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Teaching Speaking Through Techno Driven Task (Zig Zag Task)

Pipit Rahayu[1], Syahrul Ramadhan[2], Agustina[3], Syamsiah Depalina Siregar[4], Jufrizal[5], Yenni Rozimela[6], Vivi Indriyani[7], M. Zaim[8], Atmazaki[9]

[1]Universitas Pasir Pangaraian Riau, Indonesia
[2,3,,6,7,8,9] Universitas Negeri Padang, Indonesia
[4] STAIN Madina Mandailing Natal Medan, Indonesia

Email: pipitrahayu@upp.ac.id[1], syahrul_r@fbs.unp.ac.id [2], tien_agustina08@yahoo.com[3], dsyamsiah@yahoo.com[4], juf_ely@fbs.unp.ac.id[5], yenni.rozimela@fbs.unp.ac.id[6], vivi.indriyani93@gmail.com[7], mzaim_unp@yahoo.com[8], atmazaki@fbs.unp.ac.id[9]

Abstract. English lecturers play a vital role in making their students to communicate well in English. They should be able with new and innovative teaching skill and strategis in the classroom to enhance students skill significantly. This research is motivated by the importance of having good English speaking skills, especially for English teachers. The traditional learning methods has been less successful in improving students' speaking skill. Therefore, one of the solutions offered is to use the Techno Driven Task (Zig Zag Task) in teaching speaking skill for students. This study aims to determine the speaking skills of English students at Pasir Pengaraian University by using computer-aided Techno Driven Task (Zig Zag Task). The research designs is descriptive quantitative research. The participants of this research was the fourth semester students of English Study Program in University of Pasir Pengaraian. The number of samples of this research was 19 students. In collecting the data, the researcher took from students' presentation when they were using zig zag task. The results showed that the level of students' speaking skills was at a reasonable to very good level and only a few students had poor skills.

Keywords. speaking skill, task based language learning, computer assisted language learning (CALL), techno, driven task, zigzag task

1. Introduction
One of the skills needed for communication is speaking [1]. Speech skills are also the most significant characteristic that distinguishes humans from animals [2]. As an international language, speaking in English is very important for human interaction in various parts of the world [3]. In the 21st century, English is considered an individual asset to handle the highly competitive job market [4]. It is useful as an easier communication medium for people from various countries [5]. Speaking is a means to be able to communicate with others to achieve certain goals and express their opinions, hopes, points of view, and intentions [6].

Speaking is considered an important skill in learning English as a foreign language (EFL) [7]. Speaking skills are described as productive skills among the four basic language skills [8]. These skills are considered as the ultimate goal of language learning and the most basic skills to be achieved [9]. However, learning to speak is not an easy task for many language learners especially in EFL contexts where they have little exposure to authentic language outside the classroom [10]. Speaking English is an accumulative skill that requires heavy language input in terms of language exposure, scaffolding, and real interactivity in the classroom and a supportive effective environment [11][12].

The ability to speak English fluently is a goal for the majority of English language learners [13]. Interaction through speaking is beneficial and creates many benefits for students [7]. Apart from the increasing diversification of communication tools, speaking skills still have an impact on the person's position in social and public contexts, such as family, friends, and business environments [2]. Students' speaking fluency gives the first impression of speaking skills to get greater opportunities to get a job [14][15]. Speaking skills are very calculated when someone conveys information during meetings related to business or education, because it can reflect personality [2]. Speaking efficiently leads to achievement through speaking activities during ceremonies, job interviews, and activities for job training [7].

Since the beginning of the communicative era, the development of speaking has received attention from both teachers and students [16]. The use of accurate and effective speaking skills is the nature of the teacher, especially the language teacher. So to be a good teacher, a person needs language that is free from speech disabilities and psychological states that are free of factors such as anxiety, which will have a negative impact on speech [2]. Over the years, speaking has been underestimated and its importance not recognized, many teachers use the practice of repetition and memorization dialogue [17]. To gain speaking skills, sufficient vocabulary, language rules and word articulation must be known. Having theoretical knowledge does not mean speaking the language [8]. So, it is important for teachers to have good English speaking skills and have communicative skills in speaking in order to improve student skills. Therefore, teachers can learn and practice these English speaking skills while studying in higher education.

