DEVELOPING ENGLISH DIGITAL CONVERSATION MEDIA FOR SPEAKING ACTIVITIES BASED ON TASK-BASED LEARNING

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ABSTRACT

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This research was aimed to develop English digital conversation media for speaking activities based on the students' need at SMAN 1 Kec. Binjai Kab.Langkat. This research was conducted by using Research and Development (R&D) method. There were seven steps applied in this research, the steps were: 1). Potential and Problem 2). Gathering data and information 3). Product design 4). Validating to experts 5). Revising Design 6). Product test 7). Final product revision.

The subject of this research was tenth grade students of social science at SMAN 1 Kec. Binjai Kab. Langkat. The instruments of collecting data were questionnaires and interview. The data analyzed by using descriptive technique. Need analysis questionnaire was calculated using percentage by Suharto (2006) to get an information of students' need before developing digital conversation media. Expert judgment data were calculated by using Likert Scale, mean and criteria interval of expert judgment to know the validity of digital conversation media which has been develop. The result of expert validation was 4,5 which mean English conversation media is *Very Good* category. Therefore the media is appropriate to use in the tenth grade students of SMA N 1 Kec.Binjai Kab.Langkat to teach speaking.

Keywords: *Research and Development, Digital Conversation Media, Task Based Learning.*

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*Graduate Status
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I. INTRODUCTION

A. The Background of the Study

Speaking as oral communication language is one of the difficult skill of English learning subjects. Developing speaking english ability for second language learners especially in Indonesia educational institution encourage every teacher to solved the students' English speaking difficulty. The difficulty may exist because they do not accustom themselves to speak English and lack of English speaking environment in their daily life. Nunan (2003) stated that since a century ago, a language acquisition research has influenced a people's way to think about how human being learns to speak. Recently, people come to a conclusion that humans do not learn the unsure of language and then put them in a conversation.

Speaking activities such as the classroom should involve the students, so they will experience how to use a target language. While of actual implementation in the classroom, the activity is not really helps students to speak. That's activity so monotone and not communicative. In this case, the students feel that they lost themselves and get bored when they learn English because all that reason. This phenomenon leads them to be English passive speaker. In fact, most Indonesian students rare practice and train to use their english speaking in the class. For instance, they tend to be silent during English speaking class, no confident to speak as they are afraid to having mistakes in their speaking.

Speaking is the skill which needs more practices everywhere to increase their speaking skill ability mostly. In the classes, the time for speaking is only 90 minutes. The classes have 30-40 students in senior high school and it is limited for students to practice speaking. In case, if the students wanted to practice outside the class, absolutely the students will got confused without teacher's help. So, they need the things that will helped them to practice English speaking even there is no teachers as guide.

Based on the researcher observation on tenth grade of social science at SMAN 1 Binjai Kab. Langkat, the researcher found some information from students and teacher. Lack of vocabularies, low grammar mastery and rare practice are the main problems in speaking English. English teacher of SMAN 1 Binjai Kab.Langkat admitted that not all students are able to follow the lesson. And it happened because the teacher still use a traditional media like whiteboard, marker and the cartoon paper to teaching in the classroom.

The teacher never use the supporting media in the class to teach English speaking like a projector, maybe it can use to show the material or teach how to speak English well and gave some interest example like a conversation in the form of animation video or another media that can support the students to speak English like use a technology to practice. The teacher only used whiteboard and marker to write and explanation the material in the class, it is really make the students' get bored in the learning process.

The teacher must find the way to make the students ability feels be better than before. Learning media can contribute to motivate in students' English learning. By using media, the students can develop their idea and vocabularies. In addition, the using of media in teaching speaking can make the students feel so interest in learning process like a digital conversation media that create by the researcher. English digital conversation media is a learning media that use in the classroom in form of application. This application will use by students in the classroom or it can they use outside class wherever they are. This application namely "ECM". This media can help students in train or practice their English speaking in order to give benefit for students as remember nowadays is digital era where every students have mobile phone which they bring everywhere. So, the students can feel have a benefit from this application. This application has some of material, recording and example of good conversation video to train students' speaking ability.

