

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the result of the research, and it is divided into two sections. The first section presented and described the examined data from classroom observation. The data found related to what are the types of task and how the teacher implement the types of task in teaching English at SD alam Muhammadiyah Banjarbaru.

The second section consists of a discussion of the data found in the first part. This section provides an explanation of the types of task and the implementation of the types of task. There are some examples of the analysis to make the explanation clear.

#### **A. Findings**

Observations had been conducted for first and second grade of SD Alam Muhammadiyah Banjarbaru and the data from the teaching activity added to confirm and had been discovered.

# **1. The Types of Task in Teaching and Learning English at SD Alam Muhammadiyah Banjarbaru**

## **a. Information-gaps Activity**

In the first meeting on the October 14th, 2019 in the class A of second grade of SD ALAM Muhammadiyah Banjarbaru. When the researcher doing the observation, the researcher found that in one class had the English teacher and companions for some students who had special treatment. The lesson started at 10:30 'clock. The teacher entered the class then asked students to get ready by asking them to sit down in the team of group that has already decided. Teacher greeted students by said "good morning", "how are you today?" and students answer "good morning mam, I am fine and you?" then teacher answered "I am fine thank you" teacher asked students "what day is it today?" and the students answered " today is Monday". Before move to the topic, the teacher managed the class become to be controlled situation by singing together. The teacher reviewed the last meeting topic that related to the today's topic. The teacher started the topic by asking the students to close their eyes and imagine the things in their living room in two minutes. After imagining the things in the students' living room, the teacher asked the students to mention every things in their living room in Bahasa Indonesia while the teacher wrote it on the whiteboard. The teacher asked a student as a volunteer of group to mention one thing in her/his living room and gave them score as the reward to the group that can mention the thing

correctly. The teacher and students able to mention and translate 10 vocabularies on the whiteboard. Furthermore, the students are asked to open an English book on page 76. On that page there are some English vocabularies that had same meaning with the words in the whiteboard, thus students had to mention it out loud. Unfortunately, the students translated only 5 vocabularies because out of the time. In the end, the teacher sing a song along with the students that contained with the living room vocabularies.

In the second meeting on the October 14th, 2019 in the class B of second grade of SD ALAM Muhammadiyah Banjarbaru. The lesson started at 11:30 'clock. The teacher entered the class then asked students to get ready by asking them to sit down in the team of group that has already decided. Teacher greeted students by asking the students' condition and feelings. Before move to the topic, the teacher managed the class become to be controlled situation by singing a song that related to the last meeting topic. The teacher started the topic by asking the questions of names of things in the living room to the students and then the teacher asked the students to mention every things that they know. The teacher wrote the names of things that students mentioned on the whiteboard. The teacher asked a student as a volunteer of group to mention one thing in her/his living room and gave them score as the reward to the group that can mention the thing correctly. The teacher asked the students to open an English book on page 76. On that page there are some English vocabularies that had same meaning with the

words in the whiteboard, thus students had to mention it out loud. The students are asked to match the names of things that given by teacher with the book and gave the names bellow the pictures.

In the third meeting on the October 15<sup>th</sup>, 2019 in the class B of first grade of SD ALAM Muhammadiyah Banjarbaru. It started at 11:30 'clock. The teacher entered the class then asked students to get ready by asking them to sit down in the team of group that has already decided. The teacher started the meeting by greeting the students and asking them about their condition. The teacher started the lesson by reviewing and singing a song the last meeting topic that related to the today's topic. Before move to the topic that is names of fruits, the teacher gave some questions to every groups asked them to mention it loudly. The group that could answered the question will get scores as a reward. The teacher took a focus on the group that has a good position then gave them the questions. After all questions answered by the students, the teacher gave the students a paper about the colorless fruits pictures. Every students had one paper and asked to color the pictures based on their imagination with the crayon that had been given by the teacher. Before the teacher instructed the students to color the fruits pictures, the teacher asked them to mention how much the fruits in that paper and translated it into English together. Then the students are asked to color the pictures and the teacher gave the students 10 – 15 minutes to finish it. While the students coloring the paper, the teacher walked around the students and took a look to every

student's work. In the end of meeting, the teacher asked the students who did not finished color the pictures to color it at home and submit it next meeting.

