CHAPTER II
THEORICAL REVIEW

A. Speaking

1. The Nature of Speaking

   English language becomes common foreign language recent days. In Indonesia almost in every level of school be tought the English language. The goal of language learning should improve student’s communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

   Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human being in this world understand and speak to carry out every activity in their daily life. Every person speaks because they are live in society that needs interaction each other.

   According to Widdowson (1978:59) speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both receptive and productive participation. He also added that speaking refer to the realization of language as use in spoken interaction and visual media since it is an activity which makes a good use of gesture, and facial expression.

   While Thornbury, Scott (2005:1) states that speaking is a part of daily life what we take it for granted. The average person produces tens of
thousands of words a day, although some people like auctioneers or politician may produce even more than that.

Other perception comes from Brown and Yule (1983) in Nunan, David (1989:26) proposes that spoken language is process consisting of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references.

From the statements above, it can be concluded that speaking is the most important skill in the mastering language. Someone who learns a language can be said to be successful and skillful in mastering the language when he matters speaking skills.

It means that a lot of time and effort needs to be done in order to give many opportunities for the learners in speaking not only in the classroom but also in outside of the class. Because the more time which given to the learners in interacting with the language the better it will be, then they will get more confidence and motivation in learning and practicing the language.

2. **Indicator of Successful in Speaking Class**

The factors which influence a person’s success in learning a second language are the nature of person’s motivation to learn, the quantities of the opportunities to learn and the person’s ability to learn. According to Hornby (1995:2) ability means mental, physical capacity, power, skill
required to do something. Meanwhile, Littlewood (1998:62) states that ability is often restricted to cognitive aspects of person ability to learn notably, intelligence, and set of more specific language-learning abilities.

Mc. Laughlin in O’Malley and Charmot (1990:66) propose that speaking is an example of a complex cognitive skill that can be differentiated into various hierarchical sub skills. Furthermore Bygate (1997:4) defines that speaking is a skill, which people are most frequently judged, and through this they may make or lose friends. It is a vehicle part excellence of social solidarity, social ranking, professional advancement, and business. He also states that there is a fundamental difference between knowledge and skill. Both can be understood and memorized, while only skill can be imitated and practiced. Furthermore he also clarifies that there are two basic ways in which something we do can be seen as a skill (1997:5). The first is motor perceptive skill that involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. The second is interaction skills that involve making decisions about communication, such as; who to say, how to say it, and whether to develop it, in accordance with one’s intention while maintaining the desired relation with others.

The notions of what is right or wrong now depend on such things as what we have decided to say, how successful we have been so far, whether it is useful to continues the point, what our intensions are, and
what sorts of relations we intend to establish or maintain with our interlocutors.

Byrne, Donn (1997:11) also states that in order to be able to communicate effectively, the students also need an adequate mastery of grammar and vocabulary. According to (Ur, 1996:120) characteristic of a successful speaking activity which include students talk a lot, participant is even, motivation is high and language is on the acceptable level. Each characteristic is explained as follows:

a. Students talk a lot

The students can talk as much as possible. In fact, the period of time allotted to the activity is occupied by students’ talk.

b. Participation is even

Classroom discussion is not dominated by a minority talkative participant, it means that all members get chance to speak and distribute the contribution fairly.

c. Motivation is high

Students are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Students express themselves in utterances that are relevant, easily, comprehensible to each other, and acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech. It
is not only matter of transferring some messages to other person but it is also communication, which needs more than one person to communicate with.

Based on the definitions above, it can be said that speaking is physical capacity or power to have complex cognitive skill as a tool to make friends, social solidarity, social ranking, professional advancement, and business. Speaking has two basic ways. The first is motor perceptive skills that involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. The second is interaction skills that involve making decision in communication. Students are supposed to talk a lot, have high motivation, good participation and use language in acceptable level. Because of these aspects, to communicate effectively, the students also need an adequate mastery of grammar and vocabulary.

