



APPENDICES

APPENDIX 1

EXPERT JUDGEMENT VALIDITY FORM

Lembar Observasi tentang Jenis Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School

Lembar Observasi ini bertujuan untuk mengobservasi jenis-jenis TBLT yang digunakan dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menilai jenis-jenis Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Instruksi:

Bapak/Ibu diharapkan untuk menilai setiap pernyataan yang ada dalam lembar observasi ini. Berikanlah jawaban Bapak /Ibu dengan mencontreng (√) kolom “relevan/relevant” jika pernyataan dalam lembar observasi yang ada kolom sebelah kiri relevan, dan contreng kolom “tidak relevan/irrelevant” jika pernyataannya tidak relevan.

Pernyataan dalam lembar Observasi				Komentar Judges		
No	Types of Task-based Conducted in the classroom (Willis, 1996 ; Rozati, 2014)	Yes	No	Relevant	Irrelevant	Notes
1	Listing Example of activity: Brainstorming, fact-finding			√		
2	Ordering and sorting Example of activity : Sequencing, ranking, categorizing, classifying			√		
3	Comparing Example of activity: Matching, finding similarities, finding differences			√		

4	Problem solving Example : Analysing real or hypothetical situations, reasoning, and decision making			√		
5	Sharing Personal Experiences Example of activity: Narrating, describing, exploring and explaining attitudes, opinions, reactions			√		
6	Creative tasks Example of activity: Brainstorming, fact-finding, ordering or sorting, comparing, problem solving and many others			√		
7	Other types which not been mentioned above, please fill it here (if any).			√		

Singaraja, _____
Expert 1

Prof. Dr. Ni Nyoman Padmadewi, MA

NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM

Lembar Observasi tentang Prosedur Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School

Lembar Observasi ini bertujuan untuk mengobservasi prosedur TBLT yang digunakan dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menilai prosedur Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Instruksi:

Bapak/Ibu diharapkan untuk menilai setiap pernyataan yang ada dalam lembar observasi ini. Berikanlah jawaban Bapak /Ibu dengan mencontreng (√) kolom “relevan/relevant” jika pernyataan dalam lembar observasi yang ada kolom sebelah kiri relevan, dan contreng kolom “tidak relevan/irrelevant” jika pernyataannya tidak relevan.

Pernyataan dalam lembar Observasi					Komentar Judges		
No	Procedures in implementing TBLT	Criteria	Yes	No	Relevant	Irrelevant	Notes
1	Pre-task	The teacher introduces the topic to the students and asks them to discuss or ask questions			√		
		The teacher starts the teaching and learning process by giving students essential questions			√		
		The teacher uses kinds of media such as pictures, song, or text to lead into the topic			√		
		Other activity (please describe)			√		
2	Task Cycle	The students are divided into pair work or small group work			√		

		The teacher sets the time for completing the task			√		
		The teacher informs to the students that they will do presentation in reporting the task			√		
		Other activity (please describe) 			√		
3	Post-task	The students give a report to the teacher			√		
		The teacher opens discussion session			√		
		The teacher does assessment and evaluation to the students			√		
		The teacher gives feedback and reinforcement to the students			√		
		Other activity (please describe) 			√		
General Notes:							

Singaraja, _____
Expert 1

Prof. Dr. Ni Nyoman Padmadewi, MA

NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM

Kuisisioner untuk menginvestigasi masalah yang dialami saat pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School

Kuisisioner ini bertujuan untuk menginvestigasi masalah-masalah yang dialami saat pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menginvestigasi masalah-masalah yang dialami saat Task Based Language Teaching (TBLT) digunakan dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Nama Guru : _____
Lama Mengajar : _____
Kelas yang diajar : _____

Instruksi:

Bapak/Ibu diharapkan untuk menilai setiap pernyataan yang ada dalam lembar kuisisioner ini. Berikanlah jawaban Bapak /Ibu dengan mencontreng (✓) kolom “relevan/relevant” jika pernyataan dalam lembar observasi yang ada kolom sebelah kiri relevan, dan contreng kolom “tidak relevan/irrelevant” jika pernyataannya tidak relevan.

Pernyataan dalam lembar Kuisisioner					Komentar Judges		
No	Procedures in implementing TBLT	Problem faced by the teacher	Yes	No	Relevant	Irrelevant	Notes
1	Pre-task	The problem in planning materials and activities			✓		
		The problem in mastering the topic			✓		
		The problem in adjusting the material with the topic given			✓		
		Other problem (please describe)			✓		
2	Task Cycle	The problem in time management			✓		
		The problem in facilitating students' inquiry			✓		

		The problem of inequality for students' capabilities which needed for the task			√		
		Other problem (please describe)			√		
3	Post-task	The problem in assessing students' tasks			√		
		The problem in evaluating the students' tasks			√		
		The problem in providing constructive feedback to students and/or engage them in self-assessment			√		
		The problem in closing the materials			√		
		Other problem (please describe)			√		

General Notes: explain the problems you face which are not stated in the previous statement.

Singaraja, _____
Expert 1

Prof. Dr. Ni Nyoman Padmadewi, MA

NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM
Kuisisioner untuk menginvestigasi pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School

Kuisisioner ini bertujuan untuk menginvestigasi pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menginvestigasi pelaksanaan Task Based Language Teaching (TBLT) dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Nama Guru : _____
Lama Mengajar : _____
Kelas yang diajar : _____

Instruksi:

Bapak/Ibu diharapkan untuk menilai setiap pertanyaan yang ada dalam lembar kuisisioner ini. Berikanlah jawaban Bapak /Ibu dengan mencontreng (√) kolom “relevan/relevant” jika pertanyaan dalam lembar observasi yang ada kolom sebelah kiri relevan, dan contreng kolom “tidak relevan/irrelevant” jika pernyataannya tidak relevan.

Pertanyaan dalam lembar Kuisisioner			Komentar Judges		
Research Problems	Question(s)	Answer	Relevant	Irrelevant	Notes
Types of task are implemented by the teachers in teaching English for grade 1 students at Bali Kiddy School	1. What types of task are implemented by the teachers in teaching English for grade 1 at Bali Kiddy School?		√		
Procedures of TBLT are implemented in teaching English	1. How do you usually implement Task Based English Language Teaching in your English class?		√		
	2. What activities do the teachers usually have in the preparation of the tasks?		√		
	3. How is the teacher and students' role		√		

	in conducting the task given?				
	4. How the teachers will assess each of the task given?		√		
	5. Will the teachers give any evaluation after the students doing the tasks given?		√		
The students' achievements toward the implementation of TBELT in learning English	1. How is the 1st grade students' achievement toward English?		√		
	2. Do your students have great willingness and curiosity in learning English?		√		
	3. What do you do to encourage the students achievements toward English?		√		
	4. Do your students participate enough in your English class?		√		
	5. What do you think the effective strategy to promote student's achievements toward English?		√		
General Notes:					

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Expert 1

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NIP. 196202021988032001

EXPERT JUDGEMENT VALIDITY FORM

Lembar Observasi tentang Jenis Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School

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Pernyataan dalam lembar Observasi				Komentar Judges		
No	Types of Task-based Conducted in the classroom (Willis, 1996 ; Rozati, 2014)	Yes	No	Relevant	Irrelevant	Notes
1	Listing Example of activity: Brainstorming, fact-finding			√		
2	Ordering and sorting Example of activity : Sequencing, ranking, categorizing, classifying			√		
3	Comparing Example of activity: Matching, finding similarities, finding differences			√		
4	Problem solving			√		

	Example : Analysing real or hypothetical situations, reasoning, and decision making					
5	Sharing Personal Experiences Example of activity: Narrating, describing, exploring and explaining attitudes, opinions, reactions			√		
6	Creative tasks Example of activity: Brainstorming, fact-finding, ordering or sorting, comparing, problem solving and many others			√		
7	Other types which not been mentioned above, please fill it here (if any).			√		

Badung, _____
Expert 2

Nyoman Mia Sapitri, S.Pd.



