point. Therefore, they improved it in their performances. All of them gave several additional statements which were not stated in their task planning, such as in the beginning part, they added some greeting statements to the audiences. Even, some of them greeted the audiences by using Arabic language. Some of them also introduced themselves in the earliest part of their performances. Furthermore, there were other differences when they performed it. Some of them reverse its organization and did not deliver all the supporting sentences written in the task planning. Even, some of them did not express their conclusion in the ending part of their performances and directly closed it. The differences were caused by several factors, such as forgetfulness, health, mood, and getting nervous. Moreover, the audiences and the crowded situation could be one of the factors which caused the subjects become unfocused.

In addition, when the subjects performed the task planning orally, it could be identified feasibly whether they understood their task planning or not. For the subjects who understood the task planning, they could perform it fluently and self-confidently. On the other hand, for those who memorized task planning, their performances were not as fluent as others. Furthermore, in the interview, they argued that task planning is useful for them as it has a number of roles, for instance as an inspiration for them before performing, an organizer for their ideas conveyed, a reminder from the forgetfulness, a partner for decreasing nervous and increasing self-confidence and comfort in successful performance, and a guidance

before and during they perform in order to make them remember about the sequence of the topic or the organization of the task.

Meanwhile, for the successful performances, the subjects assumed that it was also caused several factors, such as the difficulty or the ease of the task, the time duration, and the preparation before they performed. Moreover, one of the subject suggested that practicing in front of the mirror before performing, may help them to get their successful performances.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions dealing with the findings of the analysis. It concludes the findings that are discussed in the previous chapter and provides the suggestions for the readers, especially academic readers and the next researchers who want to conduct the similar research or to continue this research.

4.1 Conclusion

Task planning used was one of essential things in language teaching area, especially foreign language. It was used to plan or prepare the task before performing it orally. Through this, the EFL learners were able to arrange their ideas which they wanted to deliver in their performances. Furthermore, it also could help them to produce their foreign language better.

Based on the analysis of data which analyzed both of the task planning and its performance orally, the task planning could affect the success of the performance through several components. The components include the organization, the content, and the combination of several language segments used. The organization structure used represents the description and the question technique which were mostly used in the beginning part. In the middle part, it used the sequence and description structure both of tasks planning and performances. Meanwhile, for all the content and combination of several language segments used were related to the topic which has been chosen. Most of the EFL

learners understood well about those components. Thus, they could have successful performances and vice versa.

In a nutshell, the task planning has significant roles for the EFL learners which come from the strategies of making it in their oral performances include as an inspiration, an organizer, a reminder, a partner, and guidance.

4.2 Suggestion

As explained in previous chapter, task planning is interesting to examine. It is also worthwhile, at least for giving information for me as the researcher. Furthermore, I hope this research can give advantages for the pedagogy area of foreign language teaching in order to help the EFL learners to use and produce their foreign language.

Based on the data and findings, I suggest for further researchers who conduct the same research to complete this research in different types of task planning in classroom activity which are distinguished in term of when the EFL learners make the task planning, either before they perform it or during its performance in order to know how big the role of it for the EFL learners. They may also examine the same research, but in other situation of task planning, such as in language testing performance based on theory of Ellis (2005). For the reason that in a testing, it creates a high stake context which will engage the EFL learner's attention to have flawless performance, such as in fluency and accuracy, and so forth.

Furthermore, for the further researchers, they may investigate the task planning based on the communicative competence produced in oral performance with the aim of knowing how task planning can affect the language competence of EFL learners.

Meanwhile, I as the researcher expect some suggestions or critics to the readers in order to make it better. In addition, I also expect to the next researchers to investigate deeply and intensively, especially, they should be able to find the other linguistic feature and context aspects toward task planning use.



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The logo is a shield-shaped emblem with a light green background and a grey border. It features the text "UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM" in a circular arrangement at the top and "PUSAT PERPUSTAKAAN" at the bottom. In the center, there is a yellow calligraphic design. The word "APPENDIX" is written across the center in a large, bold, black serif font.

