

IMPLEMENTATION OF TASK BASED – LEARNING IN TEACHING SPEAKING AT STKIP PGRI SUMBAR

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Abstrak

Kemampuan mahasiswa dalam mengekspresikan ide masih jauh dari pengharapan. Ditemukan bahwa beberapa mahasiswa mempunyai kekurangan dalam kosakata dan pemahaman tata bahasa. Tujuan dari penelitian ini adalah untuk menganalisa seberapa baik partisipan mengimplementasikan task-based learning. Penelitian ini merupakan penelitian studi kasus. Peneliti mengumpulkan data melalui observasi dan menggunakan lembar observasi dan catatan lapangan. Temuan penelitian yaitu partisipan menerapkan berbagai tugas dalam belajar berbicara dan mengintegrasikan semua keterampilan.

Abstract

Students' ability in expressing ideas is still far from expectation. It is found that several students have lack of vocabulary and grammar understanding. The purpose of the research is to analyze how well the participant implements task - based learning. This research was case study. The researcher collected the data through observation and used observation checklist and field note. Findings of the research is the participant applies various tasks in teaching speaking and integrates all of skills.

Keywords: Task Based-Learning, Teaching Speaking

INTRODUCTION

Speaking is a basic of communication. Most people always communicate in their daily life orally. Without underestimating the function of written skill, most of people often speak rather than write something. They interact to convey the message in order to meet their needs. The needs that are expected are the response or reply or even feedback. Hence, the communication occurs if there is an interaction, a turn – taking, message, and channel. Moreover, the role of both speakers and listeners supports the process of communication so that it can run well.

Considering the importance of speaker in the process of communication, the speakers need to have a special skill to

initiate, to construct, and to explore the ideas. The speakers must be able to anticipate and produce the expected patterns of specific discourse situations. They have to master the crucial elements such as turn – taking, rephrasing, providing feedback, and also redirecting. For example, the situation is in the customer's house. The salesperson comes to their house and offers something. The salesperson should have a good skill to persuade the customer to buy his product as soon as possible. The salesperson needs to know the appropriate vocabulary to describe the exact product, to emphasize words to clarify the description if the customer does not understand, and to analyze the facial expression in either satisfaction or dissatisfaction condition that is described by the customer after the offering is over.

Related to the example of speaker's skill above, the same reality takes place at the writer's class. The speaker's skill of the writer's students is varied at STKIP PGRI SUMBAR. Based on teaching learning process at speaking class, several students are able to express their ideas well because they have enough vocabulary. Nevertheless, the students who have a limited vocabulary are reluctant to convey the opinions fast. It is a problem for them to create the ideas in a short time. The final datum shows that 60 % of the students cannot respond the question directly in an interview session. They ask the writer to clarify the question again in order to get understanding. The list of question that is given is about the topic which is explained to them during the first semester. Thus, it is possible for them to get the meaning of each question directed to them.

After getting that data, the writer tries to analyze it into a concise conclusion whether it should be set a good treatment or not. The writer found that many mistakes made by the students are derived from the students' weaknesses and the lack of competence of the writer. To make a progress in their speaking activity, the writer develops the technique to improve their speaking skill by using task – based learning that involves the various tasks that are very beneficial in stimulating the students' cognitive and linguistic knowledge.

Various definitions of speaking are stated by some experts. First, Long and Crookes (1993:189) state that speaking is a complex set of abilities that involves many components that include pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a good spoken language.

Then, according to Bygate (in Nunan, 2000:40), speaking can be

characterized in terms of routines, which are conventional ways of presenting information which can either focus on information or interaction. It means that a conventional way of communication habitually done by speaker and interlocutor in order to give or receive information. In other words, it is a conventional way of interaction between speaker and hearer. In addition, Widdowson (1998:35) states that speaking involves ability to satisfy two particular demands, processing condition, and reciprocity condition. The processing condition is concerned with the speech taking place under time pressure, and reciprocity condition is concerned with interpersonal interaction between speaker and interlocutor. On the other hand, the ability of speaking English is achieved if speaker and interlocutor understand the context of interaction happening.

Subsequently, speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on listener (Van Lier, 1991:59). It is used for negotiation to express the intended meanings between speaker and hearer in which speaker express the ideas to influence his/her hearer. It means that in interaction the speaker attracts his/her interlocutor's attention to his/her ideas.