From the background above, to deal with this problem, developing media will help them to practice their English speaking skill in the class or with by providing English speaking Media such as an English digital conversation media for speaking activities based on Task Based Learning. Task Based Learning (TBL) also can involve student's creativity to develop their own knowledge because Task Based Learning is methodology for second or foreign language learning and teaching in the classroom task which constitute for a main focus of an Instruction R. Richards, ET. al. (2003).

II. REVIEW OF LITERATURE
A. Theoretical of framework

This chapter provides some important terms used in this research. These terms should be elaborated and clarified in details for the readers so that both readers and writes have the same perception.

1. Speaking

a. Definition of Speaking

Speaking is an activity can happens when there's between two people and it usually the speaker and the listener deliver their expression or utterance, their feelings each other. Cameroon (2001) stated that speaking is make a people comprehend the speaker's feeling and speaker's idea with doing an act communication using a language. When the people is produce a statement, they deliver a meaning, a feelings, and pretension.

b. Functions of Speaking

Speaking is very important in the life, especially in daily communication. Someone is recognized that they are educated is from the way and what should they spoken. When someone speak, they have to know what they have to be spoken and understand an ideas from they talking about. If someone have an ideas about what they have to say, a speaking process have some lacks. Harmer (2003) explain that through speaking, the students will understand an ideas, suggestion and information from others. Moreover, Brown and Yule (1983) in Richard (2008) made a useful distinction among interactional function of speaking, in which it serves to build and maintain social relation and transactional which focus on exchange information.

c. The Importance of Teaching Speaking

Speaking is an important part of the second language learning. The goal of speaking is have to improve the students' communicative skill, because only from that's way the students can express themselves and learn how to follow a social and cultural rules which appropriate in every communicative situation. Speaking ability is very important because it is giving advantages for the students' of any language. Thornbury (2005) explains that for a long time it was assumed that the ability to speak fluently followed naturally from the teaching grammar and vocabulary, with a bit of pronunciation thrown in.

According to Grice (1975) said that speakers intend to be cooperative in conversation because a successful conversation will happen if the speaker and the hearer can understand each other utterances well. They also expected to obey the cooperative principle to doing an efficient and effective language in conversation

In daily life humans will doing an interaction with another people by conversation.

With the sudden explosion of digital media content and access the devices in the last generation, now there are more information available to more people from more sources than the time in human history (Flanagin and Metzger, 2008). Therefore, Chien (2012) stated that achieving effective learning through digital media continues being major concern in contemporary education. Today's technology is related to education in many things instead historical pedagogies from one way's discussion as educational procedure. Nowadays, people using digital media and internet is happen by natural ways and in this case education contemplated in context social exchanges, which turn is full of integrated with digital media. In daily life, digital media is being the part of our live and because it's being the first component of education. The truly an effective of education should be consider for these elements by social and culture environment's change and apply it today.

The task is also defined as "the activities where the target language is used by the students to communicative purpose to achieve an outcome".. Willis (1996).In task-based learning, students' have to be given opportunities to reflect what students' have learned in using a strategy of that task based learning in order to motivate and improving the students' ability.Nunan (2004) suggests that learners who are aware of the strategies driving their learning will be better learners.

Kavaliauskienė (2005) stated that Task-Based Learning (TBL) refers to language acquisition through solving a problemor doing a task without concentrating on language features. A task involves an activity consisting of three stages: pre-task, task cycle and focus on language.

III. RESEARCH METHODOLOGY

The type of this research is Research and Development (R&D) because the aims of this research is for develop a new product to apply in education institution. Borg and Gall (2014) suggest the systematic phases there is R&D cycle. The steps are potential and problems, gathering data and information, product design, validating to experts, revising design, product test and the last is the final product revision.

This research was conducted in SMAN 1 Kec.Binjai Kab.Langkat, Grade Tenth students of social science. The research choose this school because based on need analysis, the teacher only using students' book, cartoon paper and marker. The students need a support media. The school is located in Jl. Yos Sudarso Suka Makmur, Kec. Binjai Kab. Langkat Prov. Sumatera Utara.

Collecting data, there were two questionnaires in this research namely first questionnaire and second questionnaires including conducting interviews with the teacher. The first questionnaire will use for the needs analysis. It is aim at getting the information about the learners' identity, the learners' target needs, and the learning needs. Expert validation: this step is distributed to the lecturer and the teacher as the expert. It is use to evaluate the strength and the weakness this study.This questionnaire was in the form of multiple choice questions. The organization of the first questionnaire is presented on the table below.

