

Chapter 5

Conclusion and Suggestion

Conclusion

Based on research that had been conducted in SMP N 4 Gorontalo, it could eventually obtain a conclusion.

It can be concluded that teacher did the steps of exploring English task during the learning process using Willis' theory. Because she took 8 steps in meeting 1, 7 steps in meeting 2 and 8 steps in meeting 3. Generally, teacher must take 11 steps in exploring the English task. However, teacher did not use it all. Here teacher did not take the teacher as a language adviser in the stage 2 for all meetings because learners can help their self with their own dictionary. In this step, teacher must help them to provide a word that they don't understand. Teacher also did not take the stepsof stage 3, namely practice and analysis. These steps had been done in the stage 1 and 2. The teacher had combined it into stage 1 and 2. She gave direct comment while the students presented their task in front of the class; it is analysis step. She also practiced the vocabulary that will be used in the stage 1; it is practice step in the stage 3. So that, it can be said she did these stage but it had combined into stage 1 and 2. Willis says this stage (stage 3) should be done in the last after stage 2 (Task cycle). Teacher must practice the incorrect word (pronunciation, intonation and etcetera.) and evaluate students' comprehension in analysis step. This stage had done by teacher in the stage 1 and stage 2. Therefore, she did not take this stage anymore. Not only that, the teacher also did not use timing in the meeting 2. She just controlled the students while working on the task. She asked them which group is finished doing the task.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

The students' perception, among meeting 1, 2 and 3, were same. Students felt times to finish the tasks were so short. They needed more time to prepare and to practice the tasks before comes to the report stage. But they felt satisfy with the teacher's way in exploring the task because the teacher was full of humor and excited.

Suggestion

Considering to this study there are two suggestions. First, learning process, teacher should pay attention to the preparation time to finish the tasks. It can be adjusted with the task level. The last, teacher should make a notice for the incorrect phrases and words while students presenting their task and practice it at the end of the class.

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A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

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Appendix 1

Students' perception toward teacher's role in exploring the English task in meeting 2

Indicators	Respondent	Answer	Coding		Result
			Theme	Description	
Stage 1 (Pre-task)					
<i>Question number 3:</i> Do you understand about the topic that teacher	R.1	Paham. Karena pelajaran Bahasa Inggris sangat mudah dipelajari dan penjelasan dari guru jelas.	Easy and clear	They said that they were satisfied with teacher's role in explaining the topic in the class. Because it is so clear.	<i>Understood</i>
	R.2				
	R.3	Paham.karena yang diberikan pelajaran mudah ibu menerangkan sangat jelas.	Clear	R.3 said that he was satisfied with the teacher's role in explaining the material. Because	<i>understood</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

explained in the class? Why?				the material is easy to be understood.	
	R.4	Paham. Karena setiap penjelasan yang diberikan oleh guru dapat dipahami dengan mudah dan cepat.	Easy	R.4 was satisfied with teacher's role in explaining the topic. It could be understood quickly.	<i>Understood</i>
	R.5	Paham. Karena setiap penjelasan diberikan oleh guru dan dapat dipahami dgn mudah dan cepat.	Easy	R.5 was satisfied with teacher's role in explaining the topic. It could be understood quickly.	<i>Understood</i>
	R.6	Paham. Karena pelajaran yang diberikan terasa mudah bagi kami. Juga gurunya sangat bagus ketika menerangkan.	Easy	This respondent said that the teacher's explanation of material is very good. So, students felt the topic is easy to be understood.	<i>Understood</i>
	R.8	Paham. Penjelasan ibu sangat jelas dan		This respondent argues that	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

	pelajaran yang diberikan mudah.	Clear	explanation of the material that teacher delivered in the class is clear and easy.	<i>Understood</i>
R.9	Paham. Suara ibu guru sangat jelas dan penjelasan ibu sangat paham.	Clear	This respondent claims that teacher's voice is really good. Based on the observation, teacher's voice was so loudly in explaining the topic.	<i>Understood</i>
R.10	Paham. Karena yang diberikan pelajaran mudah ibu menerangkan sangat jelas.	Clear	Teacher explains the topic clearly during the learning process.	<i>Understood</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

	R.1			6 respondents were very interested in learning English because the teacher is very funny.	
	R.3				
	R.5	Senang.lucu	Teacher's character		
	R.8				
	R.9				<i>like</i>
	R.10				
		Hal menarik yang kami rasakan adalah disaat kami semua diajak bernyayi bersama-sama itu sangat menarik dan bahkan guru kami pun ikut menghibur.		2 respondents said that they were very happy to learn English because there is singing section in the opening.	
<i>Question number 4:</i>	R.4		Sing a song		<i>like</i>
	R.6				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<p>What an interesting thing that you feel towards teacher's explanation?</p> <p><i>Question number 5:</i></p>	R.1	<p>Paham. You and the stend</p>	<p>Instruction</p>	<p>3 respondents were very understanding of the directions given by the teacher in doing the task. However, they wrote a wrong instruction in written form in English.</p>	<p><i>Understood</i></p>
	R.3				
	R.10				
<p>Do you understand with the task instruction? Give the example of instruction!</p>	R.4	<p>Paham. Do you andderstain.</p>	<p>Instruction</p>	<p>It is same with the R.1, R.3, and R.10.</p>	<p><i>Understood</i></p>
	R.5	<p>Paham. You and the stend</p>	<p>Instruction</p>	<p>It is same with the R.1, R.3, and R.10.</p>	<p><i>Understood</i></p>
	R.6	<p>Ya saya sangat paham terhadap yg diberikan oleh guru.</p>	<p>No instruction</p>	<p>This respondent understood with the instructions given by the teacher in doing the task. But</p>	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

