

**STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH
COMMUNICATIVE TASKS METHOD**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment of the
Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language Education**



Conveyed By:

**Indah Paranita
18322043**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA**

YOGYAKARTA

JULY, 2021

APPROVAL SHEET

**STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH
COMMUNICATIVE TASKS METHOD**

By

Indah Paranita

18322043



Approved on, 2022

By

Supervisor:

Intan Pradita, S.S., M. Hum

NIP: 123220403

RATIFICATION SHEET

**STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH
COMMUNICATIVE TASKS METHOD**

By

Indah Paranita

18322043

Defended before the Head of Examiners on, 2022 and Declared Acceptable.

Board of Examiners

Chairperson : Intan Pradita, S.S., M. Hum
First Examiner :
Second Examiner :

Yogyakarta,, 2022

Department of English Language Education
Faculty of Psychology and Socio-Cultural Sciences
Islamic University of Indonesia

Head of Department

Irma Windy Astuti, S.S., M. Hum.

NIP: 062216005

STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written does not contain the work parts of the work other people, except those cited in quotation and references, as a scientific paper should

Yogyakarta, 25 March 2022

The writer



Indah Paranita
18322043

MOTTO

“A good task is a completed task. Although not too perfect, at least do your best to complete all tasks.”

-unknown-



DEDICATION

I dedicate this thesis to myself. Thank you for being willing to fight and not giving up. Even though the laptop keyboard often has errors, you are still willing to struggle to write and complete this thesis well. Thank you for being willing to work together to fight fatigue, laziness, and sleepiness to pursue an undergraduate degree. I also dedicate this thesis to my parents because they have always been a sound support system for Indah.



ACKNOWLEDGMENT

First of all, I would like to express my gratitude to Allah SWT, who has made all my affairs easy and smooth. Alhamdulillah, finally, I finished my thesis well without any problems. I do not forget to thank my parents, Mr. Jafar and Mrs. Hadiyah, who never forget to pray for me in every prayer, who always support me when I struggle to complete my undergraduate education. Thank you for always being proud of me. Even though I can't give much, I know you guys are always proud of all the positive things. I also thank my sister Rizqa Wahdini who always gives me so many positive inputs, who always supports me in completing my thesis on time. Then for my sister Rifani Aditia who can always cheer me up when I'm dizzy working on my thesis.

1. Head of English Language Education Department, Islamic University of Indonesia, Mrs. Irma Windy Astuti, S.S., M.Hum.
2. My parents, Mr. Jafar and Mrs. Hadiyah, who always supported me whenever it was, were always proud of me and loved me forever. I love you both very much.
3. My older sister, Rizqa Wahdini, is always available when I need your help with anything. I love you very much.
4. My little brother, who is always suddenly funny to cheer up his brother, often gets dizzy with this thesis. I love you so much.
5. My beloved mentor Mrs. Intan Pradita, S.S., M. Hum always supported me and has always helped me since the beginning of this thesis until it was completed properly and on time. I thank Mrs. Intan, who is very instrumental for me because she always guides me patiently and kindly to finish my thesis.
6. To all lecturers of English Department, Universitas Islam Indonesia, thank you for being my role model and guided me to be a productive learner.
7. Alfa Lisa, Annisa Salmitha, Astri Aprillia, and Royyani Fajriyah have been my best friends from the first time I entered UII until now who have always faithfully accompanied me and fought together to complete undergraduate education. Thank you for always being patient with all my complaints, starting from small things.
8. Alsyach Diva Aulia, one of my friends from junior high school, is always willing to listen to all complaints, starting from when I wanted a proposal seminar to the current point.

9. Thank you to my participants who are willing to work together, and it is difficult for me to complete the data that I need.
10. Thank you to my friends in arms "crash landing on skripsi," who always encourage each other and are always united.

Yogyakarta, 24 March 2022



Indah Paranita

18322043



Table of Contents

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORK'S ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
Table of Contents	viii
List of Figures	x
List of Tables	x
List of Appendices	x
ABSTRACT	xi
CHAPTER I	1
INTRODUCTION	1
a. Background of the study	1
a. Formulation of the Problem.....	2
b. Objectives of the Study	2
c. Significance of the Study	3
CHAPTER II	4
LITERATURE REVIEW	4
2.1 Conceptual Review on Communicative Tasks	4
2.2 Empirical Review of Communicative Tasks as Students' Language Understanding ..	5
2.3 Theoretical Framework	6
CHAPTER III	8
RESEARCH METHOD	8
3.1 Research Design.....	8
3.2 Research Setting and Participant	8
3.3 Research Instrument and Data Collection	9
3.4 Data Analysis	11
3.5 Trustworthiness.....	12
CHAPTER IV	13
FINDINGS AND DISCUSSION	13

4.1. FINDINGS	13
4.1.1. Photo Story Tasks	13
a. Interaction Outside Classroom	13
b. Authentic Activities	14
c. English Proficiency Activities	15
4. 2. DISCUSSIONS	16
4.2.1. The perceptions about Photo Story Tasks	16
4.2 2. The perception about English Proficiency Tasks	18
CHAPTER V	20
CONCLUSION	20
5. 1. Conclusion	20
5. 2. Suggestions and Recommendations	20
REFERENCES	21
APPENDICES	23
Appendix 1. Consent Forms.....	23
Appendix 1.1. Consent Form Participant	23
Appendix 2. Permit Letter	24
Appendix 2.1. Permit Letter	24
Appendix 3. Interview Transcriptions.....	25
Appendix 3.1. Interview Transcriptions Participant	25
Appendix 4. Additional Data	40
Appendix 4. 1. Additional Data.....	40
Appendix 5. Types of Tasks	42
Appendix 5. 1. Photo Story	42

List of Figures

Table 2.1. English Learning through Communicative Tasks Method	7
--	---

List of Tables

Table 3.1. The Interview Questions	9
Table 3.1. The Interview Questions	10
Table 3.1. The Interview Questions	11

List of Appendices

Appendix 1. Consent Forms	Error! Bookmark not defined.
Appendix 1.1. Consent Form Participant	Error! Bookmark not defined.
Appendix 2. Permit Letter	Error! Bookmark not defined.
Appendix 2.1. Permit Letter	Error! Bookmark not defined.
Appendix 3. Interview Transcriptions	Error! Bookmark not defined.
Appendix 3.1. Interview Transcriptions Participant	Error! Bookmark not defined.
Appendix 4. Additional Data	Error! Bookmark not defined.
Appendix 4. 1. Additional Data.....	Error! Bookmark not defined.
Appendix 5. Types of Tasks	Error! Bookmark not defined.
Appendix 5. 1. Photo Story	42

STUDENTS' PERCEPTION OF LEARNING ENGLISH THROUGH COMMUNICATIVE TASKS METHOD

Indah Paranita

18322043

ABSTRACT

This research aimed to explore students' perception of English learning through communicative tasks methods applied by lecturers in Indonesia. Therefore, to fill this gap, this research explores linguistic emphasis in interpreting the meaning of a communicative task method in the Indonesian context. The data were collected through online interview sessions using two media platforms, namely LINE and WhatsApp using VN (Voice Notes). However, there are types of interviews because there were problems with the network and a few notifications on one platform; therefore, interview sessions using two media platforms. The data was analyzed by using thematic analysis. The research found that the participant's lecturer provided several communicative tasks. Those activities were: Presentation and Discussion.

Keywords: Students' Perception, Learning English, Communicative Tasks

CHAPTER I

INTRODUCTION

a. Background of the study

Communicative tasks have significantly increased language teaching since previous studies found this method effective (McDonough & Mackey, 2000). The effectiveness of communicative tasks is caused by their main purpose, which is to provide learners with the opportunity to focus on linguistics in the context of meaning (McDonough & Mackey, 2000). Communicative tasks produced to motivate learners' and tasks have many and varied types, such as picture drawing, picture difference, story sequence, and these tasks can be used by learners to help the learners add their vocabulary and purposes so that learners can apply it for their second or foreign language. In the other case, communicative tasks also taught learners about linguistics to understand the meaning of the context. It means that communicative tasks focus more on linguistic features such as pronunciation and grammar (McDonough & Mackey, 2000). When the conversation finishes, the other person can get points from the conversation. In this case, learners tend to misinterpret the purpose of the sentence. Besides, Ellis (1994) & Skehan (1996) stated that recently using tasks as the basis for language teaching has been motivated by two main theoretical perspectives in L2 acquisition theory: the psycholinguistic approach and the sociocultural approach. The psycholinguistic approach is where lecturers must provide assignments that can facilitate the development of the English language of their students. Sociocultural approach, which through task-based interactions can also help students where the lecturer must provide tasks that can facilitate students such as discussion assignments, which will allow students to gain new knowledge from discussions with other students who have different knowledge backgrounds (Robinson, 2001; Skehan & Foster, 2001). Thus, using tasks for language teaching is effective. Moreover, this method already has two main theoretical perspectives in psycholinguistic approach and sociocultural approach, which helps the lecturers in language teaching and has a positive impact on the learners themselves.

