Task Based Language Teaching: Development of CALL

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Abstract

The dominant complexities of English teaching in Indonesia are about limited development of teaching methods and materials which still cannot optimally reflect students' needs (in particular of how to acquire knowledge and select the most effective learning models). This research is to develop materials with complete task-based activities by using CALL at junior high school in Indonesia. In order to entirely develop comprehensive materials, the first step is to do need analysis especially identifying task based learning model which fulfils students' expectation, creates and develops pre task and task cycle (consisting of task, planning, and reporting) into CALL integration of learning module. The results of the students' needs show that they like to have appropriate materials for their level, related to real life, variety of media and sources of learning chiefly incorporated to computer which optimizes interactive, contextual, and authentic materials. Therefore, the design of its prototype consists of three main steps. First, pre-task activity, it is designed in observing and questioning stage which is done by providing English comics with thematic situations. Second, main task activities, it is designed in exploring and associating stage which are done by presenting real life situations by utilizing videos, songs, and stories which elaborate exercises, role play, and discussion sections. Finally, post task activity, it is designed in communicating stage and it is intended to provide follow-up activities in wider contexts. The evaluation of the final product is done by validating the materials by means of a group discussion with English teachers.

Keywords: task-based language teaching, CALL

1. Introduction

The history of English teaching in Indonesia has been categorized into full-grown age in that the efforts of English teaching development had been done more than fifty years ago. In fact, the long process of development still do not maximally provide wide varieties of teaching strategies which easily support English teachers to select and adopt them for better classroom teaching.

There have been numerous teaching strategies offered and developed during the past twenty years such as Grammar Translation Method, Direct Method, Audio Lingual Method, etc., with their other names like Language Center, Learner Center, and Learning center model. Even though all these strategies had developed quite well in the developed countries, but still most English teachers in foreign language situations could not optimally adapt and adopt them in teaching because the school settings, which they practiced have specific and different characteristics. Again, all those strategies above are already considered excellent for their original purposes and functions.

Consequently, it is considerably important to understand that the selection of English teaching should always go well together with the goals of intended classroom setting (especially Indonesian contexts) which lead to the success of implementing English teaching strategies for local settings. In this case, it needs systematic and well-planed strategy to develop the English teaching materials, which are applicable to Indonesian contexts of learning so that they can support positive achievements of students at junior high school in Indonesia.

Even though English materials had been developed by many curriculum designers and teachers, the process of implementing the materials in real setting of English classes are still not quite successful especially in the matter of making students activeness in the process of teaching and learning. These phenomena are because of the following reasons:

1)   Many English learning models and strategies were adapted similarly to the first and original setting and

situations of the first and the second language learners in which English is considered frequently as the native language learners. This limited efforts on adapting and modifying the original concepts of English language strategies into local uses and settings had influenced unsuccessful output of the English teaching in Indonesia.

2) It is the fact that students' expectations and needs are rarely identified to fulfill their exact wants to learn English, which is used to start learning. This is because teachers have limited time span to prepare them well before determining concrete materials and lesson plan fulfilling the characteristics of local learning settings. Consequently, it is not because teachers do not know how to do it but it is just a matter of putting limited extra time to consider and prepare the appropriate lesson plan with the students' interests.

3) The third reason is about the vast development of information and technology especially in educational sectors chiefly on optimizing educational services including special attentions on the uses of IT in delivering materials and teaching process and evaluation. It is very demanded by educational stakeholders that include the high expectations of students that tend to always follow, update and access information openly, dynamically, and quickly.

Those three above reasons really trigger new researchers of English Language Teaching to initiate creatively and innovatively help teachers solve their problems by doing analysis deeply on students' necessity, teachers' expectation, school and government wants and goals of learning. The prototypes of the analysis will positively contribute to suit with appropriate teaching models at classroom.

Problems on English teaching at junior high students should also be seen at micro scope especially on the characteristics of the learners themselves as part of the growing process of learning. Harmer (2009) characterizes the learners of this age with the following commonalities:

1) They are at the beginning of adolescent with the habits of communicating among others intensively so that this is considered as the best period of learning English.

2) This initial adolescent student always has strong and close loyalty to groups rather than to even their own parents or teachers.

3) Group dependability is quiet dominant because this is the best time for the student to search his or her individual personality.

By considering those reasons, it can be concluded that English teaching models have to be able to provide spaces for students to interact originally with their natural principles of communication. So English teaching strategy which focuses on tasks just like Task-Based Language Teaching and Learning (TBLT) completed by comprehensive students' need analysis is an alternative and supportive solution (which is proposed in this research and development) to create natural process of learning.

