

THE IMPLEMENTATION OF LEARNING TASKS IN *WHEN ENGLISH RINGS A BELL* TEXTBOOK FOR THE SEVENTH GRADE STUDENTS OF MTS NEGERI WONOSARI

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Abstract

(Title: *The Implementation of Learning Tasks in The When English Rings a Bell Textbook for The Seventh Grade Students of MTs Negeri Wonosari*). This research aims to describe the implementation of learning tasks in *When English Rings a Bell* textbook. This research was a descriptive qualitative research employing a descriptive and qualitative method of analysis. The subjects were an English teacher and 55 students of VII A and VII F of MTs. Negeri Wonosari in the academic year of 2014/2015. The objects of the research were the learning tasks in *When English Rings a Bell* textbook (Chapters VIII and IX). The data were collected through observations, questionnaire, interviews, and document analysis. The data were analyzed using descriptive analysis technique applying the Miles and Huberman Model. The results of the research show that the goal of tasks in Chapters VIII and IX is that the students can develop their vocabulary mastery, and make a simple description of people, animals, and things around them. The materials presented were appropriate since the materials were interesting and close to the real world. The activities applied by the teacher were communication strategies, dialogues and role plays, discussions and decisions making, questions and answers, and exercises. The students participated actively in doing the tasks. The teacher performed his roles as a facilitator, manager, controller, organizer, assessor, prompter, participant, resource, tutor, and observer well. The settings were desks line in rows, horseshoe shape, parallel chair setting, and group to group setting.

Keywords: implementation, learning tasks, facilitator, manager, controller

INTRODUCTION

A curriculum has an important role in education. Basically, curriculum has a function as a basic concept in improving education quality. One of the ways in improving education quality is by developing curriculum. The purpose of curriculum development, regardless of level, is to make a difference-to enable students to attain the school's, the society's, and, perhaps most importantly, their aims and goals (Ornstein and Hunkins, 2014, p.225). The essential part of curriculum development is to bring the curriculum into reality anticipated changes.

In Indonesian education, Curriculum 2013 has developed to change the School Based Curriculum, which is also popular as *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. Indonesian government has arranged *Sistem Pendidikan Nasional (SISDIKNAS)*

in Education Act number 20 of 2003. In the explanation, it is stated that national education has a vision in creating an education system as a social regulation to make all Indonesian citizens become qualified humans who can answer era challenges that always change. Curriculum 2013 is in fact the extension of School Based Curriculum in several components. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens, and positive contributors to the civilization (Djuwairiah, 2014, p.7).

The government started the implementation of Curriculum 2013 as national curriculum on July 15th 2013. The government pointed some schools to implement the curriculum as a pilot project. The main point the curriculum is an effort in simplifying and integrating themes. The content of the curriculum

consists of affective competence, knowledge, and skill. One of the central issues of the education reform program of the curriculum concerns the up grading of the quality of curricula and teaching-learning processes. Teachers were encouraged to shift their teaching style, from being the dominant, authoritarian power in their classroom (teacher-centered) to taking account students' interests (learner-centered).

After being launched for public review, this curriculum has been implemented in many schools in Indonesia. The government tries to change the curriculum to prepare students in facing external challenges such as globalization era. The students should have many competences or abilities such as communication, critical thinking, responsibility, good attitudes, tolerance, high interest, etc. The society regarded that the previous curriculum focus on cognitive aspect, rather than character building. It is proved some negative phenomena such as students fighting, drugs, corruption, plagiarism, cheating on examination, and social unrest.

Based on Curriculum 2013, in improving English learning, the government through the Ministry of Education and Culture provides English textbooks both for teachers (teachers' book) and students (students' book) to be used at schools. Teachers do not need to spend much time in selecting, adopting, or even adapting English materials at class. The title of the book is *When English Rings a Bell*. The textbooks are distributed to all schools that implement Curriculum 2013. Every school has the same book as the learning source. The textbook is different from the textbook based on the previous curricula. In the textbook based on Curriculum KTSP consists of material and explanation that are followed by the exercises like multiple choice questions, cloze paragraph, true-false statement, essay, etc. Moreover, based on Curriculum 2013, the textbook contains many tasks with pictures and the explanation.

Textbooks are the mostly used teaching and learning materials for both teachers, and the learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course but also play an important role as a guide to the teacher

in conducting the lesson. On behalf of the learners, a textbook truly affects their attitudes and performance to the lesson throughout the course. It is a fact that when learners like their textbooks, they like the course as well and become active participants to the lesson. The textbook is an important source of input and a great opportunity for learners to communicate in the target language which is realized only in classroom settings in Indonesian public schools.

