



THE VALIDITY OF EXISTING SPEAKING MATERIALS BASED ON TASK BASED LEARNING

Syafrida Matondang

Meisuri

Anni Holila Pulungan

**English Applied Linguistics Study Program
Postgraduate Program-Universitas Negeri Medan**

Submitted December; Accepted February; Published April

ABSTRACT

Course book is one of medium that is needed so much by both teacher and learners in facilitating teaching and learning process. However, the available course books do not always match with the learners and institution needs. Fortunately, the purpose of this study was to investigate the validity of students' existing speaking material for elementary school students grade V based on Task Based Learning at MI Swasta Mardliatul Islamiyah. The data were collected through questionnaires, interview and documentary sheet. The validity of the device was assessed by students using a validation sheet. The validation result data were analyzed descriptively quantitative and descriptive qualitative. The results of data analysis show that the students' speaking material have not reached a valid category with the mode of score ranging from 1 to 2.

Keywords: *Validity, Students' Speaking Material, Task Based Learning*

How to Cite: Matondang, Syafrida. (2023). The Validity of Existing Speaking Material for Based on Task Based Learning. *Jurnal Linguistik Terapan Pascasarjana Unimed*. 20 (1): 95-103.

ISSN: 2407-7410

INTRODUCTION

English as a foreign language in Indonesia, especially in primary school, has been around since the early 1990s, with recognition of how important it is to learn English as quickly as possible in order to be competitive in the modern and globalized world. Based

on that, it's a problem. Based on this recognition to finally, through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487/1992, Chapter VIII, guidelines were issued by the government stating that the subject could be included in the primary school curriculum (Kulsum, 2016). Therefore, according to this policy, English classes can be part of community content or part of elementary school extracurricular activities.

Consistent with the above statement, Herlina and Utami (2019) found that since English is a community subject, primary schools should train teachers who understand how to adequately conduct English learning for young learners. said there is a need. Faridatuunnisa (2020) argues that the position of *mulok* as part of the subjects taught in primary schools is in fact intended to provide learners with the skills deemed necessary in specific areas for muroku to adapt. It states that it is an embodiment of the locally applicable part. The skills and needs of learners in everyday life are also called young learners or novices. Herlina (2019) points out that primary English learners in Indonesia can be categorized into young learners and beginners. Primary school learners are called young learners from the age of 6 she refers to around the age of 12, learners are called English learners because English as a foreign language is already learned in most primary schools in Indonesia.

In fact, the 2013 curriculum does not include English classes. Fortunately, the government has taken note of the success of English education in primary schools. Since the Minister of Education and Culture issued Resolution No. 060/U/1993 that English can be taught from grade 4, the government has been given the opportunity to decide whether to introduce English in primary schools. Learning English in school without interfering with other subjects in primary school (Maili, 2018). Also, his Minister of Education and Culture (Mendikbud) Nadiem Makarim has signaled to bring back English subjects in primary schools. There is evidence that in the old days this subject was only taught from grade 4 until he was grade 6. However, today's English class turns out to be a regular class in all schools from 1st to 6th grade. Maili (2018) explains that there are three reasons why English is necessary for primary school English learning. First, young learners pick up the language easily. Secondly, in this digital age, technology can be accepted more easily as all life systems use English. Therefore, English is mastered and mastered by learners including her four skills of listening, speaking, writing and speaking.

Corresponding to the situation of English subjects in primary school, together with *Permendikbud* No. 67 of 2013 on the basic framework and structure of the primary

school/Madrasa Ibtidaiyah curriculum, clear conclusions can be drawn. The proportion of English subjects in primary school is not mentioned as local content or extracurricular education (Faridatunnisa, 2020). From this we can conclude that the positioning of English subjects is entirely dependent on the circumstances of each school.

From the above, it can be said that each elementary school can freely decide the positioning of each subject included in Mulok. Based on this, some primary schools still incorporate English as part of Mulok, such as MI Swasta Mardliatul Islamiyah. Specifically, an English syllabus based on the syllabus structure of the 2013 version will be downloaded from the Internet by English teachers at schools, and the syllabus of the 2013 version will be introduced. As we know, the 2013 curriculum prioritizes an equitable, learner-centered model of education for greater involvement in the learning process. The curriculum prioritizes the right to free learning while respecting national diversity in religious, cultural and social values. Zein (2017) states that the curriculum is structured in the spirit of implementing a more democratic educational program.