Other considerations on the use of Task Based Language Teaching is that students of junior high need natural and original activities which positively contribute to the development of communicative skills so that they are able to develop their own potencies maximally in learning of any situations and conditions. Tasks or learning activities, according to Ellis (1993), consist of some aspects as follows:

1) A task should be able to involve prior focus on meaning (pragmatically).

2) A task should contain a gap (this is a kind of information gap, thinking gap, and opinion gap).

3) A student can select freely the linguistic resources to accomplish his or her own task so that more alternatives resources, which are provided to help students' opportunity develop their creativities.

4) A task should also consist of a clear nonlinguistic output

All requirements of establishing tasks of learning in the intended research are designed, planned, and supported at the Task Based Language Teaching. It follows at least three main activities. First, pre-task (a teacher has to deliver what are the students' expectations in learning especially of doing tasks they will experience in the classroom). Second, task cycle (during this task activities students are doing particular tasks, which are usually done in small groups depended on the types of the tasks they have to cope with). Next, planning (this is optional in that after doing the classroom tasks they prepare for classroom presentation in written or in spoken). Then, report (Optional), students present their results of tasks to be delivered for the whole class members. In addition, analysis (optional), in this case the teacher reviews language functions and expressions used during the task accomplishment. Last, review (alternative), this can be in terms of final report, a plan, an analysis, and any practices, and when the learners had created real linguistic product for example texts, presentation, audio or videos, they can review each other by giving constructive feedbacks.

2. Literature Review

2.1 The Nature of Task-Based Teaching

Many experts have different opinions on tasks but they come into a similar view point that task is a learning activity which guides students for learning performance so that they can process the content of learning optimally. Task Based Language Learning model, in this case, prioritizes the learning activity on meaning in that the teaching action is expected to be able to maximize the existing learning resources in classroom. The goal of this task based is to provide authentic functions of learning that contribute to contextual and natural process of learning. Mostly learners are preparing learning tasks to be done in classroom, then reporting the tasks and after that focusing the analysis of learning the meaning behind the tasks to draw on the knowledge naturally and autonomously of the learning materials.

2.2 The Teaching Design of Task-Based Language Learning

The model of task based language teaching was firstly developed by Prabu (1987) which has three main Models that is pre-task (this is commonly called a preparatory activity), task cycle (this is meaning focused activity or interactive process action), and post task (this is an activity for attending to form). This model then was developed more by Willis (1996) into six steps that is pre task (input, focus on meaning), task, assess task, planning, task presentation, post task language focus).

Branden (2011) also explains that Task Based Language Teaching requires learners to be active and have the main roles in learning English language. They have to play important roles and responsibilities in terms of material content, language patterns and expressions during the accomplishment of tasks. They also have representative roles to discuss application aspects and the evaluation of task based language teaching. In this case, the teacher main role is to motivate and to support their students naturally in the process of task based implementation.

Thomas and Reinders (2011) states that based on the development of information and technology in this era, the needs of developing task based language teaching and learning should mainly relate to CALL (Computer Assisted Language Learning). The need of integrating CALL and this Task Based Language Learning is a part of the necessity of the learners themselves who live in the information era. Therefore, design instruction and learning materials should reflect the current demands especially for English teachers and curriculum designers. The research done by Thomas (2011) also clarifies that *technology-mediated task based approach* had given significant effects to learners in particular all learners learning English in Japan. In fact the findings also show that the students are highly motivated when the learning instruction is closely connected to information and technology.

Some research findings had completed understanding of the Task Based Language methods for example Jeon and Hann (2006) who focus on the perception about TBLT of students and teachers where they are learning general English in Korea in which the findings of their research show that learners have positive perception about TBLT implementation. Since a lot of research findings had supported positively the implementation of TBLT so Dailey (2009) developed a curriculum of skill courses at the secondary schools with Task Based Language Teaching and Learning in Korea.

Many other interesting researches on TBLT had focused more on specific skills of English such as Rahman (2010) who had developed Task Based Language Learning at the junior high school in India and Setyaningrum (2011) who improved writing ability at junior high school in Surakarta by using Task Based Language Teaching and Learning.

Researches on TBLT are also related to skill courses with the characteristics and the personality of learners such as Robinson (2011) who had investigated the connection between TBLT and accuracy, fluency, and complexity. Moreover another research done by Thomas (2011) even had investigated the needs of learners to be supported by the implementation of TBLT which is also connected to technology-mediated to EFL learners in Japan.

This research and development actually adapts the previous steps of Jinxia (2010) which implements the summarized and modified TBLT models of the previous explanations and descriptions. The design of the *task–based lesson* includes steps and learning components, which have a set of tasks to be mainly achieved. In general, task based language teaching and learning covers three main principles, which reflect the implementation of the method chronologically:

1)   Pre-task. This relates to teacher and student's activity done before starting classroom teaching and learning.