The importance and the role of the textbook in the teaching learning process are certainly recognized by both teachers and learners. In other words, there seems to be a general consensus among teachers and students in relation to the primary role of the textbooks. The role of English textbooks in classes refer to one of the author's study in which teachers and students were asked why they wanted to use a published textbook (Hutchinson and Torres, 1994, p.318). In other words textbooks help learners to find their path in this long-lasting learning process. As for the teachers, the results show that many teachers see the textbook as a classroom management tool for the interaction between them and their students. Textbook becomes the field activity generating discourse involving the teacher and the students. The student comes to the class with a repertoire of needs which influence his or her engagement of textbook. The teacher on his part has to maneuver the resources of the textbook in such way that the most of learner need are addressed satisfactory (Vinod, 2009, p.141).

A textbook has many learning tasks. The word "task" instead of "activity." A task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." They suggest that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

In second language education, through tasks, students are provided with a "purpose" to use the target language. In this purposeful learning process, learners are not instructed to use certain language forms. Instead, they

are encouraged to build and use the target language on their own, with teacher support but without immediate teacher correction. Lee also states that the role of the teacher is to observe and facilitate the process of task based communication. Moreover, the notion of task has developed out of communicative competence, sociolinguistic competence, discourse competence, and strategic competence (Attar and Chopra, 2010, p.319). One of the most important roles that a task can play is providing comprehensible input and promoting communicative interaction among the learners. Interaction is a very effective way for learners to obtain data for language learning and interactive tasks can promote learners' negotiation of meaning and facilitate the development of language.

A task does not stand alone. It is supported by its components. The components of tasks will include goals, input, activities, teacher roles, learner roles, and setting (Nunan, 2004, p.41). These can be drawn as follow:

Goal refers to the general attention behind any given learning task. Goal describes what the learner will get from the attainment of the task. Goals may directly describe teacher or learner behavior. They are not always explicitly stated though they can be inferred from an examination of task. Goals may relate to a range of general outcomes (communicative, affective, or cognitive), (Nunan, 1989, p.49). Goals are not always explicitly stated, although they can usually be inferred from an examination of a task. In addition there is rarely a simple one-to-one relationship between goals and tasks. In some cases a complex task involving a range of activities might be simultaneously moving learners towards several goals. In the teaching of reading, goals may be to get the learners to learn the topic, or find the detailed information or get the main idea of the reading material, etc.

The second component is input. Input refers to the data that form the point of departure for task (Nunan, 1989, p.53). The input can be derived from many sources as long as they are authentic. The argument for using authentic material is derived from the notion that the most effective way to develop a

particular skill in the class. If the teacher wants the learners to comprehend oral and written text in the real world, then the learners need opportunities for engaging in these real texts in the class. He suggests the source of input as letters (formal/ informal), newspaper extracts, driver license, business card, memo note, shopping lists, street map, recipe, etc.

The third component is activities. Activities specify what learners actually do with input that forms the point of departure for a learning task (Nunan, 1989, p. 59). There are seven activities to promote oral interaction in the classroom (Nunan, 1989, p.68). These are as follows: questions and answer, dialogues and role-plays, matching activities, communication strategies, pictures and pictures stories, puzzles and problems, and discussions and decisions.

The next component is teacher's and students' roles. Roles are either implicitly reflected in the tasks. Role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Roles are related to what teachers and learners should do in carrying out the tasks in the classroom. In other words, roles state implicitly the teachers' function.

Teacher roles within the classroom may change from one activity to another or from one stage of an activity to another (Harmer, 2001, p.57). He classifies teacher roles into eight. They are controller, organizer, assessor, promoter, participant, resource, tutor, and observer.

When a teacher acts as a controller, they are in charge of the class and of the activity. The role of controller will always occur in the classroom. This is because the teachers are responsible for teaching learning process. As the controller, the teachers take role, tell the students things, organize drills, read aloud and various other ways exemplify the qualities of teacher-fronted classroom.

Taking the role of an organizer, the teacher should give the students information. They should tell the students what they will learn in the class. They also give some explanations to the students about the lesson. As the organizer, teachers should tell the students how they are going to do the activity. They

should give clean instruction before doing the tasks. When the tasks should be carried out in pairs or in group, the teachers should be able to put the students into pairs or group. At last the teacher should close things down when the class is over.

