Supplementary speaking materials using task based language teaching for primary school in Yogyakarta context

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Abstract
This research is aimed to develop supplementary speaking materials for fifth grade students. Belonging to educational research and development (R&D), this research employed a simplified six steps of Borg and Gall’s model (1983). The six steps are as follow (1) conducting needs analysis, (2) constructing course grid, (3) developing course grid based on the combination of the 2006 Curriculum (KTSP) and the result of the needs analysis for young learners. The English speaking material was designed based on the principles of Language Curriculum Design proposed by Nation & Macalister (2010) and task-based language teaching proposed by Willis (2003) (4) the tryout of the course grid to the fifth grade students at SD Kanisius Ganjuran Bantul, (5) evaluation and revision of course grid by the experts, and (6) final product. The finding shows that the product relies much on pertaining KD of the 2006 Curriculum and the teacher expected that the students need to improve speaking skill since they have opportunity to speak English. English speaking materials are in line with student’s wants who are young learners. The strengths of this product help students to improve their speaking skill especially the vocabularies, the language function used in spoken language. The tasks can fascinate the students on teaching and learning process of English lesson.

Keywords : English speaking materials; young learners; task based language teaching.

Introduction
Teaching English to children is unlike teaching adults (Brown, 2001) because it has something to do with helping children to achieve the goals and objectives deemed to be important by society in ways that are consistent with sound physiological principle of childhood (Jarolimek and Foster, 1989). Teaching speaking needs tasks which provide speaking skills. Based on Richard and Rodgers (2003), Task Based Language Teaching (TBLT) exponents propose that the task is pivot point for stimulation of input-output practice, negotiation meaning, and transactionally focused conversation.

Prabhu (1987) deserves credit for originating task-based teaching and learning, based on the concept that effective learning occurs when students are fully engaged in a language task, rather than just learning about language. Willis (1996) sees a task as a goal-oriented activity which has a clear purpose and which involves achieving an outcome through creating a final product that can be appreciated by others. Breen (1987) suggests that language tasks can be viewed as a range of work plans, from simple to complex, with the overall purpose of facilitating language learning.

This research chose Task Based Language Teaching as it is suitable for learning speaking. Students practice speaking and enjoy producing language form correctly at the same time. Task Based Language Teaching is a kind of language teaching methodology which is suitable to the students who have a little opportunity to use English outside the classroom (Willis, 2003). This is similar to SD Kanisius Ganjuran Bantul’s condition in which the students have little opportunity on practicing English outside the classroom. Furthermore, there is no specific speaking material in the 2006 Curriculum which includes vocabularies, topics, structure, and language function. This study developed Speaking Material using Task Based Language Teaching which is suitable with the 2006 Curriculum based on students’ needs in SD Kanisius...
Ganjuran Bantul. The materials were developed on the basis of the 2006 Curriculum instructions on English for Elementary School and concerning previous textbook and workbook from Kanisius institution.

The problems of this study were formulated as follows: How are English speaking materials for grade 5th students of SD Kanisius Ganjur Bantul developed? and What is the efficacy of English speaking materials of SD Kanisius Ganjuran Bantul?

Literature Review

Young learners

Many experts try to determine and explain about young learners. Nunan (2003) defines young learner is from around 3 years of age to 15. This definition explains that young learner has wide space according to the age. Children in the age of elementary school are included in. There are some characteristics of young learner. One of them is children in the year of 7-12 year-old is known as young learners. They are already able to read and write the language consciously.

Huddleston (1991:2) states the basic principles of children learning and language learning. The first principle is children in primary or elementary setting generally learn by doing (Piaget, 1955 in Brown, 2001). This means that they learn through hands-on experiences and through manipulation of objects in the environment. If this principle were extended to the English Foreign Language (EFL) setting, it would mean that children in language classes need to be active rather than passive; they need to be engaged in activities of which language is a part; they need to be working on meaningful tasks and use language to accomplish these tasks.

Children also acquire language in different ways based on their age according to Slattery and Willis (2001). Furthermore, another characteristic which also defines young learners elucidates young learners have a different way on learning language. Young learner has a holistic approach to language, in other words it means that they understand meaningful messages but cannot analyze language yet. Then, they have limited reading and writing skills, even in their first language but they are fast on doing speaking and listening skill. Moreover, they enjoy fantasy, imagination, and movement. All of that is similar with what Pinter (2006) says about the characterizations of young learner. The characterizations denote that learning and teaching language for young learners has a different and special way and also method as teachers treat and teach young learners.

Curriculum

In elementary school, English has a special position according to government rule. English is regarded as the local content due to the Decree of Ministry of education No. 0487/4/1992 (Suyanto, 1994). The implementation of this rule continued until the years of 2006 with the appearance of the 2006 Curriculum. The curriculum states that English should be taught in elementary school. This situation changed in the years of 2013, where government decided that English for elementary school is not included in the 2013 Curriculum. The newly-issued curriculum does not clearly state whether elementary school in Indonesia can or cannot include English as a local content. This decision is totally dependent on the consideration of each school. In some private schools, they put English as a main lesson similar to other lessons starting in elementary school. Because of that, elementary schools which put English as a subject have to use the 2006 Curriculum as the guidance on teaching and learning English.