Luciana (2005) highlighted the debate of using communicative tasks in ELT higher education. First, the lecturers were still doubtful about the functions of the

communicative tasks method in teaching English. Second, they were still doubtful whether or not it can improve students' language development. Third, the lecturer pays attention to several aspects of classroom management, such as noise and discipline. It is feared that through the communicative task method, students tend to be ineffective in learning. The lecturers, instead, tend to be more convinced of a product-oriented view, emphasizing language development as a product of what is taught. However, Littlewood (2006) found that communicative tasks were proven to be more effective in East Asia context by bringing learners to pay attention to the form of their language through negotiation of meaning. The implementation of communicative tasks can help students develop further learning through discussions such as sharing information, thoughts, and feelings to solve a problem (Sung, 2010). It means that communicative tasks help students to think critically and communicative tasks also encourage students to be more active and contribute in class. Thus, the presence of communicative tasks will be much more helpful for students' language development (Foster, 1998).

The current discussion on communicative tasks has been extensively conducted. In the EFL context, the research tends to elaborate on the benefits of communicative tasks. However, rarely does the study explore the use of communicative task methods in the Indonesia context. In fact, through communicative tasks, students can learn about linguistics, add their vocabulary, motivate students, and help students be more active in the class. There should be more studies that explore communicative tasks in the Indonesia context. Therefore, to fill this gap, this research explores linguistic emphasis in interpreting the meaning of a communicative task method in the Indonesian context.

a. Formulation of the Problem

This research was conducted to answer a question about :

How do students perceive their experiences in doing communicative tasks methods to learn English as applied by Indonesian lecturers?

b. Objectives of the Study

This research aimed to explore students' perception of English learning through communicative tasks methods applied by lecturers in Indonesia.

c. Significance of the Study

This research is expected to give empirical contributions to extend the discussion of various perspectives from the side of students in terms of communicative tasks.



CHAPTER II

LITERATURE REVIEW

This chapter describes the relevant studies of this study. There is also a theoretical framework in this chapter that helps this study be more understandable.

2.1 Conceptual Review on Communicative Tasks

The discussion upon communicative tasks was highlighted in 1986 by Doughty and Pica. They believed that interaction was meaningful by which the students could exchange information. In its development, Nunan (1991) claimed that communicative tasks refer to activities that make the students interact outside the classroom. The activities should be authentic to accommodate the students to develop their English proficiency and their social and psychological skills. The given activities should also refer to a specific theoretical or empirical basis. For example, instead of delivering grammatical formulas of past tense to the students, a teacher could give an activity of a dialogue between two students talking about their happy memories. Besides that, several characteristics can be used to approach language teaching, such as (1) The insistence on learning to communicate through interaction in the target language. (2) Introducing authentic texts into a learning situation. (3) The arrangement of opportunities for students to focus on the learning process, not only on language itself. (4) Improving students' experience is an essential thing to classroom learning. (5) There is an attraction to the link between classroom language and language activation outside the classroom.

Currently, communicative tasks in ELT classrooms tend to use task-based learning. Littlewood (2013) explained that communicative tasks need to be understood in the context of task-based learning (TBL), which can be understood as developments in communicative tasks. In this way, students often negotiate meaning in communicative tasks that use various strategies to reach consensus, such as comprehension questions, clarification checks, rearrangements, etc. However, practical communicative tasks can be achieved by implementing multiple tasks.

Mcdonough (2000) found several types of tasks can be applied for communicative tasks, including picture drawing, picture difference, and story sequencing. The first point is where the teacher has prepared a picture or photo then asks each student to pair up, and here will form an interaction between students where they will communicate with each other and exchange information. Second, there are two students, namely student A and student B; here, the rules are that student A uses the wrong classifier, and student B gives recasts with numbers and targets such as classifiers. The last is where students will be asked to sort a story based on a list of themes that the lecturers have prepared orally. In conclusion, lecturers can apply communicative tasks to students where it focuses not only on the meaning of a word but also on the theory and empirical. Thus, it can provide understanding in the context of task-based learning (TBL). Besides, it develops students' language and plays an active role in monitoring student performance to provide feedback when needed.

Ahmed (2017) claims that there are several exposures related to the authenticity of language that occurs when used naturally during learners, such as (1) Reading books, magazines, articles, product labels, etc. (2) Listening to small talks such as listening to recordings, radio, etc. (3) Watch English-language movies or television channels. (4) Live in a place where most people use the language. (5) Listening to the incidental language used in class. (6) Read the language snippets found on notices, posters, etc., around the classroom. It means that communicative tasks are a learning method that can make it easier for students to learn languages from anywhere, including things around them such as radios, posters, etc.

2.2 Empirical Review of Communicative Tasks as Students' Language Understanding

Teaching English using communicative tasks in Indonesia is still rarely applied. In the field of English context, communicative tasks have their way for students to understand the meaning of a sentence.

Tulung (2008) defined the application of communicative tasks to promote L2 learning. Besides, interaction in well-designed communicative tasks can help students understand the target language. However, it also helps them to produce the target language. Therefore, students are encouraged to engage in meaningful interaction and

pay attention to language. Thus, this communicative task aims to provide an understanding of the language and produce the target language, but it can make students tend to be more active than before. Of course, students produce more new vocabulary.

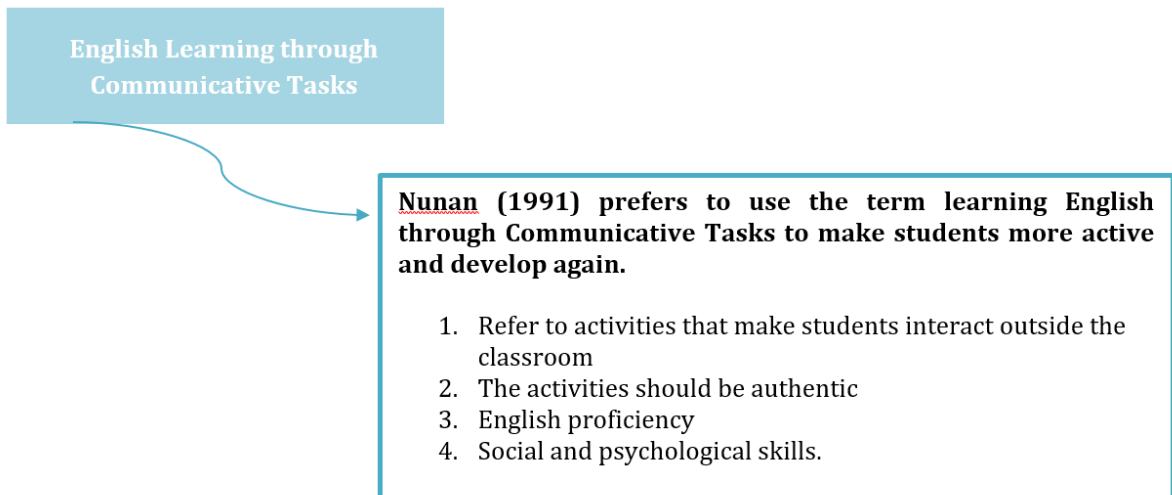
Amrullah (2021) discovered that communicative tasks are beneficial in students' speaking skills to develop cognitive processes, creative thinking, and problem-solving skills. Communicative tasks are also effectively used to help students maximize presentation skills. Based on the research results, there are two ways to develop students' speaking skills. The first point is reading, intended to help add students' vocabulary. Thus, in reading, the students tend to find new vocabulary. The second point is presented, it can develop student self-confidence, and students can be more active in class in presentation. In other words, communicative tasks are an appropriate alternative way to be used as a means of understanding students' language.

Lazaro (2021) corroborated that when the integration of communicative tasks can be implemented in stages, it will have great potential for the students' learning process where these communicative tasks can help students to achieve the target language with the result that students can use it in everyday life to perform the communicative functions. Therefore, it can increase students' interest in learning through communicative tasks. Students can be motivated to learn foreign languages, and the students can explore the ability to communicate in English.

2.3 Theoretical Framework

After explaining the conceptual and empirical review, this research used Nunan (1991). In this frame, Nunan has four frames to clarify communicative tasks. This frame indicated that through communicative tasks, the teacher could make the activities that make the student interact outside the classroom, the authentic activities, English proficiency, social and psychological skills.

