

## Appendix

### Appendix 1

#### Interview guideline

#### Method:

1. Metode apa saja yang telah anda pelajari didalam kelas?

*What are the methods you've learned in the classroom?*

2. Menurut anda apa itu Task-based Learning method?

*In your opinion, what is Task-based Learning method?*

3. Apakah anda pernah meyakini bahwa salah satu (atau lebih) dosen anda menggunakan metode Task-based Learning ini?

*Did you ever believe that one (or more) of your Professor use Task-based Learning method?*

#### Implementation of Task-based Learning Method:

4. Bagaimana prosedur/tata cara/penerapan pembelajaran yang digunakan oleh salah satu dosen anda tersebut?

*How the learning procedure used by one of your teachers?*

5. Hal apa saja yang membedakan metode pembelajaran Task-based Learning dengan metode lainnya?

*What are the things that differentiate methods of learning Task-based Learning with other methods?*

The Effect of Using Task-based Learning Method:

6. Setelah dosen memberikan pelajaran dengan menggunakan metode tersebut, apa yang anda rasakan?

*After the teacher provides lessons by using TBL methods, how do you feel?*

7. Perubahan apa saja yang anda dapatkan/temukan setelah dosen memaparkan pembelajaran dengan metode tersebut?

*What changes do you get after receiving lessons that use TBL as method?*

## Appendix 2

Selective coding.

<b>THE STEPS OF TASK-BASED LEARNING METHOD IMPLEMENTED BY TEACHERS AS PERCEIVED BY STUDENTS</b>	
<i>Findings</i>	<i>Translated Statements</i>
Pre-task	<p><b>P.A. 3</b> “Before conducting the class we are already given a task to read a certain chapter. On the meeting we discuss the material for a bit. Next, the teacher will divide the students into several groups.”</p> <p><b>P.A. 5</b> “The teacher will tell the students about the material, and then will divide the students into some groups and will let the group discuss the material. Next, for the chapter varies per group, for example group A will discuss chapter A, group B will discuss chapter B.”</p> <p><b>P.A. 7</b> “One group consists of around for people, so there will be around eight to ten groups.”</p> <p><b>P.B. 1</b> “What teachers do to implement the method are; firstly, on the beginning of the semester or the first meeting, the teacher gives an instruction to read several journals. Also, on that day (the teacher) divides into several groups, consist of either four or five students. Next, the teacher will decide the topic for each group.”</p> <p><b>P.C. 1</b> “For example, teacher tells about (a certain topic) birthday. The teacher asks to the students ‘when is your birthday?’ and let the students do the brainstorming as the opening of the class. Next, the teacher asks the students to form a group in order to discuss the problem.”</p> <p><b>P.C. 4</b> “Usually, what teachers do is; first, create the learning contract.”</p> <p><b>P.C. 7</b> “We have a contract with the teacher that we are divided</p>

	<p>into several groups.”</p> <p><b>P.C. 11</b> “The learning contract is what we will learn on a semester, what topic/material we will cover in the next semester, more or less.”</p> <p><b>P.D. 2</b> “Usually, the beginning of the class the teacher will describe the materials that will be covered in this semester. Next, we will be divided into several groups, and then the teacher will also divide the material for each group.”</p> <p><b>P.D. 5</b> “So beside the slide limitation, the content of the presentation is such as the background of the presentation, it should be the newer version. Next, about the use of video and picture is a mandatory. Also, the students can’t look at the projector/slides, we have to memorize too. And then, how to get other students’ attentions so they can understand our material, it’s all mandatory.”</p>
Whilst-task	<p><b>P.A. 4</b> “Next, we will discuss within our group about the questions. Next we will present the result of our discussion in front of the class. Each group will get different questions regarding to the chapter that we have read.”</p> <p><b>P.A. 6</b> “and we have to bring laptop inside the class so we also have to make the presentation slide. Next, we will have to present it.”</p> <p><b>P.A. 8</b> “The presentation will contain of questions given by the teacher. Next, we answer the questions. The material inside the presentation slide focuses on the questions itself.”</p> <p><b>P.B. 2</b> “Next, for the task on the second part is we (students) present, the presentation for each group uses PowerPoint (as the media).”</p> <p><b>P.B. 4</b> “The content (of the PowerPoint) might not cover all of the topic, just several points or the main point of the topic.”</p> <p><b>P.B. 5</b> “The procedure of presenting a presentation is such as</p>

giving an academic presentation. Academically, there is an introduction, and then there is a main topic, and the third is closing, but before closing there is a question and answer session, followed by closing.”

**P.C. 2** “The problem given by the teacher is that each group has to spend 100.000 for birthday gift and they have to explain each object that was purchased. After the task is submitted, the teacher asks the students to differentiate the countable and uncountable noun.”

**P.C. 5** “There are several teachers who conduct presentation. Then, if we (group member and I) get a turn at the presentation, we entered into the classroom. Next, we present our presentation. After we outline the presentation, we also outline the topic of the presentation.”

