HASIL CEK_taskbased

by Mpbi Taskbased

Article

ENGAGING EFL YOUNG LEARNERS THROUGH TASK-BASED TEACHING WITH CHARACTER EDUCATION-ENRICHED MATERIALS

Iin Inawati
iin.inawati@mpbi.uad.ac.id
Magister of English Education Department, Universitas Ahmad Dahlan,
Yogyakarta-Indonesia

Didi Suherdi
suherdi_d@upi.edu
Department of English Education, Faculty of Language and Arts, Universitas
Pendidikan Indonesia, Bandung- Indonesia

Pupung Purnawarman
purnawarman@upi.edu
Department of English Education, Faculty of Language and Arts, Universitas
Pendidikan Indonesia, Bandung- Indonesia

Abstract

This study aimed to investigate how the Task-Based Teaching Materials with Character Education Values (TBTMCEV) was implemented in teaching speaking in kindergarten context. The students' speaking performance was also explored in this study. An exploratory case study research design was used in this study while the participants were two teachers and 14 students whose ages range between 5 and 6 years old. The data were gleaned from classroom observations, observation rating scale, and documents. The data analysis results that teaching speaking to kindergarten students in which Task-Based Teaching Materials with Character Education Values was implemented covers three stages including preparation, core activity and follow up as proposed by Cameron. The other result from data analysis shows that the students can produce three kinds of speaking performance during the teaching learning process, these include: naming objects, producing simple sentences, and getting involved in a dialog. The results lead to the conclusion that all of the students had chance to be actively involved in a dialog. It indicates that TBMCEV apparently could overcome resistance to the target language and create a need for speaking.

Keywords: *task-based teaching materials, character education values, speaking skill, young learners*.

Sari

Penelitian ini bertujuan untuk menyelidiki bagaimana Bahan Ajar Berbasis Tugas dengan Nilai Pendidikan Karakter (Task-Based Teaching Materials with Character Education Values/TBTMCEV)) diimplementasikan dalam pengajaran berbicara dalam konteks taman kanak-kanak. Kemampuan berbicara siswa juga dieksplorasi dalam penelitian ini. Desain penelitian studi kasus eksplorasi digunakan dalam penelitian ini dengan partisipan dua guru dan 14 siswa yang berusia antara 5 dan 6 tahun. Data diperoleh dari observasi kelas, skala penilaian observasi, dan dokumen. Hasil analisis data menunjukkan bahwa pembelajaran berbicara pada siswa taman kanak-kanak yang mengimplementasikan Materi Ajar Berbasis Tugas dengan Nilai Pendidikan Karakter meliputi tiga tahap yaitu persiapan, kegiatan inti dan tindak lanjut seperti yang dikemukakan oleh Cameron. Hasil lain dari analisis data menunjukkan bahwa siswa dapat menghasilkan tiga jenis kemampuan berbicara selama proses belajar mengajar, yaitu: menamai objek, memproduksi kalimat sederhana, dan terlibat dalam dialog. Hasil dari penelitian ini mengarah pada kesimpulan bahwa semua siswa memiliki kesempatan untuk terlibat aktif dalam dialog. Hal ini menunjukkan bahwa bahan ajar ini ternyata dapat mengatasi penolakan terhadap bahasa target dan menciptakan kebutuhan untuk berbicara.

kata kunci: *bahan ajar berbasis tugas, nilai-nilai pendidikan karakter, kemampuan berbicara, pembelajar muda.*

Introduction

Acquiring good speaking skill is one of the primary goals of learning English as a foreign language for young learners (Becker and Ross, 2013). Young learners can reach a good speaking skill which is purposeful and meaningful by the helps from teachers or adults. Providing controlled practice to those which provide flexible communicative language use is something that can be done by adults (Girard *et al*., 2003).

The important issue is that the content of what should be spoken by students can be incorporated into issue of character education value (Akbari and Tajik, 2012; Manalu and Marpaung, 2018; Milal *et al*., 2020; Sugirin, 2011; Thongrin, 2018; Qoyyimah, 2014). Including the issue of character education value is crucial since building character becomes one of the goals of national education (The ministry of national Education and Culture of Republic of Indonesia, 2012). In young learner class, the

content of character education should be suitable with their cognitive and moral development, for example it may be related to accepted or unaccepted behavior in their daily activities. In other words, how the concept of character education value in the materials should be flexible and adjusted to the students age and sociocultural background.

For kindergarten teachers, teaching speaking in meaningful context along with character education value is not a simple thing to do. It is significant to remember that teachers of English to kindergarten students do not get formal training in foreign language teaching to this age group (Hughes, 2014). However the success of the English program is relied on the teacher's competence because they should construct their curriculum to determine what to teach, what teaching methods to implement, what activities should be provided, what instrument to assess the students language development, what teaching media should be used and what materials they feel appropriate for their students (Rahmat, 2009).

