



THE USE OF TASK-BASED LEARNING TO DEVELOP ENGLISH SPEAKING ABILITY OF FIFTH YEAR STUDENTS OF MIN 1 TELADAN PALEMBANG

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Abstract: The main problem of this thesis was to find out whether or not there is any significant difference on students' scores who were taught using TBL method at the fifth grade students of MIN 1 Teladan Palembang. The population of this study consisted of 120 fifth grade students of MIN 1 Teladan Palembang in academic year 2012/2013. The samples were taken by using convenience sampling method consisting of 40 students from fifth grade students at MIN 1 Teladan Palembang in the academic year of 2012/2013. A descriptive method was used in this study. The data were obtained by means of oral test only. The result of the test was analyzed by using quantitative research. Based on the results of the data analysis, there were two findings, namely (1) there was no a negative progress from the students' result of pretest and posttest in experimental group. (2) the students speaking score in experimental group were lower than students' speaking score in control group. The writer also found most of the control group's students got better than the experimental group's students in speaking ability. This means that the teaching English by using Task-Based Learning Method in teaching speaking to fifth grade students of MIN 1 Teladan Palembang is not effective on their speaking ability. In conclusion, there was no a significant difference between students ability of students who were taught by using Task-Based Learning method and those who are not. Finally, it is expected that the teachers of English use various teaching method in order to develop students' speaking ability.

Keyword: Speaking ability, Task-Based Learning method,

Introduction

In Indonesia, English is taught to the students as a subject from the Elementary school to University. It is one of the foreign Languages for Indonesian students that must be achieved. In Indonesia English is taught at SMP (junior high school), SMU (senior high school), in University, many courses and it has also been taught at SD (elementary school). English is the first foreign language taught to the students of elementary school.

Teaching English to the children, in this case is elementary school student, should be different from adult. According to Harmer (2001:38) in Firmansyah (2010:1), young learners especially those up to the ages of nine to ten learn differently from older learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so.

Speaking is one of important language skills that the students should have. Speaking is the ability of speech to utter words or articulate sounds with ordinary voice to express thought, opinion, ideas, or feeling orally (Hornby, 1989:827). It is important to learn speaking because speaking is a primary mode of communication and a person who has the ability to speak well would be able to communicate effectively with others.

In Indonesia, students still often get difficulties in speaking English. For example, the students can't find appropriate words in English to express their feelings and ideas, they can't pronounce the words correctly and they do not know what to talk. There are some reasons why the students have such difficulties: (1) they are lacking of vocabulary, (2) they are lacking of English grammar, (3) speaking is interesting enough for the students to learn because of the ways the teacher teaches the students (Firmansyah, 2010:1).

Task-based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task based learning focuses on learners using language naturally in pairs or group work, allowing them to share ideas (Nunan, 2004:22). It encourages them to be actively involved in the learning process. Willis (1998:31) writes that the task-based learning framework, combined with tasks and texts, provides learners rich exposure to language plus opportunities to use it themselves. Throughout the task cycle, emphasis is on learners' understanding and expressing meaning to complete tasks.

All this explanations make the writer eager to do a research on the implementation of Task Based Learning in teaching English speaking ability to the fifth grade students of MIN 1 Palembang. The reason why the writer chooses the students of MIN 1 Palembang as the subject of her research because based on the data from the interview with a teacher of English in MIN 1 Teladan Palembang in 20 september 2012, the writer found that the 45% of students of MIN 1 Teladan can't find the appropriate words in English to express their feelings and ideas, they can't pronounce the words correctly.

Concentpt of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:12). Its form and meaning are dependent on the context in which occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and involving however, speech is not always unpredictable.

In addition, Byrne in (1976:6) states that speaking is oral communication as two ways process between speaker and learner and involves that productive skills and receptive skill of understanding. It can be inferred that in order to be able to speak, one should master the productive skills. For example how to make listener understand what she delivers in communication. Meanwhile mastering the receptive skills means that someone has ability to listen such as how to catch and understand what she listen, how to understand and differentiate the sounds into word



meaning. In short, to achieve the goal they should have all aspects of the language, such as : pronunciation, grammar and intonation.

