DEVELOPING TASK-BASED LEARNING MODEL FOR LANGUAGE TEACHING MEDIA COURSE IN ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract
Language Teaching Media is one of the obligatory courses for the fifth semester students in the English Language Education Study Program of Sanata Dharma University. It provides the students with theories on language teaching media and opportunities to create innovative teaching media. This study aims to develop a learning model for Language Teaching Media course. Therefore, this study uses Research and Development method proposed by Borg & Gall's. There are ten steps in the Research and Development method, namely: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main Field Testing, (7) Operational Product Revision, (8) Operational Field Testing, (9) Final Product Revision and (10) Dissemination and Implementation. Since the aim of this study is to develop the learning model for Language Teaching Media Course, only three out of ten steps of the R&D model were employed, namely: Research and Information Collecting, Planning, and Developing Preliminary Form of Product. The developed learning model would be useful to enable the students to develop and utilize media to facilitate language teaching using their creativity and innovation.

Keywords: design, learning model, language teaching media

Introduction
       The students who are trained to become future teachers need to know the theories of language teaching media. Most importantly, they should possess the skill and ability to create language teaching media which are effective and engaging for their future students. Therefore, Language Teaching Media course plays an important role in preparing the students to become innovative and creative teachers. Materials taught in the Language Teaching Media course varied from time to time. Lecturers have the right to modify the materials they teach to the students regardless of what had been stated on the syllabus given at the beginning of the course. As a result, students from some classes might receive different range of materials from other classes taught by different lecturers. This study is important because it aims to develop a task-based learning model which is particularly designed for the Language Teaching Media students of English Language Education Study Program of Sanata Dharma University. This study

attempts to answer the following question: How is the task-based learning model for Language Teaching Media Course in English Language Education Study Program of Sanata Dharma University developed?

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). 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 will acquire the language faster and more efficiently when they have to communicate (Willis, 1996). The framework of Task-Based Learning consists of three phases: pre-task, task cycle and language focus. Pre-task phase introduces the class to the learning topic. The point of this phase is to boost students' confidence in handling the task, and give them something to fall back on. Task cycle phase is where the learners start working in small groups or in pairs to achieve the goals of the task. Teachers should encourage learners to work independently and to communicate on their own to achieve the set goals by keeping minimum interference on learners' work. 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. By this point, the learners will have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carry that meaning.

Language Teaching Media Course

Students in the English Language Education Study Program of Sanata Dharma University are obliged to take Language Teaching Media course in their fifth semester. Language Teaching Media is designed to provide the students with theories on language teaching media and opportunity to create innovative teaching media. On completing the course, the students will be able to understand the concept, characteristics, and purposes of media for teaching, utilize conventional media for teaching, produce pictures to produce printed media, produce audio file to create media for teaching, utilize word processors software for teaching, utilize presentation software for teaching and utilize some internet facilities for teaching.

Learning Model

Prabandari, Aji, and Yulia (2016) states that "ESP is designed for specific needs of English learning" (p. 84). Winataputra in Sugiyanto (2008) defines learning model as a conceptual framework that contains steps that are arranged systematically in order to organize the classroom activities so that the learning objectives can be achieved. Learning model also functions as the guideline for the teaching and learning activities. Many experts have developed various types of learning model to make more effective learning. The first type of learning model is Contextual Learning Model in which teachers are encouraged to connect the materials that they teach with the real-life situation that the students encounter in

real lives. The second learning model type is Cooperative Learning Model. It encourages students to cooperate with each other in pairs or in small groups to achieve the learning objectives. The third type of learning model is Quantum Learning Model. It emerges as the model that combines different neurology and cognitive psychology views. The fourth learning model is the Integrated Learning Model that integrates several subjects in it. This learning model encourages the students to be active participants of learning by independently searching and finding the holistic principles by themselves either individually or in groups. The last type of learning model is Problem Based Learning Model which focuses more on the process. This learning model prioritizes what the students think while they are doing the activities instead of the final results of the work. The teachers' role as the facilitators to give more opportunities to the students to think and to learn how to solve the problems on their own.