One of the best ways to improve the teachers quality is by providing 'good' materials since the materials can play the role as 'agent of change' (Hutchinson and Torres, 199). As Nur (2003: 168) points out, prepared materials can bring strong positive impact if they are used by the teachers who have inadequate qualification to teach. Materials for young learners should make the students speak in meaningful context. One approach that has been proven effective to develop students speaking ability in meaningful context is task-based approach. The use of Task-based Language Teaching in making the students able to use the language communicatively has been widely researched with older learners (e.g. Akil, Jafar and Halim, 2018; Ellis, 2003; Gusti, 2005; McDonough and Chaikitmongkol, 2007; Lightbown and Spada, 2013; Rohani, 2013; Siti, 2011; Sundari *et al*., 2018). Some studies found out that task-based approach could help develop the students speaking in the English as a foreign language in secondary education (Anwar and Arifani, 2016; Munirah and Muhsin, 2015; Stepani, 2016; Carles, 2007), and tertiary education context (Kierman, 2005; Moser, 2005; Somawati, *et al*., 2018). There have been comparatively few studies with young learners (Pinter, 2006). However, research has shown that using tasks with children can be beneficial to their

language development in many ways (Becker and Ross, 2015). Mackey, Kanganas and Oliver (2007) find out that task-based approach is beneficial for young learners at the age of 7-to-8-year-old in a migrant ESL setting in Australia who accomplished familiar and unfamiliar tasks. They conclude Task-based approach can make the students interact and the interaction can improve the students' language development. Generally, the research that is available at this point shows that young learners can benefit from task-based work in different ways. However, there are view researches that investigate the effectiveness of TBLT to develop kindergarteners' speaking skill in foreign language context.

In spite of the successful of TBLT as the teaching approach implemented in the classroom, the result of evaluation of global and local materials show that English materials for young learners only lip-service was paid to task-based learning. There were very few materials which set goals in terms of achieving effective outcomes rather than just accurate and/or fluent language output (Arnold and Rixon, 2008; Butler *et al.*, 2018). Besides a small number of materials that focus on TBLT, some result of studies found out "the inadequacy of both the teaching content and the learning activities in developing the learners moral" (Canh, 2018). Widodo (2018) states that many researchers found out that the materials do not play much emphasize on value issue. There is a need for materials which support big moral and intellectual themes and promote character education values appropriate to the age and context of the young learners (Arnold and Rixon, 2008, p. 54).

Accordingly this study fills the gap in terms of task-based approach in which the content or the text containing character education value in kindergarten context by implementing Cameron's framework (2001) which proposed that task is a unified and coherence school activity that are appropriate with the students' age and socio-cultural experience in which the focus is on the meaning of content rather than on form. This study aims (1) to investigate how a set of materials that employ TBLT as the teaching approach and containing character education value in the stories was implemented in kindergarten context, and (2) to explore what kinds of students' speaking performance produced by the students when TBMTCEV was implemented.

Methods

Research site

This study was conducted in a private kindergarten in Pringsewu Regency of Lampung province. The main intention was that English had been taught since 2002 or 19 years ago. According to information gathered during an interview with the teacher, finding the suitable resource to impart English to kindergarten students was not an easy thing. While the manual received from the commercial publisher was dominated by painting activities, time became a problem. In this context, TBMTCEV was developed and then implemented in this kindergarten.

Participants

During the implementation session, 14 students, aged between 5 and 6, participated in the study. The reason was that most of the students had the same level of English as beginners, because they had little knowledge of language and could recognize a small number of words (Phillips, 1999).

Data Collection Techniques

Certain data collection techniques were used to collect the fact for this study, namely: observation, rating scale, documentary. For the observation period, everything that happened during and after the course was noted (Fraenkel & Wallen, 2007). In the implementation session, four classroom observations were performed, and three hours was spent for each of them. Observation Rating Scale was employed to assessed the kinds of speaking performance produced by the kindergarteners throughout the teaching and learning process. Furthermore, it contained a set of characteristics or abilities to be adjudicated by applying a systematic technique and procedure (Wortham, 2005; Upshur & Genesee, 1996). A column for evaluating the qualitative assessment of the scope of a service was also provided in the evaluation scale. (Beaty, 1994; Wortham, 2005). In addition, Vygotsky's theory of ZPD or Zone of Proximal Development categorizes the speaking performance of young learners considered in making progress. Students with little or no guidance were given a higher score in their oral performance and the lower score was given to students with lots of guidance. Students' daily learning records were

collected in the final part of the teaching process in which TBTMCEV was actualized as the documentary data. This activity followed Phillips' suggestion (1993) that the teacher might ask students to draw an emoticon that reflects their feelings. At the last session of the implementation, the students' feeling for the lesson was reflected in the happy or sad face. The drawing was adapted to the color of the face, taking into account the cognitive abilities, since the participants in the class were kindergarten.

