ANALYSIS OF TASK BASED LEARNING TO IMPROVE SPEAKING SKILLS WITH COLLABORATIVE LEARNING

Elsa Cania Dita
English Literature

elsacania@gmail.com

Abstract

English is an international language which is now a must to learn. Because by being able to speak English, you will get many benefits. There are many things that can improve English skills at this time, and there are also many ways that students can receive the material in a non-monotonous way. As is the case with the use of Task Based Learning or giving assignments, as well as the Collaborative Learning method. In this case it can help students improve their English skills.

Key words: Collaborative Learning, Students speaking ability, Task Based Learning, TBL

INTRODUCTION

Nowadays one has to master English well, so how important it is to learn English properly [1], [2], [3]. English is by far the most widely spoken language in the world, with over 400 million native speakers [4], [5], [6]. This reason explains the importance of learning English [7], [8], [9]. It plays an important role in the Indonesian education system [10], [11], [12]. English is a compulsory subject in the Indonesian language curriculum in senior high schools [13], [14], [15]. Learning English usually has four main skills and three parts [16], [17], [18]. The four main skills are reading, listening, writing [19], [20], [21], and speaking, while the three parts are phonology, grammar, and vocabulary [22], [23], [24]. Students should be able to use basic formal and informal English expressions when asking questions and instructions in everyday [25], [26], [27], working and professional life [28], [29], [30].

Students must be able to communicate verbally, achieving several aspects of language such as accent (pronunciation), grammar, vocabulary, fluency and understanding [31], [32], [33], which is a minimum graduation requirement of 70.0 (KTSP Spektrum, 2009: 36-37) [34], [35], [36]. As stated in the objectives, speaking skills are needed by students [37], [38], [39]. In other words, they must be able to speak with good pronunciation, grammar, fluency, understanding and knowing what the words mean [40], [41], [42]. That is why speaking is an important skill in language learning [43], [44], [45], because through speaking you can convey ideas, suggestions or express your feelings directly and effectively [46], [47], [48]. When teaching English in high school, students must speak it

well [49], [50], [51]. They can be said to have good speaking skills if they fulfill the following:

(1) students must speak well. In teaching, the teacher must master the presentation and learning of the correct pronunciation components [52], [53], [54]; (2) students must use words related to the real world [55], [56], [57]. In teaching, the teacher has to make sure that some words are related to the subject correctly or not [58], [59], [60]; (3) students must use grammar or word order [61], [62], [63]. The teacher must ensure that the grammar or word order of the speech is presented and studied accurately [64], [65], [66]. (4) In addition, students can speak fluently without hesitation [67], [68], [69]. In teaching, teachers must ensure that aspects of fluency are accurately presented and learned [70], [71], [72]. (5) students must have understanding.

1.   The Concept of Speaking

Speaking is one of the skills or abilities in English to express opinions, comment, and reject the opinions of others if it is not in accordance with our opinion, as well as the ability to ask and answer the question [73], [74], [75]. Speaking skill in English is a one's skill to convey his thoughts to anyone orally [76], [77], [78]. However, speaking skills are difficult to develop if they are not continuously trained can be done with colleagues in the class, all English lecturers, or lecturers others who can speak English [79], [80], [81]. The goal is to improve speaking skills enrich the use of vocabulary, improve language structure, improve speech vocabulary, English sentences [82], [83], [84], and train your hearing so you can easily catch messages from the interlocutor [85], [86], [87]. English is used as the medium of instruction for certain materials, but some of the lecturers who teach at the various campuses mentioned above are still there deliver material bilingually (Indonesian and English) with a view to equalize the status of the campus with an international scale. Speaking is one of the most important skills [88], [89], [90]. The purpose of speaking in general is to inform, entertain, report, persuade and convince someone. And in general the purpose of practicing speaking in English is for students to be able to communicate simply orally in English [91], [92], [93]. Learning objectives speaking should not be detached from the purpose of learning English.

2.   The Component of speaking

There are many definitions of speaking that have been put forward by several experts in language learning. Nunan (2003:48) explains that speaking is a productive oral skill [94],

[95]. It consists of producing systematic verbal utterances to convey meaning. That is, in communicating, speakers produce words that are arranged into sentences to convey maxims or goals [96], [97]. speaking as a process, speaking is a process of constructing and sharing meaning through the use of verbal or non-verbal symbols in various contexts.