Method

The method used was Educational Research and Development (R & D) method. 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). Since the aim of this study is to develop the learning model for Language Teaching Media Course, this research only employed the former three cycles of R & D. To summarize all of the three steps of the R&D above, the chart of the R&D model cycle is presented in the following figure.
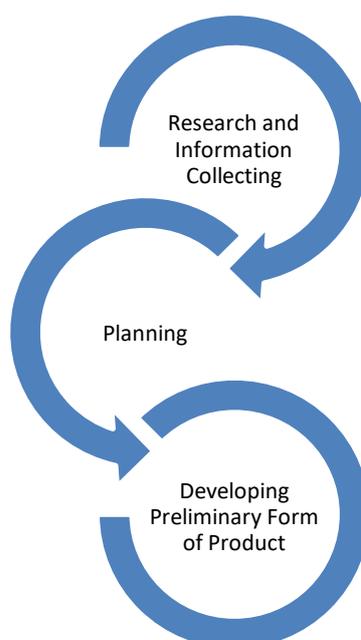

Figure 1. The Former Three Steps of R & D Cycle

The first step of R & D cycle is Research and Information Collecting. This step aims to collect findings and useful information for developing the task-based learning model. In this step, the underlying theories supporting the study were collected from the Internet, books and the former syllabus of the course. Some lecturers of Language Teaching Media course were also interviewed to obtain insight on the relevance of the topics that have been listed in the former syllabus. In addition, needs analysis questionnaires were also distributed to the fifth semester students taking Language Teaching Media course to gain opinion on possible new topics to be included in the developed task-based learning model.

The second step of R & D cycle is Planning. Planning included defining skills, stating objectives and determining the sequence of the task-based learning model. This step aims to construct the framework of the developed task-based learning model. In this step, the framework of the learning model was developed by developing the syllabus. Learning materials and activities were then selected based on their appropriateness with the goal of the course.

The third step of R & D cycle is Developing of Preliminary Form of Product. After the initial planning had been completed, the next step in the R & D cycle was to build a preliminary form of the educational product (Borg & Gall, 1983). The task-based learning model for Language Teaching Media course was developed here. Each of the organized subject contents was developed into learning materials.

The participants of this study are two lecturers of Language Teaching Media as well as sixty fifth semester students who are enrolled in Language Teaching Media course in English Language Education Study Program, Sanata Dharma University. The research instruments used in this study were a set of open-ended questions and needs analysis questionnaire. The set of open-ended questions was used to interview two lecturers of Language Teaching Media course. The interview aimed to obtain insights on the topics that should be presented in Language Teaching Media course from the lecturers who have been teaching the course for several years. The needs analysis questionnaire aimed to collect information on the learners' needs and interests, whose results would serve as the basis for developing the task-based learning model.

Findings and Discussion
Research and Information Collecting

The Research and Information Collecting was conducted in July 2017. Three activities were conducted in this cycle. The first activity was gathering necessary information on the nature of Language Teaching Media course as well as the principles of Task-Based Learning. According to Buku Panduan Akademik PBI USD, Language Teaching Media course aims at developing students' ability to creatively and innovatively develop and utilize varieties of media to facilitate language teaching. In the initial process of learning, students are to explore knowledge of the concepts, nature or characteristics, and purposes of media in general and media for language teaching. Having sufficient theoretical foundation, students are expected to creatively and innovatively develop media for language

teaching in the following categories: conventional media, word processor, digital audio production, digital video production, and some internet facilities for learning.

Nunan (2004) states that the main characteristic of Task-Based Learning lies in the experiential learning which becomes the central point of learning. 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.

The second activity was interviewing the lecturers who have been teaching the course for several years to obtain insight on the relevance of the topics, activities and materials with the current demand in teaching profession. The interviews were conducted in August 2017. The results of the interview show that the lecturers agreed that the aim of the course as well as the topics offered should be updated to meet the demand of teaching along with the increasing implementation of technology in the teaching and learning process. Some of the topics are better replaced with the new and trending topics that are more suitable with the current skills demand in language teaching. The lecturers also had the same opinion that the activities done in class should be more student-centered instead of teacher-centered. The students should be given more time to talk and explore the topics. In terms of materials, the lecturers agreed that the materials should be made more practical and not focusing merely on theories. The suggestions gathered were to change the aim and topics to be more updated, to alter the role of the lecturer into a facilitator and to give the students more chances to showcase their ability, and to renew the materials by updating the sources used.