				this respondent did not give an example of the instruction that he understood in doing the task.	<i>Understood</i>
R.8	Paham.	No instruction	This respondent simply said "understood" without giving examples of instructions.	<i>Understood</i>	
R.9	Paham. You and thesteend	Instruction	This respondent very understood of the directions given by the teacher in doing the task. However, they wrote a wrong instruction in written form in English.	<i>Understood</i>	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Question number 9:	R.1,			6 respondents were very interested arrange dialog.	<i>like</i>
	R.3,				
	R.5				
	R.8	Menyusun dialog	Dialog		
	R.9				
What kind of interesting task that you like?	R.10				
	R.4	Tugas dimana kami mencari tahu hari-hari yang penting dalam bulan.	Thinking question to ask	This respondent was interested in interviewing the date, month and year of his friend's birthday.	<i>like</i>
	R.6	Soal mempraktekan dialog dengan teman.	Dialog	This respondent was very liked and interested when practicing a dialogue in front of	<i>like</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<p><i>Question number 12:</i></p> <p>What do you think about the time in finishing the task? Is too short or vice versa?</p>	<p>R.1, R3, R4, R5, R6, R8, R9, R10</p>	<p>Ya. Terlalu singkat.</p>	<p>Short</p>	<p>the class with his friends.</p> <p>All respondents said that the time given by teachers in doing the task was too short for them.</p>	<p><i>dislike</i></p>
<p>Stage 2 (Task Cycle)</p>					
<p><i>Question number 10:</i></p> <p>Which is a nice way of doing the task? Whether</p>	<p>R.1 R.3 R.5 R.8 R.9 R.10</p>	<p>Kelompok, karena saya bisa mengerjakan dengan teman-teman.</p>	<p>Group</p>	<p>These respondents preferred working on the group. Because they think, it is better to work with their fellows.</p>	<p><i>like</i></p>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

individually or in groups? Why would you be interested in working on individual tasks or group?	R.4	Kelompok, karena saya bisa mengerjakan bersama kelompok cepat selesai.	Group	This respondent argues that working task on group was good. Because it can be finished quickly.	<i>like</i>
	R.6	Cara yang bagus dalam mengerjakan tugas adalah berkelompok. Saya tertarik berkelompok karena sesama teman kita bisa saling bertukar pikiran.	Group	This respondent preferred working task on group. Because she can share idea with each other.	<i>like</i>
<i>Question number 11:</i> what do you complain about the tasks either individually or in groups?	R.1			All respondents have no complaints in doing task both individuals and groups.	
	R.3				
	R.4				
	R.5	Tidak ada yang saya keluhkan			
	R.6		No complaint		<i>like</i>
	R.8				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

	R.9			
	R.10			
<i>Question number 13 :</i> Have you ever felt unconfident, when demonstrating or presenting the task in front of the class?	R.1			These respondents were nervous in presenting the task.
	R.3			However they did not gave the reason.
	R.8	ya	Nervous	
	R.9			
	R.10			
	R.4	Tidak	Confident	This respondent felt confident in presenting the task in front of the class. But this respondent did not give the reason.
	R.6			
	R.5	Ya. Karena saya selalu menghafalnya.	Nervous	This respondent felt nervous in presenting the task. Because this respondent memorized the task.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<i>Question number 14 :</i>	R.1			All respondents
What do you expect	R.3			wanted best ways
from teachers and	R.4			(Suggestion,
your friends when	R.5	Mengharapkan		correction) from the
you present a task or	R.6	yang terbaik	Positive	teacher.
after you present the	R.8			
task?	R.9			
	R.10			
<i>Question number 15 :</i>	R.1			Here all
Having presented	R.3			respondents have
the task, what do	R.4			same answer. But
you think about the	R.5	3 yang kita pelajari	No Reason	their answers were
number and the type	R.6			not appropriate
of tasks assigned by	R.8			with the question.
the teacher?	R.9			
	R.10			

Stage 3 (Language Focus)

<i>Question number 16 :</i>	R.1				Here all respondents have same answers of the comments.
Do you get a comment on the pronunciation of words and vocabulary when presenting the task?	R.3				
Mention and explain the vocabulary?	R.4	Heroes day, 3 rd	2 words		
	R.5				
	R.6				
	R.8				
	R.9				
	R.10				

Appendix 2

Students' perception toward teacher's role in exploring the English task in meeting 1

(Students' perception toward teacher's role in exploring the English task in meeting 3)

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Indicators	Respondent	Answer	Coding		
			Theme	Description	Result
Stage 1 (Pre-task)					
	R.1	Paham. Saya sangat	Simple and clear	They said that they were satisfied with teacher's role in explaining the topic in the class. Because teacher explained the material in a simply way and it is clear.	<i>Satisfy</i>
	R.2	puas dengan belajar			
	R.3	Bahasa Inggris sama			
	R.5	ibu. Ibu guru			
	R.7	menjelaskan materi			
		dengan singkat dan			
		jelas.			
<i>Question number 3:</i>	R.9				
	R.14				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Do you understand about the topic that teacher explained in the class? Why?	R.4	Paham.belajarnya sangat jelas dan lucu.	Clear and Funny	They said that they were satisfied with the teacher's role in explaining the material. Because the teacher explained the material with full of humor.	<i>Satisfy</i>
	R.6				
	R.8				
	R.10				
Do you understand about the topic that teacher explained in the class? Why?	R.11	Paham. Suara ibu guru sangat jelas dan penjelasan bisa kami pahami.	Clear	They were satisfied with teacher's role in explaining the topic. Here teacher's voice influenced their motivation in learning English so that they understood the material.	<i>Satisfy</i>
	R.12				
	R.13				
Question number 4:	R.1	Hal menarik yang kami rasakan pada materi yang diberikan guru sangat mudah.	Easy	they were very interested in learning English because the material delivered	<i>Satisfy</i>
	R.2				
	R.5				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

	R.7			in the class was so easy.	
What an interesting thing that you feel towards teacher's explanation?	R.10				
	R.13				
	R.14				
	R.15				
	R.3	Hal menarik yang kami rasakan adalah ketika ibu guru memberikan contoh dengan sangat lucu.	Funny	They said they were very happy to learn English because the teacher provided an example with full of humor.	<i>Satisfy</i>
R.4					
R.6					
R.8					
R.9					
	R.11				
	R.12				
Question number 5:	R.1	Paham. You and the stend		They understood with the directions given by the teacher in doing the task. However, they wrote a wrong instruction in	
	R.3				
	R.10				
	R.13				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