Results and Discussion

This part discusses two main points, (1) the teaching and learning process in the implementation of TBMCEV and (2) the students speaking performance in the teaching learning process

The teaching and learning process in the implementation of TBMCEV

This section focuses on the activities performed during the teaching of English by implementing Task-Based Teaching Materials with Character Education Value (TBMCEV), which takes four meetings. Every activity was documented in the observation field notes that covered the description of events, people, activities, personal thought, and what is said and done by the teacher and students. The observations focus on the teachers' and students' activities during the teaching and learning process in the classroom to the application of TBMTCEV in developing students' communicative competence. The arrangement of the materials based on Task-Based Language Teaching for young learners covers three stages, including preparation, core activity, and follow up as proposed by Cameron (2001).

Preparation.

Preparation stage include elicitation, introducing the new vocabularies, playing a game, doing exercises, listening to storytelling, delivering character education value, practicing the dialog in the story. In this study, elicitation was conducted by using unit 3 part "A. Let's talk" figure as shown in the following picture.
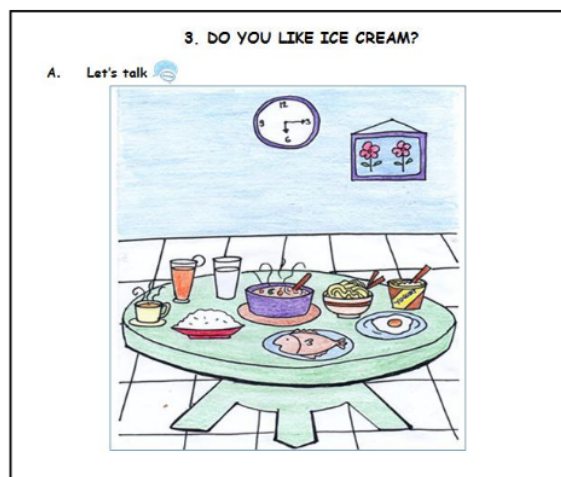
Figure 1. Picture of Elicitation

By using this picture, the teacher invited the students to create conversations about the learned topic. The teacher used the Indonesian language to make the students understood what the teacher explained and also allowed them to explore their knowledge about the topic. The process of elicitation can be seen in the researcher's field note below. From the researcher's note, part "A. Let's talk" helped the teacher to explore students' old knowledge and became the new one. The teacher could focus on exploring students' knowledge by using the picture, and it maintained the teacher's track. It also made students correlated with what they knew and the content that they would learn at the lesson.

Introducing new vocabularies using pictures in the students' book and flash cards was conducted to prepare students to speak in completing the main task, interviewing friends. This part is essential since the subject in this study is kindergarten students who are categorized as beginners with very little or no knowledge of English, and the use of this language is very limited (Phillips, 2004). Besides, appropriate vocabulary given leads to the fluency of the students to use the language required in the interview task. In this study, the students' book unit 3 provides an activity that can be conducted by the teacher to introduce the new words by using part "B. Listen, point and say" as shown below.
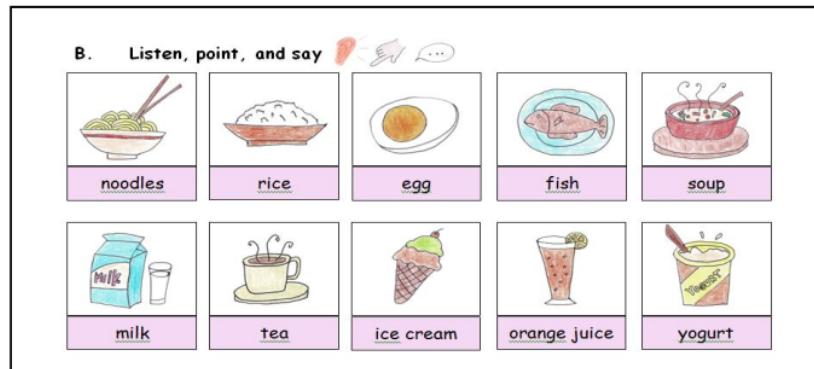
Figure 2. The figure for introducing new vocabularies

Data from the researcher's field notes shows that the pictures at the students' books are interesting and can attract the students' attention. However, since the pictures in the book were small, the students were more enthusiastic when the teacher used flashcards to introduce new vocabularies. It suggests that the process of introducing new vocabularies using pictures in students' book runs smoothly, and the flashcards assisted the teacher and the students in the teaching-learning process. Without translation from the teacher, the students were able to understand the meaning of the words by associating the words with the pictures.

Playing game is the activity to facilitate the students to memorize the vocabulary introduced by the teacher. The game was conducted in the second meeting in the teaching-learning process because it "provides a non-threatening environment for coping with new learning" (Paul, 2005:49). The students were divided into three groups consisting of five or four students in each group. One member of the group should throw the dice, and the other students run the pawn at the board game (printed 150 cm x 120 cm). The board game used at this stage is shown below.
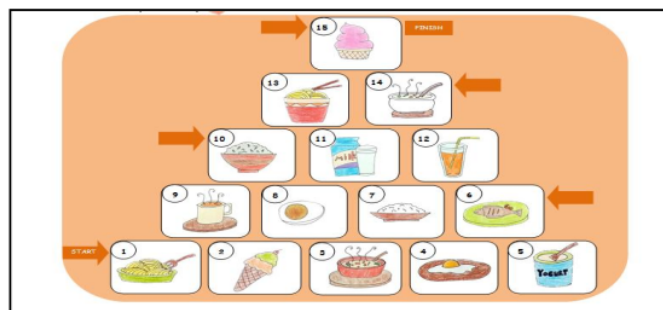

Figure 3. "Food and drink" board game

After that, the member of the group should mention the name of the food or drink at the box of the board game. They were actively involved in the teaching-learning process. Students could recognize and mention the new vocabularies in the game. It is in line with Huyen and Nguyen (2003) who discovered that games contribute to vocabulary learning because it provides an enjoyable environment.

