

The Application of Task Based Instruction of Procedural Activities in Teaching Speaking to Young Learners

Wienny Ardriyati
Unisbank Semarang

Abstract

This study applies the effectiveness of a model of procedural activities as a media for teaching speaking to young learners. There has been various approaches to the teaching of speaking. The technique applied is based on Task Based Instruction. It means to implement genre teaching in practical terms, and setting out some activities of teaching speaking. The results reveal that there is one student is considered “very good”, he can fulfill the linguistic features and generic structures in order completely. Two students are categorized “good”, they can perform the goal, the materials and the steps of the model completely but not in correct order. The rest of the students are categorized “fair”, they can accomplish the tasks but not perfect. This is because they cannot pronounce some words used in the materials and steps of a procedure model correctly. Thus, the findings can be interpreted in a way what is important in procedural activities through demonstration can help students practice speaking very effective and interactive.

Key words: *demonstration, procedural activities, task based instruction, genre teaching*

A. INTRODUCTION

The modern world of media communication and internet demand a good knowledge of English, especially spoken English. English has become a means of global communication. Its dominance continues to some extent. Everyone hopes to get benefits of modern education, trade, research, science, and so forth. Moreover he knows that it is impossible without a working knowledge of English language and good communication skills. The good communication in English should be implemented since someone is still a child when he studies in Elementary school. Although a person is still a younger learner, she or he still needs the ability in communication. To make matter worse, the curriculum of the English subject in certain elementary schools has been changed. No more required English lessons are provided by the school. The school has its own policy to give an English lesson but it is only as an extracurricular subject. As we know that in globalization era needs English as a means of communication.

Interest in English language as a means of international communication has grown significantly. English has already become the language of professional communication in various areas of life, speaking plays an important role in teaching oral communication. Speaking is considered to be one of the four skills necessary for effective communication, especially when speakers are not using their mother tongue.

Today's conditions of the most students have low level of English speaking ability. This condition happens because the curriculum of teaching English is eliminated in Elementary school. The students do not have English lessons anymore in class as the

required school subject. In certain school they only get extracurricular English lesson once a week. How come the students can study English well. That is why this article tries to propose procedural activities by demonstration to teach speaking which is based on task based instruction (TBI)

B. LITERATURE REVIEW

Procedural Activities

One type of factual genres that provide instructions how to do something is a procedural activity. The procedure type can mostly be applied in most learning areas such as home industry (practising recipe with sub heading, method), in science (experiments), in technology (instructions: how to ...), etc. The purpose of procedural activities is to provide series of information or directions so that students can successfully perform activities in safe, efficient and appropriate ways.

The procedural activities have structural organization like other types of genres. The structure of the procedure is introduction describes about contextual information, series of steps and conclusion. The genre of procedure has the following linguistic and structure features:

Linguistic Features of Procedure are:

1. Use simple present tense
2. Use imperatives
3. Use action verbs
4. Use connectives
5. Use adverbial phrases

Besides the language features a procedure have the generic structures. Generic Structures of Procedure are:

1. Goal. it contains the purpose of the text
2. Materials/ingredient. It contains the materials that are used in the process
3. Steps. It contains the steps to make something in the goal

Task Based Instruction

Tasks intended here are the classroom activities that the students should do according to the instructions. Tasks are defined by Skehan as activities which have meanings as their primary emphasis. A task based instruction sees the learning process as one of learning through doing. It is by primarily engaging in meaning that the learners' system is encouraged to develop (Skehan.1996 p.21). According to Willis J, 1996, "A task is an activity where the target language is used by the learners for communication purposes in order to achieve an outcome." So tasks are activities that require students to arrive at an outcome from given information through some process of thought, and which allow teacher to control that process.

One of the most important roles that task can play is providing comprehensible input and promoting communicative interaction among the learners. Interactive tasks can support learners' negotiation of meaning and facilitate the development of language (Gass, 1997)

Task based framework.