	R.14		Instruction	written form in English.	<i>Satisfy</i>
Do you understand with the task instruction? Give the example of instruction!	R.2	Paham.	No instruction	These respondents simply said "understood" without giving examples of instructions.	<i>Satisfy</i>
	R.4				
	R.5				
	R.6				
	R.7				
	R.8				
	R.9				
	R.11				
	R.12				
		R.5			
<i>Question number 9:</i>	R.7				
	R.9				
	R.10	Menyusun dialog	Dialog		<i>Satisfy</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

What kind of interesting task that you like?	R.1	Mencari pasangan gambar dan kata dibuku kami.	Matching phrase to picture	This statement means that they interested to find the correct picture on their students' book with the phrase that teacher provided on the projector.	<i>Satisfy</i>
	R.2				
	R.4				
	R.8				
	R.6	Memasangkan kata di lcd dengan buku.	Matching phrase to picture.	It is same with the explanation above	<i>Satisfy</i>
	R.11				
	R.12				
	R.13				
R.14					
<i>Question number 12:</i>					
What do you think about the time in finishing the task? Is too short or vice versa?	All Respondents	Ya. Sangat cepat. Perlu ditambah waktunya.	Short	All respondents said that the time given by teachers in doing the task was too short for them.	<i>Not Satisfy</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Stage 2 (Task Cycle)

<p><i>Question number 10:</i></p> <p>Which is a nice way of doing the task? Whether individually or in groups? Why would you be interested in working on individual tasks or group?</p>	R.1	<p>Kelompok, karena saya bisa mengerjakan bersama kelompok cepat selesai.</p>	<p>Group</p>	<p>This respondent argues that working task on group was good. Because it can be finished quickly.</p>	<p><i>Satisfy</i></p>
	R.2				
	R.3				
	R.4				
	R.5				
	R.6				
	R.7				
	R.9				
	R.10				
	R.11				
	R.12				
	R.13				
	R.14				
	R.8				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<p><i>Question number 11:</i> what do you complain about the tasks either individually or in groups?</p>	<p>All Respondents</p>	<p>Tidak ada yang saya keluhkan</p>	<p>No complaint</p>	<p>to be afraid of finishing the task individually. This respondent chose group task because there was little opportunity for him to be chosen.</p>	<p>All respondents have no complaints in doing task both individuals and groups.</p>	<p><i>Satisfy</i></p>
<p><i>Question number 13 :</i> Have you ever felt unconfident, when demonstrating or</p>	<p>R.2 R.3 R.4 R.5 R.6 R.7</p>	<p>Ya</p>	<p>Nervous</p>	<p>These respondents were nervous in presenting the task. However they did not gave the reason.</p>	<p>This respondent felt confident in</p>	
		<p>Tidak</p>	<p>Confident</p>			

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

presenting the task in front of the class?	R.8			presenting the task in front of the class. But this respondent did not give the reason.
	R.9			
	R.10			
	R.11			
	R.12			
	R.13			
	4.14			
	R.1	Tidak. Karena guru selalu mengajarkan untuk selalu percaya diri dan tidak boleh merasa takut.	Confident	This respondent felt confident in presenting the task because of teacher's motivation. Teacher motivated her to be brave.
<i>Question number 14 :</i>	All Respondents			All respondents wanted best ways (Suggestion, correction) from the teacher.
What do you expect from teachers and your friends when you present a task				

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

or after you present the task?		Mengharapkan yang terbaik	Positive	
<i>Question number 15 :</i>	All respondents			Here all respondents have same answer. They only said Good without any reasons.
Having presented the task, what do you think about the number and the type of tasks assigned by the teacher?		Bagus	No Reason	<i>Satisfy</i>
Stage 3 (Language Focus)				
<i>Question number 16 :</i>	All Respondents			Here all respondents only said yes without any explanations.
Do you get a comment on the pronunciation of words and vocabulary when presenting the task? Mention and explain the vocabulary?		Ya	2 words	<i>Satisfy</i>

Indicators	Respondent	Answer	Coding		Result
			Theme	Description	
Stage 1 (Pre-task)					
<i>Question number 3:</i>	R.1 R.2 R.3 R.5 R.9	Paham. Karena ibu menjelaskannya dengan jelas.	Easy and clear	They said that they were satisfied with teacher's role in explaining the topic during learning process. Teacher explained the topic clearly.	<i>Satisfy</i>
Do you understand about the topic that teacher explained in the class? Why?	R.4 R.10	Paham.karena mudah dimengerti	Easy	They said they understood the topic that teacher explained in the class.	<i>Satisfy</i>
	R.6 R.7	Paham		These respondents have same answered. They	<i>Satisfy</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<p><i>Question number 4:</i></p> <p>What an interesting thing that you feel towards teacher's explanation?</p>	R.8		Understand	only said "understand" without any reasons.	
	All Respondents	Bernyanyi sambil bermain	strategy	All respondents were very interested in learning English because the teacher provided game through a song.	<i>Satisfy</i>
<p><i>Question number 5:</i></p>	R.2 R.3 R.4 R.10	Paham. Can you describe the animal like that?		These respondents understood the instruction of task that teacher did in the class.	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Do you understand with the task instruction? Give the example of instruction!			Instruction		<i>Satisfy</i>
	R.5 R.6 R.9	Paham. Please watch video.	Instruction	It is same with the explanation above.	<i>Satisfy</i>
	R.1 R.7 R.8	Paham. You get it	Instruction	It is same with the explanation above	<i>Satisfy</i>
<i>Question number 9:</i>	All Respondents	Mendeskripsikan gambar hewan	Description	They like to describe an animal through the card concept that teacher gave in the class. it was brainstorming task.	<i>Satisfy</i>