Moreover, speaking is the active use of language to express the meanings so that other people can make sense of them (Yule, 1997:40). In speaking, speaker and interlocutor emphasize on the meaning what each is saying about in order that they understand one another. It means that the use of language is more important than knowing the usage of language. When speaker and hearer are interacting or communicating orally, each focuses on the use of the language but not in the usage of language context. On the other hand,

communication is good when speaker and interlocutor understand one another.

Furthermore, speaking is the process of building and sharing meanings through the use of verbal and non-verbal symbols, in a variety of context. It means that spoken language consists of verbal and non-verbal language to share meanings in various contexts between speaker and interlocutor.

Dealing with some theoretical definitions above, it can be concluded that speaking is one of productive skills, which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with another member of community which involves many components: including pronunciation, listening, and grammar skills both in verbal and nonverbal of a variety context.

Teaching speaking is one of the concerns by anyone who is in charge of teaching English. Many questions of how to make the learners initiate and develop self-esteem, how to use appropriate language, and how to negotiate or interact conversationally, may continually appear. As suggested by Bygate in Nunan (2000) that the goal of teaching speaking skill is communicative efficiency. In teaching speaking, the teacher has to emphasize on the efficiency of oral communication so that the use of language works well rather than the usage of language. To support this idea, Clyne (1994) mentions that objective of teaching spoken language is the development of the ability to interact successfully in that language, and this involves comprehensions as well as production. In other words, teaching speaking aims to enhance the capability of interaction in comprehending and producing the language.

In addition, Nunan in Kayi (2006) states that teaching speaking is a very

important part of second language learning that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. It means that English mastery is particularly essential in terms of speaking in the second language learning, which may result in the success of both students' learning and students' life in the coming time.

Moreover, Nunan (in Kayi, 2006) explains that teaching speaking is to teach ESL learners in producing the English speech sounds and sounds patterns, using word and sentence stress, intonation patterns and the rhythm of the second language, selecting appropriate words sentences according to the proper social setting, audience, situation, and subject matter, organizing their thoughts in a meaningful and logical sequence, using language as a means of expressing values and judgments, and also using the language quickly and confidently with few unnatural pauses called as fluency.

In relation to the previous explanation, the conclusions can be made that the primary goal of teaching speaking English is communicative efficiency particularly in language production, which the use of language is emphasized rather than the usage of language.

Nunan (1989) explained that task-based language learning is the task that is an important element in syllabus design, classroom teaching, and learner assessment. The task based language learning has several strengths in teaching English that is a need-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, and the introduction of authentic texts into the learning situation.

Widdowson (1998a) is critical of such a definition of 'task', arguing that the 'criteria do not in themselves distinguish the linguistic exercise and the communicative task' (p. 328). 'Exercise' and 'task' differ with regard to the kind of meaning, goal, and outcome they are directed towards. An exercise is premised on the need to develop linguistic skills as a prerequisite for the learning of communicative abilities, while a task is based on the assumption that linguistic abilities are developed through communicative activity. (Kavaliauskien, 2005)

Task-based language learning has a number of purposes. Willis (1996: 35–6) identifies eight purposes:

1. To give learners' confidence in trying out whatever language they know;
2. To give learners experience of spontaneous interaction;
3. To give learners the chance to benefit from noticing how others express similar meanings;
4. To give learners chances for negotiating turns to speak;
5. To engage learners in using language purposefully and cooperatively;
6. To make learners participate in a complete interaction, not just one-off sentences;
7. To give learners chances to try out communication strategies; and
8. To develop learners' confidence that they can achieve communicative goals

These purposes relate to two general goals: communicative effectiveness and L2 acquisition. Interestingly, seven of Willis's purposes relate primarily to communicative effectiveness; only one, (3), relates specifically to L2 acquisition. This reflects, perhaps, the general perception among

language teachers and educators that task-based teaching is mainly directed at improving students' abilities to use the target language rather than at enabling them to acquire new linguistic skills (Samuda, 2000). It contrasts with the orientation of SLA researchers such as Long, Skehan and Swain, whose primary concern is how tasks can contribute to language acquisition.

