DESIGNING MATERIALS USING TBL
FOR ELESP OF SANATA DHARMA UNIVERSITY

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ABSTRAK

Speaking 1 adalah salah satu mata kuliah wajib yang ditawarkan pada mahasiswa semester pertama program studi Pendidikan Bahasa Inggris di Universitas Sanata Dharma. Mata kuliah ini mengajarkan kemampuan berbicara mendasar guna mempersiapkan mereka untuk mata kuliah berbicara yang aka nmereka ambil di semester-semester berikutnya. Penelitian ini bertujuan untuk mendesain materi pembelajaran untuk mata kuliah Speaking 1 menggunakan Task-Based Learning. Oleh karena itu, penelitian ini menggunakan metode Research and Development oleh Borg & Gall's. Karena keterbatasan waktu, hanya tiga dari sepuluh langkah dalam model R&D yang digunakan, yaitu: (1) Research and Information Collecting, (2) Planning, dan (3) Developing Preliminary Form of Product. Materi yang telah di desain akan berguna dalam meningkatkan kemampuan berbicara para mahasiswa. Terdapat tujuh bab dalam materi ini: Meeting New People, Thanks!, Sorry!, Excuse Me, Hello?, I Like It!, dan I Couldn't Agree More!. Setiap bab terdiri dari 3 bagian, yaitu "Do You Remember?", "Can You Do These?", dan "Let's Learn!".
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Kata kunci: *design, speaking, Task-Based Learning*

1. INTRODUCTION

Speaking is one of the four basic skills, along with listening, reading and writing. Speaking and writing are classified as active or productive skills whereas listening and reading are considered as passive or receptive skills. Nunan (2003) states that in learning a language, speaking can be considered as the hardest skill to be learnt among all skills for two reasons. First, the person whom we are talking to is waiting for our response right then. Second, we cannot edit and revise what we wish to say, as we can do in writing skill.

English Language Education Study Program (henceforth ELESP) curriculum divides the sequences of learning to speak into five different compulsory courses. The courses are Speaking 1, Speaking 2, Critical Listening and Speaking I, Critical Listening and Speaking II, and Public Speaking. Throughout their semesters in ELESP, the students progress from using simple expressions to speaking in public.

This study is going to focus on Speaking 1, one of the courses offered in ELESP. In order to improve students' skill in basic interactional speech, this course implements Task-Based Learning approach. Task-Based Learning refers to a pedagogical approach derived from communicative language teaching approach, which utilizes the use of language tasks as the central key in learning (Richards and Rodgers, 2001). The main point of task-based learning lies in the experiential learning in which the learner's prior experience becomes the starting point which will improve along with the task completion in the classroom. By doing the tasks, learners will be exposed to the target language. When the learners encounter problems, they will be involved in the discussion which will broaden their opportunity to use the target language. They will also have the chance to fill in the gaps in their language competence through the feedback in the discussion; which will improve their language mastery. Furthermore, tasks are also said to be motivational, as they require learners to use authentic language, vary in format and operation, often include physical activities, involve partnership and collaboration, may call on learners' past experience and tolerate as well as encourage a variety of communication styles (Richards and Rodgers, 2001).

This study is important because it aims to present appropriate materials to help the Speaking 1 students of ELESP of Sanata Dharma University in particular to improve their English speaking ability. By providing the materials which are practical, they will be able to communicate using English well in their daily life.

This study attempts to answer the following question in order to present Speaking 1 Materials using Task-Based Learning for ELESP of Sanata Dharma University: *How are Speaking 1 materials using task-based learning for ELESP of Sanata Dharma University designed?*

The objective of this study is to answer the question stated previously on the problem formulation. Therefore, the objective of the study is to design Speaking 1 materials using task-based learning for ELESP of Sanata Dharma University.

2. LITERATURE REVIEW

2.1 Speaking

According to Clark and Clark (1977), speaking is an instrumental activity in which speakers talk in order to have some effects on their listeners. In speaking, a message is transferred from a speaker to a hearer. The speaker produces the message and the hearer receives the message. Speaking is considered accomplished when both the speaker and the hearer exchange their knowledge, thoughts and feelings. The researcher needs to know the characteristics of speaking in order to be able to select appropriate activities to improve speaking ability.