3. **Speaking Accuracy and Speaking Fluency**

Accuracy and fluency are the main goals targeted by the students in the process of teaching and learning language. Bryne (1997:5) states that accuracy is the use of language which depends on mastery of the language system. Accuracy focusses on the correct of grammar, vocabulary, and other skills. Whereas, speaking fluency is the ability to express oneself intelligibly reasonably accurately and without too much hesitation. Accurately and fluency at different states of the language programmers can be represented in the following table:
Table 2.1 Accuracy and Fluency

<table>
<thead>
<tr>
<th>ELEMENTARY</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on accuracy</td>
<td>Fluency</td>
</tr>
<tr>
<td>Source: Byrne, Donn (1997:5)</td>
<td></td>
</tr>
</tbody>
</table>

Brown (2000:268) defines distinctions between accuracy and fluency. Accurate means clear, articulate, grammatically, and phonologically correct. While fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing students to focus on the element of phonology, grammar and discourse in their spoken output.

From the definition above, it can be concluded that speaking accuracy is giving attention to the language on the students’ pronunciation, phonology, and grammar. While, speaking fluency means the use of language by talking without too much hesitation.

By considering explanation and theories above, it can be concluded that speaking ability is physical capacity or power to move organ of speech which can produce sounds to express speakers’ idea through perceiving, recalling, and articulating in the correct pronunciation, structures of the language, appropriate content, appropriate vocabularies and make interactive activity without too much hesitation. When speaking, someone can express intelligibility, convert intended meaning accurately,
use appropriate language to interact with other speakers fluently. Because of these reasons, the indicators of speaking are students are supposed to be able state the content of the speech, perform acceptable pronunciation to express understandable utterances, use correct grammar to make well-formed utterances, use appropriate vocabularies to express the idea and make dialogue/speech without too much hesitation (fluency).

B. Teaching Speaking

1. The Goal of Teaching Speaking

Students’ language learning considered successful if the students can communicate effectively in the target language. Therefore, this becomes the main goal of language learning, especially in speaking class. Brown, Douglas (2000:7) states that teaching is guiding and facilitating learning, enabling the student to learn, setting the condition for learning. He also stated that teaching is implied as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing of knowledge and causing to know and understand. Furthermore Byrne, Donn (1997:9) proposes that the main goal in teaching productive skill of speaking will be oral fluency. Oral fluency can be defined as the ability to express oneself intelligibly, reasonably accurately and without too much hesitation.
Hadfield (1999:7) also defines that speaking is any kind of bridge for student between classroom and the outside world. In order to build the bridge, in the speaking activities the teacher must give them practice opportunities for purposeful communication in meaningful situation. It means that learning to speak in a second language will be facilitated when students are actively engaged in attempting to communicate. Thus, the teacher should students practice and oral exam to actualize their speaking skill.

Thronbury adds that the lack of two factors can result in the lack of effective factors, such as lack of confidence or self-consciousness, which might inhibit fluency. Students can compensate for their insufficient knowledge of the language system by using communication strategies, and they can compensate for lack of fluency by using discourse strategies. However, those strategies can lead to premature fossilization of the student’s interlanguage. In terms of knowledge base enabling speech, students need:

a. A core of grammar.
b. A core of vocabulary of at least 1000 high frequency items.
c. Some common discourse markers.
d. A core phrase book or multi word (or chunks).
e. Formulate ways of performing common speech acts (such as requesting or inviting), and
f. Mastery of those features of pronunciation that inhibit intelligibility.
From the definition above, it can be concluded that teaching speaking is the guiding and facilitating learning to produce English speech sound using appropriate words, stress and intonation, to the proper social situation confidently. In this process, teacher must analyze the students’ difficulties. Students often get difficulties because they have limited knowledge, lack of confidence, and not sufficient skill. Because of these reasons, the students need a core of grammar, vocabulary, pronunciation, phrase book and common speech acts to achieve speaking ability.