Teachers' interest in the role of assignments in teaching and learning foreign languages is increasing [18]. Tasks are activities in which a person is involved in achieving goals, and requires the use of language [19][18]. There is a reasonable understanding that tasks are activities carried out using language [20]. Task Based Language Learning (TBLL) is a communicative and interactive approach to language learning [21]. TBLL provides an important opportunity in this case encouraging students to use four basic language skills in the same activity [22]. One of these language skills is speaking skills.

At present, most language instructors use assignments in their classrooms to teach English [23]. There are many studies that have confirmed the importance of assignments on language skills [24][25]. This learning has been considered useful in motivating students to engage in authentic and meaningful tasks [26]. TBLL accepts that the collocation of communicative and constructive approaches is the best learning model [27][28]. TBLT provides students with a natural source of meaningful material, an ideal situation for communication activities, and supportive feedback that enables much greater opportunities for language use [29]. This activity is also goal oriented which involves information or opinion gaps in authentic contexts carried out by students in a way of communicating with predictable results that can be evaluated [30].

In recent years, technology has been used in all parts of our lives ranging from communication, education to media tools [31]. One example is an educational institution that seeks to encourage ideas to integrate technology with task-based learning [18]. Its use in task-based language learning can meet the needs of today's students who are accustomed to handling technological tools [32]. One way that can be done is to integrate the use of applications related to TBLT in computer-aided language learning [33]. Computers have spread throughout the world in education, in schools, universities and colleges so that

they have directed some scientists to suggest that computers might replace teachers one day in the future, and educational institutions might use them to teach all subjects , including language skills in many places [34][35].

The use of computers in task-based language learning aims to facilitate language learning. In order for technology to be integrated into TBLT and pedagogical tasks to benefit from the revolutionary nature of technology, there needs to be a comprehensive consideration of TBLT principles and their application for teaching and learning of technology-mediated languages [36]. Language learning tasks that are mediated by technology can produce beneficial effects, such as encouraging students to take risks and be creative when using language to make meaning; minimize their fear of failure, shame, and allow language learners to meet other speakers [37].

The teaching method in the Zigzag Task class can be applied in learning to speak using a computer. Students need to use different perspectives under different approaches to design and implement many tasks and form an experimental framework for large assignments [38]. The teaching method in the Zigzag Task class stems from a student-centered teaching concept called learning from doing and proposed by American educator John Dewey with pragmatism as the basis for educational theory [39]. Achieving learning from doing, teachers must adopt problem-based learning methods and guide students to ask and think questions [40]. Zigzag Task is a teaching method paying full consideration to students' knowledge and abilities, and it combines with the needs and practicality of teaching content. For example, for the dynamic part of the chapter on demo software in basic knowledge of information technology, teachers can make presentations by making slides [41]. Based on these explanations, this study aims to determine the speaking skills of English students at Pasir Pengaraian University by using computer-aided Techno Driven Task (Zig Zag Task).

2. Methodology
This research designs it as descriptive quantitative research. A descriptive quantitative research is a type of research which is conducted to find out the value of one or more independent variables without making any comparison or correlating to other variables and the result of this research is formed and written in numbers [42]. The participants of this research was the fourth semester students of English Study Program in University of Pasir Pengaraian. The number of samples of this research was 19 students. In collecting the data, the researcher used performance or speaking test to the students. In collecting the data of the research, the researcher asked the students to deliver a speech with certain topic given by the researcher which it was taken from the picture or symbols from some sources. The students were asked to arrange a story based on the pictures or symbols given. Every student got the same topic.

3. Result and Discussion
This test aimed to measure students' speaking skill to the forth semester students of University of Pasir Pengaraian. To measure students' speaking skill and analyze it, the researcher used a performance test in speaking. The students delivered a speech with certain topic of speaking showed on the whiteboard based on the symbol or icon or picture available. The students' speaking result were given to the three raters to analyze their speaking skill. To score the students' speaking skill, the researcher was helped by the raters. There were 3 raters who gave the score for each component of students' speaking test. The formula in calculating every student's component of speaking, the researcher added the scores of every component given by the raters and then the number of raters divides them.