Weigle as cited in McKay (2006 : 178) said that the features of language use in each activity depend on the purpose, the audience, the norms and expectations of the context. When people speak, they are doing so in cultural context, they are speaking to another person or persons (perhaps friends, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing (McKay, 2006 : 179).

Spoken English is context bound, the interlocutors sharing the immediate context within which the dialogue takes place; hence much information is implicit and assumed (McCarthy, 1998:42). In contrast, written English is context free and in such information in written texts must be made explicit via longer and more complex sentences. Spoken English contains simpler utterances with more context related features because the omitted information is easily retrieved from the immediate environment – an advantage not readily available to written texts which are removed from their context spatially, and/or temporally (Ur, 1998:27).

Task-based learning has gone through numerous modifications in recent years and has been recommended as a way forward in communicative language teaching. Brown (2007:242) defines tasks as a subset of all the techniques and activities that one might design for the classroom, and themselves might involve several techniques. A task is an activity which requires learners to use language with emphasis on meaning, to attain an objective (Sheehan in Brown 2007:242). It is better understood in Sheehan in Brown (2007:242) a task is an activity in which meaning is primary, there is a problem to solve and relationship to real-world activities, with an objective that can be assessed in terms of an outcome.

According to Willis (2003:23), tasks are activities in which the target language is used by the learner for a communicative purpose to achieve an outcome. Willis also gives a definition of task as a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, make a list, do a puzzle, play a game, or share and compare experiences.

Nunan (2004:4) uses the word 'task' instead of 'activity.' He defines a communicative task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also provide a sense of completeness, able to stand alone as a communicative act in its own right.

Ellis (2003:81) defines “tasks” as whole-class activity with the teacher and involved the learners in completing a task of the same kind as and with similar content to the main task. In contrast, exercises are activities that are primarily focused on form. Task The end product to a planned process; a completed piece of work. While these definitions may vary, they all emphasize the fact that a task is an activity that requires language learners to use language through a communicative purpose to achieve an outcome where meaning is the major focus rather than form.

Ellis (2013 : 98) believes that task based activities underline one of the major goals of task-based teaching is to provide learners with an opportunity to participate fully by playing an initiating as well as a responding role in classroom discourse. A key element of being ‘active’ is negotiating meaning when communicative problems arise.. Learners employ these strategies when they do not comprehend the target language or when they are required to use language beyond their competence. With experience and language skill, they are able to select and use language naturally.

Research Design

In doing this study, the writer used the quasi-experimental design. The writer chose The Matching-Only Pretest-Posttest Control Group Design. Quasi-experimental design is an experimental design that does not meet all requirements necessary for controlling influences extraneous variables. Researchers who employ these designs rely instead on other techniques to control (or at least reduce) threats to internal validity (Wallen, 2008:275).

The design of Matching-Only Pretest-Posttest Control Group Design, is as follow:

Treatment group	O ₁	M	X ₁	O ₂
Control group	O ₂	M	X ₂	O ₄

Where:

- X₁ : treatment for the experimental group which refers to the use of task based learning
- X₂ : Treatment for the control group which isn’t taught by using task-based learning
- O₁ : Pretest of control group
- O₂ : Posttest of control group
- O : Pretest of Experimental group
- O₄ : Posttest of experimental group



M : Matched the subject of pretest

Population and Sample

The population of this study is all of the fifth grade students of MIN 1 Teladan Palembang consist of 3 classes with the total number of students 120 student class V.A, V.B, V.C and V.D. In this study, the writer used convenience sampling. Frankel and Wallen (1991: 137) stated that a convenience sampling is a group of individuals who (conveniently) are available for study. The two classes was selected were V.B that consist of 40 students and V.C that consist of 40, the total students were 80 students and then the writer gave the pretest to 80 students to know which students who have matched scores. From the analysis of students score in pretest, the writer found 30 students were matched and then the writer divided them into two groups experimental group that consist of 30 students and control group that consist of 30 students. The writer did the experiment by applying TBL method to the sample, the fifth grade students of MIN 1 Teladan Palembang, in the academic year 2012-2013.