2. Technique of Teaching Speaking

According to Harmer (1998:131-132) some methods in speaking activity are as follows;

a. Use pair works (group work). It will help to provoke quite students to talk. When they are with one or two or three other students, they are not under so much pressure as they speak in front of the whole class.

b. Allow the students to speak in controlled way. Teacher should give opportunities to quit students by asking them question related to the material given.

c. Use acting out and reading aloud. Getting students to act out dialogue is one of encouraging quit students. However, acting out does not just mean reading aloud.
d. Use role play. Many students speak more freely when they are playing a role play when they do not have to be themselves.

e. Use the tape recorder. The teacher can tell the students to record what they would like to say, outside the lesson. The teacher listen to the tape and points out possible errors.

From the definitions above, it can be concluded that there are many ways to teach speaking in a class. To give the students more time to talk, teacher can use the group work technique. Teacher also makes language be easily produced by participants. Teacher can use many strategies such as choose the interesting topic, give some instructions or training in discussion skill, use role play, correct the students’ mistake and keep the students to speak the target language in controlled way.

3. The Role of Teacher

Several roles are needed for teachers in oral lesson. In this case, the teacher should know what their roles are. Knowing the roles will help the class to minimize the problem arisen. This also makes the teaching learning process run maximally and as well as what has been planned. According to Byrne, Donn (1997:2), the teachers have specific roles at different stages, as follows;

a. In the presentation stage

In this stage, teacher has task to serve as a kind of informant. Teacher selects the material to be learned (using textbook normally...
but supplementing and modifying is as required) then teacher presents this in such a way that the meaning of the new language is as clear and memorable as possible.

b. In the practice stage

The main task of teacher in this stage are devises and provides the maximum amount of practice, which must at the same time be both meaningful and memorable. In this stage, teacher is like the skillful conductor of an orchestra, giving each of the performers a chance to participate and monitoring their performance to see that it is satisfactory.

c. In the production stage

In this stage, teacher provides the students with activities for free expression and in discreetly watching over them as they carry them out (which is of course one of the best way of finding out whether the students are really making progress), teacher takes on the role of manager and guide.

Another definition comes from Harmer, Jeremy (275-276). Harmer states that teacher need to play a numer of different roles during the speaking activities described above. However, three have particular relevance if we are trying to get students speak to speak fluently are;

a. Prompter

Students sometimes get lost, can not think of what to say next, or in some other way lose the fluency teachers expectof them.
Teacher can leave them to struggle out of such situation on their own. However, teacher may able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively, without disrupting the discussion, or forcing students out of role, it will stop the sense of students’ frustration that some students feel when they come to a ‘dead end’ of language or ideas.

b. Participant

Teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate in discussion or role-plays themselves. That way can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

c. Feedback provider

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches.

From theories above, it can be concluded that teacher has big role in teaching learning process. Teacher has different roles in every stage. In presentation stage, teacher has role as informant. In practice stage, teacher provides the maximum amount of practice. Teacher guide the students to product good speaking in production stage.
Teacher also can be a prompter when students get lost in their fluency. Teacher also has as participant to grow the students’ motivation and feedback provider.

4. Testing Speaking

To know successful in teaching speaking, teacher should have criteria of assessment. Thornbury, Scott (2007:124) states that testing in spoken language, both informally and formally, takes place at the beginning and at the end of most language courses, as well as at various time during the course itself. Moreover Thornbury (2007:127) also states that there are many criteria in assessment spoken language which is categorized into four. They are as follows:

a. Grammar and Vocabulary

On this scale, candidates are awarded marks for the accurate and appropriate use of syntactic form and vocabulary. It has the purpose to meet the task requirements at each level. The range and appropriate use of vocabulary are also assessed here.

b. Discourse Management

On this scale, examiners are looking for evidence of the candidate’s ability to express ideas or opinion in coherent and connected speech.

c. Pronunciation

This refers to the candidate’s ability to produce comprehensible utterances to fulfill the task requirement. It refers to
the production of individual sound, the appropriate linking of words, and the use of stress and intonation to convey the intended meaning.

d. Interactive communication

This refers to the candidate’s ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirement.