EXPERT JUDGEMENT VALIDITY FORM

Lembar Observasi tentang Prosedur Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School

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Pernyataan dalam lembar Observasi					Komentar Judges		
No	Procedures in implementi ng TBLT	Criteria	Yes	No	Relevant	Irrelevant	Notes
1	Pre-task	The teacher introduces the topic to the students and asks them to discuss or ask questions			√		
		The teacher starts the teaching and learning process by giving students essential questions			√		
		The teacher uses kinds of media such as pictures, song, or text to lead into the topic			√		
		Other activity (please describe)			√		
2	Task Cycle	The students are divided into pair work or small group work			√		

		The teacher sets the time for completing the task			√		
		The teacher informs to the students that they will do presentation in reporting the task			√		
		Other activity (please describe) 			√		
3	Post-task	The students give a report to the teacher			√		
		The teacher opens discussion session			√		
		The teacher does assessment and evaluation to the students			√		
		The teacher gives feedback and reinforcement to the students			√		
		Other activity (please describe) 			√		
General Notes:							

Badung, _____
Expert 2

Nyoman Mia Sapitri, S.Pd..

EXPERT JUDGEMENT VALIDITY FORM

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Nama Guru : _____
Lama Mengajar : _____
Kelas yang diajar : _____

Instruksi:

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Pernyataan dalam lembar Kuisisioner					Komentar Judges		
No	Procedures in implementing TBLT	Problem faced by the teacher	Yes	No	Relevant	Irrelevant	Notes
1	Pre-task	The problem in planning materials and activities			✓		
		The problem in mastering the topic			✓		
		The problem in adjusting the material with the topic given			✓		
		Other problem (please describe)			✓		
2	Task Cycle	The problem in time management			✓		
		The problem in facilitating students' inquiry			✓		

		The problem of inequality for students' capabilities which needed for the task			√		
		Other problem (please describe)			√		
3	Post-task	The problem in assessing students' tasks			√		
		The problem in evaluating the students' tasks			√		
		The problem in providing constructive feedback to students and/or engage them in self-assessment			√		
		The problem in closing the materials			√		
		Other problem (please describe)			√		

General Notes: explain the problems you face which are not stated in the previous statement.

Badung, _____
Expert 2

Nyoman Mia Sapitri, S.Pd.

EXPERT JUDGEMENT VALIDITY FORM

Kuisisioner untuk menginvestigasi pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School

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Nama Guru : _____
Lama Mengajar : _____
Kelas yang diajar : _____

Instruksi:

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Pertanyaan dalam lembar Kuisisioner			Komentar Judges		
Research Problems	Question(s)	Answer	Relevant	Irrelevant	Notes
Types of task are implemented by the teachers in teaching English for grade 1 students at Bali Kiddy School	2. What types of task are implemented by the teachers in teaching English for grade 1 at Bali Kiddy School?		√		
Procedures of TBLT are implemented in teaching English	6. How do you usually implement Task Based English Language Teaching in your English class?		√		
	7. What activities do the teachers usually have in the preparation of the tasks?		√		
	8. How is the teacher and students' role		√		


	in conducting the task given?				
	9. How the teachers will assess each of the task given?		√		
	10. Will the teachers give any evaluation after the students doing the tasks given?		√		
The students' achievements toward the implementation of TBELT in learning English	6. How is the 1st grade students' achievement toward English?		√		
	7. Do your students have great willingness and curiosity in learning English?		√		
	8. What do you do to encourage the students achievements toward English?		√		
	9. Do your students participate enough in your English class?		√		
	10. What do you think the effective strategy to promote student's achievements toward English?		√		
General Notes:					


Badung, _____
Expert 2


Nyoman Mia Sapitri, S.Pd.

PROCESS OF EXPERT JUDGEMENT VALIDITY FORM



Tsel-DIRumahAja 4G
14.09


22%


review-bu dewi TBLT- EXPERT...



EXPERT...

Prof. Dr. Ni Nyoman
Padmadewi, MA

EXPERT JUDGEMENT VALIDITY FORM
Classroom Observation Checklist for the Procedures in
Implementing TBLT for Teaching English at Bali KiddY
School

Procedures in No implementing TBLT	Criteria	Relevant Irrelevant Notes
1 Pre-task	<p>The teacher introduces the topic to the students and asks them to discuss or ask questions</p> <p>The teacher starts the teaching and learning process by giving students essential questions</p> <p>The teacher uses kinds of media such as pictures, song, or text to lead into the topic</p> <p style="color: red;">Other activity (please describe)</p> <p>.....</p>	
2 Task Cycle	<p>The students are divided into pair work or small group work</p> <p>The teacher sets the time for completing the task</p> <p>The teacher informs to the students that they will do presentation in reporting the task</p> <p style="color: red;">Other activity (please describe)</p> <p>.....</p>	
3 Post-task	<p>The students give a report to the teacher</p> <p>The teacher opens discussion session</p> <p>The teacher does assessment and evaluation to the students</p> <p>The teacher gives feedback and reinforcement to the students</p> <p style="color: red;">Other activity (please describe)</p> <p>.....</p>	

General Notes:

Singaraja,

Tel-DirumahAja 4G14.09📶 21%

<review-bu dewi TBLT- EXPERT...🔗

This questionnaire is administered to have a better understanding about what you think and how you feel toward the Implementation of TBLT in Teaching English to Young Learners at Bali Kiddys School. Please kindly respond to each of the questions provided.

Nama Guru : ...
Lama Mengajar : ...
Kelas yang diajar :

Instruksi:
Choose the statements based on the truth you face in teaching learning process in your classroom in implementing TBLT to identify the problems faced.

No	Procedures in implementing TBLT	Problem faced by the teacher
1	Pre-task	<div>Other problem (please describe)</div>
2	Task Cycle	<div>Other problem (please describe)</div>
3	Post-task	<div>Other problem (please describe)</div>

General Notes: explain the problems you face which are not stated in the previous statement.

Microsoft Word - Questionnaire to Investigate the Teacher's Problems in Implementing TBLT for Teaching English at Bali Kiddy School.docx

Sign in

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Calibri (Body) 11 A Aa Font Paragraph Styles

Questionnaire to Investigate the Teacher's Problems in Implementing TBLT for Teaching English at Bali Kiddy School

This questionnaire is administered to have a better understanding about what you think and how you feel toward the Implementation of TBLT in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.

