
DEVELOPING TASK BASED APPROACH TEACHING MATERIALS AS ALTERNATIVE TO FACE CHALLENGES AND OPPORTUNITIES IN MULTIDIMENSIONAL ENGLISH LANGUAGE TEACHING IN CHANGING EFL CONTEXT

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Abstract

Facing multidimensional English language teaching in changing EFL context challenges teachers to prepare their students by facilitating them with teaching materials based on the approach that could possibly answer the challenge. This paper try to explore task based approach teaching material which the writer believes has some qualifications for that challenge. It is based on the concept behind the approach that brings the real world task of the language (the usage of the language in the real situation) into pedagogical task (the usage of language in classroom). By transferring the real usage of the language into the usage in classroom in the form of teaching material, it is hoped that the language learning could prepare the students to use the language as it is used to communicate and do other business in life with multi- languages and cultural people in the next free trade. It is also hoped to be used an alternative for the teachers in preparing their classroom activity. The writer also present – as an example - teaching material, a hand out, for seven grade students of junior high school designed based on the approach. Finally, this paper is hoped can give contributions in designing teaching material for English language teachers.

Keywords: *task based approach, teaching material, multidimensional English language teaching, EFL*

context

1. INTRODUCTION

Teaching materials play some key roles in English language teaching. They reveal something abstract in teaching into the concrete form – the materials. Teaching materials could take form of papers, recording, on line materials or application of multimedia. Richards (2001) proposed that teaching materials provide the “basis” for what the students get as language input and the practice of the language in classroom and they also can be source of inspiration and guidance for new teachers to conduct their classroom. They – in other roles - could also be sources of many components in classroom, such as presentations, activities, knowledge, stimulations, syllabus, reference and supports (Cunningsworth, 1995, p.7; Dudley et.al, 1998, pp. 170-171 as cited in Richards 2001). Here , it can be seen that teaching materials are very crucial and connected to students, teachers teaching, and classroom.

Nowadays, commercial and non commercial teaching materials are available abundantly for teachers. They could adopt, adapt or developing them to suit the need of their classroom. Some teachers complain that they cannot rely upon commercial or available materials entirely by adopting or adapting them only, for sometimes materials in some of their parts do not fit their class need and do not have their personal touch. So, developing the materials becomes the choice for some teachers.

Developing teaching materials is a complicating but challenging task for teachers. It needs many creativities and deep thought on the process. One example, teachers have to do need analysis first before deciding what to put in their material (Rozul, 1995, p.210; Luzares, 1995, pp 26-7; Fortez, 1995 pp. 69 – 70 as cited in Tomlinson, 2013). This activity will leads teachers to careful investigation on students need, the approach to be used, and some other teaching components. And it cannot be said as an easy job. That is why some teachers prefer to use available teaching materials offered by publishers or adapt some of those from the internet. Deciding certain principles on the material developed is another contemplation to have by the teachers. Bell and Gower (2011, pp. 142

– 6) proposed eleven principles to be considered in designing teaching materials : flexibility, from text to language, engaging context, natural language, analytic approaches, emphasis on review, personalized practice, integrated skills, balance of approaches, learning to learn, professional respect(as cited in Tomlinson,2013,pp.97-98). Those makes developing teaching materials seem complicated.

On the other hand, developing teaching material challenges the teachers' creativity to explore the language, the teaching and their motivation. They could use their imagination to explore the materials. They are independent to shape their class using the material; they can have their personal touch on them. It will give satisfactory impressions to the teachers when they present materials they know well comparing to the materials made available by others. It is also could help teacher to see the difference they made by applying certain approach on their teaching materials. They can compare the effect of one approach with another to students' achievement and their class activities.

Furthermore, the complex features of English language teaching – as being called multidimensional – and the change of EFL context also contribute to the decisions to make in developing teaching material. Teachers need to be creative in putting together the material that they will give to their students. They must make the material up to date to the change use of the language. As we know today that there is change in EFL context. English is not only referring to the communication for understanding the context in the culture bear the language, but also to the culture where the language uses to communicate. For example in the next Asian free trade, English will be used to communicate among the non – speaking English people. The contexts will be very different and they will influence the task choices of the language in real situations.

Here the application of task based approach on developing teaching materials could possibly the answer the challenge. TBA will transform the real world used of the language into the use of them in the classroom activity because of the nature of the approach. The materials are composed as their need in the real world communication so that the teaching materials could be applicable in the future communication.

2. LITERATURE REVIEW

a. Teaching material and material development

Teaching materials are realization of any supports for classroom to gain successful teaching and learning process. Baykoc (1991) and Simsek (2003) defined that they are the materials and sources being used for making the students fulfilling their need of knowledge, skills, manners and values (as cited in Saglam, 2011). Coming along with the previous definition, Patel and Jain (2008) proposed that teaching materials are anything used, along the process of studying, to gain successful class. The previous definitions only show that teaching materials as the tool to reach the goal of learning. To the best writer knowledge, teaching materials are more than just tools; they are bridges that chain the gap between theory and practice in teaching learning process. They make visible the learning concept into various forms: printed material, sound recording, audio – visual material, multimedia, on line sources, the application computerized system.