2)   Whilst-task. This is a centered process of teaching and learning in the main classroom activities, which are

supported by variety of instructional strategies.

3)   Post-task. This involves procedures to follow up learning performances, which optimize learning tasks.

2.3 The Design Principles of Task Based Language Learning

In general, teachers have various understandings with different perceptions when they have to create tasks for classroom activities. Even when they are proposing task based activities, still they do not really reflect the essential steps and procedures, which involve the core meaning of tasks for themselves. Therefore, they tend to fulfill much more on the discrete language skills and functions to be mastered during the application of task-activities. Commonly the partial-task based teaching in the classroom activities cover the following procedures:

1)   Pre-listening conveys some important words related to the theme, which is discussed and asked the students to read first. In addition, the teacher usually gives definitions of the new words.

2)   While-listening, most teacher plays the listening cassette and the students listen once to find the general ideas. The teacher plays the cassette again and the students listen again to answer true or false questions and sometimes answer from WH questions, then the teacher collects the results or answers and scores the students.

3)   Post-listening, the teacher asks students to retell what they have listened and rechecks their answers.

The activities above are dominantly implemented by many teachers and they often call the activities as "tasks" even though they are not exactly called genuine tasks based on the concept of task based teaching and learning. The three activities above again are still part of surface level of acquiring the essential goals of task activities because the dominant process are usually only asking, answering, and observing. Therefore, the main tasks of the teachers are not only designing the tasks that the students cover during the teaching and learning process but also preparing and deciding of what the students can do especially about the message on communicating his or her own specific skills that need to be trained during the implementation of tasks based in the classroom. Therefore, the dominant choice in the selection of the key and main content that should be designed in the classroom activities is the thematic content of material teaching. So many resources of learning especially the thematic materials that can be elaborated in the class which are related directly to school needs and the students' social life for themselves. The most important goal in this case is that how to place all classroom tasks that can stimulate the interest of students individually or in groups so that they can fulfill their natural needs of learning by joining and collaborating effective tasks designed by the teacher.

The concrete proposed design of the task based lessons can be given in the following explanations. The framework of designing task is presented at Table 1.

Table 1. The framework of designing the task-based lessons

Phase	The choices of sample activities
	Framing activities
Pre-task	Preparing time allotment
	Doing initial tasks
	Time pressure
During-task	Natural and authentic tasks
	Think of the number of students
	Report the learning tasks
Post-task	Improving students' awareness in learning
	Repeat and develop the tasks

Again the most dominant and effective task based learning is always completed by thematic content of materials which dominantly accomplished by the following description.

(1) The Pre-task phase

The main goal of the activity in this stage is to prepare students to do tasks so that they can optimally acquire

language acquisition. This phase therefore has to present appropriate tasks that motivate students to learn further. Some possible alternative procedures below can be selected to suit the acceptable tasks at the beginning of the lessons:

1) Encouraging students to do tasks at *pre-task stage* are equally important at the stage of *during the task phase*.

2) Asking students to observe a model to maximize how to accomplish tasks well.

3) Encouraging students to relate activities, which connect to *non task activities* in order to prepare them to optimize their tasks.

4) Planning strategic plan to do core-tasks and activities.

In this stage, reviewing texts that had been studied before and discussing new words related to the texts being discussed as part of the prediction process can be beneficial for making students aware of special tasks especially on learning uncertainty in life and learning how to guess creatively and inventively. The next step is observing process that students are usually given the practices of listening or reading as the inputs of learning with the final objective is to achieve students' ideal performance to accomplish tasks. By doing these activities, students are encouraged to have familiarity of practicing tasks as Ellis (2003) and Willis (1996) had stated that observation process for individual and group activities is useful to enhance cognitive ability of student. Then, students are required to focus on how to identify and analyze the models and frameworks to help solve communication problems. At this step, students are to plan of accomplishing task performances, which involve language and strategic aspects in that the teachers should help students provide guidance to focus on the content and the models that they have to finish for their tasks. This kind of awareness is actually relevant to the idea of Harmer (1998) stating that all learners should always be promoted to explicitly aware of their attention especially on fluency, complexities, and accuracy.

(2) During-task

There are two common steps, which turn out in this stage that is how the tasks can be performed and the process to accomplish the tasks above all on the engagement of students. The two processes of activities are done commonly in group work projects in that each group has to do activities suitable with the entailed requirements and then the members have to think and discuss of what questions to be delivered and how to answer them correctly (this is actually to provide information gap among learners). The examples of the activities are described below:

Group A is the interviewer (a reporter). Group B is the person who is addicted as a heavy smoker and now is getting a cancer disease. Group C is the tobacco company who has thousands of workers. To do the activity some possible considerations are provided; the time allotment is strictly given, and students are allowed to have access of data from any resources that are needed to deliver the tasks.

