



## Designing English Speaking Materials Using Task- Based Language Teaching (TBLT) For Islamic Economics Students

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### Abstract

This research aimed to 1) describe the steps of designing English speaking materials using Task-Based Language Teaching (TBLT) for Islamic Economics Students of IAIN Metro 2) determine the students' responses toward English Speaking Materials using Task-Based Language Teaching (TBLT). The type of this research was Research and Development (R&D). This research was conducted within 5 months. The subjects were students of the Islamic Economics Department of IAIN Metro. The results showed that 1) the steps in designing English speaking materials using Task-Based Language Teaching (TBLT) are potency and problem, data collection, product design, design validation, design revision, product testing, product revision. Product testing was used to determine the students' responses toward the product. and 2) The results of students' responses analysis towards English speaking materials using Task-Based Language Teaching (TBLT) which distributed to 24 Islamic Economics students were very good. It can be seen from the the average score after being converted into quantitative data that was 3.46. Therefore, English speaking materials using Task-Based Language Teaching (TBLT) are considered reasonable to use.

**Keywords:** designing material, speaking, task- based language teaching (TBLT)

### Introduction

English as a foreign language in Indonesia has been introduced in the level of education starting from elementary school. Then for higher education levels such as junior high school and senior high school level, English becomes a compulsory subject that is tested as a requirement of students' graduation. While at the university level, English is given as a compulsory subject for each study program.

Masruddin & Kurnia (2015) state that English language skill contains four integrated skills that should be mastered such as productive skills for example speaking and writing and receptive skills for example listening and reading and every skill has its own function. Speaking is one important aspect that must be mastered in supporting other aspects because Speaking is used to communicate and express ideas, feelings, and thoughts to others. It cannot be denied that the role of humans as social creatures will surely meet and interact with other people, of course a strategy is needed so that the message that is delivered to the interlocutors can be received and understood well. Through speaking we can interact with global citizens.

Islamic Economics (ESy) is one of departments at Islamic Business and Economics Faculty (FEBI) IAIN Metro. ESy makes English a basic course so the students have basic English skills. Having the ability to communicate in English is a good point for their careers ahead since now days we come to the era of ASEAN Economic Community (AEC).

Time allocation which is available in learning English for Esy students at IAIN Metro is very limited. Students learn English only two hours a week. With limited time available, they also tend to use English only at class. This condition of course impacts to the lack of students' exposure in communicating with English, because someone's fluency in speaking English is influenced by their frequency in using that language.

An effective learning process is when students are really involved in a task and do not like a robot which is controlled by the teacher (N.S Prabhu, 1987). In the Students Centered Learning (SCL), students are required to be active in their work and are encouraged to have motivation so they strive to achieve the learning competencies (Rahmini Hadi, 2015). Task-Based Language Teaching (TBLT) is one of the SCL models that offers a communicative approach which involve students to be active in the learning process so it can increase students' exposure in learning English. Nunan (2004) said that TBLT would rather focuses on the meaning than the form of language (grammar). This allows students more flexibility in conveying the ideas by using English.

To facilitate students in constructing the knowledge which they will obtain, lecturers can do a variety of ways, including (1) utilizing learning media, (2) choosing learning methods, (3) preparing interesting teaching materials. From the various ways above, preparing teaching materials is the most appropriate way to improve speaking performance abilities. Teaching materials contain knowledge, skills and attitudes that must be learned by the students. A Well-structured teaching material will help students in achieving the competency standards, basic competencies and learning objectives (Arum, 2006). Thus, developing teaching materials is very necessary to create the accuracy of teaching materials.

Hamdani (2011) conveyed that teaching materials are learning tools that contain materials, methods, instructions, exercises and ways to evaluate that

systematically designed so that the students can learn independently. Thus, the use of teaching materials in the learning process will create a conducive learning atmosphere because in the teaching materials have methods which can make the students learn independently so that their learning achievement will improve.

Based on the interview with English lecturers in ESy, it is found that the process of teaching and learning English is referring to the syllabus which includes four aspects namely, listening, speaking, reading and writing. As far as the researcher knows, there are no books or teaching materials that contain Speaking learning in the economic field.

Based on the explanation above, the researcher intends to develop English teaching materials that support students in understanding economic terms. In addition, these teaching materials can also be used to improve speaking performance of Islamic economics students. Therefore, the researcher considers it is necessary to conduct the research entitle "Designing English Speaking Materials using Task-Based Language Teaching (TBLT) for Islamic Economics Students". The purpose of this research is 1) describe the steps of designing English speaking materials using Task-Based Language Teaching (TBLT) for Islamic Economics Students of IAIN Metro 2) determine the students' responses toward English Speaking Materials using Task-Based Language Teaching (TBLT).

