

**DEVELOPING INTERACTIVE TASKS  
FOR THE FIFTH GRADE STUDENTS OF NOGOPURO  
ELEMENTARY SCHOOL**

**A Thesis**

**Submitted as Partial Fulfillment of the Requirements for the Attainment  
of the Degree of *Sarjana Pendidikan* in English Education**



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**DEVELOPING INTERACTIVE TASKS  
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SCHOOL**

**A THESIS**

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FOR THE FIFTH GRADE STUDENTS OF NOGOPURO ELEMENTARY  
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**A THESIS**

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## **PERNYATAAN**

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## MOTTOS

*For each one, there are successive (angels) before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron.*

*(Surah Ar-Ra'd: 11)*

*Knowing is not enough, we must apply.*

*Willing is not enough, we must do.*

*(Johann Wolfgang von Goethe)*

*Children need guidance and sympathy far more than instruction.*

*(Anne Sullivan)*

## DEDICATIONS

*I dedicate this thesis to:*

*# My parents*

*# My friends*

*# My students*

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Finally, I realize that this thesis is far from being perfect. Therefore, I invite you as readers to give critical comments and suggestions for the improvements of this thesis. However, I expect that this thesis will give worthwhile contributions to all readers.

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## **ABSTRACT**

The objective of this research study was to develop a suitable set of English tasks for the fifth grade students of Nogopuro Elementary School. Four research questions were on how: (1) the need analysis of interactive tasks was conducted, (2) the course grid of interactive tasks was organized, (3) the developed interactive tasks were presented in the material, and (4) the developed interactive tasks were being implemented, evaluated, and revised.

This study was a Research and Development (R & D). The subjects of this study were the fifth grade students of Nogopuro Elementary School. The instruments used in the study were questionnaires and an observation guide. The data gathered were in the form of quantitative and qualitative. Quantitative data were obtained by using the questionnaires while qualitative data were obtained by analyzing the results of the questionnaires and the observation guide. The procedure of developing tasks in this study consisted of eight steps (1) conducting needs analysis, (2) writing course grid, (3) developing the first draft of the interactive tasks, (4) trying out the first draft of the interactive task, (5) evaluating and revising the first draft of the interactive tasks to produce the second draft, (6) trying out the second draft of the interactive tasks, (7) evaluating and revising the second draft of the interactive tasks to produce the final draft, and (8) writing the final product of interactive tasks.

Four findings are obtained. First, the fifth grade students of Nogopuro Elementary School need to improve their English. They need to develop their speaking skills. They need tasks that can provide adequate opportunities to interact with others. They need group work activities like games with familiar themes like public places, around the school, and animals. Second, the course grid of interactive tasks is based on the curriculum 2006 (the standard of competences and basic competences) and the results of the needs analysis. Third, the interactive tasks are well developed. The task components (goal, input, activities, teacher's role, learners' role, and setting) are built up in the tasks based on the course grid. Fourth, the interactive tasks meet the requirements of good and appropriate English learning tasks (The mean scores range from 4.2 to 4.7 meaning good and very good).