**P.C. 8** “if I’m on the first group, I (and the other group members) will conduct the presentation”

**P.D. 3** “After get the material for each group, we are required to make a PowerPoint slides. The slides are constrained by the limitation of at least 20 slides, so we have to maximize an hour worth of time to do the presentation inside the classroom. So it shows how to maximize the material given by teacher and to perform it in front of the other students inside the classroom.”

**P.D. 6** “The presentation is suited to the outline on the PowerPoint presentation. Next, we usually divide the material to each group member, for example if there are four members; therefore we divide the material into four. The important thing is that there’s nobody who feel burdened with the presentation.”

**P.D. 7** “In this TBL class, (the presentation) has a long duration which is an hour. So we really have to utilize the time, so we begin to use videos. We can use a lot of videos, pictures too. Also we have to explain the material, so the context could have

	<p>far-flung.”</p> <p><b>P.D. 14</b> “Yes, maybe if there’re performers that might unclearly give the material, it will make the audience bored. Because the time duration is an hour so maybe the use of video can help.”</p>
Post-task	<p><b>P.A. 9</b> “Usually we will discuss the material together, no I mean the question and answer session first. Next, we will discuss the material together with the teacher in detail. So we will clarify what had been presented by the group.”</p> <p><b>P.A. 10</b> “The teacher straightens or provides more detailed information regarding to the material.”</p> <p><b>P.B. 3</b> “After that, for the post task, we are given feedbacks by other member of the groups and also by the teacher.”</p> <p><b>P.B. 6</b> “After giving the presentation, we (students) will get feedback from the teacher or from other member of the groups, whether there’s any missing point on the presentation.”</p> <p><b>P.C. 6</b> “After the presentation, usually the teacher repeats the explanation and gives more clarification. Next, we conduct a discussion together. The teacher gives problems and the students get it done together.”</p> <p><b>P.C. 9</b> followed by question and answer session.”</p> <p><b>P.C. 10</b> “After the presentation, the teacher will re-explain the material in detail convince us (students), evaluate us, are we understand about what is taught that day, and usually we are given a quiz by the teacher, or discuss with classmate.”</p> <p><b>P.D. 4</b> “Next, we will conduct a question and answer session.”</p> <p><b>P.D. 8</b> “After the presentation, the teacher will comment our presentation. For example if there’s any lack of context inside the video, or there are not enough pictures, or there’s any shortage on the PowerPoint slides, or drawbacks from delivering the material. For example in the video, there’s should be picture, not only the sound of people talking. There’s also video that only</p>

	include several picture, so it's only visual, there's no audio. Next, the teacher also presents the same material. So we can review but with the help of the teacher, so that we can have better understandings.”
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<b>STUDENTS' PERCEPTION ON THE EFFECT OF USING TASK-BASED LEARNING METHOD IN TEACHING LEARNING PROCESS</b>	
<i>Findings</i>	<i>Translated Statements</i>
Increase students' active participation	<p><b>P.A. 2</b> “Task-based stimulates students to be active in learning.”</p> <p><b>P.A. 11</b> “In my opinion, task-based learning makes us (students) be more active, because task-based learning itself is a student centered class, so it makes the students be more active.”</p> <p><b>P.A. 12</b> “Besides, because there's a presentation, we can learn how to deliver the material that has been discussed and also (we become) more independent, I mean it makes us more active and confident to present the material.”</p> <p><b>P.C. 3</b> “because it (using TBL method) makes the students more active and creative.”</p> <p><b>P.C. 12</b> “Yes, I can feel the difference because using TBL method makes us (students) become more active and creative.”</p>
Increase students' interaction	<p><b>P.A. 13</b> “What I feel is I have better understanding, because the ones who deliver the material are our friends. So, automatically if there's a student who confused by teacher's explanation because it's too formal or he/she is afraid to ask. But if those are our friends who explain the material to us, it makes the presentation clear and we (students) are not afraid to ask.”</p> <p><b>P.A. 18</b> “In my opinion, my friends and I pretty satisfied with TBL method, because it is really helpful; it comes from</p>

	<p>students' explanation, completed by teacher's explanation. So it might be more detailed (explanation) and we (students) can ask outside the classroom. For example, after the presentation, we can ask the students who understand about the material outside the classroom.”</p> <p><b>P.B. 7</b> “When in TBL class, we will be divided into several groups, so there, we can discuss and we can share or exchange any idea.”</p> <p><b>P.B. 8</b> “In my opinion, my teamwork, togetherness inside each group will definitely increase, because the presence of discussion in each meeting.”</p> <p><b>P.C. 16</b> “Outside the class, we (students) become closer, because we discuss together inside the class and we think about a certain problem together.”</p> <p><b>P.D. 13</b> “I think my friends (students) are well-followed with the material presented by other group in front of the class. So because we take turns, they have the self-awareness to understand their friends' who conduct the presentation. Because maybe they ignore the group who perform in front of the class, that's why they have to be aware, to pay attention to the presentation.”</p>
Develop students' confidence	<p><b>P.A. 14</b> “(the improvement) From the soft skills itself is the confidence.”</p> <p><b>P.A. 16</b> “I became confident to perform in front of the class. So maybe there are students who are afraid, but in the other side it can train students' lack of confidence when they're talking inside the classroom.”</p> <p><b>P.D. 11</b> “Then, for the soft skill is the confidence, because if we are not confident, then how are we going to deliver the material in front of the class?”</p> <p><b>P.D. 12</b> “Yes, there're improvements. We can be more</p>