Designing of instructional materials is the implementation of the instructional design plan. Designer must consider how to covey the information accurately and efficiently to the learner in a manner he or she can comprehend (Morrison, Ross, Kalman, & Kemp, 2012).Furthermore, (Hamdani, 2011) states that teaching material is a set of material that is arranged systematically, both written and unwritten so as to create an environment or atmosphere that allows students to learn. Therefore, both lecturers and students can easily find supplementary learning materials to enrich their knowledge.

The goal of designing material formulated by (Jack C Richards, 2001) is to present material for effective learning. In order to do that, teacher or lecturer has to begin the process by determining the objectives of the study. The objectives are the language competency achieved by the learners in the end of the courses. Those activities are believed to be effective way as it accurately provides big chance for the students to grasp their objectives.

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words (Bashir, Azzem, & Dogar, 2011). In addition, Heaton in (Suhardi, 2018) defines speaking ability as the ability to communicate ideas appropriately and effectively. In sum, speaking ability is the ability to speak appropriately and effectively n a communicate ideas and thought. Speaking is the most essential

way in which the speaker can express himself through language.

Task-Based Language Teaching is one of the Student-Centered Learning models that offers a communicative approach which involves students in the learning process to be more active (Denny Setiawan, 2012). The Task-Based Language Teaching (TBLT) has three main activities, namely 1) Pre task. In the pre task, the lecturers prepare competencies to be developed, and introduce to the students what will be discussed. The lecturers must focus on a number of vocabularies and explain the purpose of their next activity, 2) Task stage. In this stage, the students have the opportunity to register the problem to be solved. They do the work and report the results. The opportunity to use Indonesian to their classmates is wide open, and it requires motivation and confidence to make them actively use the target language, 3) Post task. In this task, the lecturers provide suggestions and feedbacks on the results of their works and reflect the activities which is carried out.

Task Based Language Teaching (TBLT) has five characteristics, namely 1) emphasizing learning to communicate through interactions in the target language, 2) introducing authentic texts into learning situations, 3) providing opportunities for students to focus, not only in language, but also in the learning process itself, 4) improving the learner's experience as an important element that contributes to learning in the classroom, and 5) trying to link language learning in the classroom with language activation outside the classroom (David Nunan, 2004).

## **Research Method**

This study used research and development method. Educational research and development is a process used to develop and validate educational products (Walter R. Borg & Gall M.D, 1996). Research and development (R&D) methods can be interpreted as a scientific way to research, design, produce and test the validity of products that have been produced (Sugiyono, 2015). The steps used in this study consisted of seven of the ten steps adopted from Sugiyono, namely potency and problem, data collection, product design, design validation, design revision, product testing, product revision.

There are several instruments used in this study including the questionnaire and interview. In this study the questionnaire was used to obtain responses / assessments from experts and subjects in the form of qualitative data. The questionnaire forms are 1) Expert validation questionnaire. The questionnaire was addressed to 3 experts, namely content, language, and media. The questionnaire aims to assess the developing book whether that is suitable or not and fulfil the requirements of the experts. and 2) Assessment questionnaire. Student questionnaires are used to reveal data about material / content, presentation and language. The results of the data will be used as a basis for product revisions if it is necessary, so that the results of the product after testing are truly feasible to use.

Sugiyono (2013) explained that Interviews are used as a data collecting technique if the researcher wants to conduct a preliminary study to find out the problems that need to be investigated more deeply while the number of respondents is small. In this study interviews were conducted to Islamic Economics students of IAIN Metro to support the results of observations and English lecturer to obtain information about the materials which are being taught and the achievement of Islamic Economics students.

## **Result and Discussion**

### ***1. The Steps in Designing English Speaking Materials Using Task-Based Language Teaching (TBLT)***

The first, Potency and Problem. The first step that the researchers conducted was gathering information about the problems of Islamic Economics (Esy) students in learning English. It was conducted by interviewing the English lecturer in ESy, namely Mr. Agus Trioni Nawa, M.Pd. Based on the interview, it was found that 1) there were no teaching materials or English language handbooks for economics students that were owned by lecturers, 2) The obstacle when teaching English to Esy students was they were the lack of vocabulary and grammar so that it affected on students' confidence in speaking English, 3) the time allocation was very limited therefore it effected on students' exposure to communicate with English, 4) the lecturer strongly agree if English speaking materials for Islamic Economics students are designing because it will greatly assist the students in learning speaking so that it can be applied in daily life and the world of work.