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

What kind of interesting task that you like?					
<i>Question number 12:</i> What do you think about the time in finishing the task? Is too short or vice versa?	All Respondents	Ya. Waktu yan diberikan oleh guru sangat singkat. Jadi saya terburu-buru mengerjakannya.	Short	All respondents said that the time given by teachers in doing the task was too short for them.	<i>dissatisfy</i>
Stage 2 (Task Cycle)					
<i>Question number 10:</i> Which is a nice way of doing the task? Whether individually or in groups? Why would you be interested in	R.2 R.3 R.5 R.6 R.9 R.10	Kelompok, karena saya bisa mengerjakan dengan teman-teman.	Group	These respondents preferred working on the group. Because they think, it is better to work with their fellows.	<i>Satisfy</i>
		Kelompok, karena saya bisa mengerjakan		This respondent argues that working task on	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

working on individual tasks or group?	R.1 R.4 R.7 R.8	bersama kelompok cepat selesai.	Group	group was good. Because it can be finished quickly.	<i>Satisfy</i>
<i>Question number 11:</i> what do you complain about the tasks either individually or in groups?	R.1 R.3 R.4 R.5 R.6 R.8 R.9 R.10	Tidak ada	No complaint	All respondents have no complaints in doing task both individuals and groups.	<i>Satisfy</i>
<i>Question number 13 :</i>	R.1 R.2 R.3	Ya	Nervous	These respondents were nervous in presenting the task. However, they did not give the reason.	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Have you ever felt unconfident, when demonstrating or presenting the task in front of the class?	R.7 R.8 R.9 R.10				<i>dissatisfy</i>
	R.4 R.6 R.5 R.10	Tidak	Confident	These respondents felt confident in presenting the task in front of the class. But this respondent did <i>Satisfy</i> not give the reason.	
<i>Question number 14 :</i> What do you expect from teachers and your friends when you present a task or after you present the task?	All Respondents	Mengharapkan yang terbaik	Positive	All respondents wanted best ways (Suggestion, correction) from the teacher.	<i>Satisfy</i>
<i>Question number 15 :</i>	All Respondents			Here all respondents have same answers. But,	

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

<p>Having presented the task, what do you think about the number and the type of tasks assigned by the teacher?</p>		<p>Mudah</p>	<p>No Reason</p>	<p>they did not give any reasons.</p>	<p><i>Satisfy</i></p>
<p>Stage 3 (Language Focus)</p>					
<p><i>Question number 16 :</i> Do you get a comment on the pronunciation of words and vocabulary when presenting the task? Mention and explain the vocabulary?</p>	<p>All Respondents</p>	<p>the</p>	<p>1 word</p>	<p>Here all respondents have same answers of the comments. Here, teacher always reminds them about this word. They always forget to use this word in describing the animal.</p>	<p><i>Satisfy</i></p>

APPENDIX 3

Questionnaire sheet
Title
Exploring English Task in EFL Classroom

Nama :

Kelas :

Jawablah beberapa pertanyaan yang telah di sediakan dibawah ini!

1. Sebutkan materi apa yang anda pelajari hari ini?

Jawaban:

2. Dari materi yang anda pelajari, jenis tugas apa yang diberikan ole guru?

Jawaban:

3. Apakah anda paham terhadap materi atau tugas yang diberikan oleh guru?

Sangat paham Paham Kurang paham Tidak paham

Berikan alasannya!

Jawaban :

4. Hal menarik apa yang anda rasakan terhadap penjelasan materi yang diberikan oleh guru?

Jawaban:

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

5. Ketika diminta mengerjakan tugas dari materi tersebut, apakah anda paham terhadap instruksi atau petunjuk yang diberikan oleh guru? Berikan contoh instruksinya!

Jawaban:

6. Apakah kemampuan Bahasa Inggris anda mengalami peningkatan setelah melakukan tugas dari materi tersebut?

Jawaban:

7. Ketika guru memberikan tugas dari materi tersebut, pada bagian tugas manakah yang membuat anda merasa bahwa pengetahuan anda terhadap Bahasa Inggris meningkat? Berikan pula alasannya!

Jawaban:

8. Bagaimana anda menyadari perubahan tersebut?

Jawaban :

9. Jenis tugas apa yang menurut anda lebih menarik?

Jawaban :

10. Menurut anda manakah cara yang bagus dalam mengerjakan tugas tersebut? Apakah secara individu atau kelompok? Berikan alasannya!

Jawaban :

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11. Apa yang anda keluhkan dalam mengerjakan tugas baik secara individu maupun kelompok?

Jawaban :

12. Menurut anda apakah waktu yang diberikan oleh guru dalam mengerjakan tugas terlalu singkat atau sebaliknya?

Jawaban :

13. Pernahkah anda merasa tidak percaya diri ketika mendemonstrasikan atau melaporkan tugas didepan kelas?

Jawaban :

14. Apa yang anda harapkan dari guru ataupun teman anda ketika anda mempresentasikan tugas atau setelah mempresentasikan tugas tersebut?

Jawaban :

15. Setelah mempresentasikan tugas, apa yang anda pikiran terhadap jumlah dan jenis tugas yang diberikan oleh guru?

Jawaban :

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16. Apakah anda mendapatkan komentar terhadap pengucapan kata maupun kosakata ketika mempresentasikan tugas? Sebutkan dan jelaskan kosakata apa yang diperbaiki!

Jawaban :

17. Menurut anda bagaimanakah peran guru dalam membantu anda dari tahap membuat sampai pada tahap mempresentasikan tugas?