As an assessor, the teacher should offer feedback and correction. The feedback and correction can be given directly when the students make mistake or after the students finish their work. Giving feedback and correction is aimed at providing the students the right form and to remind them not to do the same mistake in the future. Another responsibility on assessor is grading the students in various ways. The teacher should assess the students' works and performance. Through the process the teachers are able to decide whether the students can pass to the next level or not.

The role of a prompter occurs when students get a problem. For example, the students are doing discussion and they are lost for words while doing this activity. The teacher might give a statement which leads the students to continue the discussion. It is done to overcome the problem and to make the discussion run smoothly. As the prompter, the teachers can also give suggestion to solve the problem found by the students.

Sometimes the teacher might want to join in an activity not as a teacher, but as the participant of the activity. There is a good reason for the teacher to take part in the activity. The participation of the teacher can enliven the situation of the class as well as to motivate the students to do the activity. When it goes well, the students will enjoy having the teacher with them. This is what Harmer calls as the role of a participant.

In the teaching learning process, the students might have their teachers as a resource. The students might ask how to say or write something or what a word or phrases means. They might want to know information in the middle of an activity about that activity. This is where the teachers can be one of the most important resources they have.

When the students are working on longer projects such as pieces of writing or preparation for a talk or a debate, the teachers

can act as a tutor. As a tutor, the teacher are working with individuals or small group and pointing them in directions they have not thought of taking. It is difficult to be a tutor in a very large group since the term implies a more intimate relationship that that of a controller or a prompter. However, when the students are working in small groups or in pair the teacher can go around the class and giving guidance to each group or pairs.

The last role is as an observer. Sometimes, the teacher will watch what the students do so that the teacher can give the students feedback. However, the teachers do not only observe the students to give feedback, they also watch in order to judge the success of different materials, and activities that they take into lesson so that, if necessary, they can make a change in the future.

The last component is setting. Setting refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 1989, p.91). In other words, the task can be given for classical work, group work, pair work or individual work. Seating arrangement is important in English language teaching. The different arrangements of chairs and tables indicate a number of different approaches and also the classroom size and the number of students.

The seating arrangement can also be used to promote and intensify the interactions between teacher and students. Today, traditional seating arrangement is no longer popular. The traditional classroom boxes with desks lined up in rows impede teachers' efforts to work in teams and have students in the flexible and varied groupings necessary. Students are members of a team and should be able to see one another, to talk to one another (in English), and do not make them feel like they just walked into a military formation (Brown, 2001, p.193). He also adds, if the classroom has movable desk-chairs, the seating arrangement can be designed in some patterns. It can be semi circles, U shape, or concentric circles. But, if the class size is small enough, one circle pattern can be used so that students are not all squarely facing the

teacher. Give some thought how students will do small group and pair work with as little chaos as possible.

Tasks-based learning is also used in Indonesian English textbooks. As mentioned above, Indonesian government recommended a textbook in supporting the success of Curriculum 2013 implementation. The title of the book is *When English Rings a Bell*. There are many tasks in the books. They are listening, speaking, reading, and writing tasks. The tasks are hoped to be able in developing students' skill in mastering English. The tasks are designed to stimulate the students' curiosity about the things around them. The textbook also contains simple materials with pictures and explanation. The pictures attract students' curiosity to know about the tasks deeply.

However, good tasks in the textbook do not make a guarantee that the implementation runs well. There are some components of tasks that should be noticed by teachers in implementing the tasks in their classroom. The components are task goal, input, teacher role, learner role, and setting. The teachers should learn and design the teaching-learning activity well. The teachers also have to prepare teaching kits and media in supporting the implementation in the classroom.

There are some problems in implementing learning tasks. The problems are: (1) the teachers are still confused in implementing the learning tasks in the *When English Rings a Bell* textbook which is based on scientific approach. (2) the task goals in the teaching-learning process are not fully reached, (3) the tasks in the textbook are not used maximally yet, (4) the techniques which are used by the teachers in implementing the tasks do not match yet to the task goal, (5) the teachers still get difficulties in designing lesson plan to implement learning tasks.

Due to the problems above, it is necessary to conduct a research study on implementation of learning tasks in the textbook to describe how the tasks-based learning in the textbook are taught by the teachers. The researcher tries to find out the strengths and the weaknesses of the implementation of learning tasks of *When English Rings a Bell* at school.

The researcher held a research at MTs. Negeri Wonosari, because the school had been chosen as one of pilot project by the government in implementing Curriculum 2013. The school is chosen, because the government assumes that the school stakeholders have been ready to implement the curriculum. In addition, there are still few studies on this field. Therefore, the researcher is interested in conducting a research study on implementing learning tasks in a textbook as the main source of the teaching and learning process.