Nama Guru : ...
 Lama Mengajar : ...
 Kelas yang diajar : ...

Instruksi:
 Choose the statements based on the truth you face in teaching learning process in your classroom in implementing TBLT to identify the problems faced.

No	Procedures in implementing TBLT	Problem faced by the teacher	1	2	3	4	5
1	Pre-task						
		Other problem (please					

1. Suka dan
 by rating procedure, setelah selesai ya baru di tambah
 kolom apakah prosedur tersebut relevan atau
 relevant. (the just form judges how relevant, irrelevant,
 statement yang ada di situ. Hahaha cmanaa? tidak
 relevant saja)

22:15 18/06/2020

EXPERT JUDGEMENT VALIDITY FORM
Lembar Observasi tentang Jenis Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School

Lembar Observasi ini bertujuan untuk mengobservasi jenis-jenis TBLT yang digunakan dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menilai jenis-jenis Task Based Language Teaching (TBLT) yang dipakai dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Instruksi:
 Bapak/Ibu diharapkan untuk menilai setiap pernyataan yang ada dalam lembar observasi ini. Berikanlah jawaban Bapak /Ibu dengan mencentreng kolom "relevan" jika pernyataan dalam lembar observasi yang ada kolom sebelah kiri relevan, dan centreng kolom "tidak relevan" jika pernyataannya tidak relevan.

Komentar Judges

Comments

I Sukadana Yesterday
 Ini contoh dari saya. Silakan buat yg lain sesuai contoh.

!Ngat harus bisa berpikir agar form lebih mudah digunakan. Saya sdh banyak memberi contoh ke instrument teman2 kamu.

Untuk berikutnya silakan buat sendiri.

This questionnaire is administered to have a better understanding about what you think and how you feel toward the Implementation of TBLT in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.

Nama Guru:...
Lama Mengajar: ...
Kelas yang diajar:....

Instruksi:
 Choose the statements based on the truth you face in teaching learning process in your classroom in implementing TBLT to identify the problems faced.

No	Procedures in implementing TBLT	Problem faced by the teacher		
1	Pre-task			
		Other problem (please describe).....		
2	Task Cycle			

Comments

I Sukadana Selasa
 Ini rating pengisiannya, setelah kangen saya baru di tambah kolom apakah pernyataan tersebut relevan atau relevant. Jika self form judges bisa dibuat terpisah, statement jawaban di tulis di kolom relevan/tidak relevant saja.

Reply Resolve

APPENDIX 2

QUESTIONNAIRE

Kuisisioner untuk menginvestigasi pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School

Kuisisioner ini bertujuan untuk menginvestigasi pelaksanaan TBLT dalam pembelajaran Bahasa Inggris di Bali Kiddy School. Bapak/Ibu, yang berperan sebagai judge diharapkan untuk menilai apakah form ini sudah tepat dan bisa digunakan untuk menginvestigasi pelaksanaan Task Based Language Teaching (TBLT) dalam Pembelajaran bahasa Inggris di Bali Kiddy School. Penilaian Bapak/Ibu tidak ada hubungannya dengan konduite atau kinerja Bapak/Ibu. Oleh sebab itu, penilaian diharapkan dilakukan secara jujur apa adanya.

Nama Guru : _____
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Kelas yang diajar : _____

Instruksi:

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Pertanyaan dalam lembar Kuisisioner			
Research Problems	Question(s)	Answer	Notes
Types of task are implemented by the teachers in teaching English for grade 1 students at Bali Kiddy School	1. What types of task are implemented by the teachers in teaching English for grade 1 at Bali Kiddy School?		
Procedures of TBLT are implemented in teaching English	1. How do you usually implement Task Based English Language Teaching in your English class?		
	2. What activities do the teachers usually have in the		

	preparation of the tasks?		
	3. How is the teacher and students' role in conducting the task given?		
	4. How the teachers will assess each of the task given?		
	5. Will the teachers give any evaluation after the students doing the tasks given?		
The students' achievements toward the implementation of TBELT in learning English	1. How is the 1st grade students' achievement toward English?		
	2. Do your students have great willingness and curiosity in learning English?		
	3. What do you do to encourage the students achievements toward English?		
	4. Do your students participate enough in your English class?		
	5. What do you think the effective strategy to promote student's achievements toward English?		
General Notes:			

Badung, _____
Teacher

Observation Checklist for Types of TBELT Implemented in Teaching English at Bali Kiddy School

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1B

Teacher's name : Nyoman Mia Sapitri, S.Pd.

Please put thick (√) to yes if the kinds of task are implemented in the classroom. Please put cross (x) if the kinds of task are not implemented. Describe on how the teachers do the kinds of tasks on the description column.

No	Types of tasks based on learning and teaching activities	Yes	No	Description
1	Listing Example of activity : Brainstorming, fact-finding	√		Students list part of body.
2	Ordering and sorting Example of activity : Squencing, ranking, categorizing, classifying	√		Students group some pictures based on can or can't category.
3	Comparing Example of activity : Matching, finding similarities, finding differences	√		Students read some sentences that each of them describe a situation then match them with the correct pictures.
4	Problem solving Example : Analysing real or hypothetical situations, reasoning, and decision making	√		Students watch the video and convey their reasoning about it.
5	Sharing Personal Experiences Example of activity : Narrating, describing, exploring and explaining attitudes, opinions, reactions	√		Students describe their ability.

6	<p>Creative tasks</p> <p>Example of activity: Brainstorming, fact-finding, ordering or sorting, comparing, problem solving and many others (Willis, 1996)</p>	√		<p>Students create conversation in group and perform it in front of the class.</p>
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**Observation Checklist for the Procedures in Implementing TBELT for
Teaching English at Bali Kiddy School**

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1B

Teacher's name : Nyoman Mia Sapitri, S.Pd.

Please put thick (√) to yes if the procedures are appropriate during teaching-learning process in the classroom. Please put cross (x) if the kinds of task are not used during teaching-learning process. Describe on how the teachers do the kinds of tasks on the description column.

No	Procedures in implementing TBELT	Criteria	Yes	No	Description
1	Pre-task	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		Teacher asks students' prior knowledge about the topic that will be discussed.
		The teacher starts the teaching and learning process by giving students essential questions	√		Teacher digs students' prior knowledge by asking some questions.
		The teacher uses kinds of media such as pictures, song, or text to lead into the topic	√		Teacher play song while showing some pictures.
2	Task Cycle	The students are divided into pair work or small group work	√		Students are divided by counting.
		The teacher sets the time for completing the task	√		Teacher informs the limitation of time for completing the task and

					reminds the time few minutes before it is over.
		The teacher informs to the students that they will do presentation in reporting the task	√		Teacher informs the way and give example on how the students will conduct they presentation.
3	Post-task	The students give a report to the teacher	√		Students submit their work.
		The teacher opens discussion session	√		Teacher ask some question related to the lesson.
		The teacher does assessment and evaluation to the students	√		It can be answering question from book, quiz or oral question.
		The teacher gives feedback and reinforcement to the students	√		Teacher ends the class by giving both verbal reinforcement and non-verbal reinforcement (stars or stickers)

**Questionnaire to Investigate the Problem faced by the teacher in Implementing TBELT
for Teaching English at Bali Kiddy School**

This questionnaire has purpose to have a better understanding about your opinion about the Implementation of TBELT in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.