Figure 2.1. English Learning through Communicative Tasks Method



CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research implemented a qualitative research method to interview students and focus on learning through the communicative tasks method for students of international programs. The researcher chose this method because it is suitable to describe students' perception of learning through communicative tasks methods used by the lecturer. The data analysis for this qualitative method expressly referred to a thematic analysis by Braun & Clarke (2006). They found that thematic analysis is a flexible and valuable research tool, which has the potential to generate detailed, but complex data accounts; therefore, it can provide many forms of qualitative research. In this case, thematic analysis can describe students' perceptions of learning through the communicative tasks method.

3.2 Research Setting and Participant

The setting of this research is in the context of higher education for international program students who have been taught using the communicative tasks method in one semester. In this research, the researcher was interviewed by one of the international program students. The participant is 22 years old Fatin, who is a 7th-semester student who is currently studying at an Islamic college in Yogyakarta. The researcher selected Fatin as a participant for this research because the participant met the criteria to participate. She was taught to use the communicative tasks method during semester 3, such as was used of authentic materials where one of the courses, namely intercultural communication, students can go directly abroad to learn about foreign cultures so that intercultural communication between Indonesians and foreigners can be realized by using communicative task methods. She said that her lecturer gave some communicative tasks such as: communicating effectively with foreigners by discussing culture and writing a paper about travel experiences.

Moreover, participants attended conferences to ASEAN, and a participant also performed well in class and played an active role when interacting with external delegates. This evidence showed that participants have carried out communicative tasks in an authentic atmosphere, one of which, communicate directly with foreigners to learn about foreign cultures. Furthermore, researchers have also obtained approval from participants

who were interviewed further about learning English through the communicative tasks method.

3.3 Research Instrument and Data Collection

In this research, researchers used an in-depth interview as this research instrument. The interview was developed by referring to the theory of Nunan (1991). In the interview, researchers used a semi-structured interview where the research question had been hypothesized before the interview session. The interview highlighted how communicative tasks could help learn English. The data collection was obtained through chat media used by the researcher. The transcript of the interview and the tasks were also attached in the appendix.

Table 3.1. The Interview Questions

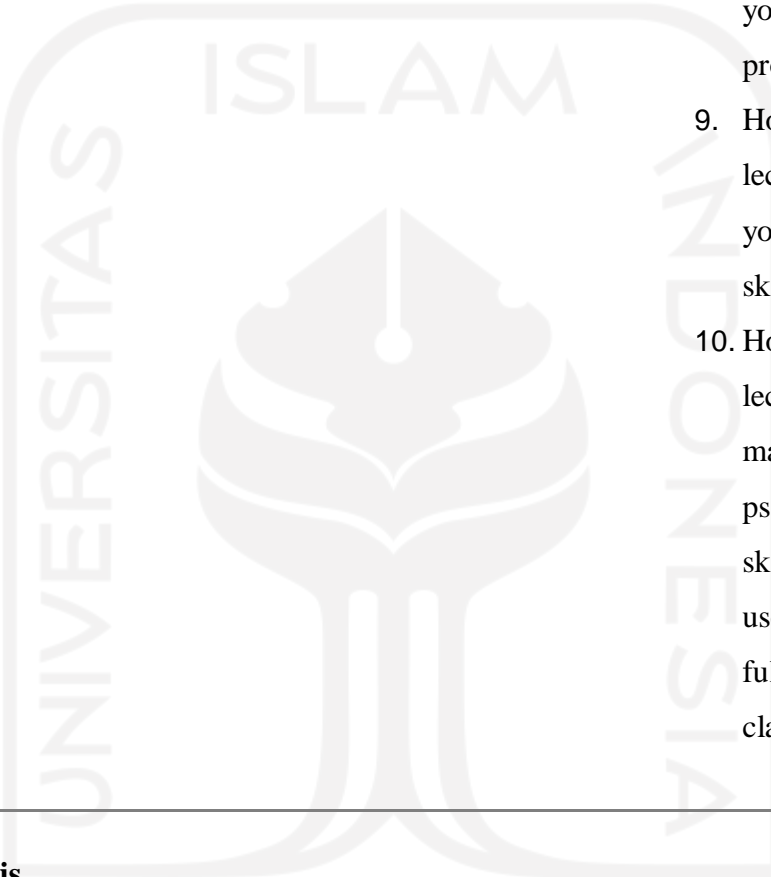
Construct	Conceptual Definition	Components	Interview Questions

**Communicative
Tasks**

Nunan (1991) claimed that communicative tasks refer to activities that make the students interact outside the classroom. The activities should be authentic so that it accommodates the students to develop their English proficiency and their social and psychological skills.

1. activities that make the students interact outside the classroom.
2. The activities should be authentic
3. English proficiency
4. Social and psychological skills.

1. How long have you been studying English?
2. How do you practice English everyday?
3. How do you fully adapt in English everyday in the class?
4. How is the learning method applied by the lecturer in the class?
5. How are the activities or interactions carried out by the lecturer when outside the classroom with their students?
6. How did the lecturer ever invite students to interact outside the classroom?

- 
7. How did the lecturer stimulate your communication competence?
 8. How did the lecturer develop your English proficiency?
 9. How did your lecturer develop your social skills?
 10. How did your lecturer maintain your psychological skills to get used to using full English in class?
-

3.4 Data Analysis

In this study, the researcher used thematic analysis as a tool to consider the data, where this thematic analysis is different from other analytical methods which only attempt to describe the overall pattern of qualitative data whereas, a thematic analysis obtained data through essentialists or realists, where this method can provide reports related to participants' experiences, meanings and reality participant (Braun & Clarke, 2006). Therefore, using thematic analysis was very helpful for researchers to get a lot of information from participants about learning English through the communicative tasks method.

There were six steps to analyzed data through thematic analysis, namely:

1. The researchers familiarized themselves with the data to transcribe it, read and reread it, and note the essential points. The transcribed data is based on the participant's answers which were carried out through interviews.
2. Generating initial codes. In this step, the researcher determined the code to collect data.
3. Searching for Themes. After determining the code, researchers started looking for themes based on the transcript results.
4. Reviewing themes. At this step, the researcher checked whether the theme followed the specified code.
5. Defining and naming themes. In this section, the researcher defined and refined the themes presented for the analysis results.
6. Producing the report. Lastly, the researcher provided a coherent, logical, and engaging summary.

3.5 Trustworthiness

The researcher used thematic analysis to conduct this research. This method helped researchers get a lot of information through interview questions posed to participants. Besides, the trustworthiness of this research refers to Braun & Clarke (2006) about a five-point checklist of criteria of reliability of thematic analysis such as (1) Transcription, where researchers transcribed the data in detail and check the accuracy of the data. (2) Coding, in this part, the researcher gave a code to each component, (3) Analysis, in this step, the researcher analyzed the interview data with the transcript results to be matched with each other. (4) Overall, researchers completed data analysis, not in a hurry. (5) Written Report, researchers wrote the result of the report using a consistent language concept. It means that through thematic analysis, I was able to produce an in-depth analysis to interview questions. Besides that, this data was reviewed through an expert judgment process by one of the supervisors at one of the Islamic universities in Yogyakarta.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents all of the findings from the data that has been collected and analyzed. The results of the research data are presented in the findings, while the analysis of research data is explained in the discussion.

4.1. FINDINGS

The data collection was carried out online because researchers and participants in different areas with the pandemic also did not allow them to meet directly. The data were collected through online interview sessions using two media platforms, namely LINE and WhatsApp using VN (Voice Notes). The type of interview was done because there were problems with the network and a few notifications on one platform. The interviews were conducted over two hours and fifty-one minutes. Based on the data analysis, it was found that the participant's lecturer provided several communicative tasks. Those activities were: Presentation and Discussion.