Brown, Douglas (2004:173) proposes criteria of assessments are as follows;

Table 2.2 Oral proficiency scoring categories

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Error in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Speaking vocabulary inadequate to express anything but the most elementary needs</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
</tr>
<tr>
<td>2</td>
<td>Can usually handle elementary constructions quite accurately but does not have thorough of confident control of the grammar.</td>
<td>Has speak vocabulary sufficient to express himself simply with some circumlocutions</td>
<td>Can get the gish of most conversations of nontechnical subject (i.e topics that request no specialized knowledge )</td>
</tr>
<tr>
<td>3</td>
<td>Control of grammar is good. Able to speak the language with</td>
<td>Able to speak the language with sufficient vocabulary to</td>
<td>Comprehension is quite complete at a normal rate of</td>
</tr>
</tbody>
</table>
sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Fluency</th>
<th>Pronunciation</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No specific fluency description. Refer to other four language areas for implied level of fluency</td>
<td>Error in pronunciation are frequent but can be understood by a native speakers used to dealing with foreigners attempting to speak his language.</td>
<td>Can ask and answer question on topic very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirements. (should be able to order a simple meal, ask and give simple direction, make purchase and tell time.</td>
</tr>
<tr>
<td>2</td>
<td>Can handle with confidence but not with facility most social situations, including</td>
<td>Accent is intelligible though often quite faulty.</td>
<td>Able to satisfy routine social demands and work requirements;</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.</td>
<td>Can understand any conversation within the range of his experience.</td>
</tr>
</tbody>
</table>
introductions and casual events, as well as work, family, and autobiographical information.

need help in handling any complications or difficulties.

Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.

Can participate effectively in most formal and informal conversation on practical, social, and professional topics.

Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.

Would rarely be taken for native speakers but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.

Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Speaking proficiency equivalent to that of an educated native speaker.

Based on the theories above, the indicators of speaking are as follows:

a. State the content of the speech
b. Use correct grammar to make well-formed utterances
c. Perform acceptable pronunciation to express understandable utterances
d. Use appropriate vocabulary to express ideas
e. Make correct dialogue or speech fluently
From the theories and indicators of speaking above, scoring rubric of speaking can be explained as follows:

Table 2.3 Scoring Rubric of Speaking Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect</th>
<th>Criteria</th>
<th>Score</th>
<th>Name of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>a. Correct and can be understood</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Maximum has three mistakes and can be understood</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Have &gt; 4 mistakes and can be understood</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Have &gt; 4 mistakes and difficult to be understood</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Little or no language produced</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>a. Correct/ no grammar mistake</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Maximum has 4 mistakes and not change meaning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Have &gt; 5 mistakes and not change the meaning</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Have &gt; 5 mistakes and change the meaning</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Little or no language produced</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary mastery</td>
<td>a. Wide vocabulary appropriately used</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. good range of vocabulary</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. adequate but not rich vocabulary</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. poor vocabulary</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. little or no language produced</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>a. easy and effective communication</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. effective communication in short turn</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. get ideas across hesitantly and briefly</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. very hesitant and brief utterances</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. little or no communication</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Content</td>
<td>a. produced ≥ 4 language expressions correctly</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. produce 3 language expressions correctly</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. produce 2 language expressions correctly</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. produce 1 language expressions correctly</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. no language expressions produces</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Total Score | 25 |

C. Review of Task Based Learning

1. Nature of Task Based Learning

According to Willis, Jane (1996:36) task is a goal-oriented communicated activity with specific outcome, where the emphasis is on exchanging meaning not producing specific language form. In Line with Nunan, David (2004:10) proposes communicative task as a piece of classroom work which involves students in comprehending, manipulating, producing, or interacting in the target language while their attention in principally focused on meaning rather than form. Further definition by Long (1985) in Nunan (2004:2) defines that
A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across road. In other word, by “task” is meant the hundred and one things people do in everyday life, at work, at lay, and in between.