Question	Answer
1. What do you feel when you teaching the English class using Task Based English Language Teaching strategy?	It is the best way to create students centered learning situation in the classroom where the students will be more active in doing the task.
2. Is there any significant improvement towards students' achievements after TBLT is implemented?	Yes, there is.
3. Is there any challenge faced in implementing this approach?	Yes, there is. The challenge is in dealing with those kind of students that still need teacher's assistance.

4. Is there any problem faced when you implementing TBLT?	It takes time and energy to deal with students that still need teacher's assistance.
5. How do you usually assess your students' task?	I use rubrics.
6. Explain other problems you face during the implementation of TBLT!	Sometimes the students that are still young learner cannot work maximally in Task Based English Language Teaching because they are still cannot control their mood.

Teacher's name : Nyoman Mia Sapitri, S.Pd.

Date : _____

**Observation Checklist for Types of Assessment in implementing TBELT
in Teaching English at Bali Kiddy School**

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1B

Please put thick (√) to rate of frequency for finding types of assessment during classroom observation.
Please put cross (x) if the kinds of task are not found during the observation. Describe on how the teachers do the kinds of tasks on the description column.

No	Types of Assessment	Rate of Frequency					Topic	Description
		Always	Very often	Sometimes	Occasionally	Never		
1	Formative Assessment (topic Test)	√					Get Dress	Matching test given at the end of the topic
2	Summative Assessment (Final Test)	√					Get Dress	In form of multiple choice
3	Process-based Assessment			√			The Robo	The process of making conversation
	Performance Test							
	a. Dictation			√			The Robo	Pronounce part of the body
	b. Presentation		√				The Robo	Present conversation
	c. Show and tell		√				The Old House	Show a picture and tell part of the house
4	Other kinds of							

	test							
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Teacher's name : Nyoman Mia Sapitri



Observation Checklist for Types of TBELT Implemented in Teaching English at Bali Kiddy School

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1D

Teacher's name : Ni Made Sriary Prawini, S.Pd., M. Pd.

Please put thick (√) to yes if the kinds of task are implemented in the classroom. Please put cross (x) if the kinds of task are not implemented. Describe on how the teachers do the kinds of tasks on the description column.

No	Types of tasks based on learning and teaching activities	Yes	No	Description
1	Listing Example of activity : Brainstorming, fact-finding	√		Listing a shopping list
2	Ordering and sorting Example of activity : Squencing, ranking, categorizing, classifying	√		Classifying fruits and vegetables
3	Comparing Example of activity : Matching, finding similarities, finding differences	√		Match the words based on the pictures
4	Problem solving Example : Analysing real or hypothetical situations, reasoning, and decision making	√		Asking some questions related to the story/ short passage have read.
5	Sharing Personal Experiences Example of activity : Narrating, describing, exploring and explaining attitudes, opinions, reactions	√		Asking about their opinion about a topic

6	Creative tasks Example of activity: Brainstorming, fact-finding, ordering or sorting, comparing, problem solving and many others (Willis, 1996)	√		Asking the students to create their own story related to a topic.
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**Observation Checklist for the Procedures in Implementing TBELT for
Teaching English at Bali Kiddy School**

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1D

Teacher's name : Ni Made Sriary Prawini, S.Pd., M. Pd

Please put thick (√) to yes if the procedures are appropriate during teaching-learning process in the classroom. Please put cross (x) if the kinds of task are not used during teaching-learning process. Describe on how the teachers do the kinds of tasks on the description column.

No	Procedures in implementing TBELT	Criteria			Description
			Yes	No	
1	Pre-task	The teacher introduces the topic to the students and asks them to discuss or ask questions		x	
		The teacher starts the teaching and learning process by giving students essential questions		x	
		The teacher uses kinds of media such as pictures, song, or text to lead into the topic	√		The teacher shows a set of picture/ chapter opener and asks the students some questions about it to lead the students in to the topic.
2	Task Cycle	The students are divided into pair work or small group work	√		The teacher assigns the students to discuss with their group and help each other when practicing.

		The teacher sets the time for completing the task	√		The teacher tells the instruction, the aspects scored and the duration of completion when completing a summative assessment.
		The teacher informs to the students that they will do presentation in reporting the task		x	
3	Post-task	The students give a report to the teacher		x	
		The teacher opens discussion session	√		The teachers ask the students to tell about their work in a form of class discussion
		The teacher does assessment and evaluation to the students	√		The teacher gives a quiz and a project for summative assessment
		The teacher gives feedback and reinforcement to the students	√		The teacher gives feed back towards the students' performance in role playing

**Questionnaire to Investigate the Problem faced by the teacher in Implementing TBELT
for Teaching English at Bali Kiddy School**

This questionnaire has purpose to have a better understanding about your opinion about the Implementation of TBELT in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.

Question	Answer
<p>7. What do you feel when you teaching the English class using Task Based English Language Teaching strategy?</p>	<p>I feel happy and challenged when using such strategy since the teacher has to facilitate the students by designing various activities focus on having students use the target language in order to complete meaningful tasks.</p>
<p>8. Is there any significant improvement towards students' achievements after TBLT is implemented?</p>	<p>The improvement can be seen not only on their academic performance but also their character and skill development</p>

<p>9. Is there any challenge faced in implementing this approach?</p>	<p>It requires a high level of creativity of the teachers.</p>
<p>10. Is there any problem faced when you implementing TBLT?</p>	<ul style="list-style-type: none"> - The time allocation to learn English is quite short, so it is quite hard to conduct various type of Task. - The type of task conducted seems to be monotonous due to lack of resources/ guidelines to support the implementation the strategy
<p>11. How do you usually assess your students' task?</p>	<p>By using rubrics or direct score based on the correct items.</p>
<p>12. Explain other problems you face during the implementation of TBLT!</p>	<p>-</p>

Teacher's name : Ni Made Sriary Prawini, S.Pd., M. Pd.

**Observation Checklist for Types of Assessment in implementing TBELT
in Teaching English at Bali Kiddy School**

Instrument : Observation Checklist

Date of Observation : Sunday, 17th May 2020

Grade : 1D

Please put thick (√) to rate of frequency for finding types of assessment during classroom observation.
Please put cross (x) if the kinds of task are not found during the observation. Describe on how the teachers do the kinds of tasks on the description column.

No	Types of Assessment	Rate of Frequency					Topic	Description
		Always	Very often	Sometimes	Occasionally	Never		
1	Formative Assessment (topic Test)	√						
2	Summative Assessment (Final Test)	√						
3	Process-based Assessment		√					
	Performance Test		√					
	d. Dictation							
	e. Presentation				√			
	f. Show and tell					√		
4	Other kinds of Test							Making proje

Teacher's name : Ni Made Sriary Prawini, S. Pd., M. Pd.



