THE USE OF TASK-BASED LANGUAGE INSTRUCTION THROUGH ONLINE VIDEO TELECONFERENCE APPLICATION IN TEACHING SPEAKING SKILL ON ENGLISH DEPARTMENT STUDENTS OF NAHDLATUL ULAMA UNIVERSITY

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ABSTRACT

Instruction deals with something that we ask someone to do something. It is also related to approach when we talk about educational area. Task – Based Language Instruction is an approach that in relation with student-centred approach to second language instruction. Young generation in the millennial era 4.0, nowadays, are born in the middle of complete facilities. Everything becomes easier in their life, communication, and education. Moreover, they are supported by good infrastructure of technology. Google, YouTube, Vlog, Website, Media social are tools that support their academic process. This research belonged to qualitative research. Thus, the qualitative method was chosen for this study because it was appropriate with the focus of this research. The data in this study were in the form of utterances produced by the students of English Department of Unusa University which were obtained from observing the teaching learning process and from the interview through online video application. According to the result, there are two benefits that using Task Based Instruction through   online video application in teaching speaking skill. Firstly, it can build more on students' confidence; secondly, they can develop their speaking skill by collaborating many vocabularies they know. In conclusion, of the use Task Based Instruction, it is the best way for students and lecture in teaching and learning process especially in teaching speaking skill.

Keywords: Task-Based, Language Teleconference, Speaking, Skill.

INTRODUCTION

Instruction deals with something that we ask someone to do something. It is also related to approach when we talk about educational area. It will be better when teacher has good instruction method to their students. Especially, when they teach in language area such English teacher, Chinese teacher, etc. Task – Based Language Instruction is an approach that in relation with student-centered approach to second language instruction. As a teacher, they are helped by this approach not to be teacher – centered, because students cannot explore their knowledge or experience by themselves. Task – Based Language Instruction will also help students to be free and allow them to realize that language is a tool to face or to solve real world problems. It is such a communicative approach, which are activities focus on having students use reliable target language in order to

create meaningful task. For example: making a phone call, visiting the doctor, and doing an interview to find specific information.

Young generation in the millennial era 4.0, nowadays, are born in the middle of complete facilities. Everything becomes easier in their life, communication, and education. They do not face the difficulty of communication and education. They are able to accomplish technology for communication to deliver messages to uphold their education needs. Moreover, they are supported by good infrastructure of technology. Google, YouTube, Vlog, Website, Media social are tools that support their academic process. They can easily search information to conduct their homework, they also can check the assignment through browsing, or they are allowed to send and accept tasks by email. Unfortunately, sometimes they are demanding instant result by not focusing on the process. By this recent condition, English is a need that cannot be delayed in the fulfilment. Indonesia cannot draw out from the technology war overseas, even Indonesia will face an era in which everything will be conducted through sensory and technology. Technology is hand in hand with English in the concept and application. English used as communication in implementing the concept into daily needs. English will be leading language in economic, to do trade, to lobby business deal, to make letter, and to do presentation.

Task – Based Language Instruction does not relate with grammar, but it talks about important constructions and emphasizes on spontaneous and creative language use. It also provides students to be more active because the teacher use more communication and interaction to teach to their students. While the task deals with transferring given information from one student to another, one form to other, or one place to other or for the interpreting to coding of information from or into language. The most important thing of Task- Based Language Instruction is the potential of the design and the impact, which are offered, agree with the communicatively needed for the students (Livingstone, 2012). Many researchers have done task Based Language Instruction as the effective way to comprehend ability and English skill for the students. This approach emphasizes on task based and meaning without omitting the language aspect itself. This research aims to know the use of Task Based Language Instruction through online video conference application in teaching speaking skill.

Theoretical Framework

Willis (1996) divides TBI into three sequencing phases namely pre-task, the task, and language focus. Meanwhile, Ellis (2003) categorizes TBI into three stages i.e. pre-task, during task, and post-task. The components of task-based learning framework enable teachers to follow teaching steps effectively because TBI offers sequences, which are different with other teaching methods. In the first stage, the teacher is starting with the topic by defining the topic area. Secondly, the teacher categorize and uses the topic language to help students recall/learn useful vocabularies, words, or phrases to make sure that they understand the task instruction. Third, the teacher confirm the children what to do and what to achieve in the task. The second stage of TBI is defined as *task cycle*, which refers to the 'methodological options' or 'task performance options' available to the teacher during the task stage. In other words, this stage encourages students to show their attempts to achieve the goal (Berretta & Davies, 1985). This stage is a crucial phase for students to use language, by working simultaneously either in pairs or small groups, to achieve the goal of the task (Hyde, 2013). In this phase, the students are stimulated to use language skills while the teacher monitors and encourages them.