There are five principles for teaching speaking as stated by Nunan (2003, pp. 54-56): (a) be aware of the differences between second language and foreign language learning contexts; (b) give learners practice with both fluency and accuracy; (c) provide opportunities for learners to talk by using group work or pair work, and limiting teacher talk; (d) plan speaking tasks that involve negotiation for meaning; (e) design classroom activities that involve guidance and practice in both transactional and interactional speaking. Having understood the principles for teaching speaking, the writer can now design suitable activities by taking the principles for teaching speaking into consideration.

2.2 Task-Based Learning

Task-based learning is an approach which uses tasks as the core unit of planning and instruction in language teaching (Richard and Rodgers, 2001). Task-based learning perceives language as a mean of making meaning, so it is taught best when it is used to transmit messages, not when explicitly taught for conscious learning (Krashen and Terrel, 1983). The main characteristic of task-based learning lies in the experiential learning where the learner's past experience becomes the starting point in learning, while their personal experience when doing the tasks becomes the central point of learning (Nunan, 2004).

In task-based learning, tasks are central in immersing learners in a meaningful communication using the target language, which in consequence, promotes learning. Nunan (1989) defines tasks as activities which can stand alone as fundamental units and which require comprehending, manipulating, or interacting in authentic language, while the attention is principally paid to meanings rather than to forms. Tasks provide the necessary exposure and also opportunities of language use needed for acquiring the target language because the tasks are normally done in pairs or in groups. Exposure happens when they listen to the teacher's instruction, to their friends' speaking, and also when they have to read handouts to complete the tasks. Learners are expected to make sense of the input received in exposure either consciously or unconsciously. When learners notice the language features and internalize them in their language system, learning is promoted. Tasks will also encourage learners to learn communicative competences like giving opinion, interrupting, and presenting their results to the whole class. Learners will acquire the language faster and more efficiently when they have to communicate (Willis, 1996). Task-Based Learning framework consists of three phases: pre-task, task cycle and language focus. The components within each phase of the framework provide a naturally flowing sequence, each one preparing the ground for the next. Pre-task phase introduces the class to the learning topic. Task cycle is where the learners start working in small groups or in pairs to achieve the goals of the task. Language focus phase allows a closer study of some of the specific features such as unfamiliar words, structures, or pronunciation that naturally occur in the task cycle. There are many ways in which the components within

the framework can be weighted differently and adapted to suit learners' needs. Willis (1996, pp. 26-28) classifies six types of tasks according to the analysis of communicative language use. They are listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative tasks.

2.3 Instructional Design

According to Kemp (1977), the instructional design plan is designed to answer three questions which may be considered the essential elements of instructional technology. The questions are (1) What must be learned? (2) What procedures and resources will work best to teach the desired learning levels? And (3) How will we know when the required learning has taken place? Kemp's eight steps in developing an instructional design are considering goals, listing topics, and stating the general purposes for each topic, identifying learners' characteristics, specifying the learning objectives in terms of measurable behavioral outcomes, listing the subject content to support each objective, developing pre-assessment, selecting teaching/learning activities and instructional resources, considering the support service necessary to implement the design plan, and evaluating the accomplishment of objectives to revise the design plan.

2.4 Speaking 1

Students in ELESP of Sanata Dharma University take Speaking 1 course in their first semester. Speaking 1 is designed to introduce students to understand the techniques, strategies and oral communication practice in English that are appropriate linguistically, pragmatically and culturally in order to express basic communicative functions in social interactions. On completing this course, the students are expected to (1) gain confidence in expressing basic communicative functions in English, (2) build up English speaking habit, (3) understand what people say in simple basic English and (4) participate actively in daily speech events in English. The class activities for this subject are role play, discussion, group work, pair work, and individual work.

2.5 Theoretical Framework

To find out the answer to the objective of this study, the writer has to understand the underlying principles of speaking and task-based learning. In teaching speaking, the writer should design classroom activities which are adjusted with the teaching of English as the Foreign Language. Therefore, the activities should have balanced fluency and accuracy, provide learners with more opportunities to talk and limit the teacher talk, involve negotiation of meaning as well as guidance and practice in transactional and interactional speaking.