APPENDIX 3

LESSON PLAN



LESSON PLAN

No: 04/1/2/2019-2020

School : Bali Kiddy Primary School
Class / Semester : I / 2
Subject : English
Unit : 7 – Get Dressed
Time Allocation : 4 X 35 minutes

I. LEARNING OBJECTIVES

1. After following the activities students are able to name kinds of clothes
2. After naming kinds of clothes the students are able to ask question about clothes using "Do you like ____." And "Yes, I do." and "No, I don't." to respond
3. After reading a dialogue the students are able to use present continuous to form sentences, questions, and respond to question
4. After discussion students are able to write a simple description using present continuous tense
5. After discussion, students are able to recognize some materials and their characteristics
 - ❖ Characters and Skills Development :
 - ✓ Confidence
 - ✓ Independence
 - ✓ Respect
 - ✓ Critical thinking
 - ✓ Collaboration
 - ✓ Creativity
 - ✓ Communication

II. LEARNING PROCEDURES

Monday, 27 th January 2020/ Tuesday, 28 th January 2020		2 x 35 mins
Activity	Description	Time Allocation

Pre-activity	<ul style="list-style-type: none"> • Check the students attendance and readiness • Ask the previous material and review with some questions “is there a cupboard in this room? Are there any rats?” etc • Tell todays learning objectives 	5 minutes
Whilst activity	<ul style="list-style-type: none"> • Show pictures of clothes by flash card on PPT, say the word for students to repeat. Do 2 or 3 times • Ask the students to observe the picture in SB p. 82 and ask what clothes they see while pointing the pictures. • Play the recording, the students point to the picture when they hear them. • Students practise pointing and naming in pairs. • Assign the students to do WB p. 82 individually • Assign the students to do activity on SB p. 83. Part 1 and 2 Point out on the grammar focus. • Show PPT to emphasis the different of this and these. • Assign the students to do activity on SB p. 83 part 3 together in discussions. • Play games with PPT about clothes. Pictures of various clothes will be appeared one by one. One student will be chosen to ask “Do you like this/ these...?” and another one to respond. 	60 minutes
Post-activity	<ul style="list-style-type: none"> • Give feedback to students’ work. • Invite the students to review the lesson. 	5 minutes
Friday, 31st January 2020		1 x 35 mins
Pre-activity	<ul style="list-style-type: none"> • Check the students attendance and readiness • Review the previous lessons and ask about do you like this/these? • Tell the learning objectives of the day 	5 minutes
Whilst activity	<ul style="list-style-type: none"> • Assign the students to do activity on SB p. 85 part 1 • Emphasis the grammar focus on SB p.85 part 2 about present continuous tense. • Have practice together on WB p. 85 and discuss together. • Do practise on SB p. 88 and discuss together. • Show a picture with some people and play guessing. • One student say “she is wearing red skirt and blue jeans” the other student guess the name of the person being mentioned. 	60 minutes
Post-activity	<ul style="list-style-type: none"> • Give feedback toward their performance and give compliment • Invite the students to review the lesson. 	5 minutes

III. ASSESSMENT

1. Learners’ attitude

- Assessment rubric

No	Features	Criteria	Score
1.	Confidence	*showed confidence *confidence developed throughtout the activity *was not confident	3 2 1
2.	Independence	*was independent *sometimes help and guidance were needed *intensive guidance was strongly needed	3 2 1
3.	Respect	*was always respectfull towards surrounding *sometimes was respectfull towards others *didn't show respect towards surrounding	3 2 1

2. Knowledge

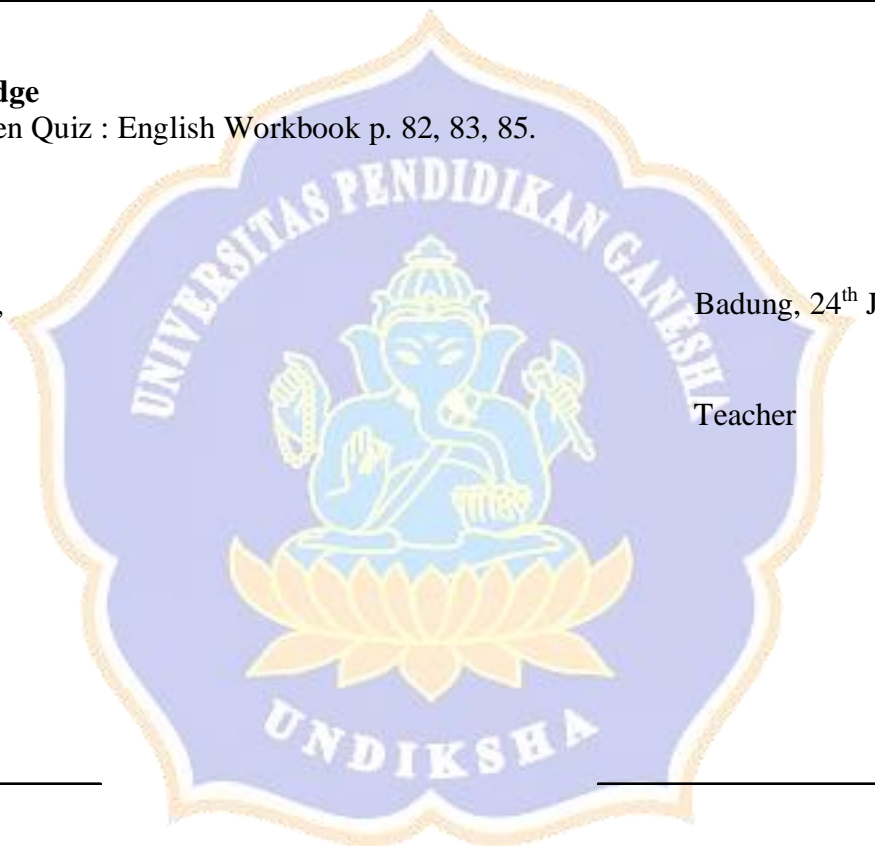
- Written Quiz : English Workbook p. 82, 83, 85.

Approved by,
2020

Principal

Badung, 24th January

Teacher





LESSON PLAN

No: 05/1/II/2019-2020

School : Bali Kiddy Primary School
 Class / Semester : I / 2
 Subject : English
 Unit : 7 – Get Dressed
 Time Allocation : 4 X 35 minutes

IV. LEARNING OBJECTIVES

At the end of the lessons, students are able to:

1. Name kinds of clothes
2. Use "Do you like ____." to form question and use "Yes, I do." and "No, I don't." to respond
3. Use present continuous to form sentences, questions, and respond to question
4. Write a simple description using present continuous tense
5. Recognize some materials and their characteristics

V. LEARNING PROCEDURES

Monday, 3 rd February 2020/ Tuesday, 4 th February 2020		2 x 35 mins
Activity	Description	Time Allocation
Pre-activity	<ul style="list-style-type: none"> Check the students attendance and readiness Ask the previous material and review by asking some questions such as "Is she wearing ...?" Tell the learning objectives 	5 minutes
Whilst activity	<ul style="list-style-type: none"> Assign the students to open the SB p.86 and read the story together. Ask the students some questions related to the story Lead the students to conclusion that we need to say sorry if doing something wrong. Do activity on WB p.86 and discuss together the value of the story again. 	60 minutes