The last activity was distributing needs analysis questionnaires to the fifth semester students taking Language Teaching Media course to figure out their needs, lacks and wants. The questionnaires were also useful in gaining opinion on possible new topics to be included in the developed task-based learning model of the Language Teaching Media course. The questionnaires were distributed in September 2017. There were three essay questions that require them to elaborate their answers. The first question was about the topics that the students believed should be included in the Language Teaching Media course syllabus. Some of their answers covered the topics that were already listed on the syllabus. Nevertheless, there were a lot of new topics proposed by the students, such as Prezi and Kahoot! The second question was about the difficulties that the students experienced in the class. Majority of the students stated that they had difficulties in applying the theories that they learned into practice. The third question was about the suggestions the students could propose to improve the teaching and learning process in Language Teaching Media course. Most of the students suggested that they should be given more time to explore and practice using the applications by themselves. Some of the students also mentioned to add tutorials

on each topic which would be conducted by a group of students. They also proposed to use an online platform from which they can access and download all necessary materials. The following table presents the summary of the results of the needs analysis questionnaire.

Table 1. The Results Summary of the Needs Analysis Questionnaire

Questions	Responses
Please mention the topics that you think are necessary to be learned in Language Teaching Media course.	• Traditional media • Whiteboard use • Realia • Introduction to teaching practice • Canva • Corel Draw • Audacity • Prezi • Microsoft Publisher • Google Apps • Kahoot! • Blogs • Edmodo • Schoology • Quizlet
What are the difficulties that you encounter during your study in Language Teaching Media course?	• Putting theories into practice • Too little time to practice • Too much theories • Time management • Too many individual assignments • Tired
Please give suggestions on what things need to be done to improve the teaching and learning process in Language Teaching Media course.	• More time to explore the applications • More time to practice using the applications • Provide tutorials for every topic • Group tutorials • Group assignments • Group presentations • Use an online platform • Cloud storage as the source of all handouts

Planning

In this cycle, the goal, the course objectives, the learning topics and activities that suit the learners' needs and interests were determined. Some of them were taken from the syllabus which is provided by the English Language Education Study Program of Sanata Dharma University, and some others were added into the developed learning model from the results of the interview as well as the needs analysis questionnaires in the first cycle of R & D.

The goal of the developed learning model would be to enable the students to develop and utilize media to facilitate language teaching using their creativity and innovation. After the goal of the developed learning model was set, the course objectives were developed. Statements of specific objectives are the most important aspect of planning a research-based educational product. The course objectives of the learning model are stated on Table 2.

Table 2. Course Objectives of the Learning Model

No.	Course Objectives
1.	Students understand the concept, characteristics, and purposes of media for teaching.
2.	Students are able to utilize conventional media for teaching.
3.	Students are able to produce pictures as printed media for teaching.
4.	Students are able to create audio files as audio media for teaching.
5.	Students are able to utilize Microsoft software for teaching.
6.	Students are able to utilize presentation software for teaching.
7.	Students are able to utilize online applications for teaching.

After the course objectives were determined, the next step was to develop the learning topics of the developed learning model. the learning topics were derived from the course objectives. The organization of the learning topics are presented on Table 3 below.

Table 3. Learning Topics of the Learning Model

No.	Learning Topics
1.	Concept, Characteristics, and Purposes of Media for Teaching
2.	Chalkboard Use in Classroom
3.	Introduction to Traditional Media in English Language Teaching
4.	Utilizing Traditional Media in Teaching Practice
5.	Visual Media in English Language Teaching: Canva
6.	Audio Media in English Language Teaching: Audacity
7.	Presentation Software in English Language Teaching: Prezi
8.	Microsoft Software for English Language Teaching: Publisher
9.	Google Apps for English Language Teaching: Google Form
10.	Evaluation Application in English Language Teaching: Kahoot!

Developing Preliminary Form of Product

In this cycle, the learning model was designed. The platform and the activities for each topic were selected according to their suitability with the attainment of the goal, course objectives and the learning topics as well as with the principles of Task-Based Learning.

The online platform chosen was the Course Management System (CMS) Moodle. There are two main reasons of choosing Moodle to be the online platform used for the developed learning model. The first reason was because Moodle has been provided by Sanata Dharma University as the online platform for all courses in Sanata Dharma University in the form of ExeLSa. The second reason was due to the five principles of Moodle that supported its implementation

as the platform for the developed learning model. Those five principles are interactivity, usability (flexibility), content appropriateness, effectiveness and performance (Hartoyo, 2008).

The activities for each topic are designed to limit the teacher talk so as to give the students more opportunities which they need to explore the topics and succeed in creating the teaching media by themselves. Both individual tasks and group tasks were designed to give the students much exposure and hands-on experience on the topics learned in Language Teaching Media course.