Task-Based Language Teaching (TBLT) in Action

Given the fact that language acquisition is influenced by the complex interactions of a number of variables including materials, activities, and evaluative feedback, Task-Based Language Teaching has a dramatic, positive impact on these variables (Ellis, 2003). This means
that TBLT can provide learners with natural sources of meaningful materials which in turn create ideal situations for real-life communicative activities. Specifically, in English as a Foreign Language (EFL) environments, where learners are limited in their accessibility to use the target language on a daily basis, it is necessary for language learners to be provided with real opportunities to be exposed to language use in the classroom (Rashtchi & Keyvanfar, 2007). Skehan (1998) has investigated the possibility that tasks may be chosen and implemented so that particular pedagogic outcome are achieved. Similarly, Breen (1987) distinguishes between ‘task-as-work plan’ and the actual ‘task in processes and suggests that the two may diverge.

**TBLT and Young Learners of English**

The enthusiasm towards TBLT application on second and foreign language teaching is growing on the last decades. In line with English for young learners, TBLT becomes a method which appropriates and supports on developing the material for teaching young learners. This method is known as the method which is specifically applicable for young learners in teaching foreign language because it has a procedural authenticity. Based on Nunan (2004:54), procedural authenticity is a procedure which aims to imitate and practice, in the classroom, the kinds of things that learners need to do outside the classroom. Still according to Nunan, goals can be language-related, communicative, socio-cultural, process-oriented or cultural; input is spoken, written and visual data that student works with while doing tasks; procedures are seen as what learners actually do with the input; teacher role and learner role refer to the roles that the teacher and learners take in the process of completing tasks; setting are understood as the classroom arrangements for the task (2004).

In order to acquire the target language effectively, learners, especially children, need to engage actively in processing the meanings of whatever they heard and read. A variety of tasks can be designed to motivate and give learners a purpose for processing the meaning and accomplishing a desired end or product (Willis, 1996).

**Method**

**Design**

Research and Development (R&D) has been considered appropriate in this study as the goal of R&D is to produce a product which functions to solve learning problems. This research developed supplementary English speaking material for fifth graders of Elementary school. It is categorized as Research and Development (R&D) according to Borg and Gall, (1983:772) who state that R&D as “a process used to develop and validate educational products”. Furthermore Borg and Gall also define that “Educational Research and Development is a process used to develop educational product such as material object including textbooks and methods for teaching and learning process”. Referring that theory, the development of supplementary English speaking material is appropriate with the cycle of R&D method. The goal of R&D is to produce a product which functions to solve learning problems. The researcher used the R&D cycle to develop product of English material for fifth graders of Elementary School.

**Subject**

The subjects of the research were fifth grade students and English teacher in SD Kanisius Ganjuran Bantul. There are 34 students in the fifth grade. The students numbered 34 students (20 girls and 14 boys) who belonged to one class. There was one English teacher named Muti Widyasmoro.
Data Collection Techniques

The result of teacher’s interview was used to support data on students’ needs obtained from class observation. Class observation was chosen and conducted due to numerous advantages it offers. Creswell (2003) states that the researcher has a firsthand experience with participants; the researcher can record information as it is revealed and unusual aspects can be noticed during observation; and the observation is useful in exploring topic that may be uncomfortable for participants to discuss. This research adopted the model of Research and Development proposed by Borg and Gall. The system approach model has been adapted by the researcher to meet the condition of the research. There are ten steps based on Borg and Gall (1983:775).

Therefore, this research simplified the model into five stages in three phases in order to overtake the research time limit. The three phases are:

Exploration Phase

This phase was about on finding the target of researching on fifth grade students of SD Kanisius Ganjuran by paying attention to the students’ needs for finding the compatible materials. Curriculum design and material development was used by employing theories from Nation and Macalister (2001). Nation and Macalister explain that curriculum design model has three factors on reaching the goals. The factors are environment, principles, and needs. After getting the goal, the researcher can determine the model of supplementary of material.

Developing Phase

This phase intended for developing the course grid. Course grid is a part to designing the supplementary materials. Performing this phase, the researcher hoped that the materials would be suitable for grade V students.

