ABSTRACT

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Key words: *Task Demand, Task Support, Balancing Task Demand and Task Support, Student-Teachers.*

This study is conducted based on the personal experience of the researcher while doing the internship program and the phenomena where many English teachers at nearby schools often instruct learners to do a task on either textbook or workbook without adequately explaining or supporting with a careful sequence of activities, where it can put the learners into difficult condition since the demand of the task becomes high supported by the different background knowledge and learning styles of learners which needs to be directed toward the learning objectives. The student-teachers (ST) who got the chance to practice teaching in the real class have to face this challenge to provide some changes in learning English.

The purpose of this study is to evaluate the task support provided by student-teachers at SMKN 1 Surabaya by assessing and justifying its appropriateness. The intended support is scaffolding as the help for learners to meet the balance in completing the demand of the task and automatically achieves the learning objectives. The observed classes were X grade of Accounting department which is taught by both student-teachers in turn. The researcher uses three kinds of data as required in qualitative approach: natural-setting observation video, transcript of recorded interview, and document of lesson plan. The instruments used are checklist, interview guidelines, and framework to analyze the learning activity sequence written on the lesson plan.

The result of this study shows that both student-teachers are able to provide relevant and appropriate activity for the learners only in the beginning of learning. However, they do not provide the balance between task demand and task support because of jumping up the two crucial cognitive level of Bloom's Taxonomy. For that reason, learners do not meaningfully understand the material thus they are not able to complete the demand of the task well.