Books are a very useful learning resource and learning medium. Textbooks play an important role for teachers in translating knowledge from books into scientific messages to learners with the aim of understanding the knowledge of the subject being taught. Textbooks play a central role between teachers and learners at all levels of education, as books are important tools for providing material applied to the curriculum.

Task-based learning was as evaluation based in this study. Task-based learning as one of CLT's approaches becomes a specific teaching approach proposed in the designed materials. Task-based learning is an approach to learning English by completing tasks as classroom activities. Task-based learning provides simple opportunity for learners to interact with each other as they work to complete the task. Nunan (2004) says: Based on the above statements, researchers provided the task with materials designed as classroom activities for learners.

Moreover, this approach is an approach to language learning that gives learners interactive tasks to complete. Nunan (2004) defines task-based learning as a language course in which the curriculum or teaching and learning activities are organized based on tasks. Breen in Zho (2011) adds that task-based learning is structured language learning with specific goals, appropriate content, work processes, and a set of outcomes for the person performing the task. From this perspective, the tasks cover all types of work plans with the general purpose of facilitating language learning, from simple, short exercises to more complex, longer activities such as group problem-solving and simulations, and

decision-making. This approach is applied to actively improve English proficiency in the learning process to improve the learner's English proficiency and make the learner feel enthusiastic and motivated to perform activities using books.

The abolishment of Mulok's English courses has led to a shortage of quality teacher's manuals and learner textbooks from the government to support English learning in primary schools. So, the validity of the students' existing speaking material for elementary school students grade V based on task based learning at MI Swasta Mardliatul Islamiyah was investigated in this study.

METHODOLOGY

This research was development research to investigate the students' existing speaking material before phase of producing the relevant students' speaking material for students grade V MI Swasta Mardliatul Islamiyah. This article focuses on the explanation of the validation of students' existing speaking material. The analyses of the existing syllabus, lesson plan and speaking material were done.

The validation was carried out by students themselves and teacher at MI Swasta Mardliatul Islamiyah. They gave a score ranging from 1 to 5 according to the criteria onn the validation sheet. Validation also could provide suggestions and improvements for the students' speaking material being developed. Subject responses to the questionnaire were calculated in percentage format. Responses to each question were rated based on a Likert scale (Ridwan, 2016:p.39), which,

Table 1. Category Convention

Categories	Scores
Strongly agree (strongly agree/SS)	5
Agree (Agree/S)	4
Neutral (Neutral/N)	3
Disagree (Disagree/TS)	2
Strongly Disagree (Strongly Disagree/STS)	1

To analyze the percentages, researchers used the following formula:

$$NA = \frac{PS}{SM} \times 100 \%$$

NA = final result

PS = score achieved

SM = maximum score

The results of this analysis were used for development product modifications, application suggestions, and product conclusions.

Table 2. Range of criteria proposed by Riduwan (2016)

Score Interpretation Criteria Percentages (%)	Category
0-20	Very low
21-40	Low
41-60	Sufficient
61-80	High
81-100	Very High

FINDINGS AND DISCUSSIONS

Data analysis provides several insights from this study. After analysis of existing syllabus and material was done to see the validity of them, the results were concluded that the existing syllabus and existing speaking material were less relevant for learners in MIS Mardliatul Islamiyah Medan. The weaknesses were stated below.

Firstly, result of analysis about the syllabus showed that it was not contained with suitable needs of learners on some elements of syllabus which were (1) from basic competence element, all the basic competences were not relevant with the English material that used by learners of MIS Mardliatul Islamiyah. The competences didn't support for the learners to find good skill applicable with their religious needs as Islamic school. Speaking material which was related to religious based needs doesn't become the main target in the learning process because the existing syllabus tends to the general knowledge only. (2) From indicator element, All indicators related to speaking aspects such as; Knowing English vocabulary, identify the important things, analyzing questions, presenting vocabulary appropriately, practice dialogue and complete practice questions but the topic didn't support learners' capacity in learning English because the topic is too general., (3) From topic element, the topics showed in this syllabus about general topics were less relevant with the elementary learners and inappropriate with learners' competences because those were too high. List of topics that was used in speaking activity in existing syllabus: motion organs, clean air for health, healthy foods, healthy is