Jawaban :

TERIMA KASIH

APPENDIX 4

**OBSERVATION SHEET
DURING THE LEARNING PROCESS**

Date:
Topic:
Class:
Teacher

Pre task	Note
<ul style="list-style-type: none"><li data-bbox="383 927 741 959">• Introduction to the topic	

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<ul style="list-style-type: none">• Identifying topic language	
<ul style="list-style-type: none">• Pre task language activities	

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<ul style="list-style-type: none">• Giving task instructions	
<ul style="list-style-type: none">• Preparation time	

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Task cycle	
<ul style="list-style-type: none">• Teacher as a monitor	

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<ul style="list-style-type: none">• Giving the task	
<ul style="list-style-type: none">• The planning stage	
<ul style="list-style-type: none">• The teacher as language adviser	

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<ul style="list-style-type: none">• The report stage	
<ul style="list-style-type: none">• The teacher as chairperson	

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Language focus	
• Analysis :	
Grammar	
Pronunciation	
Vocabulary	
• Practice	
Vocab	
Grammar	
Pronunciation	

APPENDIX 5

Transcript video for meeting 1

Expression Thanking

- Students : Greeting
- Teacher : Respond the greeting
- Students : Praying
- Teacher : ok, good morning all of you, good morning, morning,,,hi
- Students : morning, hi
- Teacher : ok students who is absent today? Siapa yang tidak hadir hari ini?
- Students : bahtir
- Teacher : bahtiar, ok siapa lagi?
- Students : Aliya...
- Teacher : ok students, now before we start our lesson today, let's we open our lesson by saying Basmalah.
- Students : bismillah...
- Teacher :now I will show you some pictures, beberapa gambar and give attention to the picture, what's this? Apa ini kira-kira?
- Students :ayam
- Teacher : ayam? ayam goreng. What is in English ayam goreng? Ya?
- Students : chicken
- Teacher : kalua ayam?
- Students :chicken
- Teacher : kalu goreng?
- Students :fried
- Teacher :kalua ayam goreng?

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

- Students :fried chicken
- Teacher : fried chicken, yah kase karas suara, apa?
- Students : fired chicken.
- Teacher : if someone gives you fried chicken, what will you say? Apa? Apa ini?
Thank.....?
- Students : thankyou
- Teacher : yeah if someone gives you someyhing you must say thank you. how about this? Jadi yang kita akan Bahas hari ini ialah thank you. So our lesson or our material today is thank you. we will discuss about thanking expression. Jadi biasa kita kalua orang memberikan sebuah kebaikan kepada kita, kita akan bilang terima....
- Students : terimakasih
- Teacher : terimakasih. What is in English? Now I will show you, Ada ungkapan lain selain thank you. Coba kita, thank you very much.
- Students : thank you very much.
- Teacher :jadi apa thank you very much? Terimakasih...?
- Students : terimakasih banyak
- Teacher : apa lgi selain thank you very much.
- Students : thank you so much.
- Teacher : sama, thank you so much seperti thank you very much. Ada lgi. Coba thanks a lot.
- Students :thanks a lot
- Teacher : jadi selain bilang thank you very much, thank you so much kita bias bling juga thanks a lot. Depe arti juga sama. What the meaning? Apa dulu?
- Students : terimakasih banyak.
- Teacher : tepuk tangan dulu. Jadi ada I like, coba
- Students :I like
- Teacher :I like thank you for your kindness
- Students : thank you for your kindness

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Teacher : for your kindness

Students : for your kindness

Teacher : biasa atas apa kita biasa mengucapkan terimakasih atas apa orang, ke...?

Students : kebaikan

Teacher : kebaikan seseorang. Jadi kindness itu sama dengan kebaikan. Jadi I like to thank you for your kindness. Selanjutnya masih ada lagi. I like,ha,,,,, coba

Students : I like

Teacher : to show

Students :to show

Teacher : my gratitude

Students : my gratitude

Teacher : sama,

Students : kindness ampir sama dengan gratitude. Dengan depe atas apa? kebaikan

Teacher : ah, biasa dengan singkat dengan teman sebaya thank you sama thanks. Coba thank you

Students : thank you

Teacher : thanks

Students : thanks

Teacher : ah okay, ah ada lagi that's very kind of you.

Students : that's very kind of you.

Teacher : that's very kind of of yu sama dengan I'd like to thank you for your kindness. Sama itu kalau sama baik betul. Oh baik skali. Orang kase pisang goreng, that's very kind of you, bae skali e, thank you. Repondnya, coba sama-sama, kalua orang bilang thank you respondnya bagaimana? You,,

Students :you're welcome

Teacher : coba, you're welcome

Students :you're welcome

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

- Teacher : ya, jadi ini kita kan adik-adik masih kelas 7, jadi harus diperbiasakan menggunakan kata-kata Bahasa Inggris sesering mungkin, supaya kalau sokelas 9 sojago. Okay, coba you're welcome
- Students : you're welcome
- Teacher : apa itu you're welcome. Hu kalau torang biasa di
- Students : sama-sama
- Teacher : sama-sama. You're welcome. Apalagi selain itu, apa? Never mind
- Students : never mind
- Teacher : never mind
- Students : never mind
- Teacher : yah never mind sama. Ada juga don't mention it
- Students : don't mention it
- Teacher : jadi biasa kalau orang kase baju gaga skali. Don't mention it. Tidak usah disuruh kase apa, sebut itu torang pe kebaikan. Coba, don't mention it
- Students : don't mention it
- Teacher : Ah my pleasure.
- Students : My pleasure.
- Teacher : Sam dengan orang kase doi, eh napa doi uti. Senang, happy
- Students : Happy
- Teacher : Yah jadi dengan senang hati
- Students : Ok. Skrang yang berikutnya respondnya bias that's ok
- Teacher : That's ok, No problem
- Students : No problem
- Teacher : Not at all
- Students : Not at all
- Teacher : Skrang silahkan di tulis dulu ungkapannya. please open your students' book. Jadi sudah, dari sini ada pertanyaan, semua sudah mengerti? Kira-kira bias diulang lagi, can you mention again the example of expression thanking.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Bias diulang, apa-apa expression thanking tadi? Apa yang disebut expression thanking, apa?

Students : Thank you

Teacher : Thank you

Students : Thank you very much

Teacher : Thank you very much, what else?

Students : Thanks a lot

Teacher : Thanks a lot, apa lagi?

Students : Thank you so much

Teacher : Thank you so much, apa lgi

Students : Thank you, thanks

Teacher : Yah tepuk tangan. Terus responnya bagaimana?

Students : You're welcome, no problem, don't mention it, never mind.

Teacher : Yah that's good. Sekrang kita lihat, open page 16 activities on your book. Can you see the picture? Sudah liat gambarnya

Students : ya

Teacher : a sekrag please you match the picture with the statement. Yah. Bias kerja dengan teman sebangku. Mengerti?