We, as the teacher, have a responsibility to guarantee that the students can finish tasks suitably with their ability and give limitation to promote their fluency in learning English. Chiefly for the low learners, we have to provide adequate resources to push their participation in the discussion process in order that they can enjoyably join and engage the tasks freely in the classroom. The success of task accomplishment depends heavily on how teacher maximally orients learners about their responsibility so that they can take their maximal roles for the given tasks.

(3) Post-task phase

There are choices to do post-task activities which can be summarized into the activities below;

1) To give opportunities to repeat *the task performance.*

2) To encourage and to have a reflection strategy of how to achieve the task.

3) To encourage the students' atention in learning especially on how to cover learning problems during the task activities.

It can be seen from the real activities that the repetition of the task performance is actually to give opportunities for students to increase the language production especially when asking them to repeat the activities in an open class. Of course this gives communication preasure to students to show their best performance so that their abilities are developed well.

The next activity is to give students a questionnaire to see their personal process of self-evaluation while doing and finishing the task so that they can mean the awareness to find out goals and the advantages of the task individually. After that, reflection process is given to the class activity in which students are guided to develop

their spirit to always improve and increase their learning attention during the task performance so that this can contribute to develop learning strategy and finally the students can own personal imaginations or their different and uniques learning strategies.

2.4 The Importance of CALL

Computer-assisted Language Learning (CALL) is shortly defined by Levy (1997) as a "search and study of computer applications in language teaching and learning." CALL covers a wide range of ICT applications and approaches to teaching and learning foreign languages, from the course drill-and-practice CALL in the 1960s and 1970s, then developed into newer CALL such as virtual learning environments and distance learning-based web. It also extends to the use of corpora and concordances, interactive whiteboard, computer-mediated communication (CMC), Language learning in cyberspace, and Mobile-Assisted Language Learning (MALL).

At first, the term CALI (Computer-assisted instruction) has long been developing before the term CALL appears. CALI term is less enthusiastic by education practitioners with respect to the instruction because it is still used by teachers in promoting language teaching centered model where the learning process is still dominated by the teacher completely. With the development of the learning model that focuses on learner-centered model of the CALL (Computer-Assisted Language Learning) more practitioners are receiving because the learning process is dominated by the activity of students in learning. Therefore, in the 1980s CALL term has started growing rapidly.

CALL current philosophy emphasizes learning on student-centered materials that allow students to work on their own. Such materials may be structured or unstructured, but the material usually contains two important features: interactive learning and individual learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has been learned in the classroom or as a repair tool to help students who need extra support.

Design of CALL materials generally take into consideration the principles of language pedagogy and methodology, which may be derived from the different learning theories (e.g. behaviorist, cognitive, constructivist) and second language acquisition theory by Stephen Krashen of the input hypothesis. The combination of face-to-face teaching and CALL is usually referred to as blended learning. This Blended learning is also designed to enhance the learning potential.

In order to sustain easily the implementation of Task Based Language Learning, it needs a supporting media to fulfill students' learning expectations in particular to suit naturally with their needs when learning English language. The substantial media in this case is CALL (Computer Assisted Language Learning) in which it is computer applications to be developed in integrative way. This computer application is also integrated by information and technology with its forms possibly like virtual learning model, web based, white board interactive, or communication using computer software and other applications. By seeing the character development of CALL, which stresses on student center learning and its integration with Task Based Language Learning, it is expected that the product can fulfill the concrete students' needs for learning English. The principles of developing this task based Language Teaching by CALL still refer to the important principles of pedagogy and teaching methodology integrating cognitive, behaviorist, or constructivist theories.

3. Methodology

This study uses Research and Development (R & D), which is expected to produce the form of the product of learning modules designed with a task-based approach to teaching. This study uses the combined stages of development that have been developed by McGriff (2000), Anwar (2000), and Sugiyono (2011). They are often referred to as the modified ADDIE model with the following six steps, namely Need Analysis, Task Based and CALL Design, Development of Task Based and CALL, Focus Group Discussion (FGD), Final Product of the Task Based and CALL for Speaking Materials.

3.1 Need Analysis

At this stage, researchers conducted a needs analysis, which is mainly focused on children in the seventh grade of junior high school of SMPN1 and SMP Muhammadiyah 12 Gresik. Researchers gave questionnaires to students and interview several English teachers to know the actual needs of the teaching model of English in school respectively.