important, ecosystem, heat and transfer, event in live, my environment, and objects in the environment. (4) From learning method element, there was no elaboration about what method that would be used by the teacher for speaking process. (5) From assessment element, it was mentioned that there were some directions should be done in oral and written. Written test has given dominantly rather than oral test, (6) From source of study, one of the sources of the study written in the syllabus was not used in real learning and teaching classroom such as learners' English book instead of using the book written on the syllabus but using another book. Only some elements such core competence and allocation time were relevant but still the syllabus needed to be improved.

Secondly, about the existing material that has been analyzed, it also showed the irrelevance speaking book for the learners in some aspect because; (1) based on the objectives aspect of the existing material which was only focused to the general purposes which meant that the contents of the book were general as those used in other public schools, there were no Islamic characteristics. Furthermore, the learners didn't understand what topic that would be studied because the learning goals were not stated in every chapters of the existing material. (2) In design and arrangement, according to them, the existing material didn't attract their attention to do on it because the structure of each topic was not presented systematically from hard to the easy topics. They were unsustainable between one topic to the other topics and also the pictures and the selection of words didn't show the Islamic value. (3) About aspect of linguistic features, the existing material has limitation of a list of vocabularies and about the pronunciation and expression were not found in that book. Provided vocabularies, pronunciation and expressions were very need for every student who learned English especially in understanding many dialogues presented. They became less interested in continuing the activity in the book. (4) In the topic aspect, they argued that the topics were too general for them. They needed to learn English while keep holding Islamic values on the book. The learners also argued that they were bored in listening the teacher only in every learning English. They needed to have more chances to learn in group or pairs and can perform speaking in front of the class with friends.

Based on these phenomena, to see the learners' needs, the researcher distributed questionnaires to find out the appropriate book that could be implemented and studied in the class. The result showed that; (1) in aspect of Speaking material, they needed to study by using laptop, hand phone or computer to create the new atmosphere of learning English, having more chances to speak English in front of class, desired to be trained to

learn actively in group or individually and they hoped speaking material was designed with topic that introduces Islamic culture. (2) In terms of linguistics features, the learners needed the list of vocabularies that showed Islamic culture to add their vocabulary in speaking English. While in pronunciation aspect, learners also desired the list of pronunciation to help them master speaking the words easily. In language use aspect, the learners hoped for mastering the language use in speaking skill. In speaking exercise, the learners wanted to answer questions easily with the clear work instructions. In grammar in use, the learners demanded the grammar use was suitable for their level as the fifth grade learners. (3) In design and layout aspect, the learners hope for the interesting design cover, having picture and video on the book that showed Islamic nuance, displaying real images and the images was easily understood and in accordance with the topic, has the colourful book design. (4) In terms of topic needed, learners wrote 10 topics what they needed in learning speaking in free. Most of learners wrote Greeting, At the School, Allah Loves Cleanliness, I Love My Family, Clothes, Animals, Things in the Kitchen, Food and Drink, Parts of Body, Public Places. In conclusion they needed more information of those topics to learn the E-Book with showing the Islamic nuance posted in each topic on the E-Book.

Based on percentages range and qualitative criteria for learners' opinion data on existing material, the range of the average score was converted into Likert Scale with reference table 1 below:

Table 3. Convergence of expert score with Likert Scale

Score Interpretation Criteria (Percentages (%))	Categories
≥ 83	Very High
68-82	High
52-67	Sufficient
37-51	Low
≤ 36	Very Low

Based on the results of the questionnaire, see appendix B, from the total 24 learners who responded to the 5 aspects, 3 respondents or 12.5 agreed that the existing material was good and there were 21 respondents or 87.5% disagreed that the existing material was good. It proved the learners' dissatisfaction with the quality of the existing material that

was still poor.