The data was collected in the form of qualitative and quantitative. The qualitative data was obtained from the interview of teacher and some students. While quantitative data was obtained from the questionnaires in form of percentage. These two forms were the references of data analysis.

The questionnaires data from student changed into percentage of data, the formula like as follow:

$$P\,(\%) = \frac{F}{N} \text{ X } 100$$

Description :
P   : Percentage
N   : Total Respondent
F   : Frequency
100   : Fixed Number

After that, the data transforms into qualitative data with high percentage was 100% and low percentage is 0%. The next is the data described qualitatively.

IV. RESEARCH FINDINGS AND DISCUSSIONS
a. Research Findings

This chapter presents the results of the needs analysis, the process of writing the course grid, the process of developing materials, the process of writing the materials, getting the expert judgment and revising the developed tasks, and also evaluating and revising the developed tasks based on the results of questionnaires and interviews.

1. Need Analysis

Information collection is the first step in conduction the Research and Development. For the purpose of data collection, the needs analysis was conducted. It was conducted on 28 February 2020. The instrument used in collecting the data was the needs analysis questionnaire and interview. The questionnaire was distributed to students at SMAN 1 Binjai Kab. Langkat, Grade Tenth at class X Social Science.

a. *Questionnaire Analysis*

The questionnaire contained 14 questions in the form of multiple choice questions. Those components were elaborated into four and three options of answer. The students were allowed to choose only one answer. The highest answer was considered to represent their needs

b. *Interview Analysis*

The last instrument was an interview guideline for the English teacher of grade tenth students of SMAN 1 Binjai. The questions consists of 13 main questions. The questions were aimed to obtain the teacher's opinion about the existing media and the appropriate media to used in teaching, the input in teaching speaking and the teaching method.

2. The Developed English Reading Book

The English reading book was developed based on the result of the need analysis. It was developed based on the students' needs and interests in learning English, especially in learning reading.

In developing the media, the researcher used many pictures, different and full colors, the video, recording and interesting assignment to make the students enjoy in the teaching and learning process. English conversation media is the name of media and it helped the students in speaking English. There consisted of 12 tasks in the application.

3. Results of the Expert Judgment

After being designed, the both units then became the first draft. The units had to meet the qualification of good media from the expert judgment. In this case, expert became the second consultant. That second consultant is eligible for being an expert on material development. The expert judgment took two consultations. In the two-consultations, there were several parts that still needed to be revised.

V. CONCLUSIONS AND SUGGESTIONS
A. The conclusions

The media for speaking activities cannot helped the students to learned in the class. Because the teacher only used the media which already in the school and the teacher not creative when teach the students in the classroom especially in speaking English. Even so, they still need additional speaking media because they expected to be able to speaking English fluently. To accommodate the students' needs, the researcher should know their level of English language proficiency and it was found out that the students were all beginners in English language. The topic they preferred to speak was about introduction self. This study is categorized as Research and Development. The product of the study is English Conversation Media (ECM). In designing the media, the researcher conducted the need analysis to find out the target needs and the media needs of Grade X Students at SMAN 1 Kec. Binjai Kab. Langkat. It was find out that the students' goal in learning English is to get good in English test. Regarding speaking, the speaking activities in class not fun.

The result also showed that the additional media should contain a lot of new words to learn since their subject learning preference was learning vocabularies. It was also found out that the students' expectation of enhancement of speaking class was to be able to speak English fluently. That's why the researcher create this media in order to

make the students more easy to practice English speaking every time and because there is no existing media that can help students to increase their English speaking ability. After doing a research to the school, in the fact the students learning development indeed not really interesting and the media also cannot make their English better. In case, the students very need a new media which in digital form as remember now is a digital world and where the media can train their English speaking in even their teacher have no creative ways to teach speaking them. After the media is created, the media has approved with two expert with get the score 4,5 which means the average score of the product is *Very Good* criteria and has appropriate to teaching for the tenth grade students at SMA N 1 Binjai Kab.langkat.

B. Suggestions

For the teachers, the benefit of using this media can help the teacher in varying teaching at classroom. English digital conversation media attracts the students' interest and provide opportunity to practice English speaking. For the students, by implementing the media in teaching at classroom the teacher can help the students to increase their English speaking ability.

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