Through the interview section and some document analysis, it was found that there were four characteristics of communicative tasks as experienced by Fatin. Each task was described below:

4.1.1. Photo Story Tasks

a. Interaction Outside Classroom

Fatin said that the activities given by her lecturers were not always conducted in the classroom. As a student of Communication Science, Fatin was exposed to natural interaction as much as possible. This was to improve her public speaking and interaction skills. In the interview, Fatin shared her experiences into the following statements:

“Mr. Hali had invited us to have a discussion in a coffee shop near the campus. I barely remember the name of the coffee shop, yet the experience remained meaningful for me. We discussed the learning material in English and bahasa Indonesia with my lecturer and my peers. It was very fun”

(translated version)

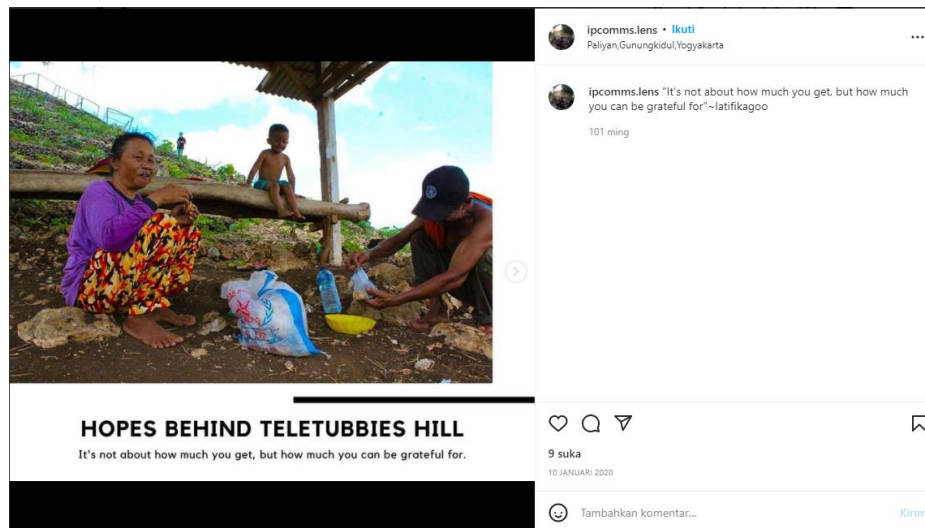
In the data above, the natural interaction between the students and their lecturer were accommodated by employing bilingual interactions. Although Fatin was in an international program, most students were from Indonesia. Their first languages were not the same. Some had Bahasa Indonesia as their first language, while some others had local languages as their first language. Thus, the English learning process was experienced naturally without being put in specific conditioning. The students were invited to share their opinion and understanding in a mix of Bahasa Indonesia and English. The lecturer did not set a specific portion of which language should be more spoken. The goal was to make the students comfortable and gradually use English expressions.

“To have an informal discussion with the lecturer outside the class was rare. However, most of my lecturers welcomed us, their students, to confirm or to ask about the previous learning materials or current tasks that we had not understood yet. Even the lecturers were very okay when we reminded them about the learning materials that had not been uploaded in the google classroom.”

From the data above, Fatin had a meaningful experience with the lecturers. She did not have any barriers or power distance with the lecturers whenever asked to do the communicative tasks.

b. Authentic Activities

Based on the interview results, the authentic activity carried out by the lecturer is to provide tasks that can develop the creativity of the students, one of which is photo story tasks. Fatin said that the activities that occurred while working on the photo story tasks were left to the students related to the determination of the theme or concept of the photo they would take. However, the lecturer still provides examples to be more focused and overviewed on the tasks given.



4. 1. 1. Photo Story

The picture above is taken based on the negotiations between two parties, with the result there is no coercion from any party. The object of the picture is the farmers who are there, and they are pretty cooperative when the process of taking the picture takes place, and the picture is taken straight-out so that it produces a realistic picture.

c. English Proficiency Activities

Through doing the tasks, the students perceived the tasks positively. It was proven through her interview and the tasks themselves. The participants perceived the tasks as Something that can improve students' English skills, make students more active when discussing, and increase students' self-confidence when performing in front of students. Something that can create an interactive atmosphere, students become more understanding about the material presented and create an interactive atmosphere to communicate with each other.

“Yes! It immensely helps us to improve our English and public speaking skills”.

(WA/Additional Data/007)

Based on the interview, Fatin said that Communicative Tasks with authentic materials, especially movie discussion. This form of discussion could help the students improve their English speaking skills and public speaking skills. Moreover, students use full

English in group discussions. It means that the communicative tasks method makes students more confident in doing presentations and improves students' speaking skills.

Interview transcripts were conducted in Bahasa Indonesia, translated into English, and themed. Below is an example of a translated interview transcript.

“indirectly creates an interactive atmosphere because we will communicate with each other”.

(WA/AIOC/010)

From the interview, Fatin argued that through the communicative task method, students could better understand the material presentation because interactive classroom activities could make students able to communicate and discuss with each other.

4. 2. DISCUSSIONS

4.2.1. The perceptions about Photo Story Tasks

A few people think the learning language can be obtained only through books and increasing vocabulary. However, based on the research results through the communicative tasks method, students can learn languages from anywhere such as radio, podcasts, magazines, posters, banners, etc. Ahmed (2017) endorsed that learning language can be developed through various learning media, such as Audio-Visual, Pictures, Posters, Photos, Restaurant Menus, Airline Tickets, etc.

Nodima (2022) Postulated that authentic Materials have a learning system that is more relevant for students, one of which is to use newspapers and television as a medium for learning where the information contained in it is more updated than the books that were written last year.

“The learning media used by the lecturers varied, such as Kahoot, google classroom, menti, and several platforms, but I forgot the name”.

(WA/TAA/006)

Fatin said that the learning media used by the lecturers varied, which is one of the methods contained in Communicative Tasks. Lecturers use various platforms in the delivery of each material. Through communicative tasks, any variation in learning can attract students' attention to learning.

"Make photo story tasks in which students are asked to take a picture but it has a deep meaning".

(WA/TAA/007)

Based on what Fatin said from the interview results obtained. Through the Communicative Tasks Method, lecturers give assignments that can open students' mindsets and hone their creativity through photo story tasks.

"Lecturers can create an interactive atmosphere. One way is by the lecturer forming a small group consisting of two students. Then, design a learning system in which, for each meeting, students will be given a different discussion".

(WA/TAA/010)

Fatin said that lecturers could design interactive learning systems. Based on the interviews conducted, we can see that Fatin seems interested in the learning system in which students are formed into small groups and then make presentations that can build students' confidence.

From the statement, it can be seen that the communicative tasks method, one of which is the activity of using authentic materials, can help students develop more because the learning methods are diverse and not monotonous. Based on the interview results, Fatin said that the use of the communicative tasks method could help students develop more not only from students' language learning but also from the students' way of thinking, which became critical in responding to any questions posed by other students and lecturers. In this case, the application of communicative tasks and helping students in language learning from various perspectives and more various existing media.

4.2.2. The perception about English Proficiency Tasks

Some people argue that students become ineffective in doing assignments with group discussions because some students stay silent rather than express their opinions. However, some researchers found that group discussions positively impacted the students themselves. Tulung (2008) defined that interaction in well-designed communicative tasks can help students understand the target language, so it can also help students produce the target language.

Amrullah (2021) highlighted that through group discussion. Students can be more active in the class and presentation. It means that, through group discussion, students can improve their speaking skills and self-confidence.

“Yes, it helped me to be more confident when speaking in public”.

(WA/Additional Data/009)

Based on the interview result above, Fatin described that she could increase her confidence through group discussions. Besides that, Fatin also mentioned that during the discussion, all of the group members were using full English. The conclusion is group discussion has a positive impact on the students. Moreover, during the discussion, they were using full English so that students could also increase their target language, namely the English language.

“We are asked to make a PPT for each meeting with a different discussion where each student gets a turn to present it. Then, lecturers and other students get the opportunity to ask questions”.

(WA/TAA/010)

Fatin's statement above showed that the rolling system for each meeting could benefit the students themselves, where they can better prepare themselves before making presentations. Of course, related to the method of communicative tasks, the lecturer creates an interactive atmosphere that is undoubted. Besides that, students have their way of making the presentation more attractive.

Based on the results of the interviews, it could be concluded that group discussion, which is one part of the communicative tasks method, has a positive impact on the students themselves. The use of authentic materials can increase students' creativity in doing tasks, one of which is when students conduct group discussions where they can exchange opinions regarding the topic of discussion. In addition, the use of English can also help students develop their language.



CHAPTER V

CONCLUSION

5. 1. Conclusion

Based on the discussion, this study highlights students' perceptions of their experiences performing communicative tasks for learning English. The student's perception about communicative tasks is positive. With these forms of tasks, the student felt that the lecturer accommodated her to be engaged in the classroom activities. Since the student is not from the English department, she used to be familiar with worksheet based learning since she was in high school. Thus, by experiencing communicative tasks, she found that her English speaking skill is improving and she is more confident and interesting.

5. 2. Suggestions and Recommendations

In the context of learning English, this finding implies that lecturers can provide students with varied tasks whose tasks are not monotonous to make students more enthusiastic about working on the task. In addition, authentic material, especially movies, can be the learning materials that can be followed up with group discussion. which is one part of Communicative Tasks, can make students more creative in working on tasks.

