

THE IMPLEMENTATION OF TASK BASED LEARNING IN TEACHING SPEAKING RECOUNT TEXTS TO THE EIGHT GRADE STUDENTS OF SMP NEGERI 28 SURABAYA

THE IMPLEMENTATION OF TASK BASED LEARNING IN TEACHING SPEAKING RECOUNT TEXTS TO THE EIGHT GRADE STUDENTS

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Abstrak

Berbicara didefinisikan sebagai skill produk yang secara praktek dapat diobservasi dan dipengaruhi oleh komponen bahasa, seperti aksen, grammar, kosa kata, kelancaran dan comprehension (Brown, 2004). Sehingga, ini membuat siswa takut akan berbicara. Masalah yang ditemukan ketika siswa berbicara adalah kesalahan linguistik, keragu-raguan, dan rendahnya kelancaran siswa. Task Based Learning diimplementasikan untuk membantu siswa dalam berbicara. Dalam teknik ini, siswa – siswa dimotivasi untuk bekerja dalam grup, membantu dan mengecek tugas teman lainnya. Penelitian ini dilakukan untuk mendeskripsikan implementasi Task Based Learning dalam pengajaran teks recount kepada siswa SMP kelas VIII dari SMP Negeri 28 Surabaya untuk mendeskripsikan performansi siswa terhadap implementasi. Penelitian ini adalah penelitian deskriptif kualitatif. Data dikumpulkan melalui observasi. Hasil penelitian menunjukkan bahwa guru mengikuti prosedur Task Based Learning dengan beberapa modifikasi dalam pengajaran (Willis, 1996). Prosedurnya adalah Pre – task, during the Task, and Post Task. Dari hasil analisa performansi berbicara siswa menunjukkan bahwa performansi siswa sesuai dengan kriteria berbicara. Itu artinya siswa telah memenuhi kriteria dari performansi siswa. kesimpulannya, Task Based Learning dapat diimplementasikan dalam mengajar berbicara karena ini membantu siswa berlatih berbicara mereka.

Kata Kunci: *Berbicara, Teks Recount, Task Based Learning, Siswa kelas VIII.*

Abstract

Speaking is defined as a productive skill which can be practically observed and affected by language components, such as accent, grammar, vocabulary, fluency, and comprehension (Brown, 2004). Thus, it makes the students afraid of speaking. The problems found when the students speak are linguistic errors, hesitance, and low speaking fluency. Task Based Learning is implemented to help the students to deal with speaking. In this technique, the students are driven to work in groups, help and check the others's task This research was done to describe the implementation of Task Based Learning in teaching speaking recount texts to the eight grade students of SMP Negeri 28 Surabaya and to describe the students' performance toward it. This is a descriptive qualitative research. The data are collected through observation. The result of this study reveals that the teacher follows Task Based Learning procedure with some modifications in teaching speaking (Willis, 1996). The procedures are Pre – task, during the Task, and Post Task. From the result of the analysis of students' speaking performance, it reveals that it is accordance with the criteria of speaking. It means that the students have fulfilled the criteria of students' performance. To sum up, Task Based Learning could be implemented in teaching speaking because it helps students practise their speaking.

Keywords: *Speaking, Recount Texts, Task Based Learning, Eight Grade Students.*

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INTRODUCTION

In the 2013 curriculum, it was found that teaching language must cover among attitudes, knowledge, and skills to build soft skills and hard skills (Marzano, 1985; Bruner 1960 in Education department, 2013). This leads to the teacher's responsibility to engage either the cognitive knowledge or skills capability conveyed to the everyday life. In the implementation of curriculum 2013, it has been cleared which ones are knowledge competences and skill competences. The teacher could definitely determine what competence she wants to improve towards her teaching. Whenever the teacher wants to develop one competence, she could directly focus in which basic competence is taught. There are four concerned skills that must be taught, namely listening, reading, speaking, and writing.