Kris Van Den Branden (2006:4) defines that a task is an activity in which a person engages in order to attain an objective and which necessitates the use of language. In line with Ellis (2003) in Nunan (2004:3) states that a task is a work plan that requires students to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. So, it requires the students to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Task Based Language Learning is defined by Breen (1987:23) as any structured language learning endeavour which has particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. In this view, task is assumed to refer to all kinds of work plans that have the overall purpose of facilitating language learning, from the simple and brief exercise type to more complex and lengthy activities such as group problem solving, simulations or decision
making (Wesche and Skehan, 2002). Crookes (1986) in Kris van den Branden (2006:4) defines that Tas-Based Learning is a piece of work or activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research.

Based on theories above, it can be concluded that a task is a piece of communicative activity in the classroom which involves student in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form in order to achieve an outcome that can be evaluated and facilitating language learning, form the simple and brief exercise type to more complex and lengthy activities.

2. Characteristic of Task Based Learning

Willis, Jane (1996:18) also states that tasks remove the teacher domination and student get chances to open and close conversation, to interact naturally, to interrupt and challenge, to ask people to do things and to check that they have been done. He adds that an important feature of Task-Based Learning (TBL) is that students are free to choose whatever language forms they wish to convey what they mean to get the task goals. In Line with the statement above, Ur, Penny (1981:12) defines that when a group is given a task to perform through verbal interaction, all speech becomes purposeful, and therefore more interesting.

Willis, Jane (1996:40) also proposes that Task Based Learning is not just about getting students to do one task and then another task and then
another. If that were the case, students would probably become quite expert at doing task and resourceful with their language, but they would almost certainly gain fluency at the expense of accuracy.

Furthermore Nunan, David (2006:1) states that Task Based Language Teaching has strengthened the following principles and practices:

a. A needs-based approach to content selection

b. An emphasis on learning to communicate through interaction in to target language

c. The introduction of authentic text into the learning situation

d. The provision of opportunities for students to focus not only on language but also on the learning process itself.

e. An enhancement of the student’s own personal experiences as important contributing elements to classroom learning.

f. The linking of classroom language learning with language use outside the classroom.

From theories above, it can be conclude that task based learning activity be able to remove the teacher domination and student get chances to open and close conservation. Besides that, the students are free to choose whatever language forms they wish to convey the task goal. Task based learning is purposeful activity. It is because the students become quite expert at doing tasks and resourceful with their language. It makes them gain fluency and accuracy. There many strengths in task based learning such
as emphasis on learning to communicate, the focus on language use outside the classroom, students will be motivated.

3. **Task Component**

Task has many components in order to achieve the goal of teaching. Candlin (1987) in Nunan, David (1989:47) states that task should contain input, roles, setting, actions, monitoring, outcomes, and feedback. Input refers to the data presented for students to work on. Roles specify the relationship between participants in a task. Setting refers to the classroom and out-of-class arrangements entailed in the task. Action are the procedures and sub-task to be performed by the students. Monitoring refers to the supervision of the task in progress. Outcomes are the goals of the task, and feedback refers to the evaluation of the task.

Nunan, David (1989:41) proposes that a minimum specification of task will include goals, input and procedures, and that these will be supported by roles and settings. The simple model is represented diagrammatically below:

\[
\text{Goal} \rightarrow \text{Input} \rightarrow \text{Task} \rightarrow \text{Procedures} \rightarrow \text{Setting} \rightarrow \text{Teacher role} \rightarrow \text{Student role} \rightarrow \text{Setting}
\]

Another type of task components is introduced by Shavelson and Stern in Nunan (1989:47) as follows;

a. Content (the subject matter to be taught)
b. Material (the things that students can observe or manipulate)

c. Activities (the things that students and teacher will be doing during the lesson)

d. Goals (the teachers’s general aim for the task which is much more general and vague that objectives)

e. Students (their abilities, need and interests are important)

f. Social community (the class as a whole and its sense of groupings)

Wright (1987) in Nunan (1989:47) also suggests that tasks need minimally contain just two elements. These are input data which may be provided by materials, teacher or students and an initiating question which instructs students on what to do with data. He rejects the notion that objectives or outcomes are obligatory on the ground that, with certain task, a variety of outcomes might be possible and that these might be quite different from the ones anticipated by the teacher.