From the result of field survey by questionnaire, based on the results of the statements in the questionnaire, the learners felt the goal of speaking the material, the design and placement, the peculiarities of the language, the methods and the learning of the topics did not suit their needs. The results of learners' evaluation of existing books also proved that most learners were dissatisfied with existing books. These learners found it very difficult to understand the commands and language of existing books, so there are still many learners who are learning new things.

CONCLUSIONS

Based on the research results, the existing speaking material for elementary school learners grade five at MIS Mardliatul Islamiyah Medan was only focused on answering questions without improving learners' speaking skills as the purpose of task-based learning. The results of the questionnaire, from the total 24 learners who responded to the 5 aspects, 3 respondents or 12,5% agreed that the existing material was good and there are 21 respondents or 87.5% disagreed that the existing material was good. It proves the learners' dissatisfaction with the quality of the existing material was still poor. Learners needed book that contained all aspects such as aspect of task based learning activities (pre-task, task, and language focus).

REFERENCES

- Badan Standar Nasional Pendidikan.2006. *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Depdiknas.2006. Permendiknas Nomor 22/2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. Jakarta: Depdiknas.
- Dick and Carey. 1996. *The Systematic Design of Instuction*, New York: Harper Collins Publishers.
- Faridatuunnisa, I. 2020. *Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia*. Yogyakarta: Prosiding Seminar Nasional “Implementasi Merdeka Belajar Berdasarkan Ajaran Taman Siswa” 7 Maret 2020.
- Gall, M. D., Gall, J.P., & Borg, W.R. 2003. *Educational Research: An Introduction. 7th Edition*. Boston: Pearson Education.
- Grabe, W., and Stoller, F. L. 2011. *Teaching and Researching Speaking. 2nd ed*. London: Pearson Education Limited.

- Herlina. 2019. *Teaching English to Learners of Elementary School*. Jakarta: Bumi Aksara.
- Kulsum, H. 2016. *Bahasa Inggris dalam Kurikulum 2013 di Sekolah Dasar*. The 3rd University Research Colloquium 2016. ISSN 2407-9189
- Maili, S. Nursiti. 2018. Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipersoalkan. *Jurnal Pendidikan UNSIKA (Judika)*. Vol. 6.No.1 p.23-28.
- Maili, S. N. 2018. Bahasa Inggris pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipersoalkan *Judika (Jurnal Pendidikan Unsika)*. Volume 6 Nomor 1, Maret 2018 Halaman 23-28. <http://Journal.Unsika.Ac.Id/Index.Php/Judika>
- Nunan, D. (2004). *Task-Based Language Teaching*. New York: Cambridge Univesity Press.
- Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006, tentang SI untuk Satuan Pendidikan Dasar dan Menengah, Lampiran, bagian SK dan KD Bahasa Inggris Kelas V SD Semester 2, Nomor 36, Jakarta.
- Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006, tentang SI untuk Satuan Pendidikan Dasar dan Menengah, Lampiran, bagian SK dan KD Bahasa Inggris Kelas V SD Semester 2, ,Nomor 36, Jakarta.
- Peraturan Menteri Pendidikan Nasional Nomor 24 tentang Pelaksanaan Standar Isi (SI) dan Standar Kompetensi Lulusan (SKL)
- Peraturan Menteri Pendidikan Nasional Nomor 41, Tahun 2007 tentang Standar Proses, Lampiran bagian II Perencanaan Proses Pembelajaran
- Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, Jakarta.
- Riduwan, 2018. Pengukuran Variabel-variabel Penelitian. Cv. Alfabeta Diakses dari <https://www.google.co.id/?ie=utf-8&oe=utf&client=firefox-b&gwsrd=cr,SSl&dcr=0&ei=EY KWr3zNMb1VGs7jo6oDA>
- Zein, M. S. 2016. Pre-Service Education for Primary School English Teachers in Indonesia; Policy Implications. *Asia Pasific Journal of Education*.Vol. 36. No. S1.
- Zein, M. S. 2017. Elementary English Education in Indonesia: Policy Developments, Current Practices, and Future Prospects. *English Today* 129, Vol.33, No. 1 March. P. 53-59.
- Zein, M. S. 2016. Factors Affecting the Professional Development of Elementary English Teachers. *Professional Development in Education*.Vol.42.No.3. p.423-440.