The last stage, according to Willis (1996) and Ellis (2003), defining the language analysis and practice stage which emphasize on language form and use. This stage is divided into two activities i.e. language analysis and language practice activities. The language analysis activity is also defined as a consciousness-raising activities or language awareness activities. This activity encourages students to identify the language features from the task stage by providing them the explicit instruction of teaching form or grammar (Ellis, 2003; Nunan, 2004; Branden, 2006). Meanwhile, language practice activity is initiated to increase students' confidence and assist them to improve their fluency in using language features (Ellis, 2003; Nunan, 2004; Branden, 2006). In this stage, the teacher should delivers many activities, which help their children reveal or show up their English skill.

These are the basic assumptions of Task Based Language Interaction based on Feez (1998: 17) summarizes these as follows:

1. The focus of instruction is on process rather than product.

2. Basic elements are purposeful activities and tasks that emphasize communication and meaning.

3. Learners learn language by interacting communicatively and purpose fully while engaged in meaningful activities and tasks.

4. Activities and tasks can be either: those that learners might need to achieve in real life   (see Sheehan, Chapter 4); those that have a pedagogical purpose specific to the classroom.

5. Activities and tasks of a task-based syllabus can be sequenced according to difficulty.

6. The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, and the degree of support available. (Quoted in Richards and Rodgers, 2001: 224.).

Richards and Rodgers (2001: 228) suggest that 'tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. Skehan (1996a: 20) views classroom and L2 research tasks as 'activities which have meaning as their primary focus. Success in the task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use'. To discover what task-types, variables and dimensions promote fluency, accuracy or complexity in L2 learners, based on Sekhan 'cognitive' approach framework and findings from previous experimental studies, Skehan (1998: 129) proposes the following five principles that constitute a model for task- based instruction:

1. Choose a range of target structures.

2. Choose tasks that meet the utility criterion (Utility: 'where the use of a particular structure would help the efficiency of the completion of the task, but could be avoided through the use of alternative structures or perhaps through the use of communication strategies (Skehan, 1998: 122)').

3. Select and sequence tasks to achieve balanced goal development.

4. Maximize the chances of focus on form through attentional manipulation.

5. Use cycles of accountability ('draw learners into consciously engaging in cycles of evaluation'; Skehan, 1998: 122).

Anne Burns (2012) holds the view that speaking is highly complex skill that use simultaneous process – cognitive, physical and socio cultural - and a speaker's knowledge and skill have to be activated rapidly in real time. English is not mathematics that need to understand the pattern and practice. However, language is correlated with people civilization and it tends to the social use. Brown and Yule distinguished two basic language functions, the transactional function and the interactional function. The transactional function is primarily concerned with the transfer of information, and the getting of goods and services, while the primary purpose of interactional language is to maintain social relationships by Brown and Yule 1983; Richards 1990 in Nunan (1991:6). It is also shown that the interactions do not unfold neatly like textbook dialogues, and that meanings do not come ready made. Participants have to work together to achieve mutual understanding, and conversational skills including the ability to negotiate meaning with one's interlocutors.

Furthermore, there have been studies focusing on use of TBI in teaching speaking skill conducted in different countries where English is taught as a foreign language. This study was investigated in Korea by Yim (2009) as cited in Witchiwarit (2014). It is found that the use of TBI is very beneficial for the students to be livelier in classroom when teaching and learning process happen. It also helps students to have big confidence to express their expression in front of the class. The next study was conducted by Rohani (2013). The result found that the improvement of students' communication is higher than before, they are more active and confident to speak in front of their friends when they have discussed something. Then, this study try to investigate the use of TBI in teaching speaking skill through online video conference application.

METHOD

This research belonged to qualitative research. Litosseliti (2010:52) argued, "Qualitative research is concerned with structures and patterns, and how something is". Thus, the qualitative method was chosen for this study because it was appropriate with the focus of this research. The data in this study were in the form of utterances produced by the students of English Department of Unusa University which were obtained from observing the teaching learning process and

from the interview through online video application. The reason was the students are appropriate with the topic of the research that is investigating students' conversations when the teacher is teaching speaking skill; therefore, they are as the subjects of this research. The participants were chosen because they have many experiences in speaking English language, wide knowledge, and point of view, which will have different interpretation in doing language from their conversation are expected to come up. The techniques utilized were observation and interview.