4. The Type of Task

There are various type of tasks. According to Richard-Rodger (2000:231) in general, there are two types of task. They are real-world and pedagogical task. Real-world tasks refers to tasks designed to practice and rehearse tasks that are important and useful in real world. Pedagogical task refers to the task which have a psychological basis in second language acquisition theory and research but do not necessarily reflect real-world tasks. Furthermore, Prabu in Larsen and Freeman
differentiates task into three types. They are information-gap activity, opinion-gap activity and reasoning-gap activity.

The definition of each activity are as follows:

a. Information-gap activity

It involves the exchange of information among participants to complete a task.

b. Opinion-gap activity

It requires students to give their personal preferences, feeling or attitudes in order to complete a task.

c. Reasoning-gap activity

It requires students to drive new information by inferring it from given information.

5. Classroom Procedures

Task-Based Learning consists of pre-task, task cycle, and language focus. Willis, Jane (1996:52) suggests stages in Task-Based Learning as follows:

a. Pre-task

The pre-task phase introduce the class to the topic and the task. In this phase, teacher explores the topic with the class, highlights useful words and phrases, help students understand task interaction and prepare. Students may hear recording of other doing a similar task. Pre-task activities has purpose to explore topic language should actively involve all students, give them relevant exposure, and, above all, create
interest in doing a task on his topic. In this stage, teacher also give task
instruction for the students.

b. Task cycle

Task cycle consists of the following steps:

1) Task

   In the task, students do the task, in pairs or small groups. Teacher
   monitors and encourages; stops the task when most pairs have
   finished; comments briefly on content. The task stage is therefore a
   vital opportunity for all students to use whatever language they can
   master, working simultaneously, in pairs or small groups, to achieve
   the goal on the task.

2) Planning

   In the planning, students prepare to report to whole class orally how
   they do the task, what they decided or discovered. The teacher acts
   as linguistic adviser, giving feedback; helping students to correct,
   rephrase, rehearse, and/or draft a written report.

3) Report

   In the report, some groups present their report to the class, or
   exchange oral reports and compare results. Teacher acts as
   chairperson, linking the contributions, and summing up. Besides
   that, teacher gives feedback on content and form, if wished.

c. Language Focus
There are two activities in language focus. They are analysis and practice. In the analysis, students examine and discuss specific feature of the speech. In the practice, teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.

While, according to Ellis, Rod (2003:244) Task-Based Learning consists of three phase. There are follows;

a. Pre-task

In pre-task phase, students prepare the task to perform the task in ways that will promote acquisition

b. During task

In during task, there are two basic kinds. First, there are various option related to the how task is to be undertaken that can be taken prior to the actual performance of the task and thus planned for by the teacher. Second, there are a number of process option that involve the teacher and students in online decision making about how to perform the task as it is being completed.

c. Post-task

In post-task, students report the task, consciousness raising and repeat the task.
6. The advantages of Task Based Learning

Task – based Learning has several advantages, as follows;

a. Task-based Learning provides natural context for language use

   According to Larsen-Freeman (2000:144) Task-based Learning provides students with a natural context for language use. When students work to complete a task, they have abundant opportunities to interact. The interaction is believed to facilitate language acquisition as students have to work to understand each other and to express their own meaning.

b. Task-based Learning is Motivating

   Task based learning is motivated. It is supported by the belief that a target language is best learned through using it, rather than learned and then used it (Thornbury, 2005:119)

c. Task- best learning accommodates the real world need

   The materials in task-based learning is based on need-analysis about what students need in “real-world” outside the classroom (Nunan, David 2004)

d. Task-based Learning has a clearly defined communicative outcome

   The workplan stimulates the non-linguistic outcome of the task, which serves as the goal of activity for the students. The stated outcome of a task serves as the means for determining when participants have completed a task. (Ellis, Rod 2003)
e. Task based Learning involves activation process

Engaging students in task work provides a better context for the activation of learning process than form-focused activities, and hence better opportunities for language learning to take place (Richard-Rodger, 2001:233)