In the fourth meeting on the October 15<sup>th</sup>, 2019 in the class A of first grade of SD ALAM Muhammadiyah Banjarbaru. It started at 13:30 'clock. The teacher entered the class then asked students to get ready by asking them to sit down in the team of group that has already decided. The teacher started the meeting by greeting the students and asking them about their condition with the words "how are you students". The teacher started the lesson by reviewing the last meeting topic that related to the today's topic. The teacher asked the students to sing together and it's started by listening the teacher sang first and then the teacher instructed the students to sing together. After sang together, the teacher gave some questions to every groups about today's topic. The topic is about names of Fruits. The group that could answered the question will get scores as a reward. The teacher took a focus on the group that has a good position then gave them the questions. After all questions answered by the students, the teacher gave the students a paper about the colorless fruits pictures. Every students had one paper and asked to color the pictures based on their imagination with the crayon that had been given by the teacher. Before the teacher instructed the students to color the fruits pictures, the teacher asked them to mention how much the fruits in that paper and translated it into English together. Then the students are asked to color the pictures and the teacher gave the students 10 – 15 minutes to finish it. While

the students coloring the paper, the teacher walked around the students and took a look to every student's work. In the end of meeting, the teacher asked the students who did not finished color the pictures to color it at home and submit it next meeting.

In the fifth meeting on the October 21th, 2019 in the class A of first grade of SD ALAM Muhammadiyah Banjarbaru. The teacher entered the class at 10:30 'clock then guided the students to sit down in the group that has already decided and pray together. Before started the lesson, the teacher greeted the students by asking the students' condition of the day. The teacher also asked the students about the day by saying "what day is it today", the students answered "today is Monday". Then the teacher asked the students about the student who did not attended in the class. The teacher reminded the students about the last meeting topic by singing a song about names of the places in a house such as bathroom, kitchen, living room and bedroom. The teacher sang "bathroom itu kamar mandi, kitchen itu dapur, living room itu ruang tamu, and bedroom itu kamar mandi". The teacher started the lesson by asking the students to open the English book on page 76. The teacher sang a song about the things that related to the book's material. The students are asked to sing together and then the teacher gave the passionate group a star as reward. The teacher asked the students to open the book on page 78 and answer the question by listening the teacher's directions. The students are asked to give check marks in the box bellow the pictures that

mentioned by teacher. In the book, there are 2 pictures and the students are asked to choose 1 picture that mentioned by teacher and gave a check marks in box bellow the picture correctly. The teacher walked around the students while mentioning the word of picture and helped the students who have problem to understand what the teacher meant. The students had 3 times to listen the teacher carefully for answering 10 questions. After finished answer all the questions, the teacher asked the students to play a listening game. The teacher spelled the words of things that related to the book randomly and asked the students to mention the things correctly. The teacher asked group by group, the group that did not know how to spell it will be assisted to the group that can spell it correctly and asked the group that did not the answer to repeat together what the others group said, then the teacher gave score to that group. In the end of the lesson, the students are asked to submit their English book to the teacher and then the teacher closed the lesson by goodbye.

In the sixth meeting on the October 21th, 2019 in the class B of first grade of SD ALAM Muhammadiyah Banjarbaru. The teacher entered the class at 11:30 'clock then guided the students to sit down in the group that has already decided and pray together. Before started the lesson, the teacher greeted the students by asking "how are you" then answered by students "I am fine". The teacher asked the students "what day is it today", the students answered "today is Monday". Then the teacher asked the students about the student who did not