APPENDIX

➤ The written task planning of the subjects

1. Datum 1

Shopping is one of common hobbies. It is a regular activity for girls. Looking at girl's perspective, everytime is a good timing for shopping especially when they have any money. They can spend 2 hours or less or more for shopping. Based on my opinion, There are 4 types of girls about shopping. First type is rich girls who love buying anything. They will buy anything which catch their taste without thinking because they have more money. Second type is rich girls who don't like shopping. They always look for stuffs that they need. Then, they only buy stuffs that match their taste perfectly. Third type is poor girls who love shopping. They spend many hours for shopping when they have money. They do eye-shopping for enjoying themselves when they don't have. Last type is poor girls who don't like shopping. They spend many hours for searching any cheaper price to their needs. For me, I am a last type girl. Well, as a university student, I must spending my money by any judgement. So, I never be a girl who love shopping. I just spend my money for buying my needs especially books because of my hobby.

KIKY

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DORA
EMON



PUSAT PERPUSTAKAAN

2. Datum 2

Eid Al Adha

¹ Eid Al Adha is begun on the 10th day of dzulhijjah.

² Dzulhijjah is the last month of Islamic calender.

³ At the night before I do Eid prayer, the children
⁴ around my house assemble in front of the mosque.

⁵ Then, they go around the village to do "takbiran".

⁶ They bring torch. It is made of bamboo.

⁷ The next day, I wake up at 03.30 AM. Then I

⁸ take a bath at 04.00 AM. Then I prepare for Eid

⁹ prayer. I dress in my best clothes. Then I go to the

¹⁰ mosque on foot. The mosque is near my house

¹¹ After I do Eid prayer, I see many cows and goats

¹² in front of the mosque. They have been ready to slaughter.

¹³ After they have been slaughtered, the committee distributes

¹⁴ the meat to the people around the mosque and the

¹⁵ poor. It means, I get the meat because my house is

¹⁶ near the mosque.

¹⁷ In the evening, my brother and I help my mother

¹⁸ to cook meatball. At night, I go to my grandparent's

¹⁹ house. My big family and I make sate together.

²⁰ It is very exciting.

3. Datum 3

- My Planning in celebration day -

Idul Fitri is ~~the~~ one of celebration day that I like most, and I always wait. And do you know guys? Idul Fitri will come soon and I am very pleasure to know that. I have some reason why I always wait it. The first is because in Idul Fitri, I feel very peaceful, every people come to do silaturahmi and forgive each other. ~~of that time~~, I can meet all my big family, and the important one is making some cakes to be provided for guests. and the second reason is. now / this idul Fitri is the first time for me to celebrate in my status as student of university. So, Now I have to make different activities during Idul Fitri. I plan to go to neighbour, family by myself, I will not join with my parent again, because now I am as student of university, and the important one is I will buy a new shirt by myself without any helping from my parent (except asking their money to buy). okay. I think that all my preparation to celebrate Idul Fitri, Happy id all the newer. See - you later.

4. Datum 4

"MOM"

What was the first thing you figured out your head when you listen a word "mom": A best friend? a wish-adviser? a good teacher? or a real hero? Whatever it is, one thing is clear. She is everything.

My beloved brothers and sisters...

It is hard to find a word to describe a person who always encourages us to be the real us, a person who shows the right path when we lost, a person who always listen well to every single problems we have and the person who never stop to support us. Yeah, mom is indeed everything she gives us love that no one else can give. She give us happiness that nothing else can give. She give us everything because she thinks we are everything to her.

My beloved Muslim and Muslimah...

Not much words that I give in this opportunity because I think this speech is not aimed to reply all affection, sacrifice, love, laugh and tears of mom that she gives for us. But I hope after listening this speech, let's reply her affection, sacrifice, love, laugh and tears of our mom with grant all her hopes.

5. Datum 5

DREAM

I always smile when I heard someone talked that a success begins from dream and dream begins from sleep. So, let us sleep if we want a success.