In addition, speaking is an important tool in human daily life, how people interact with each other. According to Homby (1995: 826) speaking is using words in a normal voice, offering words, knowing and being able to use language to express oneself in words, and speaking [98], [99]. Therefore, the writer concludes that speaking uses words and produces sounds to express oneself, both ideas, feelings, thoughts and needs orally in a normal voice [100]. Furthermore, success in communication often depends on speaking skills. both academic and social fields so that students can participate and integrate successfully in their communities.

a.   Grammar

Grammar is about proficiency in things from inflection to syntax. We will not be able to pronounce the language without knowing the pattern of the language itself. Since knowledge of grammar is so important for language learners, it's obvious that students need some knowledge of these rules to be able to speak properly. Students must learn grammar such as modals, modifiers, prepositions, clauses and other grammatical features.

b.   Vocabulary

Vocabulary is an important element in teaching and learning speaking. It is important for language learners to choose the right words in certain situations sequentially to make their speech meaningful.

c.   Smoothness

Fluency is the ability to speak spontaneously and fluently without pauses and without distracting signs of hesitation. It also refers to several aspects such as responding coherently in conversation, using linking words and phrases, remembering understandable pronunciation and adequate intonation without too much hesitation. Fluency cannot be separated from accuracy. Accuracy refers to the mastery of phonological, grammatical and discourse elements.

d.   understanding

The final speaking element is understanding. Understanding means understanding and interpretation of what is said. It is about students proficient at speaking on all professional and general topics without great effort and fluently as well as native speakers (Hughes, 2003:112). In conclusion, pronunciation, grammar, vocabulary, fluency, and

understanding are important and complementary components in the development of students' speaking skills. These elements support each other to achieve the purpose of speaking.

3.   The Concept of Task Based Learning

Task-based Learning is task-based learning. The task here is defined as work that is made in such a way by the teacher to be done by students, and in completing this task students must use their language resources to communicate. Richards (2002) states that Task-based learning can be used as the only framework, or only as one component in teaching English, and besides that, tasks can be used as a teaching technique or method. In the primary and secondary school curriculum in Indonesia, task-based learning refers more to techniques or

methods. Learning steps in task-based learning are divided into stages before the task, the task stage, and the stage after the task.

Stage before the task:

1)   The teacher determines the competence to be developed and chooses the appropriate type of assignment. For example, the competence to be developed is to describe the place (speaking skills) and the task is to design a two-dimensional layout for a dream house.

2)   The teacher explains to students the competencies and tasks they will do.

3)   If necessary, the teacher explains and drills the language components of the task such as vocabulary, expressions and sentence structures.

4)   The teacher gives a model of how the task is carried out.

5)   The teacher divides the class into several groups as needed Task stage:

1)   Students in groups carry out tasks and the teacher monitors the process of carrying out tasks in each group.

2)   Each group reports the results of the task. When the group presents the results of the teacher's assignment it is suggested to guide class communication, between students and students and between teachers and students for the purpose of clarifying the information provided by the presenter.

3)   If needed as homework, students write down the results of the assignment to be collected at the next meeting.

Tasks are a kind of activity designed to engage the learner in use language communicatively or reflective to achieve results other than from studying the specified features of target language. From this definition, task what students usually do need a tutor for determine what to do for support the success of this task target language learning can be implemented more communicative.

4.   The Concept of Collaborative Learning

The collaborative learning method is actually nothing new. According to Bruffee (1999), collaborative learning has a long history. The history of collaborative learning begins when a young Benjamin Franklin presented his ideas for a learning strategy called self-directed learning to promote informal learning in the 18th century. Autonomous learning is often referred to as student-centered learning, where students become the center of the learning process (Masouleh and Jooneghani, 2012). That is why centered learning is defined as learning without a teacher or learning without a teacher. After the learning strategies proposed by Benjamin Franklin began to receive attention, interest in the influence of peers on the learning process continued. But in the 1930s, attention to the influence of friends on the learning process began to decline and reappeared in the 1960s (Rae et al, 2006). Over time, the results of modern studies show the importance of peer groups in the learning process. learning (Rae et al., 2006). The influence of friends and friendship on learning has a significant impact on students, especially satisfaction. This is supported by Astin (in Rae et al, 2006) who found that student satisfaction with learning increases when friendship is involved.

METHOD

Method is very important to determine the results of research that will be examined. In this study researchers used qualitative methods. Qualitative methods emphasize more on observing phenomena and examining the substance of the meaning of these phenomena. The analysis and acumen of qualitative research are greatly affected by the strength of the words and sentences used. In this study, researchers will distribute questionnaires in the form of a website survey to collect data and the results of the questionnaire will be included in the data findings using a qualitative approach. This questionnaire was distributed in the whatsapp group chat which was filled in by students of the Academic Writing course. The researcher distributed the google form link and asked students to fill out the google form. Questions in Google forms have 2 types of questions, yes or no and

true or false questions. Student responses will be analyzed by researchers to find out how much influence Task Based Learning has on the speaking skills of PI20A students in the Academic Writing class using the collaborative learning method. Students will answer 10 questions consisting of questions and statements. Which is where this questionnaire can assist researchers in examining whether there is effectiveness of teaching methods Task Based Learning with Collaborative Learning on improving students' speaking skills.