attended in the class. The teacher reminded the students about the last meeting topic by sing a song about names of the places in a house such as bathroom, kitchen, living room and bedroom”. The teacher started the lesson by asking the students to open the English book on page 76 and gave a star as reward to the group that sit nicely. The teacher sang a song about the things that related to the book’s material. The students are asked to sing together and then the teacher gave the passionate group a star as reward. The teacher asked the students to open the book on page 78 and answer the question by listening the teacher’s directions. The students are asked to give check marks in the box bellow the pictures that mentioned by teacher. In the book, there are 2 pictures and the students are asked to choose 1 picture that mentioned by teacher and gave a check marks in box bellow the picture correctly. The teacher walked around the students while mentioning the word of picture and helped the students who have problem to understand what the teacher meant. The teacher had 3 times in mentioning the words of the pictures. The students are asked to answer 10 questions. After finished answer all the questions, the teacher asked the students to play a game. The game was about listening. The teacher spelled the words of things that related to the book randomly and asked the students to mention the things correctly. The teacher asked group by group, the group that did not know how to spell it will be assisted to the group that can spell it correctly and asked the group that did not the answer to repeat together what the others group said, then the teacher gave score



to that group. In the end of the lesson, the students are asked to submit their English book to the teacher.

In the seventh meeting on the October 22th, 2019 in the class B of first grade of SD ALAM Muhammadiyah Banjarbaru. The teacher entered the class at 11:30 'clock. The teacher greeting the students by singing a song and asking the students to sit down nicely on the group that already decided to make sure the students had ready to study. The teacher started the lesson by reviewing the last meeting topic and singing a song about it. The teacher sang "one and one, I like banana. Two and two I like watermelon. Three and three I like strawberry. One, two, three I like the healthy fruits". After singing together, the teacher asked the students to translate "saya suka pisang" in English. The teacher said "saya suka pisang", then the students answered "I like banana". The teacher gave same question to every group and gave the group score as a reward that can answer the question correctly. A group that did not have a volunteer, the teacher will chose a student in that group and asked her to answer it. If the student cannot understand the question, the teacher asked the students to answer it in Bahasa Indonesia, then the teacher throw it to the group that rise their hand when the teacher asked to help her to translate what she likes in English and asked her to repeat what the friends said. The teacher asked the students "what day is it today" and then the students answered it "Today is Tuesday". Before started the lesson, the teacher asked the students to submit homework that given by teacher last meeting. The

students who did not brought their homework are gave permission and asked to bring it on next meeting by the teacher. The teacher started the lesson by reviewing the last meeting topic with a song and then asking the students to open book on page 75. On the page of the book, there is a circle of some pictures of fruits with some small boxes bellow the pictures. The students are asked to fill the small boxes with the numbers that mentioned by the teacher. The teacher said “number 1, I like banana” and the students wrote the number 1 in the box bellow the banana’s picture. The students are asked to listen carefully what the teacher mentioned about and filled the correct numbers in the small boxes. There are 10 boxes bellow the pictures that the students had to fill it. The students are asked to submit their answers to the teacher in the end of meeting.

In the eight meeting on the October 22th, 2019 in the class A of first grade of SD ALAM Muhammadiyah Banjarbaru. The teacher entered the class at 13:30 ’clock. The teacher greeting the students by singing a song and asking the students to sit down nicely on the group that already decided to make sure the students had ready to study. The teacher started the lesson by reviewing the last meeting topic and singing a song about it. The teacher sang “one and one, I like banana. Two and two I like watermelon. Three and three I like strawberry. One, two, three I like the healthy fruits”. After singing together, the teacher asked the students to translate “saya suka pisang” in English. The teacher said “saya suka pisang”, then the students answered “I like banana”. The teacher gave same

question to every group and gave the group score as a reward that can answer the question correctly. If a group cannot understand the question, the teacher asked the other group to rise their hand and then help the group that cannot answer the question by answering and mentioning the correct answer. The teacher started the lesson by reviewing the last meeting topic with a song and then asking the students to open book on page 75. On the page of the book, there is a circle of some pictures of fruits with some small boxes bellow the pictures. The students are asked to fill the small boxes with the numbers that mentioned by the teacher. The teacher said “number 1, I like banana” and the students wrote the number 1 in the box bellow the banana’s picture. The students are asked to listen carefully what the teacher mentioned about and filled the correct numbers in the small boxes. There are 10 boxes bellow the pictures that the students had to fill it. After finished fill the boxes with 10 numbers, the teacher asked the students to submit their book to the teacher. In the end of the class, the teacher asked the students to clean the class before the students leaved the class.