Students : ya

Teacher : dicocokkan apa? Kalimat dengan?

Students : gambar.

Teacher : Jadi contohnya gambar ini dengan kalimat nomor satu. Jadi ada thanks a lot, thank you so much dan lain-lain. five minutes ya. 5 Menit dikerjakan. Ok silahkan dikerjakan. Setelah itu kita akan tukar hasil pekerjaan kalian, change ya. Jadi silahkan.

Students : ya

Teacher : jadi silahkan tukar dengan teman anda. Ok time is up. Who can answer number 1? Orally. Siapa yang bias jawab nomor 1. Ayo,, hello

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

- Students : me
- Teacher : yeah di gambar 1 jawabannya yang mana?
- Students : maju kedepan tulis dan menunjuknya.
- Teacher : yeah that's good. Siapa yang bias menjawab number 2. The other. The boy, yah silahkan. Coba ketua kelas. Yang mana nomor 2?
- Students : C.
- Teacher : coba di baca. May i
- Students : May I help you to cut the plant? Yeah that's very kind of you.
- Teacher : yah jawabannya adalah c. sekarang number 3. Yang mana? Yang mana?
- Students : D. yah jawabannya D.
- Teacher : number terakhir. Okay yang mana? yah jawaban satu-satunya.
- Students : sir, can I help you to bring this heavy bag? Yeah thank you so much.
- Teacher : yeah tepuk tangan dulu. Okay sekrang kalian membuat percakapan singkat tentang ungkapan expression thanking seperti contoh diatas. Mengerti? Jadi disini sudah ada gambarnya kalian tinggal membuat percakapannya sesuai gambar ini. I give you ten minutes untuk mengerjakannya. silahkan sir, can I help you to bring this heavy bag? Yeah thank you so much.
- Students : yeah.
- Teacher : ok finish. Siapa yang bias menjawab nomor satu? Who can answer number 1? Ayo...ayo siapa?
- Students : *tunjuk tangan.*
- Teacher : okay tulis dipapan.
- Students : *menulis jawabannya di papan*
- Teacher : okay tepuk tangan dulu. Nanti kita periksa sama-sama ya. Okay yang nomor 2. Laki-laki. Ayo,,ayo,,
- Students : *maju dan menulis jawabannya dipapan.*
- Teacher : kase besar sadiki olo kou. Ok tepuk tangan. Nomor 3. Siapa yang bias nomor 3? Ayo,,ayo,,ayo. Boleh tatawa tapi tidak usah kase kaluar suara wa. Cukup gigi saja.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

- Students : *maju dan menulis jawabannya di papan*
- Teacher : jangan dulu priksa ya. Nanti satu kali kita priksa sama-sama. Ok tepuk tangan dulu. Ok siapa yang bias jawab nomor 4. Yah fatimah
- Students : *maju dan menulis jawabannya dipapan*
- Teacher nomor 1? : ok finish. Skrang kita priksa sama-sama. Who answers number 1? Benar
- Students : ya
- Teacher :ok skrg nomor 2? Sudah benar?
- Students : ya
- Teacher : Salah ya, sebelum jawab never mind harus ada ungkapan dulu. Kita tambah 1 percakapan sebelum never mind.ok sekarang number 3? Apa ada yang kurang depe kata?
- Students : Ya
- Teacher : Sapa yang bias perbaiki?
- Students : *Maju dan memperbaikinya.*
- teacher : ya, okay skrng nomor 4. Ada yang salah disini?
- students : yah.
- teacher : yah betul ini ditambah to. Ada lagi?
- students : tidak ada
- teacher : yah tepuk tangan dulu. Ok skrg tugas selanjtnya. Du dua orang bikin percakapan seperti contoh percakapan tadi. Jadi ada ungkapan memberikan. Terus respondnya apa. Oke skrg kerjaka. Bole 3 orang juga. Tapi tambhkan depe kalimat juga ya. Setelah itu kita akan practice di depan kelas ya.
- Teacher : ok time is up. Finished? Ok now who want to practice first? Sapa yang suka pertama? Ayo, ayo, hello? Ya ok. Perempuan.
- Students : hello alex, can I help you to bring your bag? yeah of course. How about nisa? I will help you too. Oh thank you so much. You're welcome.
- Teacher : yeah ok selesai. Jadi sekarang kita belajar apa tadi?
- Students : expression thanking.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Teacher : bagaimana perasaan kamu hari ini?

Students : happy

Teacher : ok tepuk tangan dulu. Ada yang ingin bertanya?

Students : *silent*

Teacher : ok kalau begitu kita tutup dengan mengucapkan hamdalah

Students : alhamdulillah. Thank you maam.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Transcript video meeting 2

Teacher :

Students : Greetings and praying

Teacher : Good morning students

Students :morning

Teacher : how are you today?

Students :im fine thank you.

Teacher :ok students after we pray together, setelah berdoa, before I would like to begin our material today, who is absent today?

Students : absent

Teacher : yang tidak hadir? Who is absent? Hello?

Students : hello

Teacher : ada yang tidak hadir?

Students : ada

Teacher ;siapa?

Students :bahtiar

Teacher :absent sick or permission?

Students :sick

Teacher :ok I hope he get well soon . ok students did you still remember our material last week? Masih ingat materi apa kita minggu lalu?

Students : bulan

Teacher :ok bulan in English?

Students :month

Teacher :month of the year. Today we will talk about the month of the year, lets we open our lesson today by saying basmallah. ok students what do you think about this picture?

Students : kue

Teacher :what picture is it?

Students :cake

Teacher : when will you find this cake?

Students :birthday

Teacher :yah birthday, who is birthday this month siapa yang ulan tahun bulan ini?

Students :ayun

Teacher :what is your name honey?

Students : sri ayun.

Teacher : what date? Tanggal brp?

Students : dua

Teacher ; dua bilangnya apa?

Students: two

Teacher : two atau ordinal numbernya, the second of, what month now?