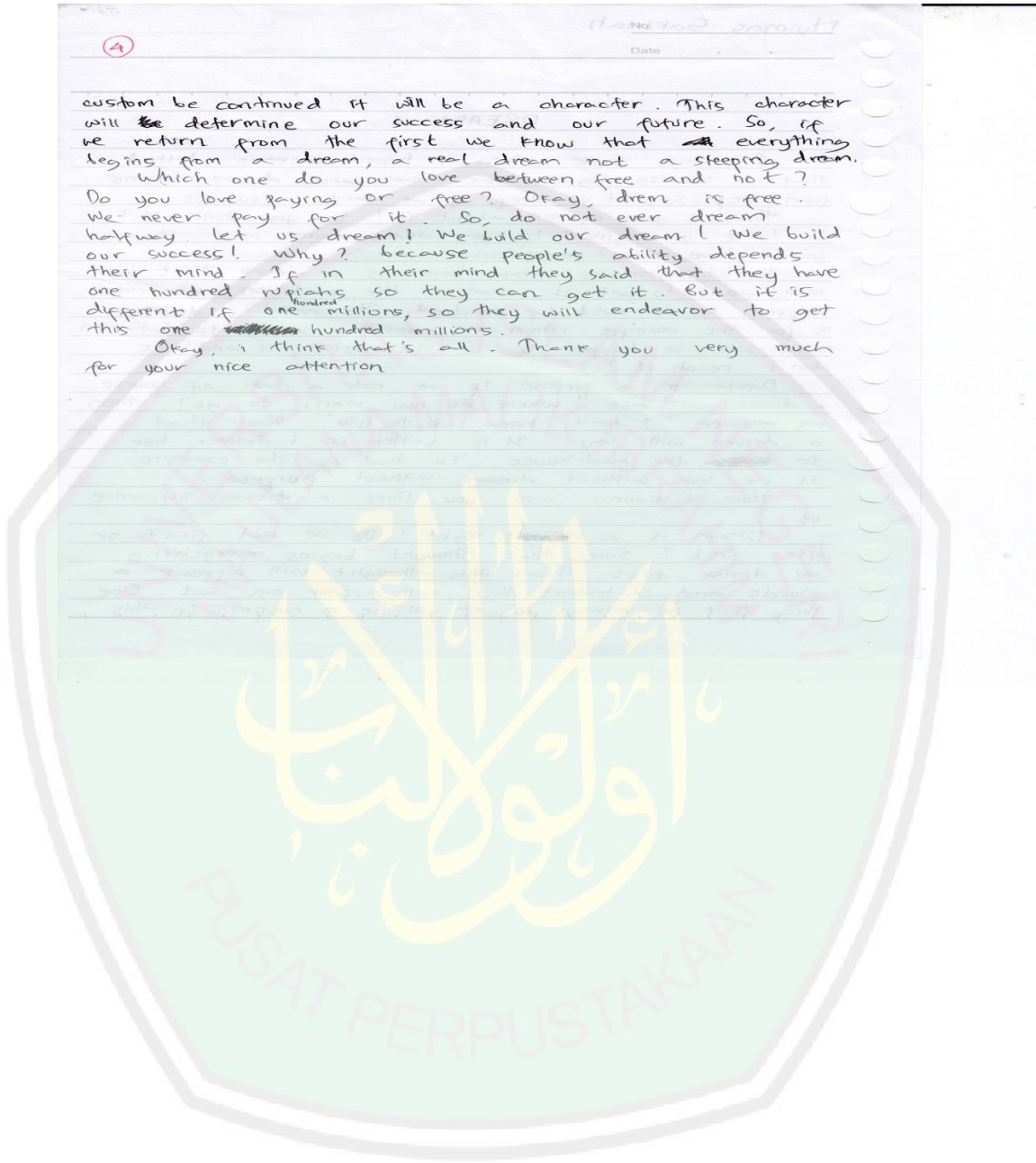
What is your opinion about it? Do you think so? Or don't you agree? If you don't agree with it, so we have same perception.

The definition of dream here, is a desire that we really want to get it, whatever the condition whatever happen it is must be reached. The aim of desire is, for the example: when we desired to go to bathroom, what will be happen if we still restrain it and we don't reach it?

Dream is a purpose. If we ride a taxi of course a driver will ask "where do you want to go?" then we answer "I don't know, up to you". Sure, that a driver will say "It is better if I deliver her to ~~the~~ the madhouse. Ya, that is the example if we live without dream, without purpose.

Now, I wanna ask you. Does a dream influence us?

Dream is a thought right? Do we act first or think first? Sure, that thought begins everything, we devise first. From this thought will appear words and statement, then will appear an act. One thing that we always do, it will be a custom. If this



4

Thurman (C) 17

Date

custom be continued it will be a character. This character will ~~be~~ determine our success and our future. So, if we return from the first we know that ~~all~~ everything begins from a dream, a real dream not a sleeping dream.

