

DEVELOPING MATERIALS BASED ON TASK BASED INSTRUCTIONS TO ENHANCE STUDENTS' WRITING ABILITY

By

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Abstract : *The objective of this research were 1) to describe the process of developing materials based on task based instruction and 2) investigate the effectiveness of task based instruction in students' writing ability at the first year of SMAN 1 TBT in 2016/2017. The research took two classes as the sample which were selected randomly. This research was design and development research. In collecting the data, questionnaire, interview, and observation sheet distributed to the students, teachers and expert and writing test were given to the students to get the effectiveness of the product. Based on the results, it was found that the developed materials are appropriate and effective to be used for the students of tenth grade of SMAN 1 Tulang Bawang Tengah. In this case, the interpretation would be that the H_0 of no difference of students' writing by implementing the two types of developed materials could be rejected. Therefore, using task based instruction could improve students' writing ability since their score increased through those types of tasks.*

Key words : *task based instructions, writing*

Abstrak: tujuan dari penelitian ini adalah untuk 1) menggambarkan proses pembuatan materi ajar berdasarkan task based instruction dan 2) menyelidiki efektifitas task based instruction pada ketrampilan menulis siswa kelas X di SMAN 1 TBT tahun ajaran 2016/ 2017. Penelitian ini mengambil dua kelas sebagai sampel yang dipilih secara acak. Berdasarkan hasil penelitian, dapat disimpulkan bahwa materi yang dikembangkan sangat sesuai dan efektif bagi siswa kelas sepuluh, SMAN 1 TBT. Dalam hal ini, null hipotesis dari tidak ada peningkatan pada kemampuan menulis siswa dengan mengimplementasikan kedua tipe task yang dikembangkan dapat ditolak. Maka dari itu, dengan menggunakan task based instruction dapat meningkatkan kemampuan menulis siswa karena dengan menggunakan kedua tipe task tersebut dapat meningkatkan nilai menulis siswa.

Kata kunci : task based instruction, menulis

I. INTRODUCTION

Writing is one of the language skills which belongs to a productive skill.

This skill is a highly sophisticated skill combining a number of diverse elements, in the sense that is more

complex than other skills (Harris, 1969). Therefore, writing as a thinking process which learners have to get ideas and arrange ideas, needs the development of teaching material used by the teacher in order to make the learners easier in enhancing the skill. The graduates students of SMA need to have the ability to use English as one of the primary subject which is tested in the National Examination. The students should master all four language skills, namely listening, reading, speaking and writing. Eventhough speaking and writing are not tested in the National Examination but the students should master the skill because those skills are tested in the school examination.

Based on the observation, it was found that the result of the students' writing was not good. It happens because the students have low motivation in writing, another reason is because they are lack of practice in writing. From the interviews and observations that have been done by the researcher, she found that the students' difficulties were in some aspects, such as finding an appropriate word suitable to the topics, using appropriate tenses based on the situation given, correct spelling and punctuation to arrange the paragraph into good paragraph and exploring their ideas. Besides, the availability of the books related to writing activities can not meet the students' need. In addition, teacher's technique in teaching writing is also influenced the result of students writing ability. Therefore, the writer was interested in developing teaching materials based on Task Based Instruction to enhance the students'

writing ability can be used the tenth grade of senior high school students.

Task Based Instruction becomes very popular in the world and the objective of the task is creating a real condition where the language is used and provide a natural context of the language. Cabral (2003) asserts that writing is a social act. Even the writers are EFL language classroom context, their text not only show their capability to solve problem, but also awareness of their own communicative goals. Thus, Task Based Instruction which shows teacher – planned interactions and discussions in class can lead to language learning, consequently, the learners would be able to notice their syntactic errors that cause communication problems.

Hasemi, et.al (2011) state that teaching practically with task based is very useful for the English learners and teachers. There are some ideas about how we should convert the tasks into our actual classroom activities while using the task based teaching framework and how the teachers and students participate in the lessons when we are learning a lesson.

Marzban and Mokhberi (2012) found that the reactive Focus on Form in comparison with preemptive Focus on Form furnishes an excellent means for developing the ability to the use of grammatical knowledge of the target structure in context. Dadari and Marashi (2012) found that the results of the statistical analysis demonstrated that the learners benefited significantly from task based writing in terms of both writing and creativity. Throughout the course of the study,

the researcher observed that by employing the different tasks, following tasks cycles, making use of cooperative learning and different kinds of feedback provide the learners in the experimental group with an environment in which they are really interested in what they are writing.