The first topic was Concept, Characteristics, and Purposes of Media for Teaching. The students were required to do a jigsaw activity. Students were divided into groups and required to read a specific chapter of a book on the topic which were different from another group. The group should then discuss and make sure that they possessed common understanding on that specific chapter. Afterward, the students should make a new group consisting of a member of different groups, then each of them should share their understanding on their assigned chapter to the member of the other groups. The session ended with a whole-class discussion facilitated by the lecturer.

The second topic was Chalkboard Use in Classroom. For this topic, the students were required to do an observation using a provided checklist on how a lecturer uses the whiteboard in his or her teaching. The students were then asked to share the results to their classmates in groups. They discussed about the good practices and what things they could learn as well as things they would like to improve in terms of using the whiteboard for their own teaching.

The third topic was Introduction to Traditional Media in English Language Teaching. In this topic, the students were divided into groups and then given random traditional media. In groups, they had to come up with some ideas on what topics they could teach using the provided traditional media and how to use them. Each group would then share their ideas to the class for obtaining useful feedback from their classmates as well as from the lecturer.

The fourth topic was Utilizing Traditional Media in Teaching Practice. This topic took several meetings to finish. The students were divided into groups and asked to prepare a 45-minute teaching simulation for different levels assigned to them using a lottery. Each of the group member should take turn to be the teacher and taught their classmates a specific topic of their own choice using only the traditional media. Each teaching simulation was ended by a feedback session from the whole class and lecturer.

The fifth topic was Visual Media in English Language Teaching using Canva in particular. This topic would start with a presentation on a selected journal article on the topic to expose the students to the use of Canva for teaching conducted by various researchers. After the presentation, there would be a short tutorial performed by the group on how to use Canva to produce printed media that can be used for teaching. The rest of the students were then given time to explore using Canva on their own and asked to create a Canva product by the end of the meeting.

The sixth topic was Audio Media in English Language Teaching. The selected software was Audacity. The group in charge of this topic would begin by

presenting the journal article on the use of Audacity for teaching, which was followed by a brief tutorial on the steps to create audio files using Audacity. The lecturer would then give a task to be accomplished as a group. The groups were required to submit their finished tasks by uploading them onto ExeLSa.

The seventh topic was Presentation Software in English Language Teaching. Prezi was chosen as the software to be studied in this topic due to its booming popularity. This meeting was also started by a presentation about a journal article on the use of Prezi in teaching. It was then continued by a tutorial on the steps to create a Prezi presentation lead by the group of students in charge for this topic. All of the students were required to make a Prezi presentation about themselves to be presented individually to the class.

The eighth topic was Microsoft Software for English Language Teaching. The Microsoft software that would be chosen in particular was Microsoft Publisher. The group in charge of this topic presented a journal article discussing the use of Microsoft Publisher for teaching. The group then conducted a tutorial session for the class on the use of Microsoft Publisher to design the layout of a module.

The ninth topic was Google Apps for English Language Teaching. Due to the limitation of time, the class would focus only on one of the Google Apps which is Google Form. Presentation on a journal article about Google Form was conducted and followed by a tutorial on creating a Google Form lead by the group of students in charge for this topic.

The tenth topic was Evaluation Application in English Language Teaching. Kahoot! was selected to be the highlight of this topic. The same as the previous topics, the group in charge started by giving a presentation on a journal article about the use of Kahoot! for teaching English. After that, they gave a tutorial to the rest of the class on the steps to use Kahoot!

Conclusion

This study aims to develop a Task-Based Learning model for Language Teaching Media course, one of the obligatory courses for the fifth semester students in the English Language Education Study Program of Sanata Dharma University. Therefore, this study uses the first three cycles of Research and Development method proposed by Borg & Gall's. The three cycles are (1) Research and Information Collecting, (2) Planning, and (3) Developing Preliminary Form of Product.

In the Research and Information Collecting cycle, important documents were collected to establish a foundation on the nature of Language Teaching Media course as well as Task-Based Learning. The lecturers of Language Teaching Media course were interviewed and needs analysis questionnaires were distributed to the students who were enrolled in the course. In the Planning cycle, the goal of the course, the objectives of the course, as well as the learning topics of the course were formulated. In the Developing Preliminary Form of Product cycle, the activities that would be conducted in each learning topic of the course were designed.

The study only uses the former three steps of R & D. Future researchers are suggested to validate the developed learning model by implementing it in real classroom to measure its effectiveness and improve it by making necessary adjustments to help the students achieve the goal and objectives of the course more effectively.

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