RESULTS AND DISCUSSION

The reseacher conducted a survey by filling out the questionnaire that the reseacher gave. Participants were 20 English Education Students in Academic Writing Classes. The age range of the participants varied from 19-23 years. The questionnaire consists of two types of questions. There are questions with short answers and true or false questions. The results of the questionnaire are presented below.

    a.   Experience Using Task Based Learning

No	Question	Yes	No	Maybe
1	Does the task of the teacher affect the learning of speaking?	85,7%	4,8%	9,5 %
2	Do you feel stressed when you have a lot of assignments from the teacher?	71,4%	9,5%	17%

No	Question	True	False
1	Many tasks can be stressful.	85,7%	14,3%
2	The assignments given by the teacher are not very important.	19%	81%

3	Teachers who often give assignments and never deliver material should report their performance.	90,5%	9,5%

We can conclude that by giving assignments or learning models Task Based Learning is effective in honing students' speaking skills. In the table above it is illustrated that there are 85.7% who say it is true that assignments can help hone speaking skills. And in the next question, Do you feel stressed when you have a lot of assignments from the teacher? Many tasks can be stressful. In this question it can be concluded that if there are many assignments given by the teacher it will stress the students. Because many of the students may get assignments from other subjects so that if the teacher gives too many assignments it will become a burden on students and students find it difficult to handle the assignment so that students become stressed. In one of these questions, 71.4% answered yes and 17% answered maybe, which means that many students are burdened with too many assignments. And the other question, 85.7% of students answered true, which means the same as before, students agree that giving too many assignments can be stressful. And next, The assignments given by the teacher are not very important. In that question, 81% of the children answered disagree, which means that the task given by the teacher is very important in honing skills. And finally, Teachers who often give assignments and never deliver material should report their performance. In that question 90.5% of students answered agree, which means students need material that must be conveyed by the teacher, because if no material is conveyed or there is no direction from the teacher what students should do, then students will also be confused in carrying out the tasks assigned. given by the teacher.

a. Statement with Collaborative Learning

No	Questions	Yes	No	Maybe

1	Does Collaborative learning have a big influence on the development of speaking learning?	76,2 %	9,5 %	14,3%
2	Is group study very boring?	33,3%	42,9 %	23,8%
3	Are you annoyed if there are friends from your group who don't participate in doing assignments?	100%	0%	0%

4	When my group mates don't participate in working on group assignments, I will cross off his name from the group work list and report it to the teacher. Is it appropriate?	76,2%	19%	4,8%
5	Studying in groups is useless.	33,3 %	66,7%	0%

In the table above it can be concluded that learning with collaborative learning can affect students' speaking skills. In the first question there is 76.2 which states that collaborative lessons greatly affect students' speaking skills. Which can be interpreted that the majority of students agree that the collaborative learning method can affect students' speaking skills. And in the second question, Is the group study very boring? In that question, 33.3% of students answered yes, 42.9% answered no and 23.8% answered maybe. Here we can conclude that in the collaborative learning method there are some students who think learning in groups is not boring, there are also those who find it boring, maybe there are results like that because these students have group friends who are not as frequent or have material that is not understood. And the third question, Are you annoyed if there are friends from your group who don't participate in doing assignments? if there is group work then everyone in the group must contribute to doing the task, it would be bad if one student is unemployed.

And then 76.2% of students also agreed that if one of the students from their group did not participate in working on the group they agreed to cross out his

name from the group and report it to the teacher. Because it will be very disadvantaged if one of the students does not participate in working on group assignments while other students work diligently and some even stay up late. And the last statement "Studying in groups is useless", in this statement 66.7% of students answered no, which means they disagreed with the statement that the tasks carried out with group work were very useless.

CONCLUSION

By using a questionnaire from a research tool, researchers can collect data about whether there is effectiveness of Collaborative Task Based Learning in honing students' speaking skills. Of the 21 students who filled out the questionnaire, most agreed that Collaborative Task Based Learning could help hone students' speaking skills. In this era, the use of English is growing. Various ways are used so that everyone can use English well. For that, everyone has their own way that they can use. Among them, taking English courses, reading English novels, watching English films, and so on. These examples are just a few of the ways many people improve their English. These results were stated concretely because the majority of students agreed that the existence of Task Based learning and Collaborative Learning could affect the improvement of students' speaking skills. They also agreed that in group learning all students must participate in doing the assignment, because the assignments given in groups have individual assignments that require all students to contribute to the group.

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