	<ul style="list-style-type: none"> Do activity to introduce present continuous tense on SB p. Part 1,2 and 4. Discuss the materials of clothes on SB p. 90 - 91 and do WB p. 90 part 1 	
Post-activity	<ul style="list-style-type: none"> Give feedback to students' work. Review materials in Unit 7 as a whole to prepare for daily evaluation 	5 minutes
Friday, 7th February 2020		1 x 35 mins
Pre-activity	<ul style="list-style-type: none"> Check the students attendance and readiness Review the previous lessons. Tell the rules and instructions for the daily evaluation 	5 minutes
Whilst activity	<ul style="list-style-type: none"> Tell the students to be ready with their pencil case and coloured pencils. Deliver the papers to the students The students put their identity on the paper. Assign the student to do the worksheet. The students submit the worksheet when finished. 	60 minutes
Post-activity	<ul style="list-style-type: none"> Give feedback toward their performance and give compliment Invite the students to review the lesson. 	5 minutes

VI. ASSESSMENT

- Learners' attitude : Observation will be conducted during the lessons in the classroom
- Knowledge : Written worksheet
- Skill : Reading quiz

Approved by,

Principal

Badung, 31st January 2020

Teacher



LESSON PLAN

No: 06/1/II/2019-2020

School : Bali Kiddy Primary School
 Class / Semester : I / 2
 Subject : English
 Unit : 8 – The Robot
 Time Allocation : 4 X 35 minutes

VII. LEARNING OBJECTIVES

At the end of the lessons, students are able to:

1. Name parts of body
2. Use “I can ___” and “I can’t ___” to talk about the ability.
3. Use “Can you ___?” to ask about the ability, and “yes, I can”, “No, I can’t” to response.
4. Read a story and tell the value of the story.

VIII. LEARNING PROCEDURES

Monday, 10 th February 2020/ Tuesday, 11 th February 2020		2 x 35 mins
Activity	Description	Time Allocation
Pre-activity	<ul style="list-style-type: none"> Check the students attendance and readiness Ask about the picture on the SB p. 94. “where are they?, What are they doing? What’s in the box? Tell the learning objectives 	5 minutes
Whilst activity	<ul style="list-style-type: none"> Discuss the part of body on SB p. 94. Ask the students to listen and point while saying the words. Chant together SB p.94 Do Simon says game with part of the body. Do WB p. 94 and discuss together. Ask the students to spell the vocabulary one by one orally. Sing a song on SB p. 96. Sing together 	60 minutes

	<ul style="list-style-type: none"> • Ask questions about the ability the animals in the song can do. Ask questions around the song to drill the students speaking skill to say “I can ____” • Ask the students in a group to discuss about what the animals can’t do. Give example to the students how to pronounce “can’t” and “can not” and the meaning. • Give them sometimes to discuss their answers. • Ask each group the result of their discussions. 	
Post-activity	<ul style="list-style-type: none"> • Give feedback to students’ work. • Review materials in Unit 7 as a whole to prepare for daily evaluation 	5 minutes
Friday, 14th February 2020		1 x 35 mins
Pre-activity	<ul style="list-style-type: none"> • Check the students attendance and readiness • Review the previous lessons by singing the song again to remind the students about parts of body, the use of can and can’t 	5 minutes
Whilst activity	<ul style="list-style-type: none"> • Ask the students what they can and can’t do with their hand, foot, leg, etc. Use common vocabulary about ability (swim, ride, swim, jump, etc). Write the list of vocabulary that they may use on the board. • Ask them to talk about their ability with their friends in groups. Ask them to tell what their friends can do. • Do and discuss WB p. 95. • Do Hot potato game. Give them a ball, tell them to pass the ball while you say “hot potato” repeatedly. When you stop saying the word, the students have to freeze and the student who has the ball have to tell his/ her ability. Give example “I can sing but I can’t dance” • Tell the students to do activity on SB p. 97 part 1. Discuss further about the ability of Sophie and Tom. • Discuss the grammar focus. • ask the students to find a partner and ask each other ability by using “can you ____” • tell a pair to perform the dialogue. 	60 minutes
Post-activity	<ul style="list-style-type: none"> • Give feedback toward their performance and give compliment • Tell them to have Homework on their WB p. 97 • Invite the students to review the lesson. 	5 minutes

IX. ASSESSMENT

1. Learners’ attitude : Observation will be conducted during the lessons in the classroom

4. Knowledge : Written worksheet
5. Skill : speaking quiz

Approved by,
Principal

Badung, 7th February 2020
Teacher



ASSESSMENT RESULT

Semester/Year : II/ 2019-2020

Subject : English

Assessment : Reading clues; Making a display of house and clothes

Name :

Class/No : 1A/15

Day/Date : Wednesday, 11th March 2020

Result :

<u>Teacher</u> _____	<u>Parent</u> _____
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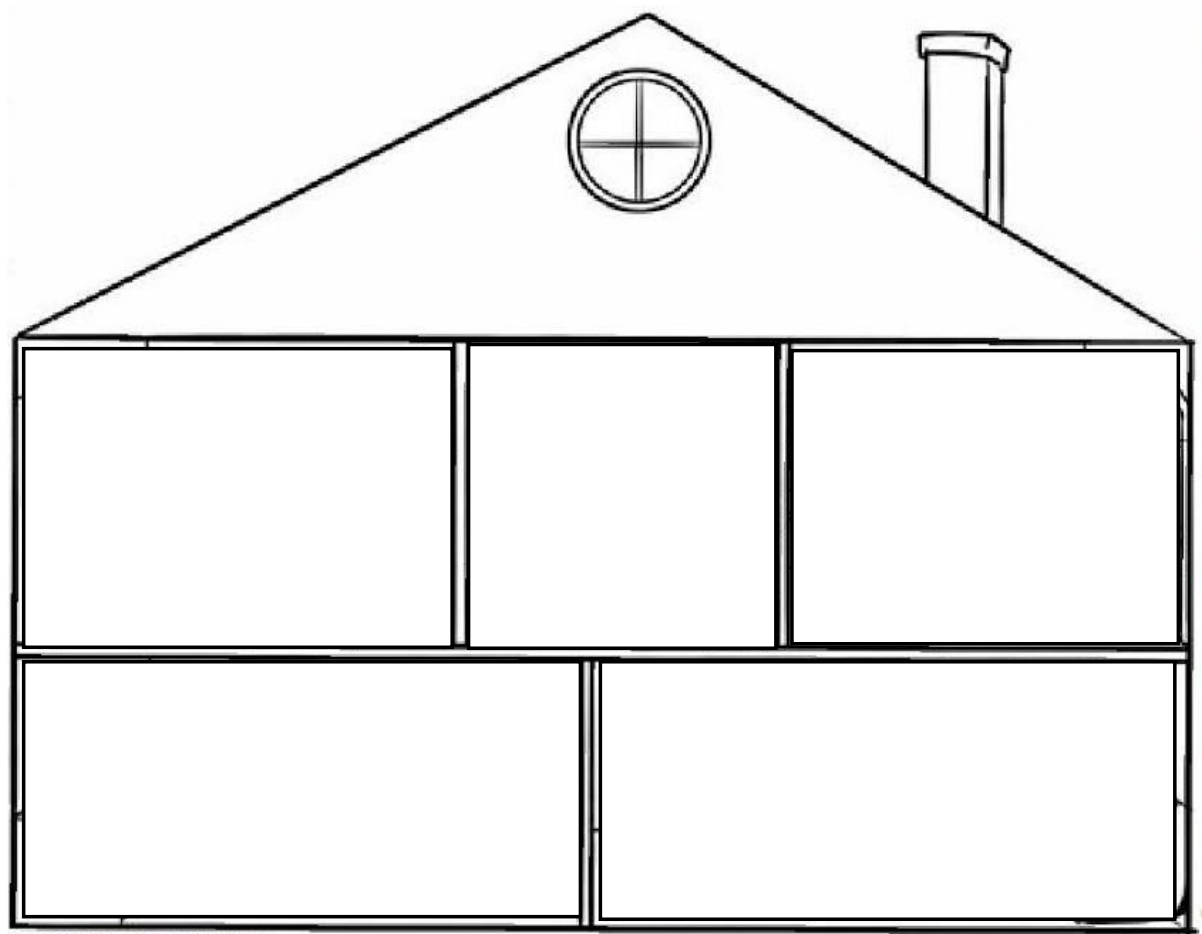
Criteria	Accuracy (Parts of the House)	Accuracy (Clothes)	Tidiness and Time Management	Score	Predicate
Score					