Speaking is a tool of communication. To make the process of telling information successful, they have to pay attention to grammatical items, vocabulary and pronunciation. Yet since younger students consider English as simple as communication, then the teacher can not expect what language they use (Scott & Ytreberg, 2000)

Then, it can be very difficult for the students to achieve the communication ability, whereas the goal of teaching speaking skill is to communicate fluently and accurately. As the researcher has conducted pre-observation in a selected school and asked the teacher, it was found problems when the students have to deal with speaking. The first, the students have problem with expressing their ideas and knowledge confidently. It can be proven by the way the students speak are unnatural and there were pauses. The second, the students are aware of grammatical features which avoid them to speak freely. Moreover, the linguistic problems encountered by the students included limited vocabulary, inappropriate sentences arrangements, and low speaking fluency. In short, the lack of speaking practice may become the reason why those problems come up.

One of the important aspects to make the students speak English successfully is the teacher

himself. The teacher has to guide and assist students as they take more responsibility for their learning. It means how the teacher creates more interesting, effective, and active teaching-learning process inside the class by using some innovative techniques related to the problems above, the suitable technique must be implemented. Thus, incorporating some *Task Based Learning* in teaching the primary course units may improve and promote the students' oral performance in English.

In *Task Based Learning*, Task is defined as an activity that focuses on meaning which the learners undertake using the target language in order to reach a specific goal at the end of the task (Bygate, Skehan, & Swain, 2001). Hence, tasks let the students to communicate freely in the foreign language which is connected to their everyday lives. Through tasks, students are provided with a *purpose* to use the target language (Lee, 2000). 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's correction. The role of the teacher is to observe and facilitate the process of task-based communication (Lee, 2000). *Task Based Learning* has been proved by (Nunan, 2004). He used this technique to teach every skill of English language texts to enhance students' ability for any levels. He adds that all can be constructed by making a lesson curricula before it is implemented in the classroom. In *Task Based Learning* to teach speaking, group work takes important role as it has been shown that group experiences contribute to students' learning, retention, and overall success (Engagement, 2006)

There were researches showed that *Task Based Learning* can be useful to be implemented as a technique to teach spoken English. The first is the research thesis entitled Positive versus negative communication strategies in *Task Based Learning* (Rohani, 2013). She used mixed method to find out whether the implementation of task based learning change the students' oral communication and it was found that increased use of positive strategies but reduced use of negative strategies after the implementation of *Task Based Learning* to the second

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year students of State Polytechnic of Malang. The second is The implementation of Task – Based Language Teaching to teach speaking descriptive to the first graders of junior high school (Yuniarisda, 2004). She used descriptive qualitative method in her research. It was also revealed that the implementation of Task based Learning is running successfully and properly to the first grade of Junior High School. It proves that *Task Based Learning* is implemented in several English classrooms in Indonesia. One of the teachers who implement Task Based Learning is the English teacher of SMP Negeri 28 Surabaya.

Concerning with the background of the study above, the researcher makes two research questions. Those are:

1. How is Task Based Learning implemented in teaching speaking recount texts to the Eight grade students of SMP Negeri 28 Surabaya?
2. How are the students' speaking performance during the implementation of Task Based Learning in teaching recount texts to the Eight grade students of SMP Negeri 28 Surabaya?

RESEARCH METHOD

This research was a descriptive qualitative research as it involved the teacher and the students in a particular school, that is SMP Negeri 28 Surabaya, with the purpose of this research was to observe the implementation of *Task Based Learning* in teaching speaking recount texts. Previously, the researcher studied the details which was achieved through a basic qualitative/interpretative research in qualitative research.

Basic interpretative studies described and interpreted phenomenons or processes (Ary, Jacobs, Sorensen, & Razavieh, 2010). It showed that the research design was particularly suited to record a practice of the implementation using various data collection techniques. This research depicted the implementation of *Task Based Learning* in teaching speaking recount texts and the students' speaking performance during the implementation.

In taking sample, which are the teacher and the students of VIII G, the researcher used purposive random sampling to gain the particular participants. Purposive sampling is one of the sampling strategies, group participants according to preselected criteria relevant to a particular research questions (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). In this research, the researcher collected some public schools who implemented the 2013 curriculum and *Task Based Learning* in English teaching. Then, SMP Negeri 28 Surabaya was chosen as a targeted population.