Their big influences to teaching and learning process make teaching material irresistible for teachers, students and classroom activities. Ashaver and Igyuve (2013) , focusing their discussion on Audio – Visual material, proposed six importance of teaching materials : extending experience, encouraging participation, stimulating interest, individualize instruction, serve as source of information. The previous statements above show that teaching materials have function basis knowledge, inspiration, guidance, presentations, activities, knowledge, stimulations, syllabus, reference and supports. The two statements above indicate it is hard for any teaching to be called as teaching without any materials because they are stuck each other tightly.

Developing own teaching material become favorable despite of the availability of ready used material around. Material development had two meanings: the subject of a class and activities to create teaching materials (Tomlinson, 2013). The topic in this paper discuss the second definition of material development, but we also take the meaning of developing not only creating by making unexisting material but here we also regarding devloping as the processing to improve the availabe materials to suit classroom need.

Teaching materials are developed based on some considerations. Among the considerations, the material development must be based on the students' need (Tomlinson, 2013). That's why having need analysis become an important step in developing teaching material. Another point to take a look is the approach and the syllabus. The approach gives the material the face – the way the material appears – and movement – how the material is being operated (Brown, 2013). Tomlinson (2010) stated that material development also has some principles to be cared about: prioritize the potential for engagement, make use of activities which get the learners to think about what they are reading or listening to and to respond to it personally. Make use of activities which get learners to think and feel before during and after using the target language for communication. In short, we can see that material development should care about the students' need, the approach, syllabus and the principles behind them. Here, the writer merely focuses on the approach applied on the teaching material for another aspect has been put on the national curriculum.

b. Task based approach in material development

Task based approach is a method in foreign language teaching which transforms real – world tasks (the use of language outside the classroom) into pedagogical tasks (the use of the language in the classroom) (Nunan, 2004). Richard (2001) defined that TBA is an approach that refers to the application of tasks as the main unit of planning and instruction in language teaching. Tasks also refer to activities when pupils use target language to communicate in achieving a result.

Dealing with definitions above the writer sees that applying task based approach to material development means shaping the form of language use, language exercise and language practice relating to the usage of the language in world real situations and contexts.

Nowadays, Shaping English language teaching in the form of TBA teaching materials with some changing English foreign language become another challenge for English language teachers. In not – very distant future, their pupils will bring the language not only to communicate and make deals with English spoken people but merely having in touch with non English spoken ones.

3. DISCUSSION

a. Task based approach language teaching materials face the challenge and opportunities

- *presenting up to date teaching materials*

The term 'task' in task based approach defines as an activity or work in achieving a certain target in language learning (Long 1985, Crookes 1986, Carol 1983, Bachman & Palmer 1996, Bygate et al 2001, as cited in Branden, 2006). To the writer's knowledge, here the task means the function of certain type of language use in the context.

In accordance with the definition above, designing teaching materials based on task based approach means compiling the function language features into teaching materials. Since the function grows as the world grows, there will be persistent changes in language on its uses, features and applications. For example, when we discussed about a topic about ticketing in an airport for vocational high school students, the language features and vocabularies used in the material will be updating since the coming of network era which replaces paper based tickets. Task based approach teaching materials will follow that changes.

Furthermore, this approach takes important attention on learning to communicate by having respond in target language (Nunan, 2004). It is very different with grammar translation method where L1 intentionally is used. This will stimulate active interactions among the students. This kind of interaction and the ability to keep up with the change make the materials on this approach become up – to date teaching materials.

- *Preparing the students with the language to be used in their future career*

Continuing from what stated previously, task based approach teaching material prepares students with kind of languages that they will use in their future career. Task based approach teaching material, especially in English Specific purpose, build the material regarded to the learner task in using the language in real situation. For example, the students of Hotel and Tourism class will be taught by using teaching material composed with the language they will use related to the career as hotel receptionist, waitress, tourist guide, etc.

It is the main purpose of task based approach language teaching where the students learning to communicate in the language they will use based on the fuction or task they will have in the future. This kind of teaching material will be appeared in for of rehearsal task and activation task where the materials has relationship to 'its correponding real – world counterpart' (Nunan, 2004)

- *Keeping up with the change in EFL context*

When there are changes in EFL context, the nature of task based approach will follow the change in English foreign language context. They will shape the changes into task in the materials. For example the communication material is designed to interact with native speaker of the language learn. The task of the language have some changes when it is used to interact among the non-native speaker of the language. It will be followed with the changes in the materials because the materials are composed based on their task on real world communication.

- *Example of teaching material based on task based approach*

The following is an example of teaching materials based on task based approach in form of students worksheet for 8th grade of junior high school.

Are you sure about it?

Get Ready

Instruction : Studying the following expressions, pay attention to the underlined phrases and discuss them with your bench mate

Have you ever talked about the Internet because I read the best book used by word last night?

Are you sure you can read the book from the bookstore?

Are you sure you are going to bring it with you to the party tomorrow night?

Are you sure you will attend the party tomorrow night?