Scoring Rubrics:

Criteria/Score	92-100 (A)	84-91 (B)	76-83 (C)
Accuracy (Parts of the House)	Student is able to put all items (regarding parts of the house) based on the clues given correctly	Student is able to put the items (regarding parts of the house) based on the clues given with some mistakes	Student is able to put the items (regarding parts of the house) based on the clues given with few mistakes
Accuracy (Clothes)	Student is able to put all items (regarding clothes) based on the clues given correctly	Student is able to put the items (regarding clothes) based on the clues given with some mistakes	Student is able to put the items (regarding clothes) based on the clues given with few mistakes
Tidiness and Time Management	Student is able to produce a neat and clean work in time	Student is able to produce a less neat and clean work on time	Student is less able to produce a neat and clean work on time

APPENDIX 5

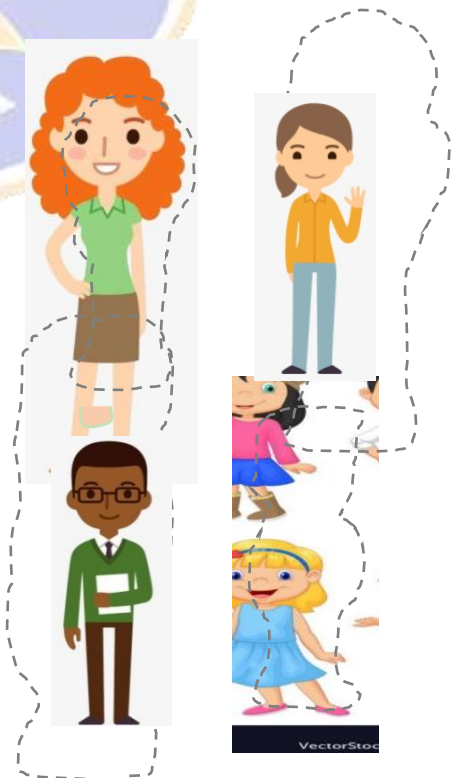
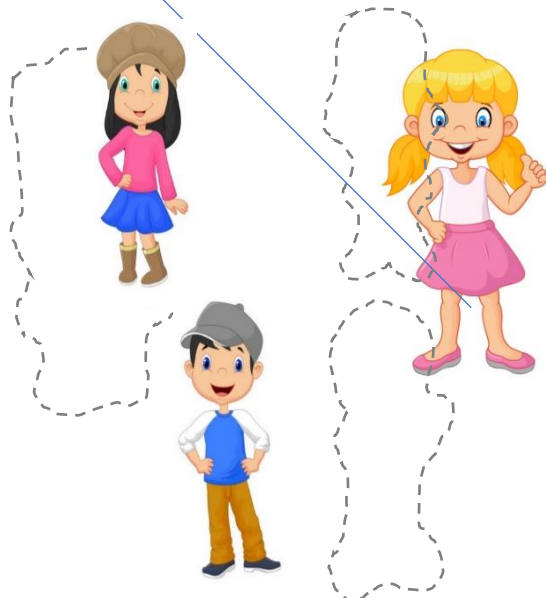
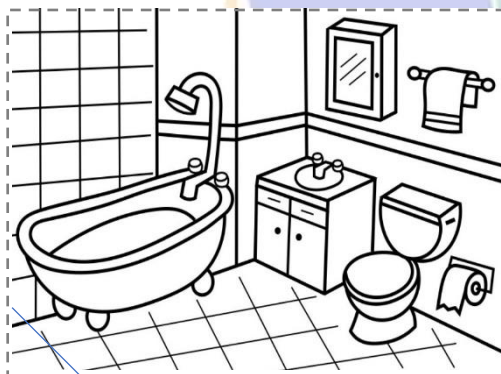
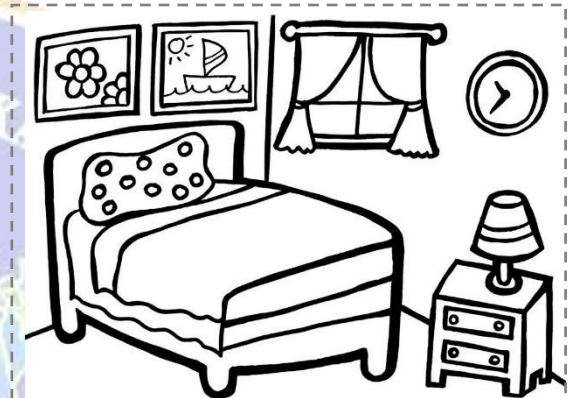
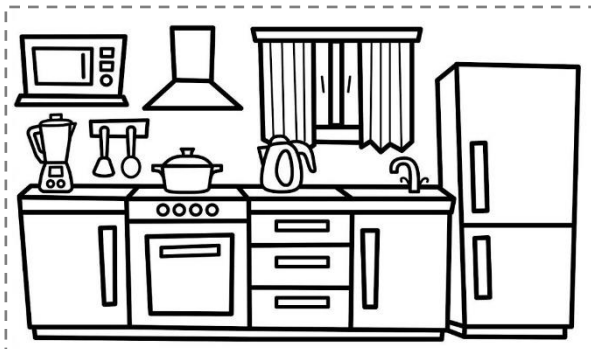
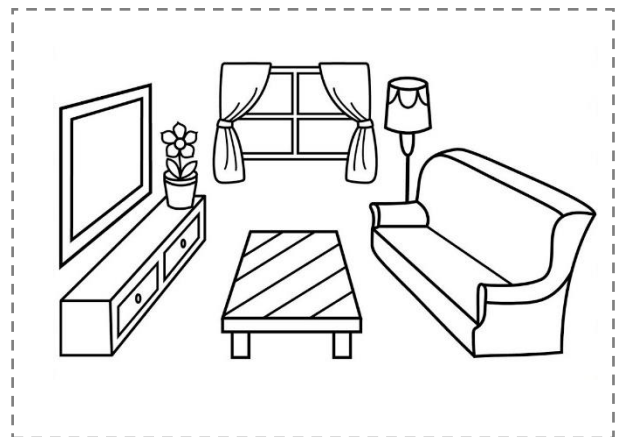
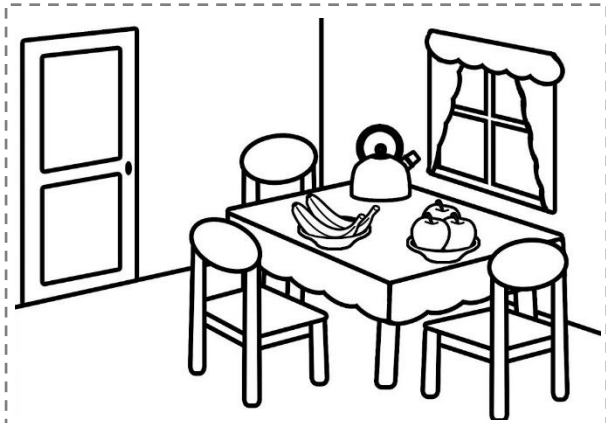
STUDENT'S TASKS