The students' utterances would be observed through recording all of the activities in the online class through video online application. Through role-play activities, the students' conversations had been recorded to gain the data about the use of TBI in the speaking skill. Moreover, interview is a form of data collection in which questions are asked orally and the subject's responses are recorded (McMillan, 1992, p. 132). Interview, in form of a semi- structured interview with open-ended question, was initiated to obtain the data concerning the advantages of the use of TBI in teaching speaking skill. This data were analyzed through several procedures i.e. transcribing, coding, categorizing, and interpreting the data. The sources of the data in this research were the Students of Nahdlatul Ulama University.

RESULTS AND DISCUSSION

According to the result, there are two benefits that using Task Based Instruction through online video application in teaching speaking skill. Firstly, it can build more on students' confidence so that they can express their idea braver because they speak through online video application that is not directly in front of them. Besides that, they have longer preparation to speak to wait their turn. Secondly, they can develop their speaking skill by collaborating many vocabularies they know. Because in Task Based Instruction, the teachers provide or let the students to brainstorm or get a sight about the topic which will be discussed before the class. Sometimes, it is done through game or puzzle, or something, which is interesting. Although this is done through online class, it is proven that the students are getting more involved in the discussion of the class.

The Use of Task-Based Language Instruction through Online Video Teleconference Application in Teaching Speaking Skill

Concerning to the result and discussion in this study, there are two benefits of using Task Based Language Instruction through online video teleconference application in teaching speaking skill; a. Building more confidence on the students, b. developing students' speaking skill.

a. Building more confidence on the students in teaching and learning process

According to the result of preliminary research, most students shows that they do not interest in the class. When the teacher ask something, they do not directly respond because they are only asked by the teacher to speak everything they know and it is about some particular topics. Sometimes, they also do pauses because of the lack of the vocabularies they have. They also does not recognize their partner' utterances so that sometimes the conversation does not run smoothly. Furthermore, in some cases, the students also does not understand what their friend said. The example below are the example of the students' performance in the first cycle. Brackets indicate that students do pauses and still think what they will say.

First pair:

S1: Hey. Excuse me ↓, may I borrow your note? Because I was (…) absent yesterday and I need some information (ɪnˈfɔrˈmeɪʃən) from the lecture. And tomorrow (..) I'll (..) give you back.

S2: Ow I do not have any information from the Professor.

S1: No, I mean (..) may I borrow your note?

Second pair:

S1: Hi Hammam↓.. How are you↑?

S2: I'm fine, and you Eva↑?

S1: I'm fine too.

S2: But I think your eyes have swelled up↓. Are you CRYING?

S1: I don't know what you mean↑.

S2: Your eyes are red and puffy, so it looks like very big.

According to the result of preliminary research, before Task Based Instruction is applied when teaching speaking skill, which are in the form of oral performance, show that the students do many pauses and also one of them do not know the meaning of their friends' utterances. Beside that, from

the conversation, the student also has misinterpretation on understanding their friends, it means that they do not pay attention of what is being talked. Although they are having conversation through online video teleconference, but it is clear to be listened. Due to that problem, Task Based Instruction is very essential to be used by the teacher to develop their children oral performance. Below are the example of students' performance after Task Based Instruction is applied and it shows more changes that are significant.

First Pair

S1: Hello…. What's your name↓?
S2: My name is Nida, and you↑?
S1: I'm Najwa, ehm… I am so sorry↓ for bothering you tonight. May ^{o}I join to sleep in your room^{o}? Because my room has been very wet.
S2: How can↑?
S1: The roof is >leaking<.
S2: Do you mean the water is soak through the roof?
S2: Uh (..) Right, and can I sleep in your room and borrow your pillow?
S2: Okey, but please bring your own pillow and you can use your bag to be a pillow
S1: Right, thanks for letting me sleep into your room.

Second Pair

S2: Hey Susan, the lecture are looking for you and asking about you why you are absent in her class.
S1: Yes, I am going to repair shop to repair my motorcycle and maybe my message is not read by her because I have sent my message to her.
S2: Are you serious you have sent the message to her? Because she does not receive any message from you.
S1: Let me see my hand phone for a while. Well….. I think my sister have spent my pulse and my message have not sent yet.
S2: Hahahaha therefore the lecture are asking about you. You can meet her at her office now
S1: Oke, I will meet her and try to (x) to discuss about my attendance. Thanks

The implementation of Task Based Research offers much changes for the students, which is shown by the result of students' performance after TBI has been applied. It shows better outcome when they are treated using TBI. During the task, the students are having spirit more than usually and they are getting pay attention to either the teacher or their partner. They also have explore many vocabularies that have been modified so that the interaction run

smoothly and clearly. When their partner does not understand what is mean by some particular words, they change or interpret into other words and do not ask directly what is meant. Moreover, their expression is very impressive when they have some peer instructions or oral performance through online video conference. In conclusion, TBI has been regarded as the best way to develop students' oral performance and to give them a chance to be more confident on expressing their idea although it is done via online video conference.

b. **Developing students' speaking skill**

According to the result, it is explained that the implementation of TBI also influence students speaking skill. 18 of 20 students believe that this kind of instruction make them capable to speak fluently and clearly. Not only for the students, must the teacher also provide creative and innovative instruction to make their students speak nicely without any disruption. This is relevant with the result of the teacher's interview that students perform their oral performance better than the preliminary result. TBI allows students to improve their students speaking skill much better and more active in teaching learning process. Below is the result of students' improvement that gotten from teacher's interview.