Evaluation Phase

Evaluation phase is done to find the best form of the supplementary speaking materials by doing evaluation and revision. In the evaluation, the weakness and the strength of the product can be seen. After that the revision can be done. It will be evaluated and revised following experts’ opinions on the final product design. Referring to Nation and Macalister’s theories (2001), developing supplementary speaking materials based on SK and KD on the 2006 Curriculum (KTSP) is to reach the goals of contents. This step was conducted after the researcher found a suitable material model. After that the early revision of the product could be done to achieve a suitable product. In order to find the weaknesses and the strength of the content, the preliminary product was needed to be evaluated by one or more experts to get the validation. The expert who evaluated the developed materials were 1) the lecturer of English Education Study Program Universitas Sarjanawiyata Tamansiswa who has expertise in curriculum and material development. and 2) An English teacher in SD Kanisius Ganjuran.

Findings and Discussion

The textbook used contains some flaws. The speaking materials do not provide steps which students might take. The tasks lack conversation practices outside the class. Moreover, students’ idea is still restricted since textbook and workbook do not give opportunities for improving students’ thought and idea with speaking comprehension. This discovery has similarities with the result of teacher’s interview. The teacher said that students still felt ashamed on expressing, exploring, and speaking English. The main reason causing the students’ feeling of shy was students were afraid of making mistakes. Teacher’s support and stimulus were needed to change the situation. The improvement of speaking skill was needed and comprehensible input became one good solution to dispel their fright. Verbal exercises of
speaking allow the students to switch and use both side of the brain. Elementary English materials still have weaknesses but these inputs occupy and conform to the core competence and basic competence of the 2006 Curriculum.

The final product was the designed material with revision from the feedback received from the tryouts and experts’ judgments. The researcher’s final product meets the criteria of good textbook that was adapted from Alan Cunningsworth (1995). Furthermore, the materials are in accordance with the 2006 Curriculum and meet the necessities of the students. The final product of supplementary English speaking materials for 5th grade SD Kanisius Ganjuran Bantul is attached in the appendix.

The strengths and the weaknesses of the English supplementary materials

Based on the revision of material development, the supplementary English speaking materials meet the students’ need of fifth grade SD Kanisius Ganjuran Bantul are and in line with the KTSP 2006 English curriculum. The strengths of the product of supplementary English speaking materials are in conformity with the criteria of good textbook proposed by Alan Cunningsworth (1995). The brief description of the strengths of this supplementary material are as follow: (1) The content is in accordance with the students’ needs of the 5th grade of SD Kanisius Ganjuran Bantul. This can be seen from classroom observation and teacher’s suggestion. As the example, the steps of learning and studying English follow English skills with the connected topic; (2) The topics are relevant to the needs of 5th graders of SD Kanisius Ganjuran and KDs from the 2006 English Curriculum about speaking competence. From KD, the steps are in compliance with the language functions and the type of tasks. For the example the KD for Unit 5 is:

6.3 Bersacak-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: memberi informasi, memberi pendapat, dan meminta kejelasan

The language function is listening and speaking with accurate utterance. The type of task is dialogue which also connects with the next task. Reading task is arranging the dialogue in the right order by giving number for the given dialogue. The relevant topic can be taken from daily life, which in this case is about student’s favorite pet. Moreover, the right topic can be adapted from the surrounding which attracts student’s attention. The theme is about animal which is easily related to their daily life and everyday events.

The materials involve the language function and grammar which are needed for speaking on daily conversation. The content of speaking materials is based on the students’ needs and the steps of Task-based Language Teaching. The speaking materials in this product are able to improve students’ ability in speaking skill. The activities in the product vary (individual activity, in pair, group discussion, and all class activity) so students will be able to find it easier to follow the learning and studying activities.

There are some limitations of this supplementary English speaking material. Firstly, the speaking material is slightly too easy for students to understand the conversation on the dialogs. Second, the speaking materials may not fit students of the same level from other schools because it is made based on students’ needs of fifth grade of SD Kanisius Ganjuran Bantul.

Conclusion

The research findings and discussions lead to the following conclusions: (1) The designed supplementary of speaking materials for fifth grade of elementary school has KDS of the 2006 Curriculum as the goal. Speaking skill is taught because the students have to improve their abilities as value-added; (2) From the need analysis, lacks are found from the document, class observation, and the teacher. The lacks are: a) Some of the exercises need a lot of explanations as students’ abilities are difference from those of each other; b) Students experience shyness on exploring their ideas, answers, and questions when finding difficulties in learning English: c)
The teacher finds difficulties in teaching and explaining at the same time as there are a lot of parts on every unit in English book; (3) The students’ wants are that they learn enthusiastically: a) if they receive gradual explanations on the materials and exercises, b) if they get accompanied by the teacher constantly while doing the exercise, c) when actively presenting their works on speaking in front of the class: d) if they receive guidance during the English class; (4) The topic that students wants are about their hobbies, daily activities, favorite animals, and holidays; (5) The strengths of the supplementary English speaking materials help students to improve their skills on speaking especially on vocabularies, the language function, and grammars in spoken language. The tasks can persuade students to be active on speaking class; (6) The supplementary English speaking materials using Task Based Language Teaching is appropriate for fifth graders of SD Kanisius Ganjuran Bantul.

References