Validity Test

Dealing with the validity of the test material in this study, the writer used one of the types of validity test, content validity. Content validity is an attempt to determine how individual will function in a set of actual situation (Fraenkel and Wallen, 1990:141). The test was given to experimental and the control group was relevant to the curriculum and syllabus of MIN 1 Teladan Palembang. They are seven topics in the curriculum that were valid. They are expression of asking and giving agreement, expression of asking for habitual activity, expression of asking an opinion (feel and look), expression of asking and giving direction. expression of plan camping (verb on learning future tense), expression of plan party (verb on learning future tense), expression of telling personality character.

Reliability test

To measure a reliability of speaking test and to avoid the bias test, writer used inter rater reliability. Inter rater reliability is essentially a variation of the equivalent from type of reliability in that the scores are usually produced by two raters, the scores are lined up in columns, and a correlation coefficient is calculated between them. The writer asks the two English teachers from the school to be raters in giving score to the students' speaking test. Brown (1996) says, "Inter-Rater reliability in that the scores are usually produced by two raters, the scores are lined up in

columns, and a correlation coefficient is calculated between them. The students' final score is the combination or average of the ratings, the reliability depends on the raters.

Rank-Order Correlation (R) formula is used in measuring the reliability of data (Hatch and Lazaratr). According to Frankel and Wallen (1991:99), for the purposes, a rule thumb is that reliability should be at least 0,70 and preferably higher. Table 7 shows the result of reliability test to 28 of fifth grade students of MI Negeri 2 Palembang. The result of the reliability was 0.95, from the result of the data, it shows that the score was higher than 0.70. It means that the assessment result was reliable

Normality Test

After the data obtain was measured to the 30 students of each group to the control and experimental group. It was found that the normality score in control group and experimental group was 0.876. From the result of the output, it can be stated that the students' pretest in control and experimental group was normal. Since it was higher than mean significance different at 0.05.

After the data obtain was measured to the 30 students of each group to the control and experimental group. It was found that the normality score in control group was 0.500 and the normality score in experimental group was 0.310. From the result of the output, it can be stated that the students' pretest in control and experimental.

Homogeneity Test

After the data obtain was measured to the 30 students pretest of each group to the control and experimental group. It was found that the significant score was 1.000. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeny since it was higher than mean significance different at 0.05.

After the data obtain was measured to the 30 students posttest of each group to the control and experimental group. It was found that the significant score was 0.847. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeny since it was higher than mean significance different at 0.05.

Hypothesis Testesting

In hypothesis testing, measuring significant difference on students' speaking ability score taught using TBL method at MIN 1 Teladan Palembang by using "Paired-Sample T-Test", it was found the p-output 0.1. It means that there is no significant means difference on students' speaking



ability from pretest to posttest scores in experimental group since the p-output is higher than mean significant difference at 0.05 levels. Then, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

Conclusion

Task-based learning can't develop students' English speaking skills at elementary students of MIN 1 Teladan Palembang because they don't have sufficient prior knowledge to do the tasks and they can't apply more varied experiences when sharing opinions. However, teachers should recognize the learners' fundamental knowledge before designing tasks which are suitable for the learners' proficiency level.

There are some reasons why TBL method can't be used as a method in teaching English at elementary school students based on the writer's experiences in class while teaching English. The students make some noisy in the class while the others was discussing the task, they shouted or yelled when they were doing a task or when they gave support to their friends who were doing certain tasks. In addition, the involvement of physical activities caused the students not to sit still in their seat, it makes the difficulty in sharing idea and makes a bad atmosphere and the condition of teaching in class. In finishing the task is not right done, all the answers are not well discussed. Some students spoke English only when the teacher was nearby, reverting to their native language when unsupervised. Many members said that they would like to speak in English but they were less self-confident and embarrassed to speak with their friends.

The learners were not familiar with task-based learning so at the first period, learners were concerned and worried whether task-based learning prepared them well to take the final exam. The time given for the experiment was only two months, this is important because the longer research was done may yield different findings.

Finally TBL method should better applied in study the development of English speaking ability by using task-based learning at higher level such as undergraduate level because they are more likely to have sufficient prior knowledge to do the more difficult tasks. In addition, in undergraduate courses, they can apply more varied experiences when sharing opinions.

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