3.1.1 Questionnaire

As noted by Anwar (2000) that the questionnaire at this stage should include the following five categories. They cover(a) the background and purpose of student learning, (b) the tasks that should be performed by the students

in gaining an understanding of English and Science at once, (c) to explore the target skills, (d) identify the specific language of his proficiency, and (e) to determine the integration of learning activities. Thus, to summarize then there are two major things that is target needs (target market needs) and learning needs (the needs of how to learn) in the questionnaire of this needs analysis. Since all students at the two schools that is SMPN1 and SMPM 12 have the same opportunity as the respondent, the sampling technique is simple random. It is conducted within forty students from both schools.

3.1.2 Interview

In this study, interviews were conducted with 10 English teachers in two schools, namely in SMPN1 and SMPM 12 Gresik done openly where researchers are not only focused on questions that have been prepared but also on matters which arise during the interview process. Some of the important things in question are related to teachers' attitudes and knowledge about English language learning materials, load of the material, teaching aids, learning activity or some others that have been carried out. Because the number of teachers has been clear and limited, then the sampling model in this interview is purposive. On the same occasion we also collected information relating to the documents required for example syllabi, lesson plans and also textbooks that had been used. So, at this stage researchers not only do the data collection from teacher interview answers but also collect other data, especially the nature of the document.

Data collected is then analyzed descriptively, and combined with the results obtained from the students to find the complete and comprehensive information needs of students and teachers.

3.1.3 Instruction Design

After all data are collected completely, at this stage, researchers developed a draft model of learning English for the junior high school. Information collected include competence standard, basic competence, theme and topic of study, level of difficulty, media, and learning activities etc., which are clearly mapped in draft forms.

In accordance with the purposes and objectives at the beginning of this study, the choice of Task-based learning development model is designed in each sequence of instructional delivery of draft module completed by the appropriate CALL media. The final result at this stage is to complete draft of the English language learning model which is clearly to follow the sequence of activities of Task Based correctly which includes pre task, during the task, and post-task. Such design choices once again are based on how to assist teachers in implementing learning activities that truly enhance the student's ability.

3.1.4 Development Model

At this stage, the researcher completes and develops the product well according to a draft that has been made in the previous stage in that the learning model contained within the module is by applying the task-based learning. Therefore, three activities, described in depth in the models, are ready to be used. They cover pre-task, during-task, and post-task. First, pre-task includes learning activities in order to prepare students to understand the strategic planning in the core task. Second, during task provides the core activities with an emphasis on the completion of tasks regarding the process and content of the work. Third, post-task-oriented emphasizes on understanding the material and preparation of subsequent follow-up activities to strengthen the core material. Task-based learning model is of course also equipped with media of CALL and evaluation tools are needed to expedite the process so that in the students' module and the teacher's role in learning are very clear and precise.

3.1.5 Focus Group Discussion

Once the module has been compiled and developed based on task-based learning approach to the media of CALL, the next step is to conduct an analysis of the material in the form of focus group discussion followed by all the English teachers from SMP 1 and SMPM 12. The purpose of this FGD is looking for suggestions for improvements in relation to materials, procedures, activities, and the format that has been developed before the material is tested in the real classroom. This stage is often called the validation process.

3.1.6 Final Product

After the validation is completed, the researchers tried to look over the material that has been developed based on the findings and suggestions arising from the results of product validation. All sorts of inputs and improvements are needed before the final product is launched. After going through this stage, the final product can be used and published.

4. Result, Discussion and Product Development

4.1 Results of Need Analysis

In accordance with the draft instrument planned in this study, the combination of open and closed questionnaires

be an option. The questionnaire was given to two groups of teachers and students in the school of SMP Muhammadiyah 12 GKB (as the best private school in Gresik) and SMPN1 Gresik (as the best state SMP school in Gresik regency). This questionnaire contains two important things in accordance with the theoretical analysis is to analyze the needs of the target needs (needs of the target) and the analysis of learning needs.

The questionnaire was given to the target numbers of forty students comprises eight coverage. They are: a) the order of materials used b) real life contexts materials, c) the use of instructional media, d) the variations in the use of learning resources, e) the techniques of learning tasks and groups, f) the use of media images in learning, g) the expectations associated with CALL media, and h) the importance of group learning models. Results of the questionnaire and interviews about the target needs can be presented in Table 2 as follows.