METHOD OF THE RESEARCH

The design of this research was qualitative research. The approach was case study. The researcher collected data through observation. In conducting observation, the researcher used observation checklist and field note. The researcher conducted two times observation and observe how the participant implement task based learning. The total number of participant was only one.

FINDINGS AND DISCUSSION

According to Willis (1996), the task – based learning is different types of task that are used in the teaching learning cycle. The task based – learning identify differences between spontaneous spoken language and planned written or spoken language, argue that learners need to recognize and practice both types. Finally, it is expected for students to increase their learning opportunities in speaking English and make a good progress.

The task – based learning provides several various activities used by the students for a communicative purpose (goal) in order to achieve an outcome. Each task has various topics to be taught and it is a teacher or lecturer to select an interesting topic to motivate the students, to engage their attention, to present a suitable degree of intellectual and linguistic challenge and also to promote their language development

as efficiently as possible. In other words, the task based learning emphasizes on understanding and conveying meanings in order to complete the task successfully. While the students are doing the tasks, they are using language in a meaningful way. Hence, the task – based learning focus meaning first and form after that in completing various tasks provided by teacher or lecturer.

In implementing the task – based learning, the teacher or the lecturer must design the lesson plan first before applying the concept of that task. The integrated skill should be involved in applying that task because the skills are not learned segmentally but integrated. For example, in teaching speaking, the lecturer provides a video dealt with public speaking topic. It is kind of visual stimuli task. There is a native speaker talks about how to speak clearly and the students have to listen carefully. Then, they have to take a note an important point to be discussed later while she is talking about and this step is included in listening skill. Next, one of the students read the main point of the digest of video by using correct pronunciation. This step is involved in reading activity. Furthermore, the lecturer assign students to work in a group consist of four members. They need to take part in sharing the solution of how to avoid the nervousness in public speaking based on the problem received from the video. They have to be responsible for getting solution to overcome this problem. In the end of the activity, they need to write the summary of the discussion which is done during this activity. Thus, it is one example of integrated skills that are involved in one task in the task- based learning.

The researcher focuses only how to teach speaking subject at STKIP PGRI SUMBAR. Based on other consideration, speaking skill can be mixed with other skills. It can make the learning atmosphere

attractive, not boring, and relax after combining four integrated skills in one task. Willis (1996: 26) suggests varieties of task that could be adapted and exploited for use with almost any topic. There are three kinds of varieties of the task that include six types of task, closed and open task, and starting points for tasks. In six types of task, there are several tasks that are offered, listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative task. In addition, closed and open task are task which specify the goal of learning and the information provided is restricted. The last, starting points for the task consist of several tasks that are combined together. For example, personal knowledge and experience, problems, visual stimuli, spoken and written text, children activities, and combinations of starting points.

Based on several various tasks that are suggested by Willis, the researcher is eager to develop those tasks into application. The writer applies those tasks in terms of indicator of speaking 1 subject. The indicator is stick on the syllabus of speaking 1 subject that is prepared for the lecturer to face the goal and outcome of the students later on. The goal of the students is to make them speak spontaneously and naturally without thinking the appearance of mistakes.

In the first observation, the researcher recorded teaching learning process. The first topic is describing the person. The participant asked students to bring a popular picture into the classroom and then it would be discussed later. The participant used visual stimuli to stimulate the students' background knowledge and got involved in activity at all. At the first step, the writer introduced the topic and provided a picture followed by the vocabulary. Introducing vocabulary dealt with the topic is very important because it can enrich the students' vocabulary and have input to talk

with their friends. For instance, the participant asked several questions relevance with the description of each student's picture in their hands. The participant asked the students in these following questions:

1. Is she/he tall? (each student answer it by looking at their picture carefully)
Before they answer it, they have a guide in front of the class because of existence of picture in the *infocus* slide.
2. Is she/he medium height?
3. Is she/he shortish?
4. Is she/he short?
5. Is she/he tiny?
6. Is she/he slim?
7. Is she/he obese?
8. Is she/he slightly overweight?
9. Is she/he well – built?
10. Is she/he heavily built?
11. Is she/she skinny?
12. Does she/he have a straight/wavy/curly hair?
13. Does she/he have a round/almond/narrow/close-set eyes?
14. Does she/he have a sharp/flat/fake/button nose?
15. Does she/he have a thick/thin/well-define lip?
16. Does she/he have a long/short shoulder?
17. Is she/he a lovely figure?