In task-based learning, tasks are considered as the core unit of planning and instruction. Tasks enable learners to discern, manipulate and interact in authentic language while their attention is principally paid to meaning rather than to form. This is a kind of situation at which Krashen and Terrel (1983) argued the language is taught best. The framework of task-based learning consists of three components: pre-task, task-cycle, and language focus phase.

3. METHODOLOGY

The method used was Educational Research and Development (R & D) method. It was a process used to develop and validate educational products (Borg, 1983). According to Borg and Gall (1983), the goal of R & D is to develop the research knowledge and incorporating it into a product that combines educational research and educational practice rather than discover new knowledge or to answer specific questions about practical problems. The R & D cycle enables the writer to adapt relevant findings and translate them into tested, usable educational products. In this cycle, the writer studies the findings relevant to the product to be constructed and develops the product. There are ten major steps in the R & D cycle; they are Research and Information Colleting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision and Dissemination and Implementation (Borg and Gall, 1983). Due to the limitation of time and capacity, the writer decided to employ only the former three steps out of the ten major steps. To summarize all of the three steps of the R&D above, the writer presented the chart of the adopted R&D model cycle collaborated with Kemp's adapted model in the following figure.
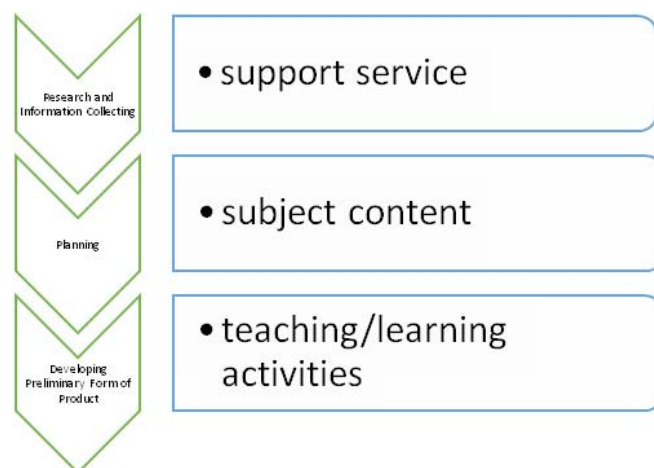
The Writer's R & D Adopted Cycle Collaborated with Kemp's Adapted Model

Research and Information Collecting aims to collect findings and useful information for developing the product. This phase involves Kemp's step of identifying and investigating the support services. The writer collects the underlying theories in the field of speaking and task-based learning in order to support the study. The writer collects all the data from the Internet and books. Planning aims to construct the framework of the designed materials, which involves Kemp's step of listing and organizing subject contents. The next major step in the R & D cycle is to build a preliminary form of the educational product (Borg & Gall, 1983). In this phase, the Kemp's step of selecting teaching/learning activities is conducted. Each of the organized subject contents is developed into learning materials. In developing preliminary form of product, the writer selects the subject content and makes the preliminary design that referred to the syllabus.

The researcher conducts this study in Sanata Dharma University setting since the participants of this study are students of the university. The participants of this study are the students of Speaking 1 course in ELESP, Sanata Dharma University. They are in the first semester of their study in the university.

4. DISCUSSIONS

This chapter presents the steps on how to design Speaking 1 materials using task-based learning for ELESP of Sanata Dharma University.

4.1 Process of Designing Speaking 1 Materials

To answer the research question, how Speaking 1 materials using task-based learning for ELESP of Sanata Dharma University, the stages of presenting the preliminary form of the materials are elaborated in this chapter. There are three stages.

4.1.1 Research and Information Collecting

Research and Information Collecting aims to collect findings and useful information for developing the product. This phase involves Kemp's step of identifying and investigating the support services. Sanata Sharma University has complete facilities that enable teaching learning activities. All of the classrooms are equipped with whiteboard, LCD projector, viewer and speakers. In conclusion, the necessary support services to implement the task-based materials are available.

4.1.2 Planning

Planning aims to construct the framework of the designed materials, which involves Kemp's step of stating general purposes, listing and organizing subject contents. The most important aspect of planning a research-based educational product is the statement of the specific objectives to be achieved by the product. Objectives also provide the best basis for developing an instructional program. The purposes of the designed materials was to improve the Speaking skill of the first semester students. It is elaborated as follows.