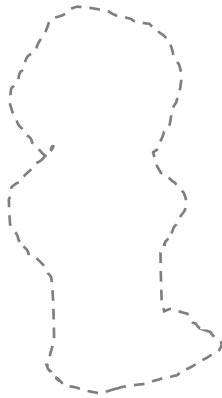


A. Read the clues to make the display.

- ✓ There's a bedroom in room no 3.
- ✓ There's a dining room in room no 4.
- ✓ There's a living room in room no 1.
- ✓ There's a kitchen in room no 5.
- ✓ There's a bathroom in room no 2.
- ✓ Mom is wearing a T- shirt and a skirt. She is cooking in the kitchen.
- ✓ Dad is in the living room. He is wearing a sweater, a shirt, a tie and trousers.
- ✓ Mike is in the bedroom. He isn't wearing his cap. He is wearing a T- shirt, shorts and shoes.

✓ Jane is wearing a skirt, a sweater, a hat and boots. She is in the dining ro








The old house


Name: _____


Class: _____


1 Write the words. Match with the pictures.


Mark _____ /5


a 

b 

c 

d 

e 

f 

1 b a t h r o o m

2 b _ d _ o o _

3 s _ a _ s

4 h _ _ l

5 d _ _ i n _ r _ _ m

6 _ i _ _ h _ _

2 Look and read. Write yes or no.

Mark _____ /5



- 1 There is a butterfly on the flower. yes
- 2 There are three bikes on the grass. _____
- 3 There is a cat under the tree. _____
- 4 There is a lizard on the log. _____
- 5 There are eight apples on the tree. _____
- 6 There are ten flowers in the garden. _____

Total unit mark _____ /10

7

Get dressed!

Name: _____

Class: _____

1 Look and circle the word.

Mark /5



T-shirt



2 Read the questions. Write the answers.

Mark /5

Naomi

1 Is Naomi wearing a cap? No, she isn't.

2 Is she wearing a T-shirt? _____.

3 Is she wearing a sweater? _____.

Clare

4 Is Clare wearing a jacket? _____.

5 Is she wearing a skirt? _____.

6 Is she wearing jeans? _____.

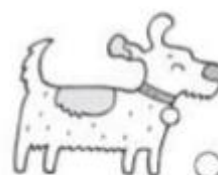
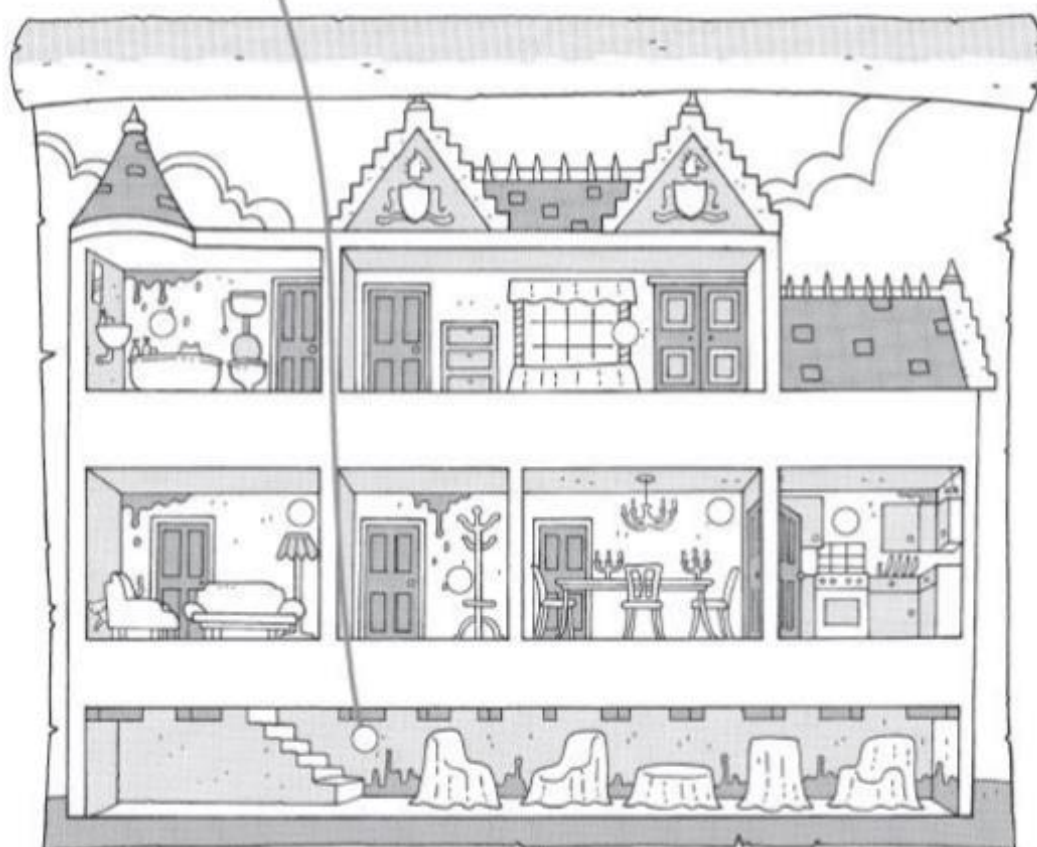


Total unit mark /10

Name:

Class:

Listen and draw lines.



Name: _____ Class: _____

Read and color.



Amy

~~Amy's wearing black shoes.~~

Is she wearing a green T-shirt?

Yes, she is.

Is she wearing an orange skirt?

No, she isn't. She's wearing a red skirt.



Harry

Harry isn't wearing a yellow sweater.
His sweater is orange.

Is he wearing blue jeans?

Yes, he is.

Is he wearing green socks?

No, he isn't. They're purple.