REFERENCES

- Ahmed., S. (2017). Authentic ELT Materials in the Language classroom: An Overview. *JALLR*, 4(2), 181-202.
- Alberto., & Romero, L. (2021). Benefits of using Authentic Material in Communicative Tasks in the EFL Classroom. *UJA*.
- Amrullah, A., Henny, H., Nawawi, N., Thohir, L., & Sabuddin, S. (2021). Development of Academic Speaking Communicative Tasks Model for Students of English Education. *ATLANTIS PRESS* 556.
- Ellis, Rod, Yoshihiro Tanaka, and Asako Yamazaki. "Classroom interaction, comprehension, and the acquisition of L2 word meanings." *Language learning* 44.3 (1994): 449-491.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 9(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Chaikitmongkol, W., & McDonough, K. (2007). Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand. *TESOL Quarterly* 41(1), 107-132. <https://doi.org/10.1002/j.1545-7249.2007.tb00042.x>
- Foster, P. 1998. A classroom perspective on the negotiation of meaning Applied linguistic. 19(1), 1-23.
- Littlewood, W. (2006). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249. <https://doi.org/10.1017/S0261444807004363>
- Littlewood, W. (2013). Developing a Context-Sensitive Pedagogy for Communication-Oriented Language Teaching. *English Teaching* 68(3).
- McDonough, K., & Mackey. A. (2000). Communicative Tasks, Conversational Interaction and Linguistic Form: An Empirical Study of Thai. *ACTFL* 33(1), 82-92. <https://doi.org/10.1111/j.1944-9720.2000.tb00893.x>
- Nodima, A. (2022). The Importance of Authentic Material to Learn Foreign Language. *SJIF* 2(1).
- Nunan, D. (1991). Communicative Tasks and the Language Curriculum. *TESOL* 25(2), 279-295. <http://doi.org/10.2307/3587464>

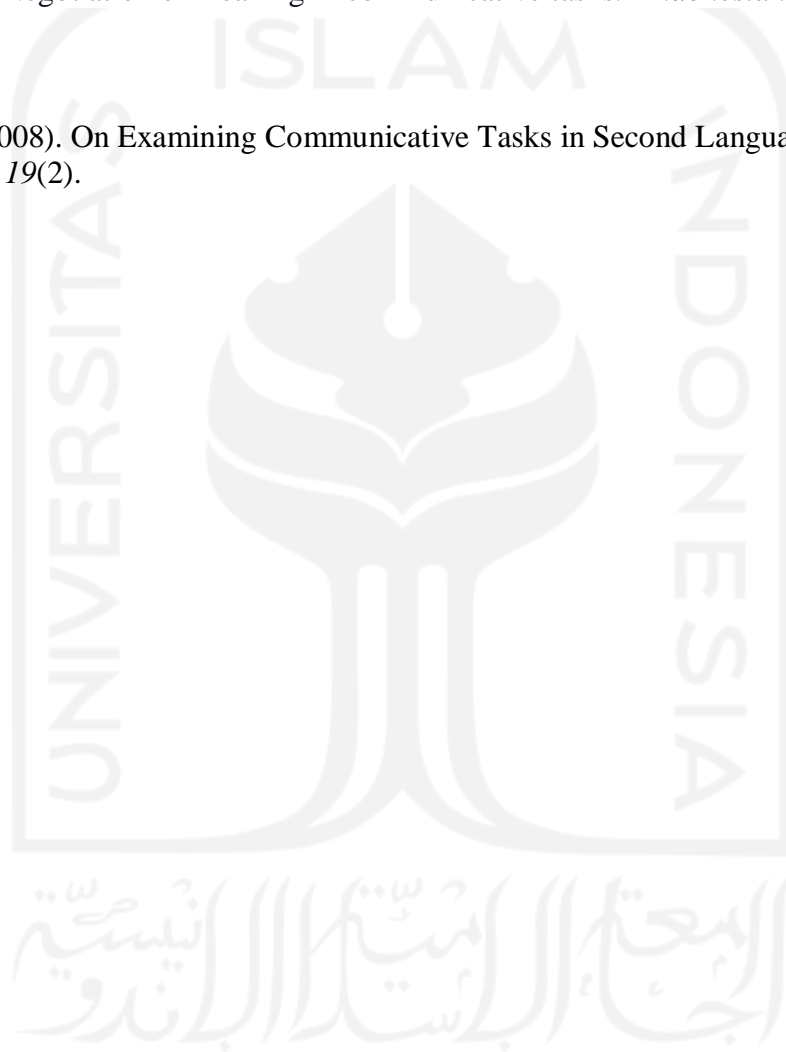
Robinson, Peter. "Task complexity, task difficulty, and task production: Exploring interactions in a componential framework." *Applied linguistics* 22.1 (2001): 27-57.

Skehan, Peter, E. J. Willis, and D. Willis. "Second language acquisition research and task-based instruction." *Readings in Methodology* 13 (1996).

Sung, K. Y. (2010). Promoting Communicative Language Learning through Communicative Tasks. *JLTR* 1(5), 704-713. [doi:10.4304/jltr.1.5.704-713](https://doi.org/10.4304/jltr.1.5.704-713)

Thio, Luciana. "Negotiation of meaning in communicative tasks." *Indonesian JELT* 1.1 (2005): 45-63.

Tulung, G. J. (2008). On Examining Communicative Tasks in Second Language Acquisition. *TEFLIN* 19(2).



APPENDICES

Appendix 1. Consent Forms

Appendix 1.1. Consent Form Participant

INFORMED CONSENT (SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan dibawah ini:

Nama : Latifika Gupita Octavianjani

Umur : 22

Jenis kelamin : Perempuan

Pekerjaan : Mahasiswa

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul **“Students’ Perception of English Learning through Communicative Tasks Method”** dan bersedia untuk:

1. Diwawancarai terkait dengan topik penelitian
2. Dihubungi lebih lanjut apabila ada daya yang perlu ditanyakan kembali

Semua nama, tempat, informasi akan dijaga kerahasiaannya.

Demikian pernyataan ini saya buat dengan sebenar benarnya tanpa **Paksaan** dari pihak manapun.

Peneliti



Indah Paranita

Pontianak, November 30, 2021
Partisipan



Latifika Gupita Octavianjani

Appendix 2. Permit Letter

Appendix 2.1. Permit Letter



Tanggal : 19 November 2021
Nomor : 3801/DPS/70/DURT/XI/2021
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi & Ilmu Sosial Budaya

Universitas Islam Indonesia

Di tempat.

Assalamu'alaikumWr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tagas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Indah Paranita
Nomor Induk Mahasiswa : 18322043
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Intan Pradita, SS, M.Hum.
Judul Skripsi :

"Students' Perception of Learning English through Communicative Tasks Method."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb

Dosen Pembimbing Skripsi

Intan Pradita, SS, M.Hum.

Appendix 3. Interview Transcriptions

Appendix 3.1. Interview Transcriptions Participant

Interview Transcriptions

Components:

- (1) **Activities** that **make the students interact outside the classroom (AIOC)**
- (2) **The activities should be authentic (TAA)**
- (3) **English proficiency (EP)**
- (4) **Social and psychological skills (SPS)**

Data Number	Interview Questions	Interview Transcription	Data Reduction	Coding
001	I: Assalamualaikum fatin, good evening. How are you today?	F: Waalaikumsalam indah, I'm so great today. What about you?	Wa'alaikumsalam indah. I'm so great today, what about you?	
002	I: I'm fine too. Thank you. Okay! Jadi, hari ini aku mau nge-interview kamu tentang seputar pengalaman kamu dalam belajar bahasa inggris melalui communicative tasks method. Ee.. well, can we start the interview?	F: Yes, you can	Yes, you can.	
003	I: Okay, kalo aku boleh tau udah	F: Untuk belajar bahasa inggris e.. Kalo	Untuk belajar bahasa inggris kalo untuk	EP

	<p>berapa lama ya kamu belajar bahasa inggris?</p>	<p>untuk pembelajarannya secara formal ya. Secara formal, secara formal itu kelas 4 sd, kelas 4 sd tu udah ada bahasa inggris. Terus, ee.. SMP, SMA, sama kuliah sih. Kalo untuk les private dan segala macam aku belum pernah sih.</p>	<p>pembelajarannya secara formal ya udah dari kelas 4 SD, SMP, kemudian SMA, hingga kuliah. Namun, untuk les private belum pernah.</p>	
004	<p>I: Oke, berarti... udah kurang lebih 7 taunan ya kamu e... belajar bahasa inggris. Terus e.. gimana cara kamu mempraktekkan bahasa inggris setiap harinya, apa kamu ee.. sering ngomong sendiri depan kaca atau ngajak orang ngomong atau gimana tuh?</p>	<p>F: Kalo untuk praktek sehari hari ee.. Untuk ngobrol sama lawan bicara keknya jarang ya karna kita juga e.. di tinggal di indonesia kan jadi ee, jarang nemuin temen yang dari luar juga tapi mungkin kayak e.. Lagi.. ee nyanyi maybe ya, lagi nyanyi terus ee have a conversation with e.. foreign friends juga bisa kadang tapi, kalo untuk sehari hari yaa lebih ee mostly nyanyi sih.</p>	<p>Kalo untuk praktek sehari hari mungkin ketika bernyanyi tapi, terkadang have a conversation with a foreign friends tapi untuk praktek sehari hari mostly nyanyi sih.</p>	
005	<p>I: Oh, I see. Okay!</p>	<p>F: Untuk adaptasi ee di</p>	<p>Sebenarnya untuk</p>	<p>EP</p>