"In relation with TBI, I think students have many attention to the class and also they are getting involved in teaching and learning process. Their speaking ability is also improve highly than before. I mean, when they are treated with Task Based Instruction, they are more active in our discussion. When they are asked to have peer or group discussion, they have good conversation in replying their partner's message. After implementing this kind of TBI, I feel that I must be a good lecture and must have an innovative way to make students are interested to join my class. Because in TBI, they are not feed (spoon feeding) but they are forced to speak communicatively and by the time they are used to communicate fluently and confidently). Moreover, they still have high motivation to learn especially speaking English.

It can be said that TBI plays an important role either the teacher or the students. Through TBI, the two can cooperate to make the class lively and joyfully although it is done via online video transcription. Besides that, because through online, they are divided into group and they discuss with their particular group and after that they report their task base on turn they

have. This means they will be accustomed to manage good time. Moreover, TBI gives students solutions such as giving an opportunity to learn the aspect of speaking (pronunciation, vocabulary, and grammar) and allowing them to express their idea based on the background knowledge they have. Therefore, it can be inferred that the activities in TBI are relevant and appropriate to allow students to share ideas, encouraging them to be more actively involved in the teaching and learning process, and creating an environment for students to interact on an individual level and also within group work (Nunan, 2004; Muller, 2006: Ruso, 2007).

The last phase, after the students have been given the task or activities, the lecture   directly gives specific feedback on how their performance are. Certainly, the lecture also provides some creative activities and task which are relevant to topics. Those activities aims to tell students how much they have improved in their speaking and how good they have accomplished. Therefore, besides making the students more confident, TBI has given students higher motivation not to be afraid in exploring their ideas and encouraging them to learn many vocabularies so that they can modify their speaking skill. This can be proven on their recording of interview gained from some students.

Student 1

"to be honest, I'm actually are afraid in joining this class, because I am weak at speaking or exploring my idea through orally. But when the lecture give TBI, I start to express my idea confidently because it is through online. I think that I'm alone not facing with my friends directly. Beside that, although the task is difficult, but I used to looking for some information about the topic in the internet to make me easier in exploring my opinion. Therefore, TBI invites the students to be more active in speaking".

Student 2

"in my opinion, my speaking improves when the lecture uses TBI. Maybe it because the activity or the task is very interesting although sometimes I fell difficult to understand. But I feel have now experience in the class, I feel like I'm doing such kind of that activities. For example when the task is how the receptionist say when there is a guest, so I fell that I am in the hotel with that kind of circumstance. Moreover, when the lecture also gives self-evaluation, it makes me fell happy not because of the critics, but because of the score she gives to me. Saying that my speaking is highly improved

makes me feel very proud that my effort to learn to practice speaking everyday is not useless”.

In conclusion, of students' interview of their self-evaluation, it is very beneficial for the students and the teacher. Besides, thus self-evaluation show that students have improved their speaking skill and they have master their vocabularies. They can modify their language by many vocabularies because of the activity they have given. Moreover, by self-evaluation also makes the to be more confident to speak either in academic context or in daily life context.

CONCLUSION

In conclusion, of the use Task Based Instruction, it is the best way for students and lecture in teaching and learning process especially in teaching speaking skill. Through TBI, students must be active and they are asked to do meaningful task using target language. As we know that, this kind of instruction engage the learners can have good communication to solve the problems, complete projects and reach a decision. Therefore, it can be found that there 2 beneficial of using TBI through online video conference in teaching speaking. They are; 1) Building more confidence on the students in teaching and learning process and 2) Developing students' speaking skill. Those two advantages of TBI can encourage learners to have big confident to speak in front of many people either in academic environment or in daily life environment. TBI also gives learners to explore their idea without any disruption because they have their own turn to express their opinion. Besides that, they will always stimulate by many creative task or instruction to be more communicative in speaking. Although it is all done through inline video teleconference, it does not make students are lazy because the lecture provides good discussion. In short, TBI is regarded as the best method to be used in Indonesia because it has been proven that it can give good impact in teaching and learning process.

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