Table 2. Recapitulation of target needs

No	Aspects	Yes (%)	No (%)
1.	Sequence of material from easy to difficult	100	0
2.	Learning activities with regard to real life	100	0
3.	The use of audio, visual, or audio-visual learning	100	0
4.	Use of a variety of learning resources	100	0
5.	Learning techniques to group tasks	95	5
6.	The use of pictures in learning	90	10
7.	Expectations to learn English by using audio, video, and computer	100	0
8.	The importance of group learning models using audio, video, and computer needed.	100	0
Total		98.1	1.9

The data in Table 2 show that all respondents (100%) agreed and wanted the sequence learning materials ranging from the easiest to the most difficult. Likewise, about the learning activities related to real life, all respondents (100%) also agreed and wanted material in accordance with their natural life and during studying in junior high. About the use of instructional media such as audio, visual, or audio-visual and the variations of learning resource usage, all respondents (100%) also wanted the same thing that is more varied and use a wide variety of media, especially the use of CALL. But in terms of learning techniques to the task and in groups as much as 38 respondents (95%) considered it adequate and 2 respondents (5%) is not adequate, meaning that they needed appropriate learning techniques in each class activity. In terms of the use of media images in learning, as many as 36 respondents (90%) agreed and felt adequate but there are four respondents (10%) stated inadequate, meaning that still required the development of media diversity in the classroom. Next, about the hope of learning English language associated with the media CALL and the importance of group learning models using audio, video, and computer required, all 40 respondents (100%) agreed and considered them very important in the learning process. Even in the open comments of the interview given, all wanted no integration between the optimization of media using CALL with interactive learning model creatively.

Furthermore, the second questionnaire and interview are regarding the learning needs (study needs) which is for English teachers. This questionnaire consists of 6 (six) aspects of the order of English competence being taught, conformity theme with learning needs, the selection of learning strategies, diversity of learning activities, the breadth of the authentic source and contextual learning, and the optimization of IT media in learning. The recapitulation of learning needs findings recorded in Table 3 as follows:

Table 3. The recapitulation of learning needs

Aspects	Comments	Acceptable (%)	Less acceptable (%)
English competence sequence being taught	Already well	100	0

Conformity with the theme study needs	Already well	100	0
The selection of learning strategies	Selection strategy must be detailed within its application	75	25
The diversity of learning activities	Choice of learning activities needs a lot of varieties	75	25
Breadth of the authentic and contextual learning resources	Adequate library resources but authentic and contextual teaching materials are still less then the expectation.	87.5	12.5
Optimization of the IT media in learning	IT related to the development of teaching materials is not yet optimal	75	25
Supporting Learning environment	There are some provided facilities; laptops, Internet, vcd/dvd, lcd, lab.		
Additional Comments	Required model of development of IT-based teaching materials that can be used as a reference by teachers, because there is lack material incorporating elements of IT in learning.	85.4	14.6

The data in Table 3 above shows that all teachers (100%) agreed that the order of English language competence being taught and the conformity theme are suitable as learning needs written in the 2013 curriculum and syllabus for class 7 of junior high school level. However, related to the selection of learning strategies and variety of learning activities, 6 (six) respondents considered adequate and 2 respondents (25%) considered inadequate. Furthermore, two of the respondents argued that the required expansion of the selection strategy should be more detail within its applicability and the need for the development of learning activities should be with many choices and varieties. Associated with the breadth of the authentic source and contextual of learning, as many as seven (7) of the respondents (87.5%) considered adequate but there is 1 (one) of the respondents (12.5%) considered inadequate for the reason that even though library facilities are adequate but authentic and contextual teaching materials are still lack. Related to the optimization of IT media in learning, 6 (six) respondents considered adequate (75%) and 2 (two) of the respondents (25%) considered inadequate for the reason that IT related to the development of teaching materials is not yet optimal. In general, all respondents agreed that the development of the model required IT-based teaching materials that can be used as a reference by teachers because there is lack material incorporating elements of IT in learning.

4.2 Results and Discussion of the Product Design

This section describes a summary of the findings and the results of a needs analysis in the previous section by pursing the draft prototype material or material pattern using task-based approach and CALL. In other words, this section is a summary of the findings and analysis of the needs, which are then used as the basis for determining the content of prototype design of the material in each chapter that will be developed. In summary, the design or prototype material of scientific approach with a combination of task-based and CALL can be summarized in Table 4 as follows:

Table 4. Prototype of task based and CALL

Pre-Task Activities (Observing and questioning)	English-language comic Pictures of thematic atmosphere in each chapter.
	1. Listening to the piece of one (or two) comic pictures within comic conversations in accordance to theme of listening to each chapter.
	2. Deepening (discussing) pieces of the listening within the group to encourage the curiosity of students by asking mainly on the following things. They are completeness of existing themes and its discussion and attitude of the students which are required