	<p>Ee.. nah, ini kan kamu kuliahnya ngambil kelas IP ya. Kalo boleh aku tau gimana cara kamu beradaptasi di kelas yang gunain full English setiap harinya. Sedangkan, as you said before kita, kita hidup di Indonesia yang jarang banget orang ngomong full inggris setiap harinya. Jadi, gimana cara kamu untuk beradaptasi di kelas itu?</p>	<p>awal kita masuk kelas IP itu memang udah dikasih info sebelumnya ya kalo memang nanti kelasnya akan ee full bahasa inggris. Entah itu nanti pas penyampaian materi, ataupun pas Q&A section, atau ee untuk ee conversation biasa aja gitu. Cuman, ternyata pas di implementasinya, di implementasi kuliah sehari hari dosen ee engga full English gitu kecuali di matkul e.. Di matkul bridging program. Selain itu, e.. dosen tu engga full English. Mereka semisal ada kesulitan atau ada chapter yang memang diharuskan menjelaskan menggunakan bahasa inggris agar matkul itu jelas mereka akan menggunakan bahasa, eh... akan menggunakan bahasa</p>	<p>adaptasi dengan kelas itu bisa dibilang mudah karna dengan dosen yang juga pengertian dimana mereka juga paham kalo kita semua itu fasihnya bermacam macam, ada yang fasih banget, ada juga yang belum fasih banget jadi, kalo semisal memang masih ada yang bingung tentang pelajaran boleh ditanya kembali dengan menggunakan bahasa indonesia dan temen temen di IP juga engga semuanya fasih berbahasa inggris. Dalam, konotasi mereka faham bahasa inggris cuman, terkadang masih susah untuk have a conversation, have a long conversation or we have to explanation something that full English. Jadi, sebenarnya engga semenakutkan itu di IP dan engga se-full English itu di IP.</p>	<p>SPS EP</p>
--	---	--	---	-------------------

		<p>indonesia gitu dan ternyata ee ada beb ada beberapa dosen juga yang belum fasih berba berbahasa inggris gitu loh, jadi mereka pun juga akhirnya ee bilingual setengah pake bahasa inggris tapi sometimes juga pake bahasa indonesia dan untuk beradaptasi dengan ee kelas itu ee bisa dibilang mudah gitu karna dengan dosen yang juga pengertian dimana mereka juga paham kalo kita semua itu ee fasihnya itu bermacam macam yaa, ada yang fasih banget, ada juga yang belum fasih banget gitu jadi kalo semisal memang masih ada yang bingung tentang pelajaran boleh ditanya kembali dengan menggunakan bahasa indonesia dan temen temen di IP pun juga ee engga semuanya</p>	
--	--	---	--

		<p>fasih berbahasa inggris gitu dalam, dalam konotasi mereka faham bahasa inggris cuman, terkadang masih susah gitu loh untuk have a conversation, have a long conversation or ee we have to explanation something that full English gitu. Jadi, ee sebenarnya engga semenakutkan itu di IP dan engga se-full English itu di IP, gitu sih.</p>		
006	<p>I: Ooo.. berarti kelas IP tu engga yang semenakutkan yang diliat orang orang ya. Okay, nah terus aku mau tau nih tentang ee learning method yang diterapin sama do ee yang diterapin sama dosen dosen ee selama di kelas. Kayak, mungkin dosennya gunain video pembelajaran untuk ngajar atau ada media lain ga</p>	<p>F: Kalo untuk media pembelajaran ee beragam ya. Ada e.. dari pake kahoot, terus lewat google classroom yang kita gunakan bersama sama juga, terus menti, ada juga pake e apa tu ee squishy game kalo gasalah namanya, terus aa ada juga yang pake aplikasi notes aku gatau nama jelasnya apa, nama yang bener apa cuman bentuknya kayak notes notes gitu,</p>	<p>Kalo untuk media pembelajaran bervariasi. Ada dari kahoot, google classroom, terus menti, ada juga pake squishy game kalo gasalah namanya, terus ada juga yang pake aplikasi notes aku gatau nama jelasnya apa, nama yang bener apa cuman bentuknya kayak notes notes gitu. Jadi kalo untuk media pembelajaran mereka emang lumayan kreatif ya, engga terlalu monoton, terus pake PPT.</p>	TAA

	yang digunain sama dosennya pas ngajar itu?	sama ee yang dipake ee sir. ari itu aku lupa apa namanya, itu juga. Jadi kalo untuk media pembelajaran mereka emang lumayan kreatif ya, engga terlalu monoton, terus pake PPT itu engga sih.		
007	I: Iya sih, classroom tuh kayak fam, apa platform yang udah familiar banget apalagi dikalangan mahasiswa ya dan aku baru tau ternyata banyak media pembelajaran yang bisa kita gunain buat nyampein materi dan thank you banget loh. Terus, ee aku mau nanya nih soal jenis penugasan ee itukan jenis, jenis tugas yang dikasih sama dosen itukan pasti bermacam macam yaa. Kalian pernah kasih, kayak disuruh bikin vlog gitu	F: Tugas yang berkaitan dengan sosmed itu ada di ee matkulnya ee mr. abi. Matkulnya itu namanya tu, bentar aku lupa hehe. Oo em, photography kalo gasalah. Photography apa gitu, fot photography for communication atau apa aku lupa. Jadi, itu bener bener dia niat banget sampe bikin account social media instagram nya untuk IP sendiri, dimana nanti kita kalo ada karya kek foto foto tapi, ngga sembarang foto ya jadi kayak foto tu harus ada tekniknya gitu. Ada teknik ee framing,	Tugas yang berkaitan dengan sosmed itu ada. Matkulnya photography for communication atau apa aku lupa. Jadi, itu bener bener dia niat banget sampe bikin account social media instagram nya untuk IP sendiri, dimana nanti kita kalo ada karya foto foto tapi, ngga sembarang foto ya jadi kayak foto tu harus ada tekniknya gitu. Ada teknik framing, blurring, terus teknik center, dan lain lain. Nah, ketika kita punya foto yang menggunakan teknik teknik tersebut nanti kita uploadnya ke akun sosmed IG itu dan pas UAS itu kita dikasih tugas untuk bikin photo	TAA

	<p>tentang something, terus di upload ke social media atau tugas yang berhubungan sama social media gitu, yang ga monoton, cuman bikin... apa ya, cuman bikin paper gitu?</p>	<p>blurring, terus teknik ee center, dan lain lain. Nah, ketika kita punya foto yang menggunakan teknik teknik tersebut nanti kita uploadnya ke akun sosmed IG itu dan ee pas ee UAS itu kita dikasih ee tugas untuk bikin ee photo story yaitu dimana kita ee disuruh bikin semacam ee storytelling tapi lewat foto jadi, nanti ee dibalik foto itu tu ada suatu e.. background story gitu. Ee, contohnya tu kek aku kemaren ngangkat cerita soal radesapalian. Nah, itu nanti aku ke palian terus foto foto objek yang memang ada kaitannya dengan tema yang akan aku angkat kaya gitu.</p>	<p>story yaitu dimana kita disuruh bikin semacam storytelling tapi lewat foto jadi, nanti dibalik foto itu tu ada suatu background story gitu. Contohnya tu kek aku kemaren ngangkat cerita soal radesapalian. Nah, itu nanti aku ke Palian terus foto foto objek yang memang ada kaitannya dengan tema yang akan aku angkat kaya gitu.</p>	<p>SPS</p>
008	<p>I: Itu jenis tugasnya menarik banget sih dan keren banget sih menurut aku kayak jarang, jarang aku</p>	<p>F: Untuk ngobrol sama dosen diluar jam kuliah, mungkin bukan ngobrol ya tapi lebih ke... bertanya,</p>	<p>Untuk ngobrol sama dosen diluar jam kuliah, mungkin bukan ngobrol ya tapi lebih ke bertanya, bertanya soal mungkin</p>	<p>AIOC</p>