The evidences of what kind of task and how the teacher implemented in her class can be seen in this following table:

**Table 4.1 ; Prabhu's classification of Type of task**

<b>N O</b>	<b>DESCRIPTION</b>	<b>MEETING</b>							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>1.</b>	<b>Information-gap Activity</b>								
	a. Teacher makes students work in pair or group	√	√	√	√	√	√	√	√
	b. Teacher provides vocabularies about the topic	√	√			√	√	√	√
	c. Teacher gives vocabulary or text to one of the students	√	√			√	√	√	√
	d. The student has to convey the vocabulary to their friends in their group	√	√			√	√	√	√
	e. Students exchange information (vocabulary/text) to each other in completing the task	√	√			√	√	√	√
<b>2.</b>	<b>Opinion-gap Activity</b>								
	a. Teacher gives students a task based on social problem								
	b. Teacher gives students factual information								
	c. Teacher asks students to discuss about the solution toward the topic	√	√			√	√	√	√
	d. Teacher requires students to give their personal opinion, feeling toward the problem								
<b>3.</b>	<b>Reasoning-gap Activity</b>								
	a. Teacher gives students some text that contain of information for example railroad timetable								
	b. Teacher asks students to decide the best way to go to one place to another place								
	c. Teacher may also give some riddles and asks students to								

	solve the riddle								
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The researcher found that the teacher used type of task with information-gap activity in 8 meetings of 1st grade and 2nd grade at Class A and B. In every meeting, the teacher divided students into groups. In the first, second, fifth, sixth, seventh and eight meeting the teacher asked each group to answer question given by the teacher. If the student could not answer. Thus, the questions belong to group that chosen by the teacher to answer, then the group who lose have to listen and repeat the words of the correct answer. Furthermore, in the third and fourth meeting, the researcher was not found any evident of type of a task used by the teacher that related to the categories in observation check list.

**Table 4.2 ; Willis's classification**

NO	DESCRIPTION	MEETING							
		1	2	3	4	5	6	7	8
1.	<b>Listing</b>								
	a. Teacher asks students to give their idea on something and asks them to list them. (ex. The teacher ask what's things that can students find in her house)	√	√						
	b. Teacher may ask students to work in pair and makes them to ask each other, then students list the answer of their friends.								
	c. Teacher asks students to list vocabularies based on their book.					√	√		



	a. Teacher may give student a text material about one's childhood.								
	b. After reading the text students asked to tell their own story								
<b>6</b>	<b>Creative task</b>								
	a. Teacher divides students in to pair or groups and teacher create a creative task such us combine listing and ordering task								
	b. Teacher and students do out-of-class and do research around the school								
	c. Teacher asks students to find the name of thing around them								

The researcher found the teacher used a step of willis's classification. It was found in the first, second, fifth and sixth meeting. Teacher asked the students to imagine and mention the things that founded in their house and then the teacher helped the students to translate it into English. The teacher also asked the students to list the vocabularies of things in their books and made it into question that had to answer by the students.

Based on the observations, the researcher can conclude that the English teacher of SD Alam Muhammadiyah used mostly Information-gap activity as a task. It can be seen based on the result of the researcher' observation sheet. The teacher mostly used the steps of information-gap activity in 6 meetings and a step of Willis's classification.

## **2. The Implementation of The Types of Task in Teaching and Learning English at SD Alam Muhammadiyah Banjarbaru**

One of the types of task founded in this research as an information-gap activity. In this type the students are asked to share new information that the other students do not know or understand before. The teacher implemented this type by giving the students some questions and playing a game or fun activities. In the first grade, the teacher implemented this type of task by giving questions and a little game before started the class. The teacher asked the students to translate a sentence “Saya suka pisang” together and then the teacher asked every group to translate it based on what they like. The teacher asked a volunteer of group to translate the sentence based on what they like. For example, the teacher asked a question to a volunteer from first group “What do you like?” and the student answered “I like watermelon”. The teacher asked to second group “What do you like?” and the student answered “I like mango”. The question was continued to others group. If a group did not have a volunteer to know and answer the question, the teacher called one name of student in that group to answer the question in Bahasa Indonesia. Then the teacher asked the others group to help her to translate what she likes in English and asked her to repeat the sentence. In the second grade, the teacher implement an information-gap activity in the 4 times in 4 classes by giving question and playing a game. In the first meeting, the teacher asked the students to imagine the things that in her/his living room and then asked