1) At the end of the program, learners are able to gain confidence in expressing basic communicative functions in English.
2) At the end of the program, learners are able to build up English speaking habit.
3) At the end of the program, learners are able to understand what people say in simple basic English.
4) At the end of the program, learners are able to participate actively in daily speech events in English.

The writer classified and arranged the learning topics based on the Speaking 1 syllabus that is used by the study program. Each topic would be developed into the materials for one meeting. The classification and arrangement of the learning topics are presented below.

consist of three phases: Do You Remember?; Can You Do These?; Let's Learn!.

The first section, Do You Remember?, was designed to introduce the learners with the context and to relate learners' personal experience to the topic. It also provides useful expressions and vocabulary related to the topic. This section serves as the pre-task phase in Willis' task-based learning framework whose aim was to prepare learners for the main task. Can You Do These?, the second section, gave learners opportunities to produce and learn the language while accomplishing the tasks. Similar with the Willis' task-cycle phase, this section served as the main tasks of the lesson. The third, Let's Learn!, provided the recommended language focus related to the topic that would be necessary for the learners to

Table 1: The Organization of Subject Contents

Unit	Topics	Subject Contents
1	Meeting New People	Greeting others
2	Thanks!	• Complimenting others
		• Expressing gratitude
3	Sorry!	• Expressing sympathy
		• Apologizing
4	Excuse Me	• Interrupting
		• Getting attention
5	Hello?	• Inviting others
		• Telephoning
6	I Like It!	• Expressing likes
		• Expressing dislikes
7	I Couldn't Agree More!	• Expressing agreement
		• Expressing disagreement

4.1.3 Developing Preliminary Form of Product

The next major step in the R & D cycle is to build a preliminary form of the educational product (Borg & Gall, 1983). In this phase, the Kemp's step of selecting teaching/learning activities is conducted. Each of the organized subject contents is developed into learning materials. In developing preliminary form of product, the writer selects the subject content and makes the preliminary design that referred to the syllabus. Adapting the concept of pre-task, task-cycle, and language focus in task based learning framework (Willis, 1996), the writer designed the materials that

understand. This section resembled Willis' language focus phase.

There were various kinds of tasks used in the teaching learning activities. Most of them, however, have one similarity – they should be done collaboratively. Since the task based learning is meant to be used with English as the language of classroom instruction, pair works and group works would be helpful in engaging learners in meaningful communication and bridging the proficiency gap among learners. The kinds of tasks used in each phase of the designed materials are elaborated as follows.

a. Do You Remember?

This pre-task phase functioned to introduce the topic of the lesson as well as to activate learners' prior knowledge. Predicting, cooperating or personalizing tasks were the kinds of tasks used in this phase, in which learners were involved either in pairs or in a whole-class discussion to share their personal experience related to the topic.

b. Can You Do These?

Similar with the Willis' task-cycle phase, the tasks in this phase served as the main tasks of the lesson. The learners had to cooperate with their partners to solve the tasks, in which they were engaged in an authentic, meaningful communication. The main tasks were information gap (role play), decision making, comparing, problem-solving, or creative tasks (group project), whose focus was to provide learners the opportunities to produce and experiment with the language.

c. Let's Learn

The focus of the phase resembling Willis' language focus phase was to make learners more aware of and understand the expressions they produced. In this phase, learners' significant errors were presented and discussed with the class.

5. CONCLUSIONS

This study was conducted to answer the research question: how Speaking 1 materials using task-based learning for ELESP of Sanata Dharma University are designed. To answer the research question, the researcher adopted R & D cycle as the framework to decide the ideal order for Kemp's steps:

1) Research and Information Collecting. It comprises Kemp's step of finding out the available support services.

2) Planning. It includes Kemp's steps of stating the general purposes for each topic and listing as well as organizing the subject contents.

3. Developing Preliminary Form of Product. It consists of Kemp's step of selecting teaching/learning activities and instructional resources. The designed materials produced as the result of this study is presented in the appendices.

Adapting Willis' framework of task-based learning, the materials of each meeting was divided into three sections. The first section, Do You Remember?, was designed to introduce the learners to the context and to relate learners' persona; experience to the topic. The second section, Can You Do These?, gave learners opportunities to produce and learn the language while accomplishing the tasks. The third section, Let's Learn!, provided the useful expressions and exercises that would be necessary for the learners to understand.

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