The results of the research are hoped to give significance to many parties. For the English teacher, the research can be used as a reference to improve the task based on the learners' need, learners' characteristics in order to give input in designing activities. For the students, the research is hoped as a way to express what crucial materials they really need, in order to help them in learning English, and give them a chance to express their perception towards the textbook they used. For the writer, the researcher hopes this material can be useful to give a description about the implementation of the task in his/her textbook. Thus he/she can improve his/her work. For the researcher himself, it can be a good experience in his life related to his knowledge about describing the learning tasks in the teaching-learning process. For other researchers, it can be used as a reference to make a deeper research.

METHOD

This research is categorized as descriptive qualitative. It employs a descriptive and qualitative method of analysis. A qualitative research produces data description in the form of written or spoken words from the observable people/behaviors. Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary, Jacobs, and Sorensen, 2010, p.29). The nature of qualitative research is trying to explain the meaningful reasons behind a phenomenon that is being observed. Related to the research, the writer takes a descriptive qualitative method as the proper method to describe the implementation of learning tasks in the *When English*

Rings a Bell textbook in the English teaching learning process for the seventh grade students of MTs. Negeri Wonosari in the academic year of 2014/2015. The descriptive qualitative method is used to identify and describe the data. The collected data are in the forms of numbers, phrases, clauses, and sentences.

This research was conducted at MTs. Negeri Wonosari from February to April 2015. MTs. Negeri Wonosari is located on St. Kyai Legi Bansari, Kepek, Wonosari Gunungkidul. The school has been chosen as one of pilot project of Curriculum 2013 implementation since 2014 by the Ministry of Religion. The school represents one of *madrasah* which is considered superior in Gunungkidul. The government has assumed that the school has been ready in implementing the curriculum. The school has many facilities to support the success of the curriculum implementation.

The subjects of the research were English teachers and the seventh grade students of MTs. Negeri Wonosari. The total number of the students was 176 students. They were divided into six classes. They were VII A, VII B, VII C, VII D, VII E, and VII F. The researcher only chose two classes as subjects of the research. They were VII A and VII F. The researcher chose the seventh grader as subject of the research, because the seventh grader was the earliest level in studying English in Junior High School.

The objects of the research were learning tasks in Chapter VIII and IX of *When English Rings a Bell* textbook. The chapters have represented all of the chapters in the book. Each chapter has many activities that are challenging. The learning tasks cover listening tasks, speaking tasks, reading tasks and writing tasks. The researcher only focused on the implementation of the tasks of the chapters in English teaching and learning activity.

The researcher came to the school and observed the implementation of the learning tasks of *When English Rings a Bell* in the teaching learning process in the classrooms. The researcher observed the teaching learning activity based on the lesson plan that has been made by the teacher. The researcher also observed the role of the teacher and students in

the teaching-learning activity. The researcher gave the questionnaires to the students. It was aimed to know the students' opinion about the task that had been done as long as teaching-learning activity.

The researcher conducted interviews with the English teachers and the students. The researcher got the information intensively. It was aimed to check the validity of data from the observation and the questionnaires. The researcher collected the documents related to the research such as lesson plan and syllabi. The lesson plan was used as the guideline of observation. A syllabus was used to check the goal of the task. The researcher analyzed the result of the observations, interviews, questionnaires, and documents. When the data were saturated, the researcher stopped collecting data. The researcher analyzed the data, chose the data, and sharpened the research focus.

Instruments were needed for collecting the data. In collecting the data, the researcher used five instruments: the researcher, observation sheets, questionnaires, interview guide, and documents. The researcher observed the English teaching learning process and used observation sheets to write the observation results. The questionnaires were administered in order to gain information on students' opinion about the tasks in the textbook which were implemented in the class. The interviews were done in order to support the data from the observations and questionnaires. The documents were collected to support the data from the observation. In addition, the documents like lesson plan and syllabi were used to match the plan and the implementation of tasks.

The data were collected using observation, questionnaire, interview, and document analysis. The credibility of the data is achieved through triangulation technique. The researcher compared the results of data from, observation, interview, and questionnaires. The researcher also confirmed the displayed data, which have been arranged (especially the result of the interview) to the teacher and students as informants. It is used to clarify whether the statement written in the description was agreeable or not.

