

**IMPLEMENTATION OF TASK AND STUDENT'S RESPONSE AT THE
TENTH GRADE OF SENIOR HIGH SCHOOL IN PRAWIRA MARTA,
KARTASURA**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
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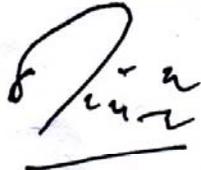
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IMPLEMENTATION OF TASK AND STUDENT'S RESPONSE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL IN PRAWIRA MARTA, KARTASURA

ABSTRAK

Penelitian ini bertujuan untuk 1) Mendeskripsikan jenis tugas yang digunakan oleh guru bahasa Inggris untuk kelas X SMK Prawira Marta, Kartasura, 2) Mendeskripsikan prosedur dalam pemberian tugas, 3) Mendiskripsikan respon siswa kelas X Akutansi SMK Prawira Marta, Kartasura terhadap tugas tersebut dan 4) Mengklasifikasi kesulitan guru dalam pemberian tugas. Dalam penelitian ini, peneliti menggunakan deskriptif kualitatif dengan jenis penelitian. Objek penelitian ini adalah implementasi dari tugas dan respon siswa terhadap tugas di kelas X Akutansi SMK Prawira Marta, Kartasura. Data dari penelitian ini adalah guru bahasa Inggris dan siswa kela X Akutansi, catatan kecil, silabus, rencana pelaksanaan pembelajaran (RPP), dan lembar kerja. Teknik untuk menganalisis data adalah 1) Pengolahan data diambil dari observasi, wawancara, dokumentasi dan kuestionare. yang terkumpul dianalisis dengan mengumpulkan, mengurangi, dan menampilkan data, mengklasifikasi dan memverifikasi data, dan membuat kesimpulan. Berdasarkan hasil penelitian, ditemukan, antara lain 1) Jenis tugas yang digunakan oleh guru bahasa Inggris adalah tugas individu dan tugas kelompok. Tugas individu meliputi pekerjaan rumah (PR) yang terdiri dari dua jenis, yaitu praktik dan persiapan. Sedangkan untuk tugas kelompok meliputi permainan, pemecahan masalah dan diskusi. 2) Procedur dalam pemberian tugas terdiri dari 3 tahap yaitu *pre-task*, *cycle/during task*, dan *post-task*, 3) Respon siswa terhadap tugas menunjukkan respon yang positif dan puas, 4) Kesulitan yang muncul berkaitan dengan kemampuan siswa dalam kosa kata bahasa inggris yang tergolong rendah dan fokus siswa terhadap guru yang kurang.

Kata Kunci: jenis tugas, prosedur pemberian tugas, respon siswa, kesulitan dalam pemberian tugas.

ABSTRACT

This research aims at 1) Describing the kind of task used by English teacher at Senior High School in Prawira Marta, Kartasura, 2) Describing the procedures of English teacher on giving task, 3) Describing student responses from the task that was got and 4) Classifying the difficulties on giving the task. In this research, the researcher uses a descriptive qualitative as the type of the research. The object of the study focuses on implementation of task and student's responses at Senior High School especially in the tenth Accounting Department grade in Prawira Marta, Kartasura. The data source of this research is English teacher and the student of Accounting Department grade at Senior High school in Prawira Marta, Kartasura, field note, syllabus, textbook, worksheet, and lesson plan. The technique for analyzing data is 1) Collecting the data taken from observation, interview, documentation and questionnaire. 2) The collected data

are analyzed by reducing, displaying and conclusion drawing/verification data. Based on the research finding, it was found that 1) There are two kinds of task used by English teacher namely individual and group task. Individual task includes homework that divided into two kinds namely, practice and preparation homework. Group task include game, problem solving, and discussion. 2) Procedures for giving task starts from pre-task, cycle/during task and post-task. 3) Student's response to the task is positive and satisfied. 4) Difficulties on giving task are faced because student ability in vocabulary and student's focus on the teacher are limited.

Keyword: kind of task, procedures for giving task, student response and difficulties faced.

1. INTRODUCTION

Task differs from other devices used to elicit learner's language, for example, or an exercise or drill (Ellis, 2003: 2). According to Prabu, as had been cited by Ellis (2003: 2), task is an activity which required learners it arrives at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.