<p>nemuin dosen, malahan hampir ga pernah aku nemuin dosen yang ngasih tugas yang kaya gitu bentukannya dan itu ih keren banget. Terus ee dan itu kreatif, kreatif banget. nah terus ee untuk aktifitas atau interaksi kamu sama dosen diluar kelas itu terjalin baik ga? Kayak, misalnya ee bahas bahas ee tetep seputaran em perkuliahan tapi diluar kelas gitu, pernah atau engga sih?</p>	<p>bertanya soal em mungkin tugas yang ee belum paham atau ga jelas terus ee pelajaran yang mungkin ketinggalan atau kayak materi materi yang belum di e kirim em ke google classroom dan sebagainya gitu. Cuman kalo untuk ngobrol perihal ee bahasan lain yang lebih kearah yang bener bener ngobrol gitu em engga ya, hehe karna memang emm porsi dan em apa ya. Porsi kita untuk ngobrol kesitu belum ada ya kalo aku, jadi masih... masih belum ada asensi untuk ee ngobrol diluar e jam pelajaran sih sama dosen gitu. Kecuali, ee pas pelajaran ya karna kadang malah dosen itu ngajak ee ngobrol tu pas pelajaran entah itu ngomongin... sometimes ee ngomongin</p>	<p>tugas yang belum paham atau ga jelas terus pelajaran yang mungkin ketinggalan atau kayak materi materi yang belum di kirim ke google classroom dan sebagainya gitu. Cuman kalo untuk ngobrol perihal bahasan lain yang lebih kearah yang bener bener ngobrol gitu engga ya, karna porsi kita untuk ngobrol kesitu belum ada ya kalo aku, jadi masih belum ada asensi untuk ngobrol diluar jam pelajaran sih sama dosen gitu. Kecuali, pas pelajaran ya karna kadang malah dosen itu ngajak ngobrol tu pas pelajaran entah itu ngomongin, sometimes ngomongin keluarganya gitukan, kalo nggak ngomongin sesuatu yang berkaitan dengan materi tapi lebih ke arah ngobrol biasa gitu yang santai gitu tapi kalo diluar pelajaran diluar jam matkul gitu belum sih aku.</p>	<p>TAA</p>
--	---	--	------------

		<p>keluarganya gitukan, kalo engga ngomongin sesuatu yang berkaitan dengan materi tapi lebih ke arah ngobrol biasa gitu yang santai gitu tapi kalo diluar pelajaran dilual.. Diluar jam matkul gitu belom sih aku.</p>		
009	<p>I: Oo I see, tapi kalo jenis interaksi lain misalnya kayak ngajakin nobar gitu, dosennya ngajakin mahasiswanya nobar gitu pernah ga atau sejenis interaksi lainnya gitu?</p>	<p>F: Oh kalo itu pernah, bahkan ee tau pak hali ga? Eheh.. ee pak hali itu pernah ngajakin kita untuk ee kuliah di kopi... apa itu namanya yang di jakal atas, kopi apa ya itu namanya hahaha pokoknya ee kita pernah e pas matkul dia itu, kita pelajarannya di warung kopi dan itu asik banget dan e kita juga ditraktir ehehe jadi makin seneng ehehe.</p>	<p>Oh kalo itu pernah, bahkan pak hali itu pernah ngajakin kita untuk kuliah di kopi apa itu namanya yang di jakal atas, kopi apa ya itu namanya pokoknya kita pernah pas matkul dia itu, kita pelajarannya di warung kopi dan itu asik banget dan kita juga ditraktir jadi makin seneng.</p>	AIOC
010	<p>I: Oo kopi gajah kasih kalo gasalah, kalo yang diatas ya. Nah, berarti pernah</p>	<p>F: Kompetensi komunikasi ya, em.. Mereka itu ee mendorong kita untuk</p>	<p>Untuk kompetensi komunikasi ya, mereka itu mendorong kita untuk lebih aktif gitu, jadi</p>	SPS

<p>ya dosen ee ngajak.. Ngajakin interaksi diluar kelas. Nah, ee setiap dosen kan punya caranya masing masing ya untuk berkomunikasi sama setiap mahasiswanya. Contohnya tadi kayak belajar yang ga dikelas aja. Nah, terus ee terus em gimana cara dosen mendorong kompetensi komunikasi sama mahasiswanya? terutama sama kamu gitu.</p>	<p>lebih aktif gitu, jadi semisal nih ee dalam satu ee matkul dosen itu ada 8 bab atau 10 bab gitu ya, 10 chapter. Nah, perchapter itu bakalan dibagi dua dua, dua dua mahasiswa perkelompok tu ada dua orang. Nah, mereka nanti, kita itu disuruh bikin PPT dan setiap pertemuan, setiap ganti bab itu kita yang akan jelasin dan nanti em mahasiswa atau temen temen yang engga bertugas pada waktu itu beserta dosennya itu akan ee bertanya gitu, entah itu hal yang... ee masih dibingungin dichapter itu dan sebagainya. Jadi, si dosen it menciptakan ee suasana yang interaktif gituloh dengan dia itu men-design perchapter itu akan dibagi ee dua mahasiswa yang akan menjelaskan. Jadi</p>	<p>semisal nih dalam satu matkul dosen itu ada 8 bab atau 10 bab gitu ya, 10 chapter. Nah, perchapter itu bakalan dibagi dua dua mahasiswa, perkelompok itu ada dua orang. Nah, nanti kita itu disuruh bikin PPT dan setiap pertemuan, setiap ganti bab itu kita yang akan jelasin dan nanti mahasiswa atau temen temen yang engga bertugas pada waktu itu beserta dosennya itu akan bertanya gitu, entah itu hal yang masih di bingungin di chapter itu dan sebagainya. Jadi, dosen itu menciptakan suasana yang interaktif gitu loh dengan dia itu men-design perchapter itu akan dibagi dua mahasiswa yang akan menjelaskan. Jadi nanti, benefitnya selain kita paham di chapter itu, di chapter bagian kita kita juga akan secara ga langsung menciptakan suasana yang interaktif</p>	<p>TAA</p> <p>TAA</p> <p>AIOC</p>
---	---	---	-----------------------------------

		<p>nanti, benefitnya selain kita paham di chapter itu, di chapter bagian kita ee kita juga akan ee secara ga langsung ee menciptakan suasana yang interaktif karna kita akan saling berkomunikasi. Mereka tanya, kita jawab kek gitu.</p>	<p>karna kita akan saling berkomunikasi. Mereka tanya, kita jawab kek gitu.</p>	
011	<p>I: Oo itu bagus sih jadi dosennya kayak melibatkan ee mahasiswanya untuk dapat berperan aktif pas dikelas selama proses pembelajaran itu ya. Nah, terus inikan ee selama proses pembelajaran setiap dosen itukan ee beda beda, ada yang ee menggunakan full English, ada juga yang masih mix gitu. Nah, gimana cara dosen ngembangin kemampuan bahasa inggris ee bahasa</p>	<p>F: Kalo... untuk mengembangkan bahasa inggris mahasiswanya itu khusus di matkul bridging program ya karna kalo untuk dosen lainnya mereka memang ee kapasitasnya cuman dibidang mereka aja, dimatkul mereka aja gitu tapi, di IP memang ada e matkul khusus untuk e mengembangkan vocabulary, kemudian e grammar juga gitu, untuk ee kita kita anak IP yaitu di bridging program yang dikasih di em semester 1 sama</p>	<p>Kalo untuk mengembangkan bahasa inggris mahasiswanya itu khusus di matkul bridging program tapi, di IP memang ada matkul khusus untuk mengembangkan vocabulary, kemudian grammar juga. Untuk kita kita anak IP yaitu di bridging program yang dikasih di semester 1 sama 2, atau sampai 4 aku lupa. Jadi, emang disitu isinya tuh pokoknya kayak kita mau tes stan lah jadi grammar, diajari vocabulary, diajarin active, passive sentence pokoknya di situ isinya how to increase</p>	<p>EP</p> <p>EP</p>

	inggris mahasiswanya?	2, atau sampai 4 ya aku lupa ahahha. Pokoknya ada itu namanya bridging program diampuh sama mr. galih. Jadi, emang disitu isinya tuh ad.. Pokoknya kayak kita mau tes stan lah jadi grammar, diajari vocabulary, diajarin active, passive sentence pokoknya disitu isinya ee how to ee increase ee kemampuan bahasa inggris anak IP.	kemampuan bahasa inggris anak IP.	
012	I: Oo ternyata ada program tersendiri ya kalo untuk anak anak IP itu. Nah, kitakan ee selama dikelas itu pasti berinteraksikan ee sama mahasiswa sama dosen. Nah, itu gimana cara dosen ee ngembangin keterampilan sosial kamu. Misal ee keterampilan sosial	F: Kalo diskusi sering ya dan dan itu pasti sih hehe untuk semua matkul pasti ada diskusi... sectionnya sendiri gitu cuman kalo ngembangin sosial itu dari masing masing kitanya ya karna emang dosen ga terlalu ambil... apa ya ambil tindakan banyak gitu tapi kalo memang kaya gitu sih terus kita kerja kelompok sih pasti ada sih disetiap	Kalo diskusi sering ya semua matkul pasti ada diskusi sectionnya sendiri gitu cuman kalo ngembangin sosial itu dari masing masing kitanya ya karna emang dosen ga terlalu ambil tindakan banyak tapi kalo memang kaya gitu sih terus kita kerja kelompok sih pasti ada sih disetiap matkul.	SPS