The second, Data collection. It aimed to get a reference about the material needed by students of Islamic Economics (ESY) in improving English language skills that are sustainable with other subjects so that it can be applied in the world of work


The third, Product Design. In this step, the researcher designs the syllabus and the content of speaking materials. The syllabus design consists of 8 Chapters. Chapter 1 is about Greeting someone. Chapter 2 is about introducing oneself and making small talk. Chapter 3 is about Making and receiving phone calls. Chapter 4 contains Extending, accepting, and refusing invitations. Chapter 5 contains Asking for explanations. Chapter 6 is about expressing disbelief. Chapter 7 is about Making arrangements and Chapter 8 is about Asking for and giving directions. In addition, in each chapter contains 3 indicators in speaking, namely expression, vocabulary, and grammar.

The fourth, Design Validation and Revision. book validation was conducted by experts to find out the feasibility of the speaking materials. Experts provide

an assessment of the teaching materials that have been made by the researchers through an assessment sheet. The validation of this product involves 3 experts, content experts, language experts, and media experts as respondents of the speaking material.

Evaluation from content expert is used as a guideline to improve the quality of teaching materials in terms of content element. The content expert of this research was Dr. Widhiya Ninsiana, M.Hum. The total point from the content expert was 34, when in percentage it became 85% and when it was converted based on a scale of 5, it is stated that the English speaking materials using Task Based Language Teaching was good. The suggestion from content expert was to make the speaking materials become more interesting and to facilitate students' in understanding the materials, it was better to insert pictures that illustrate the situation.

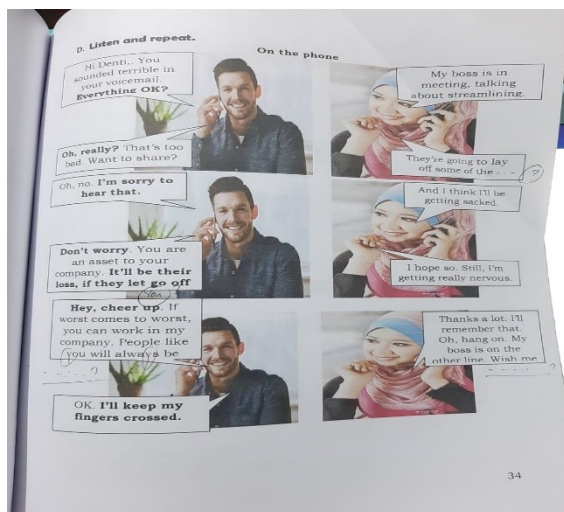
Picture 1. Insert picture in every conversation

Before	After
<p><b>Nice to meet you</b></p> <p>A. Listen and repeat</p> <p>Chandra : Good afternoon. My name is Chandra <u>Abimanyu</u>. I have a meeting with Mrs. Nessa at 11.</p> <p>Receptionist : Oh yes, Mr. Chandra. Mrs. Nessa is expecting you in broa room. Please go right in.</p> <p>Nessa : Yes, come in. Close the door please.</p> <p>Chandra : Good afternoon, Mrs. Nessa. I'm Chandra <u>Abimanyu</u>.</p> <p>Nessa : Hello, Good afternoon! Nice to meet you, Chandra. I didn't see you in our sales promotion meeting this morning. Please have a seat.</p> <p>Chandra : Thank you. I'm sorry. My flight was <u>delayed</u> and I got stuck jam all the way here from the airport.</p> <p>Nessa : That's too bad. Well, Jakarta is notorious for its heavy traff</p> <p>Chandra : Yes, That's right.</p> <p>Nessa : I see. Where are you from, Chandra?</p> <p>Chandra : Lampung.</p> <p>Nessa : Bandar Lampung?</p> <p>Chandra : No, I'm from Metro. Have you ever been to Lampung, Mrs</p> <p>Nessa : Yes, Last year. I stayed in <u>Tanjung Setia</u>, <u>Pesisir Barat</u>. Th are so beautiful.</p>	<p><b>A. Listen and repeat</b></p> <p style="text-align: center;">At Faisal <u>Ardiansyah's</u> office</p>  <p>Chandra : Hello, Good afternoon! <u>Nice to meet you</u>, Mr. Chandra. I didn't see you in our sales promotion meeting this morning. Please have a seat.</p> <p>Chandra : Good after-<u>Ardiansyah</u> Chandra K Thank you. My flight was de got stuck a ir all the way h</p> <p>Nessa : That's too bad. Well, Jakarta is notorious for its heavy traffic.</p> <p>Chandra : Where are you from, Mr. Chandra?</p> <p>Nessa : Lampung. <u>ever b Lampung Ardian</u></p> <p>Chandra : Yes, last year. I stayed in <u>Tanjung Setia</u>, <u>Kru</u>. The beaches are so beautiful, please call me Faisal.</p>

