

**Tasks Conducted in Accommodating the
Domains of Learning English to Grade VII
Students of Junior High School**



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telah berhasil dipertahankan di hadapan dewan penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

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ABSTRAK

Vanessa Eunike Casandra. *Tugas yang Dilakukan dalam Mengakomodasi Ranah Pembelajaran dalam Pelajaran Bahasa Inggris pada Siswa SMP Kelas VII*. Skripsi. Jakarta: Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. Januari. 2015.

Penelitian ini bertujuan untuk mendeskripsikan tugas yang dilakukan di kelas dalam pelajaran bahasa Inggris untuk siswa SMP kelas VII yang mengakomodasi ranah pembelajaran siswa: pengetahuan, psikomotor, dan sikap. Observasi kelas yang berisi catatan tugas dan rekaman kegiatan belajar antara siswa dan guru digunakan untuk mendapatkan data utama. Berkas sekolah yang terdiri dari Rencana Pelaksanaan Pembelajaran (RPP) dan bahan pengajaran serta hasil wawancara dengan guru dianalisis untuk mendukung data utama. Tugas diidentifikasi berdasarkan kerangka analisis tugas, kemudian dikategorikan untuk mengetahui tugas-tugas yang mengakomodasi ranah pengetahuan, psikomotor, dan sikap. Dari enam pertemuan dengan jumlah 26 tugas, ditemukan bahwa dalam ranah pengetahuan, guru fokus dalam mengakomodasi pemahaman siswa terhadap topik pembelajaran. Pernyataan ini diperkuat dengan hasil dalam ranah psikomotor. Dalam ranah psikomotor, hasil menunjukkan bahwa guru fokus dalam memberikan kesempatan pada siswa dalam menggunakan bahasa target. Untuk ranah sikap, guru fokus dalam mengarahkan siswa untuk mematuhi tugas yang disediakan. Jenis tugas yang paling dominan dari tugas-tugas yang dialami oleh siswa dalam mengakomodasi tiga ranah pembelajaran adalah tipe *reproduction*. Jenis tugas berikutnya adalah *applying*, *elaborating*, *uncategorized task*, *generalization*, *categorizing*, dan yang paling sedikit adalah *structuring*.

Kata kunci: ranah pembelajaran, tugas belajar, jenis tugas

ABSTRACT

Vanessa Eunike Casandra. *Tasks Conducted in Accommodating the Domains of Learning English to Grade VII Students of Junior High School*. Skripsi. Jakarta: Fakultas Bahasa dan Seni. Universitas Negeri Jakarta. January. 2015.

This study aims at describing the tasks accommodated the students' domains of learning: cognitive, psychomotor, and affective to Grade VII students of Junior High School. Classroom observation containing note taking and recording on students and teachers activities were used to get the primary data. School files consisting of lesson plans and teaching materials and the result of the interview with the teachers were analysed to support the main data. The tasks were identified based on types of task analysis, then categorized to find out the tasks accommodated the cognitive, psychomotor, and affective domains of learning. From the six meetings with total 26 tasks, it was shown that in cognitive domain, the teachers focused on accommodating the students understanding towards the learning topic. This statement was strengthened by the finding in psychomotor domain. In psychomotor domain, the result showed that the teachers focused on giving the students opportunity in trying the target language. For affective domain, the teachers focused on leading the students to obey the provided tasks. The most dominant type of task experienced by the students in accommodating three domains of learning was reproducing type. It was followed by applying, elaborating, uncategorized tasks, generalizing, categorizing, and the least was structuring.

Keyword: domains of learning, learning tasks, types of tasks

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