Students :october

Teacher : so the second of October, jadi tanggal 2 oktober jadi ini lihat anak-anaku, ada video . jadi kita akan bernyanyi bersama.

(*Sing a song*) : please open your book on the page 66. Sudah? Have you finished ? (sing month of year song) this is what the date now?

Students : the second

Teacher : the second july atau we can call my birthday is in july or it is on the second july. Jadi kalian bias menggunakan kata-kata ini. Jadi kalau tanggal dua bisa kita mengucapkan dengan it is on the second of july. Kalau tanggal 3?

Students : the third

Teacher : yah the third of ?

Students : the third of july

Teacher : ok good. Jadi anak-anaku hari ini tujuan pembelajaran kita adalah peserta didik dapat mengidentifikasi kosakata informasi terkait waktu dalam bentuk angka, tanggal dan tahun. Nah jadi ini contohnya. Ok now please open your book activity sixteen. Ya now please ask your friends about their birthday. Silahkan tayakan sama teman tanggal tahunnya setelah itu saya akan menanyakannya satu- satu jadi tugas individual ya

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Students : ya

Teacher : ok silahkan dikerjjakan

(*students do the task*)

Teacher ; ok now read your friends and I will ask you. Ok? Mulai dari you. Silahkan berdiri stand up. Pleae satnd up. Yah one just one. Only one. Cuma satu. Silahka dipilih maa yang kamu suka. Kase karas.

Studentes : nadia's birthday

Teacher : who is nadia? Mana nadia? Where is nadia? ok

Students : nadia's birthday is 22

Teacher : 22, in English?

Students :twenty

Teacher : twenty second. coba kase karas suara. Ok jadi twenty second of july 2004. Jadi kalau 2004 apa? Two thousand ad four, kalau 2003 two thousand and

Students : three

Teacher :kalua dua ribu?

Students : two

Teacher : two thousand. now you. Kase kas suara

Students : nurul's birthday

Teacher : mana t nurul?

Students : nurul's birthday is sixteen of march two thousand

Teacher : 2004 apa tadi?

Students :two thousand and four

Teacher : ok good. Skarang laki- laki. Ya you. Kase karas. Laki-laki tau.

Students : bahtiar's birthday is three

Teacher : kalua tiga masih three? hello

Students : third

Teacher :ok third of

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Students : third of march two thousand and

Teacher : and apa?

Students ; two thousand and three

Teacher ;ok good. Tepuk tangan dulu semua. Ok now please pay attention to the picture. Ya, what the picture is it

Students :raden ajeng kartini

Teacher ;who is ajeng kartini?

Students :pahlwan indonesia

Teacher :indonesian's heroe. when do we celebrate kartini's day when? On ? apa sayang?

Students : twenty

Teacher : twenty second or 22?

Students :21

Teacher : 21 yah 21 in English?

Students : twenty first

Teacher :twenty first of?

Students :april

Teacher :yah tepuk tangan. Nah sekarang kita akan melengkapi short dialog berdasarkan gambar. Ya. Sekarang gambar apa disini?

Students :gambar proklamasi

Teacher : who's know hari kemerdekaan in English

Students :independent

Teacher :yah independent day. When we do celebrate independent day? 17 agustus in English?

Students : seventeen

Teacher : yah seventeen of august. Ok sudah mengerti? Jadi kita akan membuat short dialog dengan menggunakan when do we celebrate independent day? It is on? Tadi?

Students : seventeen

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Teacher : of august. oke sudah sekarag kita kerajakn berkelompok ya. Ada 2 gambar kira-kira hari apa? Yah dikerjakan dilengkapi liat activity seventeen. Ya ok in group. Group 1, group 2 and group 3

(*students do main task 1*)

Teacher : who's group finished? Ok saya lihat dulu. Ok good. Jadi kelompok 2 sudah selesai ya. Whose group can answer the picture number 1?

Students : when do we Pancasila day?

Teacher : celebrate. ok the answer?

Students :it is on june first.

Teacher : Ok skrang yang the second group.ayo laki-laki dulu. Yao..ayo. maju dulu. Ayo,,ayo,, muncul di kamera dulu, masa cewek trus, jangan kalah dong.

Students : (*read the answer*)

Teacher : ok ulang kase karas suara

Students: when we do celebrate heroes' day?

Teacher : coba heroes

Students ;heroes

Teacher : it is on?

Students :it is on tent of November.

Teacher :ok good tepuk tangan dulu. Jadi dialognya sudah tau yah. Kalua sudah mari kita ihat when do we celebrate Pancasila day?

Students : it is on first of june

Teacher : the second is heroes day, coba heroes day

Students :heroes day

Teacher :it is on?

Students : ten of November.

Teacher : sekarang dua dua orang dipraktekan dialognya di depan yang tadi. I give the time 2 minutes. Ok two minutes.

(*practicing the dialog*)

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Teacher : yah ok, pay attention.

Students: ninda when do we celebrate Pancasila day? It is on june first. When do we heroes

Teacher : when do we celebrate

Students : when do we celebrate heroes day? It is on tent of November. Thank you

Teacher : yah good. Siapa yang berikutnya. Hello. Yang laki- laki mana?

Students : when do we celebrate heroes day? It is on tent of November.

Teacher : yah bagus. Yang lain? Ok finished? Can you repeat again the material? Masih ingat lagu tadi?

Students : yah (*sing the song*)

Teacher : ok tepuk tangan dulu semua. What do you feel? Apakah anda senang ?

Students : yah.

Teacher : ok kalua begitu kita tutup pelajaran hari ini dengan mengucapkan hamdalah.

Students : greeting.

Transcript video Meeting 3

Describing animal

Greetings

Teacher : Good mornig all of you

Students :morning

Teacher :how are you?

Students :im fine, and you?

Teacher : im fine too, im very well, ok students let's we open our lesson today by saying basmallah

Students : bismillahirrahmanirrohim

Teacher : ok, before we, now open our material, I would like to show you something, ok now please watch the video and give attention to the video and after that I will give you some questions. We can sing together yeah; do you know the song? You can shake your head.