Many teachers have different way on teaching style, giving task, or giving score. Process options differ from task performance options in that they concern the way in which the discourse (Ellis, 2003: 22). Whereas performance options can be selected in advance of the actual performance of the task, process options must be taken in flight while the task is being performed (Ellis, 2003: 23). The common assumption of task-based teaching is that the texts, the discursive practices and the social practices of the classroom.

Wills, as had been cited by Ellis (2003: 53) suggests that Task-based Learning (TBL) is a task where is 'a goal-oriented activity in which learners use language to achieve a real outcome. Examples of TBL tasks are interview, story-telling, problem solving, ranking discussion. These activities are wickly used in PPP textbooks as well.

Task-based teaching is not a monolithic teaching method, but an adaptable approach to language teaching. There is no single way of doing

(Ellis, 2003: 224). Samuda and Bygate, as had been cited by Ellis (2003:58) state that task-based teaching refers to 'contexts where tasks are the central unit of instruction: they "drive" classroom activity, they define curriculum and syllabus and they determine mode of assessment

There are two ways of using tasks are referred to respectively as *task-supported language teaching* and as *task-based language teaching*. In both cases, tasks have been employed to make language teaching more communicative. Tasks, therefore, are an important feature of *Communicative Language Teaching* (CLT). CLT aims to develop the ability of learners to use language in real communication.

Student's response on getting task have differences from each student. Based on researcher's experience at PPL before, many various responses that was found taken from the enthusiastic, attentional, and an anxiety of student. Every kind of tasks has different responses, every procedures of task has different response and every learning style too gives different responses.

The researcher has three reasons why he is interested in doing this research about implementation of task and student's response at tenth grade of Senior High School in Prawira Marta, Kartasura. The first reason is that task is one of way to stimulate learner to study. The second reason is that the tenth grade accounting department class in SMK Pawira Marta has little vocabulary in understanding instruction in English. The last is that to gain information the way to confront the students that have limited skill by task.

Based on appropriateness of task to the teaching learning process, the researcher wants to do the research entitled "IMPLEMENTATION OF TASK AND STUDENT'S RESPONSE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL IN PRAWIRA MARTA, KARTASURA".

In this research, the writer formulates the problem of the study as follows:

What kinds of task are used by teacher in English? What are procedures of giving task used by English teacher? How do students respond the task? And what are problems faced by English teacher in giving the task?

The writer makes a limitation in this research. The writer just researches the kind, procedure, student's response, and problem faced of task at the tenth grade of accounting management class at Senior High School in Prawira Marta Kartasura.

Based on the research problem, the objectives of the research are:

To describe the kind of task used by English teacher at Senior High School in Prawira Marta, Kartasura. To describe the procedures of English teacher on giving task. To describe student responses from the task that was got. And to classify the difficulties on giving the task.

This research has similarities and differences with the previous study above, the similarities are about method of collecting data. The differences from this research is, subject and object, this research focuses on implementation of task and student's responses at the tenth grade of Accounting Department at Senior High School in Prawira Marta, Kartasura.

The present researcher also gives several theories related to the study to give more understanding about the research. It is divided into definition of task, kind of task, procedure for giving task, and difficulties on giving task.

According to Prabu, as had been cited by Ellis (2003: 2), task is an activity which required learners it arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process. Lee, as had been cited by Ellis (2003: 2) states that task is (1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a language

learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans.

From those definitions, it can be concluded that task is an activity or exercise to measure the learner understands from given information through some process of thought, and which allowed teachers to control and regulate that process.

Wills (1996: 53) suggests that Task-based Learning (TBL) is a task where is 'a goal-oriented activity in which learners use language to achieve a real outcome. Examples of TBL tasks are interview, story-telling, problem solving, ranking discussion. These activities are wickly used in PPP textbooks as well.