Doing Exercise was conducted after the students were exposed to the new vocabulary using pictures and games. The exercise also appeared to emphasize the students' listening skill to ensure that the students understood what they recognized. The "exercise required nonverbal responses" from the students (Pinter, 2006, 60), as shown in the following picture.

Figure 4. Exercise in the warming up stage

In this exercise, the teacher would mention the name of the food or drink; then, the students should match the name and picture. When the picture matched the teacher's saying, students should put a checklist. The students were found difficult in doing this exercise because the teacher used English words "true or false" instead of *"benar atau salah"* in instructing the students.

The students' responses toward the exercise indicated that it would be better for kindergarten students if the students were given exercise, which requires a simple response. It means that students are only given one or two stages, for example: listen and circle. However, student difficulties indicated that the students have not yet been accustomed to working on such forms of exercise. Students' responses indicated that it would be more proper if the exercises in TBMTCEV were not too different from one

unit to another so that students were accustomed to it. It should be taken into account to revise the exercise of TBMTCEV in all units.

Listening to storytelling is the next activity**.** Besides using pictures, the teacher also used storytelling to introduce the vocabularies and dialog in the interview. By storytelling, the teacher introduced not only a single word but also sentences as well as the dialog in the interview. In the storytelling session, the teacher used mimes, gestures, and pictures to make the story comprehensible. The teacher performed storytelling activity to make the students recognize the vocabulary and understand the story through listening activity. Asniatih (2009), in her research, found that teacher's storytelling is aimed at stimulating students' listening comprehension. In this study, the teacher told the story from "Unit 3 part E. Story" as follows.
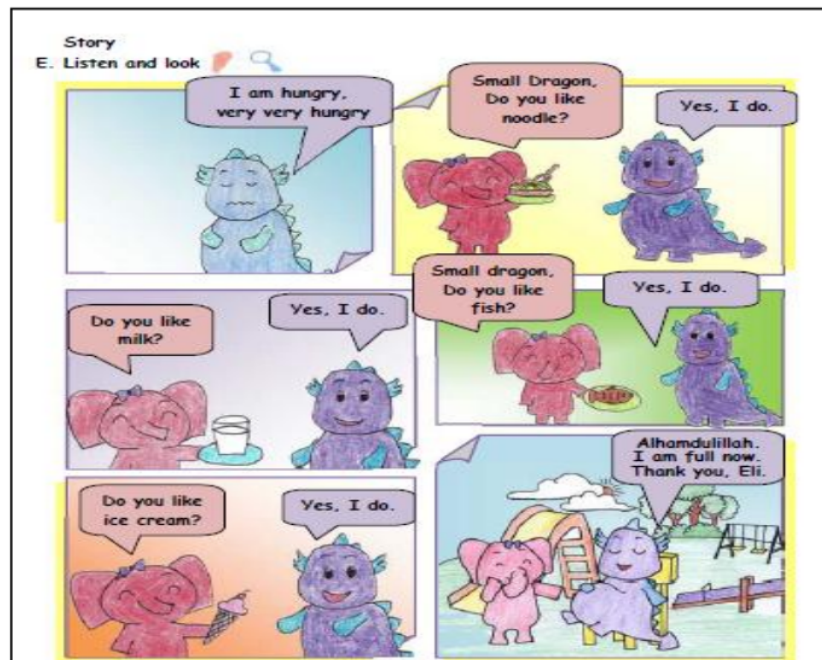

Figure 5. Story in TBTMCEV

To enable students to observe the picture more clearly, the teacher used a story sequence with the bigger size from the book (A4 paper for every dialog) in the storytelling session. The data from the researcher's field notes can be seen below.

The teacher told the students that she would tell a story. Students were enthusiastic to listen. Then the teacher told the story in the E. Story section.

Listen and look with the help of story sequence (A4 size papers) so it was easy for children to see and understand. Students listened carefully and answered the questions asked by one of the characters in the story, "Do you like noodle?" Spontaneously and loudly the students answered, "Yes."

Listening to stories has some tremendous effects on vocabulary development, for both first and second language acquisition (Mason and Krashen, 2004). It is evidenced by considering students' responses when listening to the teacher's storytelling. The students answered the teacher's questions without the teacher's instruction. They directly answered the questions from the character in the story told by the teacher.