	<p>mahasiswanya, misalnya kayak ngasih diskusi diluar maupun didalam kelas gitu, sering ga?</p>	<p>matkul.</p>		
	<p>I: Nah, eee tadikan kamu bilang program khusus nih untuk, untuk mahasiswa IP buat ngebangin kemampuan bahasa inggrisnya nah, tapi di kelas lain yang emang gunain full English kalo gasalah aku tadi ee ingatnya ada mata kaliah yang emang gunai full English tapi bukan di program itu kalo gasalah ya. Nah, itu gimana cara dosen kamu mempertahankan keterampilan psikologis kamu untuk ngebiasain diri gunain bahasa inggris penuh dikelas. Contohnya, kayak memfasilitasi</p>	<p>F: Em... ga ada ya kayanya ya, maksudnya ee kalo memfasilitasi gitu. Kalo memotivasi juga engga.. Ehe masa ya. Ee untuk matkul yang full English itu, ee dimatkul bridging program tadi ya dan untuk matkul lainnya itu bilingual jadi, ee setengah bahasa inggris, setengah bahasa indonesia. Ada juga ee dosen yang dia em.. Full English cuman kalo semisal kitanya tu sudah menyerah ya menyerah dan ga paham, dia pun bisa bertoleransi untuk ee menggunakan bahasa indonesia meskipun dia nanti jawabnya pake English lagi gitu. Ee.. tapi</p>	<p>Sebenarnya ga ada ya kayaknya ya, maksudnya kalo memfasilitasi gitu. Kalo memotivasi juga engga. Untuk matkul yang full English itu, dimatkul bridging program tadi ya dan untuk matkul lainnya itu bilingual jadi, setengah bahasa inggris, setengah bahasa indonesia. Ada juga dosen yang dia full English cuman kalo semisal kitanya sudah menyerah dan ga paham, dia pun bisa bertoleransi untuk menggunakan bahasa indonesia meskipun dia nanti jawabnya pake English lagi gitu. Tapi untuk memfasilitasi kita untuk mengembangkan dan menggunakan bahasa inggris menurut aku belum ada ya tapi, kayak</p>	<p>SPS</p>

	<p>perkembangan bahasa inggris kamu gitu?</p>	<p>untuk kayak memfasilitasi kita... untuk mengembangkan dan menggunakan bahasa inggris menurut aku belum ada ya tapi, kayak ee... dia bilang em met untuk memotivasi.. Terus ee kayak anak IP mungkin bisa ditingkatkan lagi bahasa inggrisnya mungkin sebatas kayak gitu ya tapi kalo untuk literally memfasilitasi sih belum ada sejauh ini. Fasilitasnya cuma yang di, di tadi programnya ee mr. galih di bridging program doang gitu, itu emang fasilitas, fasilitas untuk anak IP gitu. Kalo untuk dosen lainnya, ga ada.</p>	<p>dia memotivasi, kayak anak IP mungkin bisa ditingkatkan lagi bahasa inggrisnya mungkin sebatas kayak gitu ya tapi kalo untuk literally memfasilitasi sih belum ada sejauh ini. Fasilitasnya cuma yang di, di tadi programnya mr. galih di bridging program doang gitu, itu emang fasilitas untuk anak IP gitu. Kalo untuk dosen lainnya, ga ada.</p>	<p>SPS</p>
<p>013</p>	<p>I: Oh berarti yang... memfasilitasi nya tu cuman, diprogram... program khusus IP</p>			

	<p>nya aja tadi ya mr. galih berarti ya. Ee.. okay fatin yang tadi udah the last question and thank you so much for today, thank you for your participant, makasih banget loh. Thank you.</p>			
--	---	--	--	--



Appendix 4. Additional Data

Appendix 4. 1. Additional Data

1. Kemaren kan aku sempet nnya yaa pas kamu ngambil foto izin apa ga sm warganya.
Nah, selama pengambilan photo story itu proses nya apa aja yaa?
Proses pengambilan foto itu?
Kalo prosesnya berlangsung cepet sih ndah, objek aku akan petani disana. Dan kebetulan mereka kooperatif. Konsep fotonya juga candid jadi ketika mereka beraktifitas ku foto foto aja sih
2. Terus pas proses editing itu ada arahan dari dosennya ga?
Engga ada sih seingetku, kita disuruh edit sesuai konsep photo story ajaa
3. Pas perkuliahan kamu pernah ga diminta dosen buat diskusi film atau buku gitu tapi pake bahasa inggris
Pernah kayaknya, cuma rada lupa lupa ingett yaa soalnya udah lama bangetttt ga kelas offlinee (:
4. Tapi ada ga yang kamu inget dikit dikit gitu
Waittt ndahh wkwk
Diskusi film sih yang rada aku ingett
Tapii udah lupaa diskusinya kaya gimana
5. Oalah, itu diskusinya gimana yaa sistemnya
Siatemnya diskusii biasaa sih
Kaya siapa yang punya pendapat gitu
Itu full bahasa inggris ya tin?
Iyaaa
6. Oiya waktu aku mau nanya foto story itu, kan kamu ngambil foto di bukit teletabis yaa kalo ga salah nah, itu proses visualisasinya sama editingnya ada arahan dari dosen gaa kaya terkait dengan captionnya gitu
Caption dividionya? Gaada sih ndah (R: Caption yang difoto ig yg kamu upload itu)
(P: sendiri ndahhh)
Sesuai sama narasi atau script uang dibuat
Kayak pak hali cuma kasih contohnya gitu
7. Kemarin kan aku nanya soal group discussion yaa. Nah, itu kan kamu bilang discuss nya full english, menurut kamu apa sistem discussion kayak gitu bisa improve speaking skill kamu gaa?
Yapssss. Itu improvee speaking skill english banget dan publik speaking kita jugaa
8. Okeoke. Trus kamu kan pasti sering presentasi nah, itu kamu ada ga perubahan yang kamu rasain
Perubahan dalam hal apa nih?
9. Kek pas awal awal suka nervous tpi sekarang kek jadi lebih pd aja
Kayak dengan adanya presentasi kamu jadi lebih PD kalo gitu kalo diminta untuk ngomong, dsb
Iyaaap
Okeokee
10. Oiya fik kami ada foto dokumentasi ga yaa pas presentasi gitu

Wkwkwkw gaadaaaa

Oalah okede tin



Appendix 5. Types of Tasks

Appendix 5. 1. Photo Story

HOPES BEHIND TELETUBBIES HILL
It's not about how much you get, but how much you can be grateful for.

9 suka
10 JANUARI 2020

Tambahkan komentar... Kirim

TELETUBBIES HILL
Bukit Teletubbies, as Paliyan residents call it. The hill became famous and many people and even tourists came there because they were curious about the beauty of the scenery.

9 suka
10 JANUARI 2020

Tambahkan komentar... Kirim

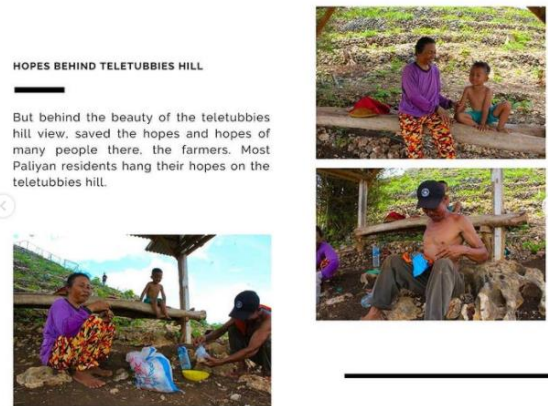
ipcomms.lens • Ikuti
Paliyan, Gunungkidul, Yogyakarta

ipcomms.lens "It's not about how much you get, but how much you can be grateful for" -latifikagoo
101 ming



HOPES BEHIND TELETUBBIES HILL

But behind the beauty of the teletubbies hill view, saved the hopes and hopes of many people there, the farmers. Most Paliyan residents hang their hopes on the teletubbies hill.



ipcomms.lens • Ikuti
Paliyan, Gunungkidul, Yogyakarta

ipcomms.lens "It's not about how much you get, but how much you can be grateful for" ~latifikagoo

101 ming

9 suka
10 JANUARI 2020

Tambahkan komentar... Kirim