Task-based teaching is not a monolithic teaching method, but an adaptable approach to language teaching. There is no single way of doing (Ellis, 2009:224). Samuda and Bygate, as had been cited by Ellis (2003:58) state that task-based teaching refers to 'contexts where tasks are the central unit of instruction: they "drive" classroom activity, they define curriculum and syllabus and they determine mode of assessment

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1.1 Task-supported Language Teaching

Teaching based on linguistic content, whether this is specified in structural terms as a list of grammatical features or in notional/functional terms as in the weak version of CLT, has traditionally employed a methodological produce consisting of present-practice-produce (PPP). That is, a language item is first presented to the learners by means of examples with or without an explanation. This item is then practiced in a controlled manner using what we have called 'exercise'. Finally

opportunities for using the item in free language production are provided. It is in this 'production' stage that tasks have been employed.

1.2 Task-based Language Teaching

Task-based teaching constitutes a strong version of CLT. That is, tasks provide the basis for an entire language curriculum. Stern (1992:30) offers a comprehensive classification of 'communicative activities' that includes field experiences, classroom management activities, inviting guest speakers, talking on topics related to students' private life and on substantive topics drawn from other subjects on the school curriculum (as in immersion programmes), and what he calls 'communicative exercises', i.e. tasks.

According to Ellis (2003:286), there are three components of task-based test, namely: (1) a task; (2) an implementation procedure; and (3) a performance measure, i.e. a means of assessing the testee's performance. TBA differs from task-based teaching (TBT) in two key respects. Firstly, it requires greater attention to choice of tasks. In testing and teaching, the tasks chosen should adequately be samples of the construct or domain that is to be taught/assessed. But whereas in testing this is essential for validity, in teaching it is merely desirable—teachers to adopt a more hit-and-miss approach based on experience and, perhaps, their knowledge of research findings.

2. RESEARCH METHOD

The type of the study is descriptive research. This research describes what exists and may help to uncover new facts and meaning (Polit and Hungler, 1999:22).

This research is conducted at SMK Prawira Marta, Kartasura. The writer conducted this research on September, 20st -21st 2016.

The subject of this research is the student at the tenth grade of accounting department at Senior High School in Prawira Marta, Kartasura. And the object of this study is implementation of task and student's

response at the tenth grade of Senior High School in Prawira Marta, Kartasura.

The data are taken from observation, interviews and questionnaire. The data source of the research is correspondents or participants namely: the tenth grade of Accounting Department and English teacher at Senior High School in Prawira Marta, Kartasura. The data source is divided into three parts:

Event: The teaching-learning process.

Informant: English teacher and the student of Accounting Department grade at Senior High school in Prawira Marta, Kartasura.

Data: the data are field note, syllabus, textbook, worksheet, and lesson plan.

The writer used some ways to collect the data, such as using techniques: observation, questionnaire, documentation and interview.

2.1 Observation

The researchers used the direct responses observation. Observation was conducted by observing kinds, response and procedures of task, and taking note during the teaching learning process about anything happened in the class. Observation was held on twice, namely on 20-21 September 2016. First observation started on Tuesday, September 20st at 7.00-8.30 p.m and the second meeting started on Wednesday, 21st at 10.30-11.55 p.m.

2.2 Questionnaire

Questionnaire is as data asking some questions to all individuals in the sample. The research used questionnaire to know the response of student (Nazir, 2005:203). In this case, the question was given to the tenth grade of Accounting Department in Senior High School in Prawira Marta, Kartasura in order to know the students' responses on the task. The question is in Indonesian language form. The researcher

used Indonesian language form because the students have little vocabulary in English instruction.

2.3 Documentation

Documentation has proposed to support the result of observation in qualitative research. According to Bodgan that in most tradition of qualitative research, the phase personal data is used broadly to refer to any first person narrative produced by an individual who describes or her own actions, experience and belief which is cited by Sugiono, (2009:240). In this case, documentation was used for collecting the data about the research question number one and two which were showed by task type and English teacher procedure and then, the question number three which was showed by their responses. Documentation in this research is syllabus and lesson plan.

2.4 Interview

The data are collected by the student's response. The researcher attempts to arrive at a rich description of the place, conversation and so on. The writer interviewed the students to know the student's responses about task. And then, the writer observed the English teacher on giving task to report or making description about the procedures. Last, the writer analyzed all of the data. Questions in interview are Indonesian form too.