The pupils gave reactions to the teacher's storytelling by listening to it carefully. For the first storytelling, the teacher partially told the story in the learners' mother tongue and the remaining in English. Step by step, the teacher reduced the use of the mother tongue since the students had been familiar with the story (Wright, 1995). The students paid attention to the teacher so that they could understand the content of the story well.

Delivering character education value was conducted after the storytelling session. The teacher told the students about the character education value contained in the story explicitly. The teacher referred to the students' book, page 10, as shown below.

> **Character education value: dermawan**
> Eli adalah seekor gajah kecil yang dermawan. Dia melihat Small Dragon kelaparan kemudian dia menanyakan makanan dan minuman kesukaan dan memberikannya pada Small Dragon.
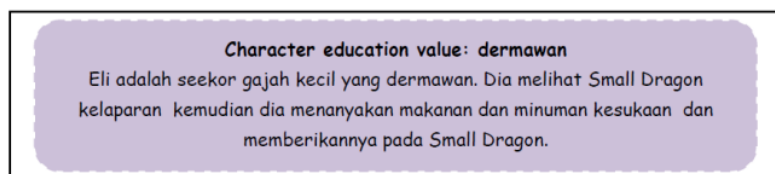
Figure 6. Character education value in TBMCEV

The character education value delivered by the students was generosity. Besides, the teacher also asked the students about the meaning of generosity and also discussed other kinds of activities that can be categorized as generosity. From the researcher's filed note, it indicated that part of TBTMCV containing character education value could facilitate the teacher to deliver the value, and the students could correlate the value with the story.

Practicing the dialog in the story was conducted before the students. After the students recognized the new words and also the dialog in the story, the students acted out the lines in the story. This activity was conducted by involving all students in the class. The activity is described in the researcher's field note below.

> After listening to the story, students were divided into two groups of boys and girls. They practiced according to the content of the story. Girls became Eli and said "Do you like noodle?" and boys became Didi and answered, "Yes, I do". They could say the part loudly and smoothly but needed an example from the teacher. (Obs#d3)

As the data have shown, the teacher gave the instruction and the language model to the students to practice the lines of the story. The students acted out the sentences, mimed, and used appropriate pictures in practice. This activity was suitable for children when they learned a new language (Pinter (2006) recommended a kind of activity by stating that "at the beginning stages with children, it is a good idea to focus on a simple but purposeful and meaningful pattern of drilling and personalized dialog".

After the students practicing in a group, they practice the dialog in pairs. This activity was guided by the teacher before the class (Liu and Ding, 2009). Two students could speak up their line without guidance from the teacher, but the other students needed guidance from the teacher, to recall the vocabulary (researcher's field note day 3). The students' difficulty in recalling names of food and drink should be anticipated by the teacher. It means that before the teacher ordered students to practice the dialog in pairs, the teacher should reassure that all students remembered the language that would be practiced, including the targeted-vocabulary. It showed that the teacher implementing TBTMCEV should understand the students' skill level and adjust the target of TBTMCEV to reach students' communicative competence.

Core activity

After practicing the sentences and dialogues in the story with the whole class, the teacher divided the students into several groups, and the students applied what they had practiced with various level of guidance for each. The students interviewed one of his/her friend about the food they like by using the table from page 11 as follow.

Figure 7. Interview chart from TBMCEV

All students in the class have the chance to become active participants in their education rather than passive recipients of teacher's knowledge (Jarvis et al., 2002). It is essential to provide opportunities for meaningful conversations between groups of children (Sollars, 2001). In other words, role play can be used to provide opportunities for all students to be involved actively, including the shyer or less advanced ones. By using an interview chart from the students' book page 11 (see Figure 7.), the students administered interviews with friends about the food and drink. The data from the researcher's note showed that the students were happy in carrying out the activity. Their happiness was shown by their enthusiasm, laughs, smile in completing the task. It appeared that TBMTCEV could achieve affective responses from students (Timmis, 2015).

Follow-up

In Cameron's framework of TBLT for young learners, the follow-up stage builds on the successful completion of the core. In this study, follow-up activities were in the form of singing a song, drawing, doing exercise, and checking students' feedback.
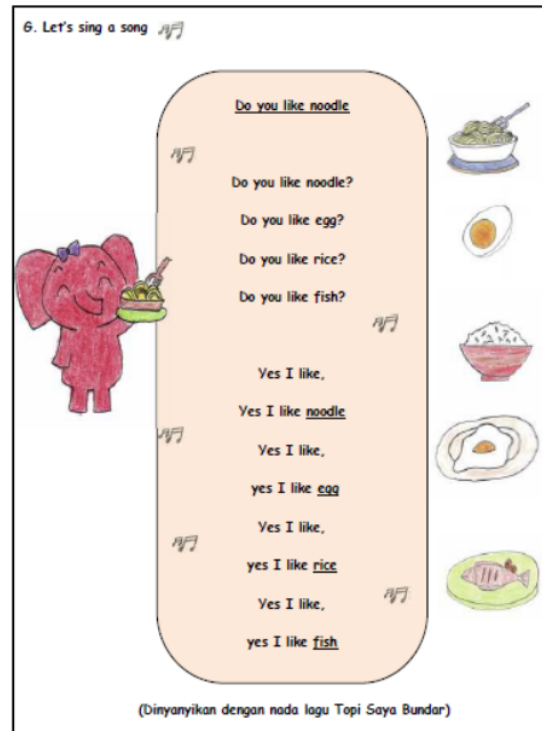
Figure 8. Song in TBTMCEV