The data analysis of the research used data analysis by reducing the data, displaying the data, and deriving a conclusion (Miles and Huberman, 1994, p12). The qualitative data were obtained from the classroom observation, documents analysis, and interviews. The result of the classroom observation was written in the observation sheet. The interviews were recorded and then transcribed. In this research, the process of analyzing the data was aimed to describe the implementation of learning tasks in the *When English Rings a Bell* textbook which is viewed from the task components: goal, input, activity, learner role, teacher role, and setting.

RESULTS AND DISCUSSION

The research results deal with the description of the implementation of tasks in the book *When English Rings a Bell* in the class VII A and VII F of MTSN Wonosari in the academic year 2014/2015. It embodies the issues related to the task components. They are goal, input, activities, learner and teacher role and setting. The writer tried to discuss the result of data analysis with the other relevant data in order to justify the research findings. The writer found that the implementation of the learning tasks of *When English Rings a Bell* had run well. The task components had been used to classify the discussion. They are goal, input, activity, learner role, teacher role, and setting.

The goal of the tasks in Chapter VIII and IX is the students are able to describe people, animals, and things. The goal of the tasks are said to be achieved if they know the vocabularies and describe people, things, and animals. Based on the observation, it can be seen that through these tasks, the students could develop the vocabularies and make a simple description of people, animals, and things around them. Based on the interviews, some students felt that they could do the tasks well. They felt that the tasks were easy enough.

The students also could perform in front of the class by doing a simple dialogue about describing animals. They also could describe their family and things around the school.

In relation to the input, the task was good because it was comprehensible and closed to the students' daily life. The tasks could motivate the students by developing confidence, providing sense of achievement, expanding interest, and providing enjoyment. The tasks of the book were supported by nice pictures in order to gain students' attention. The instructions were clear enough, so the students could do the task easily. The materials presented in the tasks were appropriate since the materials were interesting and close to the real world.

The pictures and sentences in the tasks were effective since the pictures were interesting and the sentences could be understood clearly. They also helped the students understand the lesson quickly. In delivering the materials, the teacher enriched himself by some materials taken from many sources in order to enrich him while teaching students. Here the teacher used guided book and completed by the guided book published by Erlangga entitled *BRIGHT*.

The other component which influences the implementation of the tasks is the activity. In relation to the activity, there were many activities that were applied by the teacher in implementing the tasks. The activities were communication strategies, dialogues and role plays, discussions and decisions, and questions and answers. In communication strategies, the teacher created activity which encourages the students to practice communication strategies such as paraphrasing, borrowing, or inventing words using gesture, asking for feedback and simplifying. In dialogues and role plays, the teacher created activity which asks the students to practice dialogue in pairs. In questions and answers, the teacher created activity which digs information from the students. In discussions and decisions, the teacher created activity which asks the students to discuss something in pairs or groups. The students also could do the exercises in the book.

In relation to the student's roles, based on the observation and the interview, the students knew about their roles as a subject of teaching learning process. The students had to transfer what they have learnt to their mind for accepting the new knowledge of information.

The students involved actively in teaching learning process in class. It could be seen that the students' ability in answering the teacher's questions, their enthusiasm and their attention in joining the English class. For example, they also had no doubt to ask directly to the teacher or ask the other friends who had understood. On the other hand, they were being creative when they had to do the work well or the assignment given by the teacher. It could be concluded that the students were the subject of teaching learning process although some of them were passive in class. In general, however, most of the students in the class were active rather than passive.

In relation to the teacher role, based on the observations, the researcher found that the teacher had performed his roles well. The teacher had performed his roles as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. He changed his roles from one stage of an activity to another. As a controller, the teacher took the roll in the beginning of the lesson. He also told students things, organized drills, read aloud, and in various ways exemplified the qualities of a teacher –fronted classroom.

One of the most important roles that the teacher did was organized the students to do various activities. He often mixed up with giving the students information, telling the students how they were going to do the activity, putting them into pair or group. This can be called the teacher role as an organizer. These can be seen from the result of the observations as follow.

The third role is the teacher role as an assessor. The researcher saw that the teacher acted as an assessor, gave feedback, and graded students in various ways. Here, the teacher told the students what he was looking for and what success looked like so that they could measure themselves.

The other role of the teacher was as a prompter. As a prompter he gave a suggestion to the students when they got the difficulties. The teacher gave a solution, so they could continue their activity.

As the participant, the teacher joined a game activity. He could be a participant and got

the punishment, when he made a mistake. The teacher could enliven the atmosphere when the students enjoyed having the teacher with them. The following activity shows the teacher's role as a participant.