Language evaluation is carried out to reveal the accuracy and effectiveness of the language used. The language expert was Dr. Umi Yawisah, M.Hum. The total point from the language expert was 22, when in percentage it became 88% and when it was converted based on a scale of 5, it is stated that English speaking materials using Task Based Language Teaching was good. She suggested the researcher to complete words / phrases / clauses / sentences that have not exist or have not been printed yet in the column. In addition, the researcher was also asked to pay attention to the integrity of word writing.

Picture 2. Complete words/phrases/clauses/sentences

Before



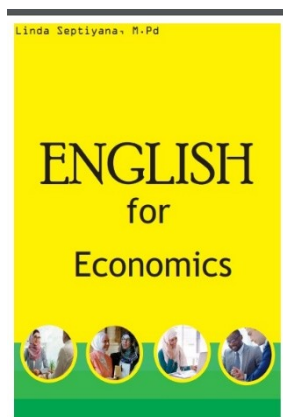
After



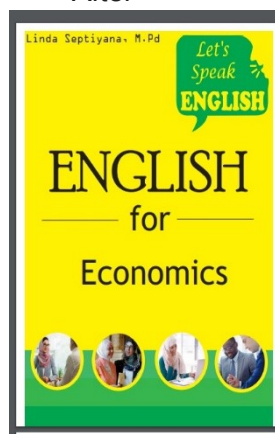
Media expert is carried out to obtain information and suggestion on product quality. The media expert was Rian Andri Prasetya, M.Pd. The total point from the language expert was 54, when in percentage it became 83% and when it was converted based on a scale of 5, it is stated that English speaking materials using Task Based Language Teaching was good. He suggested that Images must represent the meaning of a theme that is explained and its placement must be strategic so it is interesting to read. Then, font and color of the cover must be attractive but readable. The book cover must show identity of the book.

Picture 3. Revise the cover

Before



After



The fifth, product testing. English Speaking materials using Task-Based Language Teaching for Islamic Economics (Esy) Students which have been revised based on comments and suggestions from experts, it must be tested to

determine the response of the students towards the products that have been developed. Small group evaluation was conducted on 24 Islamic Economics students of IAIN Metro with varying levels of academic achievement, namely high, medium and low which are determined based on the learning achievements that have been achieved. At the stage, 3 aspects that are assessed by students, namely the content / material, language, and media. The results showed that English speaking materials using Task-Based Language Teaching for Islamic Economics (Esy) Students are included in the excellent category. This can be seen from the average score after being converted into quantitative data that is 3.46.

**2. The Students’ Responses Toward English Speaking Materials Using Task-Based Language Teaching (TBLT)**

The results of student responses analysis towards English speaking materials using Task-Based Language Teaching (TBLT) which distributed to 24 Islamic Economics (Esy) students of IAIN Metro were very good. The table below explained the frequency of assessment that was conducted on 24 students.

Table 1. Frequency of Assessment

N o	Criteria	Frequency	%
1	Strongly disagree	0	0
2	Disagree	10	3
3	Agree	134	47
4	Strongly Agree	142	50
Total		286	100
Average		3,46	86,5

Based on the data above, it can be seen that the assessment of English speaking materials using Task-Based Language Teaching (TBLT) for Islamic Economics students of IAIN Metro, 0% states strongly disagree, 3% disagree, 47% agree and 50% agree strongly agree. An average score was 3.46 and if is converted to scale 4, it was included in the excellent category. This can be concluded that English English speaking materials using Task-Based Language Teaching (TBLT) are considered good and reasonable.

**Conclusion and Suggestion**

English speaking materials using Task- Based Language Teaching (TBLT)



for Islamic Economics Students of IAIN Metro was designed by adopting from Sugiyono, namely potency and problem, data collection, product design, design validation, design revision, product testing, product revision. The student responses towards English speaking materials using Task-Based Language Teaching (TBLT) which distributed to 24 Islamic Economics (Esy) students of IAIN Metro were very good therefore English speaking materials using Task-Based Language Teaching (TBLT) are considered reasonable to use. The suggestions are given by the researchers, namely 1) for English lecturers, this English speaking materials can be used as a reference in teaching Speaking for Islamic Economics students, 2) for students, this teaching materials are able to add knowledge and practice their Speaking Performance skills especially in the field of English for Economics, 3) for other researchers, similar English speaking materials can be further developed with different materials.

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