In line with the previous researches, this study is going to investigate the Task Based Instruction to enhance the EFL learners' writing ability, since there was only a few research of task based dealing with writing. It is answered the recommendation stated by Dadari and Marashi (2012) that the focus of their study was on the overall writing performance of learners, while it is possible to see the effect of using Task Based Instruction on a specific writing mode.

Prabhu cited in Ellis (2003) defines a task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process".

Nunan (2004) draws a basic distinction between real world or target tasks, and pedagogical tasks: target tasks, as the name implies, refer to uses of language in the world beyond the classroom, pedagogical tasks are those that occur in the classroom. Pedagogical task according to Nunan (2004) is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express the meaning, and in which the

attention is to convey meaning rather than to manipulate form.

Moreover, Ellis (2003) divided the methodology of Task Based into three phases, they are; pre – task phase and concerns the various activities that teachers and students can undertake before they start the task. The second phase, during – task phase, centres around the task itself and affords various instructional options, including whether students are required to operate under time pressure or not. The final phase is post – task and involves procedures for following up on the task performance. The pre – task planning divided into four ways, they are; performing similar task (rehearsal), providing a model, non – task preparation activities and strategic planning.

A number of studies have investigated effects of pre task of planning, Rahimpur and Nariman (2011) found that low proficiency learners appear to benefit more from planning time with respect to concept load, fluency and complexity, on the other hand, high proficiency learners were advantaged by planning time concerning concept load and accuracy. The next researcher were Rahimpur and Safarie (2011). Their findings of the study showed that planning influenced the fluency of descriptive writing of language learners but it did not any influences on accuracy and complexity of their language. The findings are inline Salimi and Fatollahnejad (2012) investigated the effect of manipulation of strategic planning and topic familiarity on EFL written task

performance were statistically improved.

Related to the background of the problem mentioned above, the formulation of the problems cited as follows:

- (1) How is the process of designing teaching materials based on Task Based Instruction of writing for students' of senior high school ?
- (2) How effective is the implementation of the different tasks in students' writing ability ?

METHODS

In task based approach, students are confronted with approximations and simulations of the kinds of tasks they are supposed to be able to perform outside the classroom and learn about relevant forms of language while trying to understand and produce the language that these communicative tasks involve (van den Branden, 2012) in Richards (2013). The sequence would be :

1. Identification of target language needs
2. The design of classroom task
3. The procedures of Task based Instruction methodology
4. Identification of language use of the tasks
5. The follow up of language work

The first step that was done by the researcher was distributing some questionnaires for the teachers and

learners consisted of the data that the researcher needed to meet the needs analysis. Besides that, the interview was also conducted by the researcher to have the teachers' and learners point of view towards writing task in English.

The next step was the design of classroom tasks. There were two types of classroom tasks that would be developed in this research. According to Ellis (2003), the tasks are rehearsal task or doing similar task and planning time task. The writing materials discussed in this product would be concerned on narrative text based on the concept of task based instruction. The researcher gave the instrument of experts' judgment before the trying out of the product to ensure the reliability of the questionnaire and the result showed that the reliability was 0.90 whereas the questionnaires were considered high reliable if they had reliability more than 0.70. In measuring the consistency items of the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most common measurement used to measure the consistency among the indicators of the questionnaires.

After designing the tasks, the researcher implemented those two tasks to the students. The students were given the pre test before the implementation and post test after the implementation of the tasks.

There were two classes which consisted of 34 students in each class who tried out the product. They were the representative of three kind of students, high, medium and low learners. There are three stages in task

based instruction applied in this research, they are pre task, during task and post task. The first stage is pre task which concerns the various activities that students and teacher can undertake before they start the task. The second stage, the during task, centres around the task itself and affords various instructional option, including whether the students are required to do the task under time pressure or not. The final task is post task and involves procedures for following up on the task performance. After having the implementation, the researcher gave the questionnaire and interview to the students to know their opinion towards the product.

Then the researcher identified the language use of the task. The researcher focused her attention on the language use for narrative text. It was related to the use of second verb (simple past tense), adverbial of time, adverbial of place, adverbial of sequence and generic structure of narrative text. The last step was the follow up of the language work. In this step, the researcher revised the product based on the correction from the learners, teachers and expert.