	<p>confident when it comes to perform in front of the class, about our suggestion, our material, and also improves on the speaking part, like what I said earlier.”</p>
<p>Improve students' critical thinking</p>	<p><b>P.C. 13</b> “and also we can have a critical thinking, because we have to look for more detailed information from the material.”</p> <p><b>P.D. 1</b> “The focus (of TBL class) is the students' critical thinking, in my opinion, because inside the class students are required to think together (as a group). Crack a task that given by the teacher so we can give solution from the problem given by the teacher itself.”</p> <p><b>P.D. 9</b> “TBL class makes the students have critical thinking. We have to aware with ourselves. So if we're not aware with ourselves we will miss the material given (by other students). So we have to really pay attention and master our material (that has been chosen by teacher), so we can deliver the material well in front of the other friends.”</p>
<p>Enhance students' speaking skills</p>	<p><b>P.A. 15</b> “The hard skill that I get from task-based learning method is that I'd mastered speaking skills, because the goal is to improve my (students') speaking skills.”</p> <p><b>P.A. 17</b> “maybe we (students) used to bring note or book when perform in front of the class, but now we can talk much smoother.”</p> <p><b>P.B. 9</b> “(The hard skill) improvement is on speaking, because we are required to talk within our group members. Next, listening is also improved, because we also listen to other groups when they are presenting their topic.”</p> <p><b>P.C. 14</b> “Just like what I said earlier, the improvement on my writing skill is on the quiz, because we have to write a mini essay. The improvement on my speaking skills is on the delivery of our suggestions to the other group members using</p>

	<p>English.”</p> <p><b>P.D. 10</b> “In my opinion, the improved hard skill is speaking. It’s speaking because we are required to deliver the material finely, so we have to have good speaking skills.”</p>
<p>Create an enjoyable environment inside the classroom</p>	<p><b>P.B. 10</b> “What I feel is cool, good and enjoyable. I feel happy too, relax to follow the class, there is no problem, it’s just relaxing.”</p> <p><b>P.B. 11</b> “There are students who feel comfortable with this method because they don’t have any burden to other tasks except making PowerPoint and giving the presentation, and giving feedbacks to other groups.”</p> <p><b>P.B. 15</b> “In my opinion, they (students) feel satisfied with the implementation of this method, they are not burdened. Instead, they feel enjoyed with the class because they are not required by the obligations of other tasks.”</p> <p><b>P.C. 15</b> “Enthusiastic, we are very enthusiastic because this method is not boring, we became more active to think, to concentrate into the subject itself.”</p>
<p>Create bond between teacher and students</p>	<p><b>P.A. 1</b> “(TBL method) makes teacher as the monitor and the instructor and proven by a student-centered teaching learning process.”</p> <p><b>P.B. 12</b> “In my opinion, teachers have a normal engagement, not too involved, nor a little involved. After we present the result of the topic, we get feedback from teachers or other groups, and then the teachers also re-explain the material. Thereby, the teachers don’t rely solely on students, but also play an active role inside the classroom.”</p> <p><b>P.B. 13</b> “The teachers also getting closer with the students, it’s fine.”</p> <p><b>P.C. 18</b> “(the relationship between teacher and students) is very</p>

	<p>good because in this class the teacher is a supervisor. So if we don't know, we can ask to the teacher and it helps the communication between teacher and students become better.”</p> <p><b>P.C. 19</b> “The teacher facilitates the students if we don't know, we don't understand, the teacher will explain in more detailed information. So we can understand the material in depth.”</p> <p><b>P.D. 15</b> “The feedbacks from the teacher are good. We know where our mistakes take place, the shortcoming of our presentation, so on the next meeting, we and the other group can improve from other friends' errors.”</p> <p><b>P.D. 16</b> “The teacher gives feedbacks, the teacher scores from the shortcoming, and then also criticizes. Next, the teacher review with humor, so it becomes enjoyable, relaxing, that what makes the students can take the criticism and feedback because the teacher gives it calmly, and giving the humor, makes the review be more acceptable.”</p> <p><b>P.D. 17</b> “In my opinion, (the students) get more motivated. The criticism (that teacher gives) is not 'it is wrong' but rather 'it is good enough, but needs to be improved'. So it depends on how teacher makes the students motivated after giving them critics, the teacher help improves the students.”</p>
<p>Improve students' vocabulary skills</p>	<p><b>P.B. 14</b> “Yes, there is an improvement on our English vocabulary after reading the topic that we will present in front of the class. Certainly there are several vocabularies that we don't know so we have to memorize the vocabulary.”</p> <p><b>P.C. 17</b> “For the vocabulary skill that improves is because of the presentation. Automatically there (on the presentation session), we will learn about the material that never been discussed by the teacher and we have to find and learn the material by ourselves, we have to learn so that we can deliver the presentation well in front of the other students.”</p>