Which one do you love between free and not?

Do you love paying or free? Okay, dream is free. We never pay for it. So, do not ever dream

halfway. Let us dream! We build our dream! We build our success! Why? because people's ability depends their mind. If in their mind they said that they have one hundred wishes so they can get it. But it is different if one ^{hundred} millions, so they will endeavor to get this one ~~million~~ hundred millions.

Okay, I think that's all. Thank you very much for your nice attention

6. Datum 6

At this moment, I want to talk about dream
What is your dream? If I'm asking to the elementary school student, they will answer me, doctor, pilot, teacher etc. But if I'm asking to you as a student in University, what is your dream? There will be many different answers just like building a private island or may be going to Mars. So the first answer is wrong? No!

There are difference between an elementary school student & University. An elementary school thinks (that) Dreams mean occupation Dreams. and its totally different. There are many factors (that) affect dreams, but the important factor is effort or ikhtiar, and second is asking god or doa. Remember (that) every dreams will come true however is it. Just wake up & plan it! Fighting!

7. Datum 7

Assalamu'alaikum wr.wb.

No one can't doubt that every human in this world has a dream. Eventhough he or she has disability condition, blind, poor, getting older above 50 years maybe or in other condition. I just believe, dreams have to be come true. Dream isn't an occupation, but it's about what you're really want to do or what you're really want to have in someday. ^{Do} Remember the words "When there's a will there's a way"? From this words we realize that actually our God has beautiful plan for us and prepare all that we need to make our dreams come true. There must be a way, eventhough it just about health maybe. We all need to do is just make it comes true. Make a plan and Do!

Unfortunately almost of us sometimes forget about our ^{strong} motivations. Maybe we all do not have enough faith for that. I have some tips about keep our dream. Eventhough I just know I'm not succesful person yet, but from my search I have some information about this.

First, love your dream. when you love you always remember right? Second, keep on your faith. Never stop to praying. it's important activity. Because without God, our plan will be nothing. and third, make a journey for your dream. do it consistently. Keep practicing when you want to be dancer maybe, study hard if you want to be doctor or anything. Keep fight for your dreams. Take the chances guys. OK. I think enough, thank you very much, Wassalamu'alaikum Wr.wb.

8. Datum 8

Experience

I still remember memories when I was a new student in Al-yasini Islamic Boarding School. There was hot news about mysterious man called ninja. He made a lot of Al-yasini student so afraid because of his terror. One night, my friend and I encouraged ourself to find him. We went around Al-yasini Islamic Boarding School. There were many strange accident. At the midnight, we saw a black cat run around on the bookshelf in the dark mosque. Suddenly, the black cat lost and made us very afraid. Therefore, we kept calm ourself. After that, I walk to kitchen and saw a black shadow like a man. I could not believe what I had saw. Then, I asked my friend to see it. She also could see him. It made us more afraid than before. We told that to the security managements but they ignored us and asked us to go to sleep. Then, we came back to our bed. However, I could not sleep ~~well~~ and felt so afraid. I closed my eyes and prayed respectfully but nothing. Suddenly, Mbok na, An old woman who usually cooked in the kitchen screamed loudly. I was so shock. Then, I approached her. She said that she heard a strange voice as like there was someone run away on the roof. When I would keep calm her, Neng Hanif, The Owner of Al-yasini Islamic Boarding School strated us. She asked us that did we hear the strange voice ~~to~~ from boy's dormitory. We told her that we also heard the same voice but she asked to ignore that and asked me to come back to my bed again. After that, she rung the bell and Al-yasini ~~street~~ got Islamic Student