There are three levels of tasks. The aim of the task based instruction framework is to create the optimum conditions for language learning. Willis (1998, p3) identifies these three essential conditions:

- 1. Pre Task : Introduction to Topic and task instruction**
- 2. Task Cycle: Task, Planning and Report**

3. Language Focus: Analysis and Practice

First Pre task. It consists of introduction to topic and task instructions. The teacher has the step of pre-viewing. This can be done by presenting a picture or audio, video demonstrating the task. A pre-task contains introduction of useful words and phrases, preparation time or listening to the speaker of the demonstration. Any part of the demonstration that will challenge the students to study. Previewing exercises such as brainstorms may help the learners focus attention.

The second is Task Cycle. It has three important phases namely task, planning and report.

A task.

The students start by carrying out a communication task, using whatever language they have already had, in pairs or in groups. A task is an objective oriented activity in which the students obtain a real result. At this phase, the teacher monitors and encourages efforts to communicate meaning in the target language. While helping the students to plan what they want to say, the teacher does not correct errors. The emphasis is on spontaneity and fluency.

Planning

Having finished the task, the students prepare to report on the result. Now the emphasis is on organisation and accuracy. The teacher advises students on language and help them correct any errors they make during this phase.

Report

Some or all the groups report briefly to the whole class orally. The others listen in order to compare findings. The teacher may rephrase but not correct the language.

The third is Language Focus.

The teacher reviews what happened in the task, with regards to language and highlights relevant parts for the students to analyze. It may be language forms used by the students, problems that the students had, or forms that need to be covered more and were not used sufficiently. Then the teacher select the language areas to practice, based upon the needs of the students. The students practice activities to increase their confidence and make a note of useful language. In this model the students are free of language control and they use their language resources to develop a natural content from their experiences with the language. They have more exposure to language, lexical phrases, collocations, patterns and language form and can spend a lot of time communicating. They can adjust their language for the report stage.

C. METHODS OF TEACHING

This study is the descriptive qualitative research. It is a case study that describes the process of the students watching the demonstration of how to make tea. In analyzing the data of the students' speaking, the writer applies criteria that consist of four levels or scoring rubric:

1. Very good

The object can mention the correct linguistic features and the generic structures (the goal, the complete materials and the steps of the procedure) in correct order

2. Good.

The object can mention the correct linguistic features correctly and the generic structures (the goal, the complete materials and the steps of the procedure) either is not in correct order

3. **Fair.**
The object can mention the correct linguistic features but the generic structures such as the goal, the materials and the steps are not complete and not in correct order
4. **Poor.**
The object can not mention the correct linguistic features, the goal, the complete materials and the complete steps.

The research Objects

The data are the students of SDPekunden Semarang. They are students of grade five. There are eighteen students

Method of data collection

This article applies task based instruction using procedural activities to help the students practice speaking using a model or a demonstration. Task based Instruction is a different way to teach languages. It can help the students by placing them in the real situation. They listen to the explanation of the topic. Then they work in pairs. They watch the model from the video. After that they practice in pair and write. Finally they are videotaped while they present their outcome orally.

Method of Data Analysis

Analyzing the data, the writers do the following:

1. Watching the video and listening to each student presenting the model of how to make tea.
2. Analyzing the linguistic Features
3. Analyzing the generic structures: the goal, the materials and the steps
4. Grouping the data of each student
5. Tabulating into the linguistic features and the generic structures
6. Interpreting

D. Discussion and Findings

The students were enthusiastic to study English since they didn't have any English lessons. They were very attentive and curious to know when they watched the demonstration. They have never got an English lesson before. This occurred because English lesson is not a required subject in elementary school anymore but they have an English subject as an extracurricular subject once a week.

The material presented was procedure type. The model for the data is by watching the video: "how to make tea".

The purpose is "How to make tea"

The materials and ingredients:

1. A kettle
2. A cup and spoon
3. Some water
4. A teabag
5. Some milk
6. Some sugar

The steps in making tea:

1. Fill the kettle and switch the kettle on
2. Place the teabag in the cup. Wait for the kettle to boil

3. Watch the kettle to boil. Add the water in the cup and leave to brew
4. Remove the teabag and add milk
5. If required add sugar and stir
6. Finally, taste it

Having watched the video the students took notes of what they have seen. They discussed with their friends for 15 minutes. After that they told their friend ‘how to make tea’ one by one. The teacher reviews the outcome of the students one by one from their presentation. It was found out that the students could express and state again the demonstration they watch well but some students could not pronounce some words correctly, such as the pronunciation of a cup [kup] instead of [k^p]. Since the third level of task does not focus on the pronunciation, the teacher ignores it. The third level of task focuses on more exposure to language, lexical phrases, patterns and language uses.