Sing a song was the activity conducted after interviewing friends as a core activity, the students conducted some follow-through activities, one of them was singing a song. The teacher referred to the students' book, page 12, as shown in Figure 8. The lyric in the song was referred to as the language target in core activity. Song activity is aimed to strengthen the language learned previously. Students' ability to sing the song is not the goal of the lesson but understanding and producing the sentences in the song lyric. Urging students to speak in English by using songs is in line with Hashemian (2014), affirming that using songs in English teaching can improve students speaking ability.

When the teacher taught the students the song, teaching media such as flashcards helped the students memorize the lyrics. The data indicated that the teacher's skill to teach English with songs is essential. It means that in implementing TBMTCEV, the teacher was entailed to master various teaching techniques to make the students memorized targeted vocabulary and also reached communicative competence step by step.

Drawing. In this stage, the students were asked to draw, color, and write their favorite drink. These activities aim to remind the students about the vocabulary they had learned previously. The teacher used part "H. Draw and color" from the Students book as shown below.
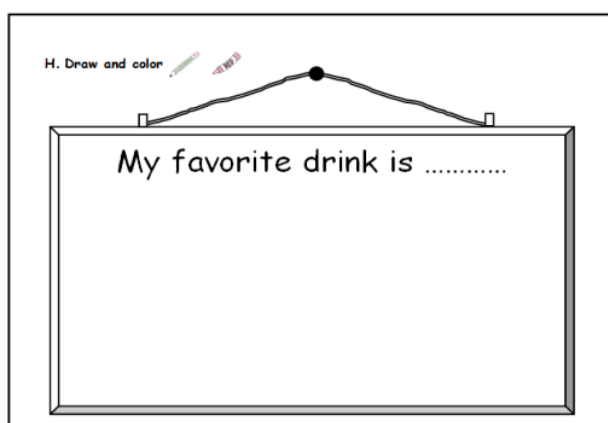
Figure 9. Drawing page in TBTMCEV

In this activity, the students should draw only one type of drink, but some students drew more than one drink. However, the important point in this activity is urging the students to speak English after or while drawing and coloring activity. Drawing activity should facilitate the students to use English as a study conducted by Hermaniar and Lestary (2018), which discovered that drawing can promote students' interaction.

Doing exercise. In the follow-up stage, the students were also ordered to complete an exercise. The teacher helped the students by writing the answer on the whiteboard. The teacher used part "I. Read and circle", as shown below.

Figure 4.13. Exercise in TBTMCEV students' book

In completing this exercise, students required more guidance. It indicated that the students had very limited literacy skills. They could not read and write fluently yet. Not surprisingly, this occurred since th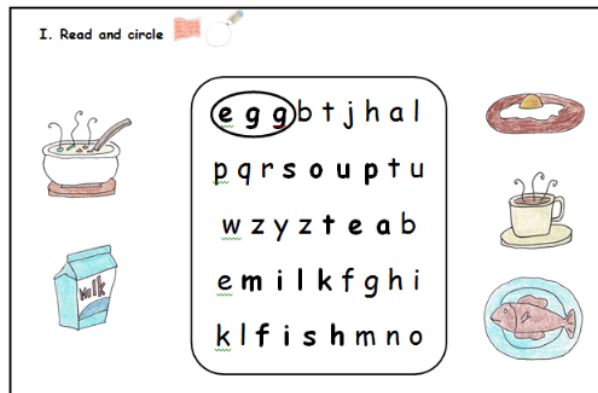ey still have very limited literacy skills, even in their first language. As a result, it should be taken into account to revise the exercise format, including exercise, which does not demand the students' literacy skills.

Checking students' feedback. The last session was checking students' feelings by asking them to color face (happy or sad) in students' daily learning records after they learned English for four meetings. This activity is adapted from Phillips (1993), who proposed that the teacher can ask the students to draw the face, which reflects their feelings about the activity. The data from students' daily learning records showed that all students (14 students) who learned English for four meetings enjoyed the activities in which TBMTCEV was implemented. The researcher's note also supported the data from the daily learning records that students apparently had fun in conducting the activity, although the target of speaking skill taught beyond the speaking skill commonly taught in kindergarten.

From the classroom interactions, it showed that the TBTMCEV was implemented by referring to the specific pattern that is divided into three main stages, corresponding the typical structure of the most lesson, i.e., the activities before, during and after task (Girard, 2003; Harmer, 2008: 201).These activities were conducted to make the students

speak by implementing TBTMCEV. Furthermore, the teaching procedure in which TBMTCEV was implemented also fit to the young learner's learning characteristics. In the teaching-learning process, the teacher provided the students to learn through physical experience, introduced the concrete one rather than abstract concepts, used various activity, kept the children learn as a whole rather than separated, provided routine and repetition. The activities that corresponded to their learning characteristics made the learning process enjoyable and obtained maximum results.