Task Stage (Exploring and associating)	Presenting an atmosphere of learning truly about the themes rose in the material of each chapter.
	1. The attitude shown by each person involved
	2. Videos about some learning situations
	3. Discussion of the attitude shown by each person in the group studied
	4. Language focus (e.g. exercises of matching the images and sounds, pair work, role play, etc.).
Post-Task Activities (Communicating)	Follow up discussions that promote advanced communication required by students in each material (for example of a good home school activities conducted related to teachers, parents, etc., greeting, farewell).
	1. Role plays of attitudes towards school teachers, friends, and a good parent
	2. Songs that support and training analysis

Briefly, Table 4 above illustrates that task-based language teaching and learning is an umbrella approach of learning processes developed in each of learning activity. Of course, the main reference of the referred competence is the core competence and basic competences contained in the syllabus of learning of seventh grade English in junior high school in accordance to curriculum of 2013. Furthermore, the scientific approach as a basis of learning method is developed simultaneously in every steps of task-based language teaching, which contains three main steps, namely pre-task activities, the main task activities, and post-task activities.

In general, the orders of learning materials in the pre-task activities are started by presenting a series of images (e.g., image comics) English speaking about the atmosphere in accordance to thematic syllabus then students were given the opportunity to hear the pieces of one (or two) of the comic conversations in the listening. The next step is to give students the opportunity to deepen (discuss) the listening of the pieces in small groups to encourage the curiosity of students and give them the opportunity to ask, especially on matters relating to the completeness of material and discussion of existing and attitudes necessary in the circumstances. Thus, the learning process at the stage of pre-task activities can give students the opportunity to undertake a comprehensive observing and questioning manner.

At the stage of Stage Task Activities, its main activity is the attempt to bring atmosphere to learn truly about the themes raised in accordance to real-life activities. At this stage, the students are trained to perform exploration activity from the video that presents a real learning situation around them. Next, they also assigned to discuss of the attitude shown by each people in study group, and to deepen the language rules required for language focus to master the expected basic competencies (e.g. exercises of matching the images and sounds, pair work, role play, etc.).

The last stage or Post Task Activities specifically aims to develop the by students communication skills (Communicating) which includes activities that promote a follow-up discussion of advanced communication required by students in each material (for example about a good home school activities conducted related to teachers, parents, etc. , greeting, farewell). So the learning technique activities can be role-play (about attitudes towards school teachers, friends, and good parents), or sing and analyze songs and exercises that support the analysis.

All the three stages would be executed by the using of the CALL media (computer assisted language learning) which, in this case, uses the combination of auto-run program, adobe audition and hot potatoes combined by multi-media (audio-video) to the expectations of teachers and students so that it can be used easily and simply in classroom or for individual learning.

4.3 Developing the Product

This phase is the stage where the concrete steps and learning procedures which have been summarized in the prototype developed such that appropriate with the task-based procedures into nine chapters in accordance with the rules or the division's core competence and basic competences that are in the seventh grade of junior high school syllabus. The nine chapters have been developed well and followed the implementation of task-based procedure itself and have been collected in a learning program file. Files in this form of learning program can later be used paperless (can be printed or not printed) or directly used only by using the CD room or laptop in the interests of the class use.

The following describes a sample of the product of the chapters 1 of this book, which contains steps in accordance with the rules of task-based language learning in the CALL development of curriculum materials of 2013. The example of each task activity of Pre-Task, Whilst-Task and Post Task activity are presented in the following pictures.
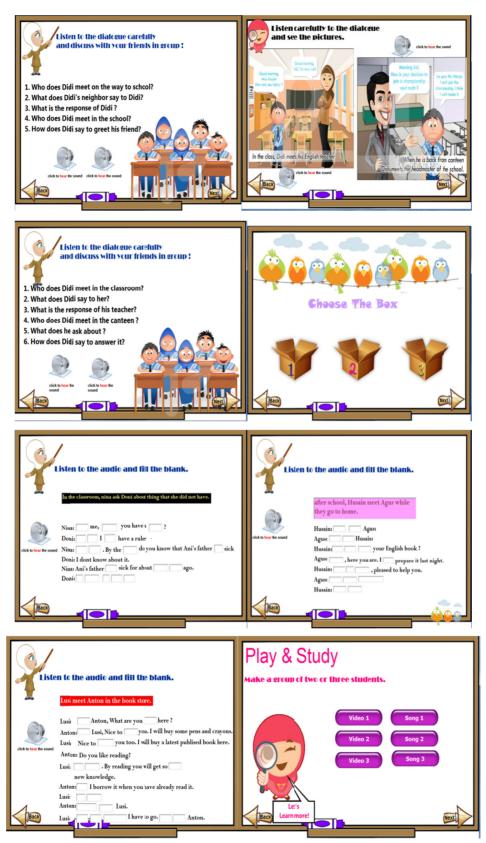