Students' Pre Test and Post Test scores from writing test were calculated through descriptive statistics by using SPSS version 21. Paired Sample T-Test was administered to see if there was any statistically significant improvement between their Pre Test and Post Test score of their writing. The purpose of this calculating was to know the effectiveness of teaching materials based on task based

instruction. It was used to answer the second research question.

RESULTS AND DISCUSSION

Regarding the first research question, the researcher wanted to describe the process of developing teaching materials based on task based instruction of writing for students' of senior high school. First of all, the researcher conducted interview, class observation and questionnaires for the teachers and students to meet their needs toward the teaching materials.

Based on the interview, it was found that the teachers and students needed the teaching material in writing tasks in order to help them in their writing activity. It was said that the materials used in recent teaching and learning in writing only gave the topic without guidance for the students in writing. The teacher agreed that it was necessary to have specific material for writing skill.

The researcher also conducted observation in the class to know the developing of teaching experience based on the book used. In addition it was done to know the suitability of the information between the interview and the application in the class. From the reflection of the observation above, the findings are (1) the students and the teacher used a course book from the library when there is English class; (2) the content of materials for writing did not relate to the students' life so they did not have background knowledge of the materials; (3) the students were not enthusiastic in the class. From the interview and the observation conducted in the class, it was clear that

the teachers and the students needed the materials which were suitable for writing activity and completed with the instructions for writing in order to make the teaching and learning would be effective.

In conclusion, findings in this stage showed that teachers had not exploited the teaching writing optimally to the success of learning. The learning materials they used only from the course book in the school library. In this stage, the researcher analyzed the existing course book used in SMAN 1 Tulang Bawang Tengah. It was found that the book used in teaching and learning in the class did not meet the

students' need in writing. The book needed to be evaluated. The book was selected because of the school authority that provided the book for the teacher and students. The book analysis was conducted by referring to Cunningsworth model. However based on the analysis carried out by the researcher it was found that generally the book did not provide detailed instruction for writing. It did not match to the students life. Therefore, the researcher developed some instructions in writing as guidance for the first grade students at SMAN 1 Tulang Bawang Tengah, Tulang Bawang Barat.

Table 1. Result evaluation of experts' judgement.

No	Aspect	SCORE				
		Maximum possible	first expert	Percen Tage	second expert	Percentage
1	Objective And Approach	16	15	94	14	88
2	Design and organization	24	23	96	22	92
3	language content	12	11	92	9	75
4	language skills	12	8	67	9	75
5	Topic	20	18	90	17	85
6	Methodology	16	14	88	13	81
7	practical considerations	12	12	100	9	75
	total score	112	101		93	87

Source : Data analysis

The average score gained from two experts was 97, and the percentage

was 87%, and it was categorized into excelent.

Another objective of this research was to know the effectiveness of teaching materials based on task based instruction. The result showed that there was a significant improvement of students' writing ability after being taught narrative paragraph through task based instruction. It can be seen from the different of mean in pre-test and posttest. The mean score for pretest of X Science 1 was 63.12 and the mean of post test was 78.48. While the mean score for pretest of X Science 2 was 62.50 and the mean of post test was 79.71. This was in line with the research done by Dadari and Marashi (2012) who found that the results of the statistical analysis demonstrated that the learners benefited significantly from task based.

From the result of those two classes, it could be seen that X science 2 has the

more improvement compared to X science 1. It happens because they got different types of tasks proposed by Ellis (2003). The students of X Science 2 were given task which called 'Doing Similar Task' while the students of X Science 1 were given Planning Time Task'. The improvement showed in the post test happens because the students were given maximum exposure in the pretask. It includes input of the words related to the topic given, the familiarity of the topic, guided questions, understanding of the language features used, adverbial time, and sequence used in narrative text. It is in line with the study done by Rahimpur and Nariman (2011) who found that low proficiency learners appear to benefit more from planning time with respect to concept load, fluency and complexity.

Table 2. T-test Result of Pre-test and Posttest

		Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
WRITING SCORES	Equal variances assumed	.532	.469	-2.521	65	.014	-1.221	.484
	Equal variances not assumed			-2.525	64.770	.014	-1.221	.484

Source : Data analysis (2.039) with the level of significant two tail less than 0.05. It can be

From the data above, it shows that T-value (2.521) is bigger than T-table

concluded that there is a significant increase of students' writing ability after being taught by using task based instruction. It means that the null hypothesis is rejected.