The students' speaking skill

The goal of Task-Based Teaching Materials in this study is to make the children communicate using English in simple language, whether in the classroom or family context. This goal is then broken down into learning objectives that guide the teaching and learning activities in the form of 'task'. The task in this study refers to Cameron definition which propose that task is classroom activities that have a clear purpose and meaning. However, She further says that not all activities can be defined as a task. Key features of classroom tasks are summarized as "having coherence and uniting for learners, containing clear language goals, from beginning and end, and actively involving the learners".

In this study, students' communicative competence is the highest level of students' ability. To reach the highest ability, the tasks are divided into some stages. These tasks include (1) Naming objects (Read, 2006; Cameron, 2001); (2) Producing simple sentences (Upshure and Genesee, 1996; Cameron, 2001; Pinter, 2001); and (3) Getting involved in a dialog (Ytreberg and Scot, 1990; Cameron, 2001; Paul, 2003, Linse, 2005; Pinter 2006; Read, 2006). Those kinds of oral production conform to the activities organized by the teacher in the teaching-learning process. It is in line with Brown (2001), who clarifies that the oral production of the students relies on the teacher's role in selecting the types of speaking performance that the students are supposed to do.

Mentioning the name of objects. It is a kind of speaking performance that can be completed by young learners (Read, 2006; Cameron, 2001). In this study, the students were able to name objects in the listening, repeating, and game activity. According to

the data from the observation rating scale, it could be assumed that all of the students could mention the name of objects shown by the teacher through flashcards. It could also be seen from the data that 12 out of 14 students could mention the name of food correctly, clearly, and loudly without the teacher's assistance.

When the teacher showed the pictures, the students could directly mention the name of objects in flashcards. The data from the extract demonstrates that the teacher gave some assistance to the students in the form of verbal cues. Out of 14 students could be categorized at the average level. They were able to mention the name of food correctly and clearly, but when they had difficulty in mentioning one, the teacher's assistance was needed to make them more confident in pronouncing the words. Some students were able to mention it when the teacher said the verbal cue. The data above also implied that the students needed guidance from the teacher in mentioning the object names shown the teacher as an assessment. The teacher's guidance conducted in this session follows the suggestion from Cameron (2001: 220) who highlighted that "assessment should be interactional rather than an isolated, solo experience". The result indicates that students realized it is easier to memorize the name of objects shown by the teacher using pictures, especially, flashcards. Moreover, the students seemed to have a good speaking ability when they obtained a language model as exposure from listening activity.

Producing simple sentences. In the session in which the students practiced the lines from the story together with the whole class, almost all students were able to produce simple sentences with some guidance from the teacher. However, the students' competence in producing simple sentence varied from one student to others. It can be seen from the observation rating scale that recorded the students' speaking performance in the third meeting. The teacher gave an example for the students by miming the part of the dialog. The data revealed that the students can produce object names and simple sentences, such as: "Do you like….? The students could achieve that kind of oral production since the teacher provided activities that demanded the students speak and provided the media to be used in the teaching-learning process.

In the early activity, the students had a chance to practice lines without media; after that, a set of picture cards was given to them to make it easier for them to comprehend the sentences. The data shows that the students could produce simple sentences with guidance in the form of verbal cues from the teacher. It is common in young learners' class since their learning process needs guidance from the teacher as scaffolding. Scaffolding is primarily an instructional strategy, which ensures that the child can gain and take control of the task (Pinter, 2006). In producing the sentence, some students needed the teacher's assistance. They were able to say the sentence correctly, clearly, and loudly after the teacher gave them the language model. Nevertheless, not all students needed the teacher's guidance in producing simple sentences. The description leads to the conclusion that the exposures to the target language and the chance to practice the language learn influenced the students' speaking performance.

Getting involved in a dialog. In the "interview with friends" sessions, the students allowed to be involved in a dialog. The observation rating scale showed that their performances were at various levels. Some of the students (2 out of 14 students) could be categorized into the average level since they were able to produce simple sentences and be involved in a dialog with some guidance from the teacher. The teacher gave them an example to the students, and they could say their sentences correctly, clearly, and loudly. The students seemed to be able to use the formulaic chunk. To make the description clear, the process of speaking performance will be represented by Vio. The example is when the other student gave her the picture of a noodle; she said: "Do you like noodle?"

As described above, it could be seen that the student seemed to acquire formulaic language "Do you like____", which could be used to perform communicative functions that were essential to them and which 'contribute to the fluency of their unplanned speech' (Ellis, 2005: 12). In this section, Vio can produce formulaic chunk that should be complemented. Chunks help speakers to produce language faster because they do not have to think of individual words (Pinter, 2006). As the data showed, without the teacher's guidance, Rizi could produce the language fast when he was given different picture cards from his friend in the dialog.