The next teacher role was as a resource. As a resource the teacher gave information how to say something or how to write something when the students wanted to know information in the middle of the activity.

The teacher also could perform as a tutor. In such situation he combined the roles of prompter and resource. When the students were working on longer projects, such as pieces of writing or preparations for a talk, the teacher went around and stayed briefly with a particular group, offered the sort of general guidance or asked their difficulties in doing the task.

The next teacher's role was the teacher role as an observer. In this case, the teacher observed what students did especially in oral communicative activities, so that the teacher gave them useful group or individual feedback. The teacher did not only observe the students in order to give feedback, he also watched in order to judge the success of the different materials, and activities that he took into lesson so that he could make changes in the future.

The last teacher's role was a facilitator. As a facilitator, the teacher created situations and activities which were rich for connecting new information with previous knowledge, gave a chance for problem solving collaboratively, also offered many interesting tasks.

From the explanation above, it can be concluded that the teacher had played his roles well enough. He changed his role from an activity to another activity well. The teacher tried to grow the student's motivation in the learning process by enforcing the students to do the work well. Then the teacher acted as a guide and a facilitator while they were conducting the learning process through the class discussion to make the students involved actively. The teacher took a position as the central or observer, to correct the class discussion if there were mistakes or some misconception of students' understanding when the teacher delivered the materials to the students.

The term of setting refers to whether the learner is operating on individual or a group basis. The good setting is setting which is good for doing the task. The teacher usually arranged the setting place in the classroom. He adjusted the material of the lesson with the activity that would be done whether the tasks would be done individuals, pairs, or group. He asked the students to arrange the tables in the beginning of the lesson. He arranged the classroom into desks line in rows, horseshoe shape, parallel chair setting, and group to group setting.

Furthermore, the implementation of learning tasks of *When English Rings a Bell* actually had the strengths and the weaknesses. The strengths are: (1) the students became more active and critical, (2) the use of the textbook was optimal. Beside the strength, there were also some weaknesses on the implementation of learning tasks, which are: (1) the time allotment was limited in implementing the tasks, (2) the teacher did not make good preparation in implementing the tasks.

CONCLUSION

The objective of the study is to describe the implementation of learning tasks of *When English Rings a Bell* for the seventh grade students at MTSN Wonosari. The description of the implementation is viewed from the task components. With regard to the research findings, some conclusions are made below:

The goal of tasks Chapter VIII and IX is the students are able to describe people, animals, and things around them. The goals of the tasks are said to be achieved if they know the vocabularies and describe people, things, and animals. The seventh grade students of MTs Negeri Wonosari in the academic year in 2014/2015 could develop the vocabularies and make a simple description of people, animals, and things around them. The students felt that they could do the tasks well. They felt that the tasks were easy enough.

The materials presented in the tasks were appropriate since the materials were interesting and close to the real world. The pictures and sentences in the tasks were effective since the pictures were interesting and the sentences could be understood clearly.

They also helped the students understand the lesson quickly.

There were many activities that were applied by the teacher in implementing the tasks. The activities were communication strategies, dialogues and role plays, discussions and decisions, and questions and answers, and doing exercises.

The students participated actively in doing the tasks. The students did not get any difficulties in doing the tasks. They could interact and negotiate with their friend or teacher in doing the tasks. It could be concluded that the students were the subjects of teaching learning process although some of them were passive in class. In general, however, most of the students in the class were active. The teacher had performed his roles well as a facilitator, manager, controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The teacher changed his roles from one stage of an activity to another. The teacher also could explain the lesson clearly and correct the students when they made mistakes. Then the teacher acted as a manager and a facilitator while they were conducting the learning process through the class discussion to make the students involved actively. The teacher took a position as an observer and controller, to correct the class discussion if there were mistakes or some misconception of students' understanding when the teacher delivered the materials to the students.

The teacher usually arranged the setting place in the classroom. The teacher adjusted the material of the lesson with the activity that would be done whether the tasks would be done individually, in pairs, or groups. He asked the students to arrange the tables in the beginning of the lesson. He arranged the classroom into desks line in rows, horse shoe shape, parallel chair setting, and group to group setting.

The implementation of learning tasks of *When English Rings a Bell* at MTs. Negeri Wonosari actually had the strengths and the weaknesses. The strengths are: (1) the students became more active and critical, (2) the use of the textbook was optimal. Beside the strength, there were also some weaknesses on the implementation of learning tasks, that are: (1) the

time allotment was limited in implementing the tasks, (2) the teacher did not make good preparation in implementing the tasks.

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