Listen to this

Activity 1

A. Listen to the dialogue carefully.

B. Read the following statements carefully. Write 'T' (True) if the statement is right or 'F' (False) if the statement is wrong based on the record played.

- They are talking about English. ()
- The first speaker is interested in English. ()
- The second speaker loved English. ()
- The second speaker doesn't. ()

Activity 2

A. Listen to the dialogue carefully.

B. Give checkmark on the table below to confirm each of the following member whether on the conversation based on the record play.

No	Name	NAME	STATEMENT	CHECK
1	Harid			
2	Harid			
3	Harid			

Start Talking

Activity 1

a. Instruction: Look at the conversation and listen.

Alye : Guess, you will not believe it!
Beth : Hey, what's that?
Alye : I'm going to cancel the test today.
Beth : Really? Are you sure?
Alye : Absolutely.
Beth : No, you must be kidding. I doubt it.
Alye : I got no doubt about it. We held before my eyes this morning in front of teacher room.
Beth : Let's see, Alye.

b. Instruction: Practice the conversation with your partner.

Activity 2

a. Instruction: Fill in the missing information.

Alye : Our English teacher doesn't come today. I heard she was hospitalized because of dengue fever.
Beth : Are you _____?
Alye : Well, I can't say for _____. Let's ask other friends. Sayu, do you hear the news about our teacher?
Beth : Yes, she was hospitalized in RSUD Gantang.
Beth : _____?
Beth : _____ My father has visited her last night.

b. Instruction: Practice the conversation with your partner.

Activity 3

a. Instruction: Work in pair to have a short dialogue using expressions of certainty and uncertainty. Optional situation will be given.

Situation:

- Your mother asks you whether to continue your high school to SMA or SMK. You feel uncertain about it.
- Ben: Ask Matt if he has decided to choose whether to join Subaru's club or attend school. You are sure it's good for him to join Subaru's club for the head athletic figure.

b. Instruction: Practice the conversation with your partner.

4. CONCLUSION

Eventhough task based approach teaching material is not the only teaching materials which could be used in facing the challenge and opportunities in multidimensional English language teaching in changing EFL context, it probably could be preference for teachers in developing their on teaching materials for the capabilty of this approach to keep up with changes and communicative ways offered.

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ACTIVATING STUDENTS' PARTICIPATION THROUGH COMMUNICATIVE STRATEGIES: GRAMMAR SUBJECT IN STKIP YAYASAN ABDI PENDIDIKAN PAYAKUMBUH

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Abstract

This study was an action research aiming at revealing the students' Participation in communicating ideas in Grammar course. Sometimes, Communicating idea become an uneasy work. The difficulties commonly found in relation to the lackness of vocabulary. Yet, the learners makes some efforts in overcoming their problem called communicative strategies. The Subject was 25 students of Grammar IV subject of English Study Program at STKIP Yayasan Abdi Pendidikan. The data were collected by using observation sheet, recording and lecturer's journal. This study ran for two cycles. In the second cycle, it was shown that there was gradual improvement of the participation shown the increase of the students' participation in communicating their ideas. It was significant because the aspects of the participation such as the students' enthusiasm in finding the answer arose untill 76 % (very active); discussing actively was 56%(active), asking question was 60%(active), answering question was 52%(active) and noting down was 92%(very active). It means that the students enjoyed and were not reluctant in transferring their ideas anymore. The most frequence strategies in communicating their ideas was fillers and literal translation respectively. So, these strategies was a motivation for them to communicate their thoughts eventhough they were up against some problems on vocabulary.

Keywords: *Students' Participation, Commuincative strategies, Grammar course*

1. INTRODUCTION

Students' participation in classroom activity is an important factor which determines the success of the teaching learning process. In the classroom activities, the students should be encouraged to be active participants mentally and physically, because by doing this, they can learn best. As stated by Piaget (2007) that the students are concentrated thinkers and learn best through active participation. To be able to communicate fluently the students have to do a lot of practices and participate actively during the lessons. It means that that the students' speaking ability depends on the frequency of the using of the target language. The students'

participation in class activity can be maximally achieved if it is supported by having good communication skill. Generally, when the students want to transfer her/his idea in the classroom activity like class discussion, she/he felt shy or sometimes confused when she/he faced with a vocabulary problem. He/she couldnot find the suitable words for the term that he/she wanted to express. to These kinds of problems will influence the students' motivation to participate in the teaching and learning activities.

These not only occurred in skill language course such as speaking subject but also in component language course such as grammar subject. Grammar subject is one of the language component course that is held in english department of STKIP Yayasan Abdi Pendidikan. There are 4 levels of Grammar subject ,namely, Grammar I, Grammar II, Grammar III and Grammar IV. The researcher conducted the research in Grammar IV course. This course introduces the students to the kinds of English Language Proficiency test such as TOEFL and TOEIC which related to the grammar topic. Therefore, in this course, the class discusion was done almost in all meetings. They discussed about the answer of the question, the strategies used in answering the question of the test, and the reason why that the answer was.

The researcher chose the Grammar course because this class willnot contribute the students' burden related to the mark while the speaking course will. In speaking course, the way they pronounce or use certain expression would influence directly to their mark while In Grammar course, those