The researcher used methodological triangulation. According to Denzin (1994) triangulation is process of verification that increases validity by incorporating several viewpoint and method. The researcher was combining two methods namely interview and questionnaire to describe the data are valid. Triangulation is actually used to increase the stud accuracy in this case 'triangulation' is one of validity measures (Dezin, 1994:6). The data from interview and questionnaire must been same. It is signed that data are valid. It is the reason the researcher used same questions to the different method.

3. DISCUSSION OF FINDING

3.1 Research Finding

In this part, the writer presented the discussion of the finding of this research. The writer analyzed the implementation of task and students' response to the task at the tenth grade of accounting management class at Senior High School in Prawira Marta Kartasura.

3.1.1 The Kinds of Task Used by English Teacher

The English teacher used individual and group task. Individual tasks are divided into two parts. It is homework and test. For group tasks is divided into three parts. It is games, problem solving, and discussion. Home work is English teacher gave homework after she has finished the materials. Before, she explained the materials, gave exercise and solution, and finally she gave homework. English teacher gave homework to monitor the students' understood individually. Game is one of activities which can help to create dynamic, motivating classes (Fauziati, 2010:23). English teacher gave game in middle of teaching learning process. Materials which focuses on problem solving offered further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them (Fauziati, 2010:26). The basic principle lying behind such activities is that the teacher set up a situation where there is "an information gap" among the participants, and this gap has to be bridge either orally or written form. The main aim of group discussion is to improve fluency, and grammar is probably best allowed to function as a naturally communicative context (Fauziati, 2010:29). English teacher is chosen discussion to create solidarity.

3.2 Procedures for Giving Task

3.2.1 First Pattern

The procedures for giving task consisted of three phases in the teaching learning process. The phases are pre-task, during/cycle task, and

post-task. She got time 2X40 minutes in the class. There were twenty four students in the classroom.

3.2.2 Pre-task

The teacher came to the classroom in the morning and she greeted the students by asking their condition. Then, she also checked the presence to know the students who could not attend the meeting.

Explained the Material

Teacher started giving a task after she explained physical appearance. Through introduced the materials, teacher chosen volunteer to be sample in the class. And teacher checked whether or not the learner understood the materials so far.

During/Cycle Task

Based on the phases, the writer found the procedures used by English teacher. According to Ellis (2003:34), there are two basic kinds of procedures for executing the work plan in the classroom. Firstly, there are procedures that specify how the activities mentioned in the syllabus can be converted into actual lessons. Secondly, there are procedures relating to how the teacher and learners are to participate in the lessons. Firstly, the teacher always make syllabus and converted into actual lesson (The teacher shows the syllabus to the writer). And secondly, interaction in the class between teacher and learner are indicated that they are cooperative.

3.3 Students' Response to the task

Based on kind of task used by English teacher, students have positive response. They felt enjoy and interactive to follow up. It can't regardless from the procedure on giving task well. English teacher's procedures are consecutively. Started from pre-task consist of explained the learning goal, motivated the students, explained the material; during-task consist of gave exercise and task; and the last is post-task consist of evaluated the exercise and task and closed with homework to check student's understood.

The writer found the positive response by interviewed and gave questionnaire to the students. By task chosen by English teacher helped

student to improve their ability. The procedures for giving task also made teaching learning process more active.

Based on previous study, there are three kinds of response to the teaching learning process namely negative denial, passive acceptance, to active application. Research findings is clarified that student's response to the task classified in the active application.

3.4 Difficulties in Giving Task

The writer found the difficulties in the limitation of student's ability. First, the students can't understand the English instruction. It is caused the English teacher is difficult for giving task. But firstly she used English instruction after that, she repeated in Indonesian instruction. Second, the students' focus, here the students often make noise. It is caused the students can't finish task on time.

4. CONCLUSION

Based on the researcher finding, the writer concludes that:

The kinds of task used by English teacher at the tenth grade of accounting management class at Senior High School in Prawira Marta Kartasura are individual and group tasks. The procedures for giving task used by English teacher have three sessions. The teacher starts from preparation, pre-task, cycle/during task and post task session, and assignment (home work). Student's responses to the task are positive and active application. Teacher faced some problem for giving task, as follows: (a) The student's focuses on the teacher is limited. (b) Students do not understand instruction in English. It caused teacher repeat her instruction again in Indonesian instruction.

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