However, not all of the students could acquire formulaic chunk at the first and second meetings. There were 10 out of 14 students who needed guidance from the teachers in saying their lines. After given a model from the teacher in the form of miming, the students were able to say their lines clearly and loudly. Four students needed much effort to say their lines even though the teacher had given the model to be imitated by the students. The teacher must guide them more than once.

The description from teaching and learning process leads to the conclusion that the students were involved in the dialog in the interview with friends section. All of the students had a chance to be actively involved in a dialog. It indicated that TBMTCEV apparently could overcome resistance to the target language and create a need for speaking. Exposure to the target language, chance to practice the language, and media used before the students conducted interview activities seem to influence students' speaking performance during the interview in the core task session. The students need guidance from the teacher. It denoted that the students had understood the meaning of the language they should say, but to produce the sentence, they need help from the teacher. It could be understood that it was the first period to learn English in a meaningful context. It was hard for them to speak spontaneously. It was the first time they learn a language in the form of sentences or chunk, and they should change the words based on the context.

Conclusion

The finding from the observation in the process of implementation of TBMCEV, observation rating scale, students' daily learning records, and interviews with teachers lead to the conclusion that TBTMCEV could be implemented in the kindergarten context, especially in the research site. It could develop students' communicative competence, motivate them to learn English, and be beneficial for both teachers and students.

Conflict of Interest

No potential conflict of interest was reported.

References

Arnold, W., & Rixon, S. (2008). Materials for Teaching English to Young Learners. In Tomlinson, B. (ed) *English Language Learning Materials: A Critical Review*. London: Continuum.

Butler, Y.G. et al. (2018). 'Task' Appearing in Primary School Textbooks. *ELT Journal*, 1-11. (Retrieved from https://academic.oup.com/eltj on August 16th, 2019)

Carles, D. (2007). The Suitability of Task-Based Approaches for Secondary Schools: Perspective from Hong Kong. *System*, *35*, 595-608.

Cameron, L. (2001). *Teaching Languages to Young Learners*. UK: Cambridge University Press.

Fraenkel, J. R., & Wallen, N. E. (2007). *How to Design and Evaluate Research in Education*. New York: McGraw-hill.

Kierman, P. (2005). Storytelling with Low-Level Learners: Developing Narrative Tasks. In *Teachers Exploring Tasks in English Language Teaching* (Edwards, et.al. Ed). Macmillan: Macmillan Publishers Limited.

Manalu, D. B., & Marpaung, T.I. (2018). Students Teachers' Ways to Integrate Character Values in EFL Classroom. *Journal of Humanities and Social Science*, *23*(7), 37-42.

McDonough, K., & Chaikitmongkol, W. (2007). Teachers' and Learners' Reactions to a Task-Based EFL Course in Thailand. *TESOL Quarterly*, *41*, 107-132. https://doi.org/10.1002/j.1545-7249.2007.tb00042.x

Munirah, & Muhsin, M.A. (2015). Using Task-based Approach in Improving the Students' Speaking Accuracy and Fluency. *Journal of Education and Human Development*, *4*, 181-190.

Paul, D. (2007). *Teaching English to Children in Asia*. Hong Kong: Pearson Longman Asia Elt.

Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.

Rahmat, A. (2010). Implementasi Kurikulum Bahasa Asing di Sekolah Taman Kanak-kanak (TK) Daerah Khusus Ibu Kota. *Jurnal Kajian Linguistik dan Sastra*, *22*(1), 1-29.

Stepani, M. (2016). The implementation of Task-Based Instruction in Teaching Speaking. *Indonesian EFL Journal*, *2*(1), 43-52.

Uphshur, J.A., & Genesee, F. (1996). *Classroom-Based Evaluation in Second Language Acquisition*. Cambridge: Cambridge university press.

Wright, A. (1995). *Storytelling with Children*. Oxford: Oxford University Press.

Conflict of Interest

No potential conflict of interest is reported.

About author

Iin Inawati is a lecturer in Magister of English Education Program of Ahmad Dahlan University. Her interest is in ELT materials and teaching English for young learners. She is available at iin.inawati@mpbi.uad.ac.id

Didi Suherdi is a professor of applied linguistics in the department of English Education, Faculty of Language and Arts, Universitas Pendidikan Indonesia, Bandung-Indonesia. His research interests are TEFL, technology-based ELT, and discourse studies. He can be contacted at suherdi_d@upi.edu

5978101

https://orcid.org/0000-0002-2339-6744

Pupung Purnawarman a senior lecturer at in the department of English Education, Faculty of Language and Arts, Universitas Pendidikan Indonesia, Bandung- Indonesia. He pays attention much on TEFL methodology and applied linguistics. He is available at purnawarman@upi.edu

5979299

https://orcid.org/0000-0002-5075-392X

HASIL CEK_taskbased

4%
SIMILARITY INDEX

3%
INTERNET SOURCES

0%
PUBLICATIONS

5%
STUDENT PAPERS

PRIMARY SOURCES

1	**Submitted to Universitas Negeri Manado** Student Paper	**4**%

Exclude quotes   On

Exclude bibliography   On

Exclude matches   < 3%