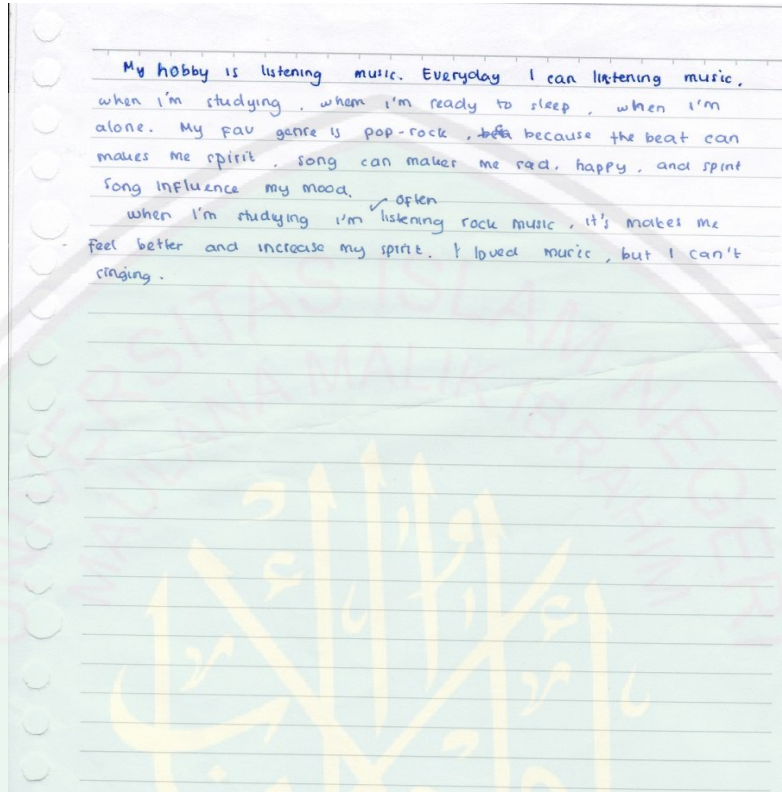
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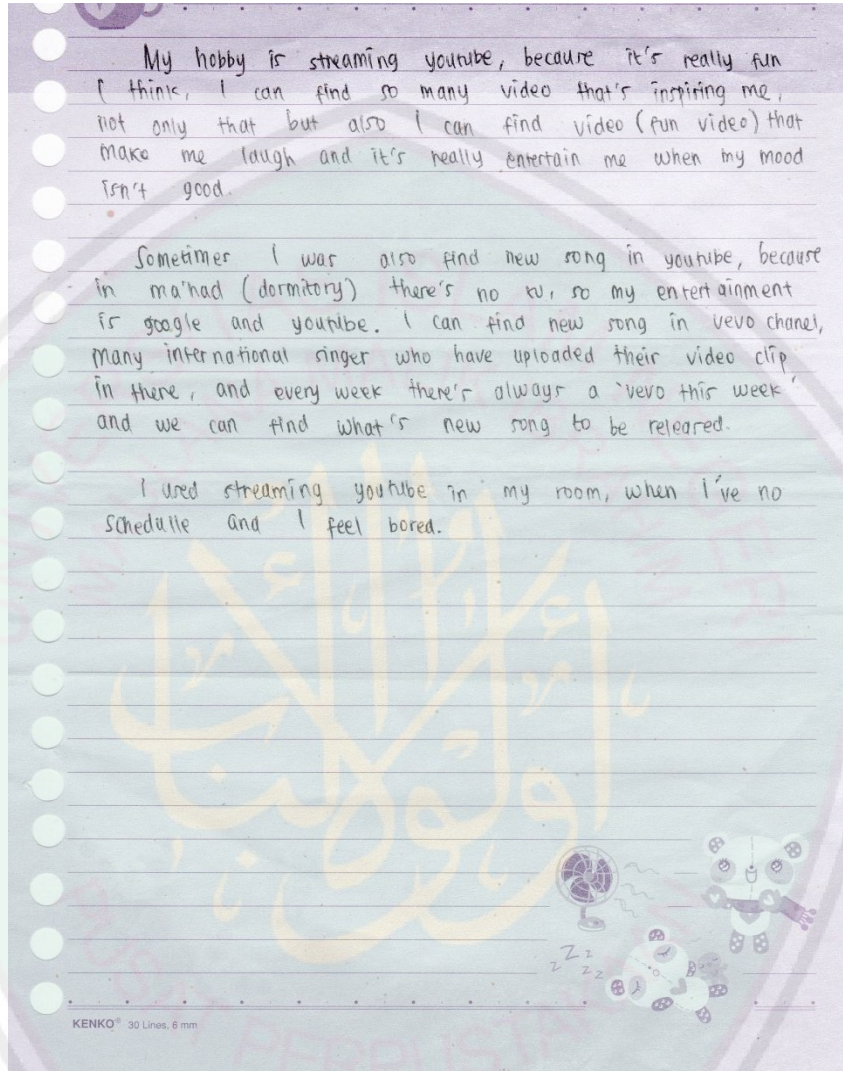
Date

got up one by one. She asked them to prayed tahajud and recited Al-qur'an. I didn't believe what happened in this night and thought as like story in the movie. After the condition becamed calm, I could get sleep well. Some days later, I knew that the mysterious man came from outside who tried his miracle. I didn't believe what happened these night as like story in the movie. I hope those accident did not make me unfocus to study well.