As with random sampling, all members of the population have an equal and independent chance of being included in the random sample (Ary et al., 2010). It could be stated that every classroom had the same chance to be taken as a participant of the study. This school had ten classrooms for the eighth graders. After the researcher asked for the teacher's consideration, the researcher decided to take VIII G as the participants of the research, which consisted of 20 female students and 17 male students. Regardless the number of participants, the research was focused on focus groups. In a statement, focus group was effective in eliciting data on a cultural norms of a group and in generating broad overviews of issues of concerns to the cultural groups (Mack et al., 2005). As a result, the researcher took several students as representative samples which reflected the whole students.

The data were used to answer how the implementation of *Task Based Learning* in teaching speaking recount texts to the eighth graders and the students' speaking performance during the implementation. There were two sets of data to be analyzed. The first data was the activities of the teaching learning process, involving the teacher and the students during the implementation which were observed through an observation. The researcher needs to concentrate intensely on a single display set of data. Some multiple tasks have already been pointed out. For instance, you will have to know how to make field observations and take field notes at the same time (Yin, 2011). Hence, the researcher had to concentrate in making good observations while also taking good field notes. The

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second was the students' speaking performance during the implementation which were transcribed in written forms or it could be said as transcripts of students' speaking performance.

The data were recorded using the research instruments. There were two instruments used to collect the data in the research: they were observation sheets and the students' speaking task results. In this research, the researcher observed the implementation using filed notes. The implementation and the observation were conducted in three meetings, on Wednesday January 28th, Thursday January 29th, and Wednesday January 4th, 2015. The class met twice a week on Wednesday at 3 - 4 periods for 80 minutes and Thursday at 4 - 5 periods for 80 minutes. The researcher did the observation by taking notes on the observation sheets.

The second data was the students' speaking task. In this research, the data were in the spoken form so that the researcher used audio recording to collect them. By asking the teacher's help during the implementation, the researcher recorded the spoken recount texts made by the VIII G students. The students' speaking tasks were conducted on the second and the third meeting. These recordings were then transcribed and analyzed to figure out the students' speaking performances.

Data analysis means actions to work with data, to organize it, to break it into manageable units, to synthesize it, to search the patterns, to determine what is important, what is to be learned and what will to tell others (Bogdan & Biklen, 1982). The data were analyzed by using three stages as proposed by (Ary et al., 2010). They were familiarizing and organising, coding and reducing, and interpreting and representing.

RESULT OF THE STUDY

The Implementation of Task Based Learning in Teaching Speaking Recount Texts

Based on the results of the observation sheet, the implementation was in line with the procedures proposed by Willis (1996). There are three stages followed in the implementation of Task

Based Learning; Pre-task, During the task (task-planning-report), and Post-task (Language focus).

In the first meeting, the students were brainstormed about the recount materials which the topic was Personal Experience with a picture. After they gained the knowledge, then they were divided into groups. Those activities were done in the pre-task stage. The next was during the task stage. In groups, one student was chosen as a group leader and picked one member to share his/her experience to the others. The other listened and may asked several questions while the teacher was monitoring them. After she had done, the groups planned to construct the recount story into a good structure. This stage was taken a long time because some students were still confused and did not catch the instruction. Next, they picked one student as a representative to tell the recount story to the class which was called as a report. Because the time was not enough, report and the last stage, post task (language focus), could not be done in the first meeting.

In the second meeting, the students continued the previous task which was postponed in the previous meeting. Beforehand, the teacher reviewed the students' previous knowledge about the recount materials. But some students still needed more explanation, so the teacher re-explained the materials. After that, each group representative came forward to present their task results. There were six students who presented in front of the class about the recount experiences. Those activities belonged to report stage. In the post stage (language focus), the students and the teacher gave feedback and suggestions to the students' performances.