After answering the yes/no questions, the students had a turn to speak up in front of the class telling about the description of someone in their picture. For example, my picture is Agnes Monica. She is medium height. She is not obese but slim. She is well – built. In this picture, Agnes's hair is black straight. Her eyes are narrow with thin lips. She has long shoulder because she is very diligent to go to a fitness center. The last, her career is so fantastic and everybody loves her because of her elegant style in the stage.

In the next observation, it is followed by the previous sharing ideas, the students are given another opportunity to interview their friends. Each couple interviews each other about their friends in the classroom. For example, do you know Mardhanita Amali? Yes, she is my lovely friend. What do you think about her? She is very attractive and

sometimes moody. But overall, she is very helpful. Can you describe her? Yes, I can. She is medium height, slim, and well built. She has round eyes and well – defined lips. Actually, she is charming.

The next following task is the students are expected to read a description of Mrs. Sandra Weird. She is a new English teacher in the school. The writer provides a text and the students are asked to draw a picture based on their understanding in that picture.

Meet Sandra Weird

Name:Group:

Reading exercise

Have you seen the new English teacher? Her name is Mrs. Sandra Weird.

Read all description first. Then draw Sandra Weird in the box.

Description

Mrs. Weird is very tall and slim. She has long brown hair and she wears it in two pigtails with yellow ribbons. She has bags on her forehead. She has big blue eyes, a large nose, ad a nice smile, but her top left front tooth is all black.

Mrs. Weird is wearing a long sleeved blouse with horizontal stripes. The stripes are blue and brown. She is also wearing a very long green skirt with yellow and red flowers on it. She is wearing black shoes, but the heel of her right shoe is broken.

Mrs. Weird loves jewellery. She always wears her big gold earrings and her big necklace gold. She has a ring on each finger, except for the thumbs.

Finally, Mrs. Weird has a long scar on her left cheek from skateboarding accident.

Draw it in this box!

The other topic in the syllabus of speaking 1 subject is describing the place. It can be seen in the appendix. The writer shows two different pictures in the power point presentation. For example, the first picture is clean river and the second one is dirty river. The students were asked to analyze each picture and tell a full description of it.



Each student was given opportunity to express their ideas about the picture number 1 and number 2. For example, the picture number one reflected that it is a dirty river and the picture number two describes a clean river.

The picture number 1:

- Full of rubbish
- Dirty water
- Dark water
- No green tree
- Near slum area

The picture number 2:

- Rock
- Green trees
- Clean water
- Fresh water
- Fresh air

After comparing two pictures above, the students were asked to share their personal experience to visit a place. One of students told her experience in the Adytiawarman museum. I loved my visiting to the Adytiawarman museum because it was my first trip after I arrived in Padang. I

saw many historical things in it for example, Kris, traditional clothes from all regions in West Sumatra, the datuk clothes, and many more. I was really excited about that place.

After listening to her, all of students shared everything about the places that they have ever visited before. Both of examples are kind of visual stimuli in task based learning where the students were given opportunities to explore their oral communication skills by using several picture to activate their cognitive and linguistic view. Fortunately, they gained many various vocabularies based on the topic provided. They were accustomed to working in the group and learn together to find out the better solution or get the right answer. Finally, the progress is shown by each student when they can work together and tries to respect, to negotiate, and too control their emotion during the group working in each meeting. Finally, the result of the research shows that the participant has implemented various tasks in teaching speaking and integrated all of skills to support teaching and learning process.

CONCLUSION

Because of several problems that are faced by the students in learning speaking 1 subject, the writer focus on task -based learning. Task – based learning is various tasks that are used by the students to support their learning process in learning speaking 1 subject. The writer can choose several activities in task – based learning such as role play, sharing personal experience, comparing places, comparing person by using visual stimuli, and problem solving. The role of this task – based learning has a great effect in activating the students cognitive and stimulate the students' prior knowledge and also make a progress in getting linguistic knowledge as well. In addition, the task based learning expects the students to work in a group to find out the

best solution in several problems and figure out the right answer. Finally, the students can learn about respecting others, negotiating with others, and taking – turn position.

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