9. Datum 9



10. Datum 10



11. Datum 11

Assalamualaikum wr. wb.

Honorable, the handsome and the beautiful tutors who are sitting in front of beautiful speaker.

Good morning.

First of all, I would like to thank God, because of His mercies and blessings, you can see my beautiful face, in this beautiful place, and in this beautiful

Secondly, may peace and salutation always be with our Great prophet Muhammad SAW.

Ladies and Gentlemen,

In this beautiful occasion I would like to deliver three points,

1. What happen with our Sobagulughol,
2. What is the truest meaning of Sobagulughol
3. How to improve the spirit of MSAA's student to join Sobagulughol?

Well, For answering those question, I will bring you to my speech under the title "Sobagulughol, who's scare?"

Like, why are my friend and I so lazy to join Solu?

That's a simple question must be answered now.

Today, students are reluctant to go to Solu. They feel it does not give big impact for their life.

Actually, what's the truest meaning of Solu stated by the MSAA's committees?

Solu is a morning program of MSAA to build and improve language skill of the students.

However, the fact said different. Many unimportant activities or agendas in Solu. ~~the~~ Students are forced to join activities in Solu that actually so far from the goal of Solu itself.

The next question is how to improve the spirit of students to join Solu?

(12)

I have three strategies,

First, reform the tutors. MSAA should find the tutors who ~~are~~ truly dedicated to teach.

Second, skip or minimize unimportant activities, like yel yel, singing a song, or screaming ~~the~~

third, be efficient.

MSAA should understand that students need plenty of time, so, solv has to be ensured that it give the student maximum, ~~and~~ effective, and efficient learning.

That's all my speech I can deliver. Thank you very much for your great attention.

Assalamualaikum Wv-Wb.

➤ **For supporting the strategies of making task planning, i also interviewed the subjects with the lists of the questions below:**

1. What is your opinion about 'Task Planning'?
2. What is the aim of making 'Task Planning'?
3. Do you always make 'Task Planning' for all your performances?
4. How long do you usually make it?
5. What is your strategy for making it?
6. Did the 'Task Planning' you have prepared is similar to your performance?
7. How if there is difference when you performed it? What is the cause?
8. Is 'Task Planning' is beneficial for you?
9. What is the role of 'Task Planning' for you?
10. What are the factors which can make your performance successful?

➤ **In oral performances, there are several codes used which refers to:**

- A: Sherli Juliani
- B: Novia Beta Wiraningtias
- C: Vina Hartsa Hidayati
- D: Annisa Firdaus
- E: Avina Aulia Yasmin
- F: Dinantari Susilo

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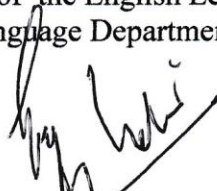
Department : English Letters and Language

Thesis Title : The Roles of Task Planning on Oral Performances of EFL Learners in *Shobahul Lughoh* Activity at Maulana Malik Ibrahim State Islamic University of Malang

Advisor : Dr. Meinarni Susilowati

No.	Date	Description	Signature
1	08 April 2016	Revising Chapter I (significance, scope and limitation, research design)	
2	18 April 2016	Elaborating the theory of language and identity also self-referring in representing identity	
3	29 April 2016	Proposing the structure of Chapter III	
4	12 May 2016	Revising Chapter III (flowing of the ideas, analyzing the data, planning the discussion)	
5	16 May 2016	Rewriting Chapter III, proposing findings and discussion (managing and coding the data)	
6	09 June 2016	Revising the findings and writing the reference lists	
7	16 June 2016	Reviewing chapter III starts from findings, discussion and conclusion	

Approved by
the Head of the English Letters
and Language Department,



Dr. Syamsuddin, M. Hum.
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