In the third meeting, the students were brainstormed about the recount materials which the topic was Embarrassing Moments. In this stage, the teacher retold an embarrassing moment when he was a student. After that, the students were given chances to ask some questions related to the story. Then, they were back in groups which were formed in the previous meeting. Those were in the pre-task stage. The next was during the task stage. In groups, one member was picked to share his/her experience about his/her embarrassing moment to the others.

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the others listened and might ask several questions while the teacher was monitoring them. Those activities belonged to task stage. After she had done, the groups planned to construct the recount story into a good structure. In the report, the representatives came forward to retell the story in front of the class. In the post stage (language focus), the students and the teacher gave feedback and suggestions to the students' performances.

The procedure of task based learning which the teacher implemented in teaching speaking recount texts was in line with the theory of Brown (1994), that teaching is helping students to do some exercises, giving instructions and directions in learning process to students to improve their knowledge. The activity ran well and kept to the student's centred where the teacher just became the facilitator and feedback giver. The teacher's role is to guide and assist students as they take on more responsibility for their learning (Level & Level). In the third meeting, the students enjoyed to work in group because they could talk freely without the teacher's interruption. Unless the activity is extremely engaging, they will get bored and lose interest ten minutes later (Scott & Ytreberg, 2000).

The Students' Speaking Performance during the Implementation of Task Based Learning

In describing the students' speaking performances, the researcher used a speaking rubric adapted from Oller (1979). The scoring for speaking rubric comprised the speaking components, such as grammar, vocabulary, accent, fluency, and comprehension. After all aspects were scored, then it was revealed the students' level of speaking performances. That level has its description which indicate their speaking performance. Besides, the researcher took the data using audio recorder to get a valid data. In a case, the students' performances in the first tasks and the second tasks. Before the researcher analyzed it, the students had done the stages of Task Based Learning; ; Pre-task, During the task (task-planning-report), and Post-task (Language focus) (Willis, 1996). Thus, the general result of students' speaking performance could be seen in appendix 2, 3, and 4.

Brown (2004, p. 140) defines that speaking is a productive skill which can be practically observed which met up the reliability and the validity of production test. In line with Brown's statement, by observing the students' speaking performance result in the first task, it could be seen that some students who became the representatives of each group had fulfilled the criteria of speaking performances and some had not. There were three students who could deliver the speaking well. According to students' speaking proficiency description by Oller, It indicated that they were able to use the language fluently and accurately on all levels normally pertinent to professional needs. They also understood and participated in any conversation within her range of fluency and vocabulary. Moreover, their errors of pronunciation and grammar quite rare and handle informal interpreting form and into the language. However, three students of each representatives almost fulfilled the criteria of speaking proficiency. It indicated that they were able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in formal and informal conversations. Their comprehensions were quite complete for normal rate of retelling texts. their vocabulary was broad enough. Accent might be obviously foreign. Control of grammars was good did not interfere with misunderstanding and rarely disturb the native speaker (Oller, 1979).

Based on the result in the second task, it could be seen that there were five students who fulfilled the criteria of speaking performances and one student almost fulfilled the criteria. That students were the same students who became the representatives of each group. It meant that those five students were able to use the language fluently and accurately on all levels normally pertinent to professional needs. They also understood and participated in any conversation within her range of fluency and vocabulary. Moreover, their errors of pronunciation and grammar quite rare and handle informal interpreting form and into the language. While one student was able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in formal and informal conversations. Their comprehensions were quite

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complete for normal rate of retelling texts. their vocabulary was broad enough. Accent might be obviously foreign. Control of grammars was good did not interfere with misunderstanding and rarely disturb the native speaker (Oller, 1979).

CONCLUSION

By looking at the results and discussions in the previous chapter, the researcher draws two conclusions. Those are:

1. The implementation of Task Based Learning in teaching speaking recount texts to the Eight grade students of SMP Negeri 28 Surabaya was in line with its framework (Willis, 1996). They are Pre-task, During the task, and Post-task.
2. By looking at the students' speaking performance, there were students who met the expectation and almost met the expectation of the criteria of speaking.

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