Figure 1. Example of pre-task activities
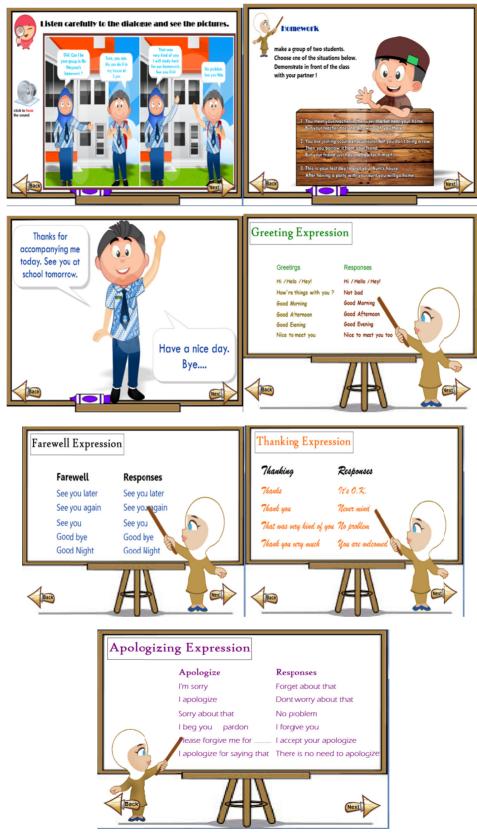
Figure 2. Example of the whilst-task activities

Figure 3. Example of post-task activities

After describing the product design based on the prototype from need analysis, each chapter has considered three main activities including; pre task activities which contain set of listening information (for observation)

completed by comic pictures and followed by discussions to deepen students analysis by questioning; main task activities that ask students to explrore and associate by combining videos, pictures, and songs with interactive learning process such as role play and pair up practices, and providing the needed language focus; post task activities to direct students make use of communicating by games and language exercises.

This product is actually to complete the previous similar researches on task based activities (Tilfarlioglu & Basaran, 2007; Erten & Altay , 2009; Zhao, 2011; Jiang & Sun, 2010) in which task based activities are not only enhancing student language skills but also changing their learning behaviours to achieve English language better. In this case, task based teaching strategies are relevant to all levels of language learners because the variations of the teaching activities especially on fulfilling the students' creativity can develop students engagements in class. This students' engagement is supported by Sarani et al. (2014) on their concern especially of the implementation on task-based video for Iranian students for pre-intermediate class in which students have better chances to develop their listening comprehension showing that they have improved engagement, and Tabar and Alavi (2013) who focus of task based writing and students' performance in writing.

Computer assisted language learning (CALL) which is developed in this study has shown paramount contributions and well-matched to complete task based activities. However, previous researches on CALL itself and teaching had been done discretely and separated from task-based activities such as He et al. (2015) who uses CALL and verbotonalism in teaching pronunciation and Huang and Hung (2015) on the use of CALL for video-dubbing. In addition, the integration of CALL and task based activities has been investigated but many researches dominantly still concern with the discrete model like Liu et al. (2015) with SCMC and students' feedback, Nobar and Ahangari (2012) that find only listening skill ability and CALL.

In short, this study has contributed to fulfill the previous gap in that this research is able to put CALL together with all skills of English incorporatedly. This also to show that CALL is not only descretely compatible with certain skills or levels of task based activities, but it highly supports the idea of implemention of CALL to all varieties of task activities.

5. Conclusion

In accordance with the steps listed development research in the previous section, this research concludes the following points:

1) The analyses have been done to students and teachers' needs by focusing on the target needs and the learning needs for the implementation of learning in seventh grade of junior high school. The results of the analysis indicate that the target needs of the students cover the following points, namely students are in favor to use contextual materials, the use of instructional media, the use of media images in learning, the importance of media of CALL, and the importance of group learning models using audio, video, and computer. The results showed that learning needs of teachers agree on the order of English language competence and its material conformity that should be taught in the curriculum of 2013. However, they hope the variation of the learning selection activities such as authentic learning resources, the optimization of IT, and more dynamic learning environment.

2) The design development of the materials in this study thus concluded that task-based learning process (task-based learning) is a necessity to optimize the scientific approach that has been required in the curriculum of 2013. Furthermore, in accordance with the needs, that media-based of CALL (computer assisted language learning) is the best option help optimize the desires and needs of learners.

3) In accordance with the breadth and the basic competencies that exist in the syllabus, nine based learning materials with the using of the Task-Based of CALL media have been developed. All materials developed are made in the form of a program file that can be used by the learners or teachers in classical or individually.

4) Focus Group Discussion (FGD) has been performed as the last step in this research with the focusing on critical analysis of the finished product, which has been developed by inviting the users of the material (especially teachers).

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