(Sing a song a farmer has a dog)

Teacher : ok , now please give attention to the picture. What animal is on the picture?

Students : cow

Teacher : can you describe about the cow, can you describe about the cow something like that, it is a cow, how about this?

Students : big animal

Teacher : big animal, what is in indonesia big animal?

Students : binatang besar

Teacher : yeah binatang yang berbadan besar. What else?

Students : tanduk

Teacher : tanduk, what is in English tanduk? You know?

Students : horn

Teacher :horn , yeah horn. What else?

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

- Students : ears
- Teacher : yeah how many ears?
- Students : two
- Teacher : two. Good. What's else?
- Students : ekor
- Teacher : what is in English ekor? You know?
- Students : long tail.
- Teacher : long tail, ekornya panjang. Ah legs. How many legs?
- Students : four
- Teacher : yah so the conclusion physical appearance. Apa itu physical appearance? Long tail, ears, apanya?
- Students : fisiknya
- Teacher : yah ciri-ciri fisik. Jadi hari ini kita akan belajar ciri fisik dari binatang. Jadi tujuan pembelajaran hari ini adalah kita dapat menyebutkan nama binatang dan bagian-bagiannya atau yang disebut dengan physical appearance secara lisan dan tulis dengan menggunakan unsur kebahasaan yang tepat. Ok students , I will give you one group one card and the first I will call it who I am? Siapa saya. Kita akan menebak siapa ini. you will read the description on this box and then you will conclude whose the animal is. Binatang apa ini. Yah. You get it? Do you understand?
- Students : yes
- Teacher : I give you two minutes. (Give the card) ok silahkan kira-kira binatang apa itu.
- Students : (work on the group)
- Teacher : bisa ditebak binatang apa itu?
- Students : yes
- Teacher : how about group 1? Ready sudah selesai?
- Students : yes
- Teacher : now listen to group 1. One person stand up. Satu orang berdiri. Dibaca.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Students : it has a long neck. It has brown eyes. It has four strong legs. It has black spot on its skin.

Teacher ; ah what is it?

Students : giraffe.

Teacher : Yah giraffe. Coba kita lihat dulu apakah sudah betul itu giraffe. Disini saya ada sembunyikan ya. Neng neng nong neng.

Students : yes

Teacher : yah that's right. I will give you one smart card. And we will collect that. Siapa yang dapat banyak dialah pemenangnya. Ok how about the second group?

Students : they are from Australia. It has two little hands. It has a pocket on their chess. It is kangaroo.

Teacher : yah it is kangaroo. Tapi kita lihat dulu apakah itu kangaroo tau tidak. Yah betul. Now you get one smart card. Ok now group three. Ayo,ayo,,you,,ayo. It's ok

Students : it is the big animal. It has two big ears. It has long strunk. It has strong legs. It is elephant.

Teacher : yah it is elephant or not. Yeah elephant. Now I will give you smile smart card. Ok students please write the description of the animal based on the picture. Jadi ada gambar disini jadi kamu tulis dibelakang gambar berdasarkan gambarnya. Yah. Jadi saya kasih waktu 10 menit yah. Dikerjakan secara individu jangan bertanya kepada teman ya. Jadi sendiri-sendiri. Yang sudah silahkan dikasih kepada saya.

Students : (Working on the task)

Teacher : 8 minutes.....ditulis sesuai semampu kalian ya. 5 minutes. Kerja sendiri-sendiri ya. Finished?

Students : yes

Teacher : ok now I will take the card ok. Ad I will choose the card randomly. Jadi saya akan ambil kartunya secara acak. Kartu mana yang saya cabut dia yang akan mendeskripsika gambarnya. Ok. Are you ready? Yah arif. Ayo maju-maju. Sekarang baca hasil deskripsi kamu terhadap gambar ini.

Students : it is a cat. It has 4 small legs. It has a beautifull eyes.

Teacher : the beautiful eyes. Eyes.

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS

Students : eyes. It has mustache. And it has short tail.

Teacher : yah tepuk tangan dulu.

Students : now you get 3 smile smart card.

Teacher : sekarang kita pilih lagi. Yah eca.

Students : it is a tiger. It has a beautiful skin. It has tusk to eat animal. It has four strong legs.

Teacher : finished?

Students : yes. Yah tepuk tangan dulu. Now you get 3 smile smart card.

Teacher : ok jadi itulah cara mendeskripsikan animals ya. Ok who can give the conclusion. Kita belajar tentang apa hari ini?

Students : physical appearance.

Teacher : jadi ciri-ciri?

Students : animals.

Teacher : yah ciri-ciri animals. Ok what do you feel? Do you enjoy the class?

Students : yes.

Teacher : ok that's all our material today and thank you.

(Greeting)

CURRICULUM VITAE



Farmin Yunus was born in Telaga May, 30,1993. He is the fourth of five children from the marriage couple of Ariyati Doe and Mohammad Yunus. He graduated from elementary school at SDN 1 Lupoyo, 2006. She continued his study to junior high school at SMP Negeri 7 Telaga Biru and graduated in 2009. Afterward, he became the students of SMA Negeri 1 Telaga Biru and graduated in 2012. Furthermore, he entered Universitas Negeri Gorontalo to be a college student and surprisingly, he took English Department in Faculty of Letters and Culture as his major.

During the time of his study in Universitas Negeri Gorontalo, he joined in some academic activities.

1. The participant of Masa Orientasi Mahasiswa Baru (MOMB) 2012
2. The participant of Cross Cultural Understanding 2014
3. The participant of Speaking Expo of English Department 2014
4. The best Speaker of poster presentation in speaking Expo of English Department 2014
5. The participant of MTQ of Faculty level 2014
6. The participant of a week of field work in Manado 201
7. The participant of ELC in Manado 2015
8. The participant of Teaching Practice 2 at SMK 23 Maret Lolak, Bolaang Mongondow 2015
9. The participant of Community Empowerment (KKS) in Molonggota Village, Gentuma Raya

A STUDY ON TEACHER'S PERFORMANCE IN DELIVERING ENGLISH TASKS