There were five components of speaking to be analyzed in this research such as: pronounciation, grammar, vocabulary, fluency, and comprehension. The researcher analyzed the scores given by the raters in every component of speaking and then accumulated them into the average scores for every component of speaking to measure students' quality in every component of speaking.
First, based on data analysis that has been done, the value of students' pronounciation in the speaking ability test can be seen in the following table 1.

Table 1. Distribution Of Student Pronouncitation Quality

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	0	0%	Exellent
2.	70—84	11	58%	good
3.	55—69	7	37%	Fair
4.	50—54	1	5%	Poor
5.	0—49	0	0%	Very Poor

Second, based on data analysis that has been done, the value of students' grammar in the speaking ability test can be seen in the following table 2.

Table 2. Distribution Of Student Grammer Score

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	5	26%	Exellent
2.	70—84	8	43%	good
3.	55—69	5	26%	Fair
4.	50—54	1	5%	Poor
5.	0—49	0	0%	Very Poor

Third, based on data analysis that has been done, the value of students' vocabulary in the speaking ability test can be seen in the following table 3.

Table 3. Distribution Of Student Vcabularry Score

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	0	0%	Exellent
2.	70—84	14	73%	good
3.	55—69	3	16%	Fair
4.	50—54	2	11%	Poor
5.	0—49	0	0%	Very Poor

Fourth, based on data analysis that has been done, the value of students' fluency in the speaking ability test can be seen in the following table 4.

Table 4. Distribution Of Student Fluenc score

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	2	11%	Exellent
2.	70—84	12	63%	good
3.	55—69	5	26%	Fair
4.	50—54	0	0%	Poor
5.	0—49	0	0%	Very Poor

Fifth, based on data analysis that has been done, the value of students' comprehension in the speaking ability test can be seen in the following table 5.

Table 5. Distribution Of Student Comprehension Score

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	2	11%	Exellent
2.	70—84	16	84%	good
3.	55—69	1	5%	Fair
4.	50—54	0	0%	Poor
5.	0—49	0	0%	Very Poor

Based on the results of the ability of each component of the speaking skills, the results of students' overall speaking abilities are as follows.

Table 6. Distribution Of Student Speaking skill

No.	Score Range	Frequency	Percentage	Criterion
1.	85—100	2	11%	Exellent
2.	70—84	8	42%	good
3.	55—69	7	36%	Fair
4.	50—54	2	11%	Poor
5.	0—49	0	0%	Very Poor

Speaking is a medium through which foreign languages are found, understood, practiced, and taught [43]. Speaking activities involve cognitive, physical and psychological processes [44]. There are many factors that affect speech. All of these factors (eg lexical knowledge, accuracy, intonation and accent, fluency, and pronunciation) play an important role in building one's speaking skills [3]. To gain speaking skills, sufficient vocabulary, language rules and word articulation must be known [8]. Fluency is considered as performance based on the piece that functions as a unit and is taken as wholeness [45]. Poor fluency can limit interaction patterns and can affect the satisfaction of speakers and interlocutors because they practice language in realtime [3].

There were five components of speaking to be analyzed in this research such as: pronounciation, grammar, vocabulary, fluency, and comprehension [46]. Based on the research results it can be concluded that using computer-aided Techno Driven Task (Zig Zag Task) is effectively used to improve students' speaking skills. Based on the analysis results that have been explained, added that the students' vocabulary ability had the highest number of students at the exellent criterion and the vocabullary and pronountation abilities of the students had the least number of students at the exellent criterion. Furthermore, the number of students who have good criteria is equally large for each component. Not one student is at a very poor criterion for each component assessed.

4. Conclusion

Based on the research results it can be concluded that using computer-aided Techno Driven Task (Zig Zag Task) is effectively used to improve students' speaking skills. it can be seen from the results of the students' speaking skill tests which are at a good level. In addition, there are some suggestions will be given to english teachers in order to improve their skill in teaching speaking. First, teachers are suggested to have variety of strategy in teaching english, especially in teaching speaking in order to enhance students' skill and motivation in english learning. Second, teachers should know the large numbers of media in teaching speaking in order to improve the teaching methods and to attract students motivation in speaking english. Third, the researcher suggest to find out the relevant indicators and factors in influencing students curiosity in speaking and to find another program, software, media and technology for the variaty of teaching strategies.

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