The procedural activities by demonstration using the Task Based Instruction can help students in speaking. The students do the procedural activities of speaking using the three levels of task based framework. Based on the TBI framework and follow the model in the demonstration the students can be motivated in the speaking activities. The following table shows the linguistic features and the structure features from the students’ outcomes.

Table .The Linguistic Features and Generic Structure of Procedures

No	LF	M G	1	2	3	4	5	6	S 1	2	3	4	5	6
1	v	v	1	2	3	4	5	6	1	2	3	4	5	6
2	v	v	1	2	3	5	6	4	1	2	1/2	4	5	6
3	-	-	1	2	3	5	4	-	1/2	-	-	-	-	-
4	v	-	4	5	1	6	3	2	1	1/2	1/2	1/2	5	6
5	v	-	-	1	2	5	4	3	1/2	1/2	1/2	-	-	-
6	v	-	1	2	3	6	5	4	1	1/2	-	1/2	5	6
7	-	-	1	-	-	4	3	2	1	1/2	-	-	5	6
8	v	v	1	-	2	5	3	4	1	-	-	-	5	6
9	-	v	-	1	-	4	2	3	1	1/2	-	-	1/2	6
10	v	-	4	2	3	5	6	1	1	2	1/2	1/2	1/2	6
11	v	-	3	2	1	6	4	5	1	1/2	1/2	1/2	1/2	6
12	v	v	-	2	1	3	5	4	1	1/2	-	-	5	6
13	v	-	2	4	-	-	3	1	1	1/2	1/2	1/2	5	6
14	v	-	1	2	-	5	3	4	1	1/2	1/2	4	5	6
15	v	v	1	2	3	6	4	5	1	2	3	4	5	6
16	v	-	2	3	5	-	4	1	1	2	1/2	4	5	6
17	v	-	1	2	6	3	5	4	1	1/2	-	-	5	6
18	v	-	1	2	6	3	4	5	1	2	3	4	5	6

Note:

LF = Linguistic Features

M = Material

G = Goal

S= Steps

No = Number of the objects

½ represents that the object can mention the steps but not complete

In mentioning the materials of how to make tea, it can be concluded there is one student can mention the complete materials in order. There are eight students can mention the complete materials but not in order. There are six students can mention only five materials and three students can mention only four materials.

In stating the procedure steps there are three students can state the complete steps in order. Most of the students (7 students) can mention the steps of the procedure 'How to make tea' but not in complete sentences. There are seven students can mention a part of it. There is only one student mention the first step, he cannot continue the rest.

After analyzing the data shown in the table, the writer interprets by applying the rubric as stated above in methods of teaching. There is one student who gets the criteria "very good"; he can mention the correct linguistic features, generic structures of the procedure. The second criteria "good" is obtained by two students. Fifteen out of eighteen students are considered "fair". They can mention the goal but the materials and the steps are not complete. No one is considered poor because they can apply the linguistic features and the generic structures although what they mention are not perfect, because some words are missing.

E. CONCLUSION

Referring to the research findings and analysis of the students, the writer draws conclusions that applying task based Instruction in procedural activities for teaching speaking gives benefit to students such as:

1. The model is useful for the students to get knowledge and exposure to the language use
2. It helps students to use their ideas in speaking by involving in the situation of the language use
3. The students are more interactive in speaking because they are motivated to speak by watching the model.

Based on the data analysis the writer finds out that (a) there is one student is assigned "very good" because he can apply the procedural activities with the correct generic structures and linguistic features, (b) two students are "good"; they can perform the goal, the materials and the steps of the model completely although not in correct order; (c) the rest of the students are considered "fair". (d) There are no students considered "poor" They can express their knowledge of watching the demonstration but not fully complete. However some students cannot pronounce some words or phrases with the correct pronunciation.

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