a student as a volunteer of group to mention one thing in her/his living room in Bahasa Indonesia and gave them score as the reward to the group that can mention the thing correctly. The teacher and the students translate the vocabularies together. In the second meeting, the teacher asked the students to open book and answered the questions by giving check marks in the box bellow the pictures. After that, the teacher play a listening game that took by the correct answer of the questions in the book. The students are asked to spell the words/vocabularies of things correctly. The group that did not know how to spell the words correctly will be got help by others group that know the correct answer and then the teacher asked the group that did not know how to spell the words correctly to repeat together.

Based on the observation of finding the implementation of task done by the teacher, the researcher asked some questions to amplify the information about the difficulty of implementing the types of task. The researcher concluded that the teacher has some problems such as the teacher did not know about the theories of task and the classification of task according to the expert. The teacher also has difficulty to implement the task. The lack of time and the activeness of students made the teacher difficult to implement the types of task optimally. The teacher just has 15 minutes to teach English material and 15 minutes to implement the types of task in the classroom.

## **B. Discussion**

This section presented a discussion of the research findings. As mentioned in the first chapter, there are two research questions that should be answered in this study. The aims of this study are to find out the types of task and to investigate the implementation of the types of task in the teaching and learning process of English in the classroom. The details are as below:

### **1. The Types of Task in Teaching English at SD ALAM Muhammadiyah Banjarbaru.**

Task contained some activities that useful and helpful to the teacher for understanding the students about the lesson. According to Prabhu (1987) as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'. It can be concluded that task is a collection of helpful activities that used by teacher to understand the students about the lesson easily. In the classroom, the teacher showed some activities that related to the classifications of types of task. The teacher asked the students to work in group and asked to answer some questions that given by the teacher. The students are asked to answer the questions based on what they know such as explaining what the students like in a sentence of English. The students chosen by the teacher to answer the questions are the students who know how to explain it in

English well. It was not only explaining the answer in sentence of English, the teacher also asked the students to spell some vocabularies that given by teacher group by group. The group that cannot know answer spell it will be assisted by others group by giving the correct answer. It is related to one of the Prabhu's classifications that said an information-gap activity involves the exchange of information among participants in order to complete a task. it refers to involvement of transfer of given information from one person to another – or form one to another form or from one place to another – generally calling for the decoding or encoding of information farm or into language.

## **2. The implementation of types of task in teaching English at SD ALAM Muhammadiyah Banjarbaru**

Based on the observations, the researcher divided that the implementation of the task used by the teacher was more to information gap activity. According to Prabhu (1987) as an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'. Prabhu divided the task into 3 types: information-gap activity, reasoning-gap activity and opinion-gap activity. In this research, the researcher founded the teacher used information-gap activity in the classroom. Information-gap activity, it refers to involvement of transfer of given information from one person to another – or form one to another form, or from one place to another – generally calling for the decoding or

encoding of information from or into language. The teacher used this type of task in 6 meetings, four times in the class A and B of 1st grade and twice in the class A and B of 2nd grade. It is related to Scarino et al (1988) mentioned that interacting and discussing, interacting and deciding/transacting, and obtaining information and using it giving information are the categories of English task. In the classroom, the teacher used categories of English task that stated by Scarino as activities in doing a task. The students are asked to interacting, discussing and deciding/transacting with their friends in the group such as translating some vocabularies or sentences that given by the teacher and then obtaining information and using it giving information to others group for finding the correct answers of the teacher 's questions such as the teacher asked a volunteer of each group to answer the question and if the student as a volunteer of the group cannot answer it, the teacher asked other group to answer and give the correct answer.