DISCUSSION

This part presented the discussion of the research findings. The result of this research was writing task for tenth grade students of SMAN 1 Tulang Bawang Tengah, Tulang Bawang Barat. It was done to answer the first research question.

Before developing the writing task, the writer did the needs analysis to meet the students' needs and teachers' need toward the writing product. After developing the writing tasks, the appropriateness of the materials was measured by considering the result of teachers' judgement and experts' judgement that arranged based on Materials Evaluation proposed by Cunningsworth in Richards (2001) this was done to make sure that the developed materials were appropriate to be used not only from the expert's perspective, but also teachers' perspective. It is because they are the one who actually use the materials in the field. Besides measuring the appropriateness, this research also measured the effectiveness of the materials.

Firstly, in term of aims and approaches, design and organization and language content, it was found that the developed materials successfully fulfill the criteria in Aims and Approaches, Design and Organization and language contents and considered

“Appropriate” with the mean 4.02. Those criteria are : the ideas in the materials should help learning in the classroom, the ideas in the course should suit the age of the students and should make them interested, the content should take account of what students expect to see in an English course, the ideas in the course should increase the acceptability the usefulness of the course outside the classroom, the content should suit the proficiency level of the learners, and the content should be what learners' need.

After the materials had been tried out, English teacher of SMAN 1 Tulang Bawang Tengah was also asked to give his response towards the developed materials. A questionnaire was distributed to an English teacher who experienced more than twenty years in teaching English. Some items of the questionnaire were adapted from Cunningsworth in Richards (2001).

The result of the questionnaire regarding the curriculum design process showed that the developed materials were considered ‘Strongly Appropriate’ with mean 3.61. It covered the data that the teachers agreed that the developed materials suited the environment in SMAN 1 Tulang Bawang Tengah, it also met the students' need. The developed materials also considered interesting and effective. According to the English teacher, it was found that the lay out of the developed materials also could be used in teaching and learning process. The activities in the developed materials also could be presented and managed by the teacher.

After the material had been tried out, it was evaluated by the experts. The materials evaluation was done by distributing a questionnaire to the experts. The questionnaire was adapted from Cunningsworth in Richards (2001) in terms of appropriateness, language appropriateness, presentation appropriateness and lay out appropriateness. Based on the result of the expert judgement, the developed materials were found appropriate.

The content of the task in Unit 1, 2, 3, 4, 5, and 6 were strongly appropriate for the students. From the data, in terms of appropriateness of the developed materials, it was found that the developed materials already developed based on the goals of English course for ten grade students of SMA. In terms of the novelty of the materials, the developed materials already tried to use the newest sources in getting the materials.

Then, in terms of language appropriateness of the developed materials were considered as 'strongly appropriate' for SMA students. The appropriateness of the language towards the students' ability, the language used in the instruction and explanation were appropriate with students' cognitive development.

Then the materials presentation of the developed materials were also considered as 'strongly appropriate'. Each unit already served Pre- task, During Task and Post – Task which were based on the concept of task based.

The last is the design of the developed materials. It was found that the design

was considered as 'strongly appropriate' for students of SMA. In terms of lay out of the materials, the title, instructions and illustration were placed consistently in each unit. Generally, the illustration were presented compatible with the topic discussed. Concerning the materials typography, the materials developed used comic sans fonts that were easy to be read.

After considering and analyzing the result of experts' judgement, it could be seen from all terms in evaluating material, the developed materials were considered appropriate for students of ten grade of SMA. After revising the first draft, the developed materials were considered appropriate for ten grade students of SMA.

So, the overall data gathered in determining the effectiveness of developed materials showed that the developed materials already fulfill the criteria of effective material. Indeed, this subchapter already presented the appropriateness of the developed materials, effectiveness of the materials and the discussion in developing appropriate task based instruction for grade ten students of SMAN 1 Tulang Bawang Tengah.

In this study, the researcher also conducted pre-test and posttest to answer the second research question by comparing the score of both tests. Thus, the researcher was able to find the significant difference and improvement of students' writing ability after being taught by using product design based on task based instruction. From the finding, it was found that there was an improvement

of students' writing ability after being taught by using task based instruction in teaching writing. There were two types of tasks designed in this research. The first type was doing similar tasks and the second was planning time task. The students were asked to write their narrative paragraph related to the topic which was given by the researcher. There were two types of tasks developed and applied in this research that resulting different achievement.

Based on the results of the research, the researcher suggested recognizing task based instruction as one of the techniques to improve the students' writing ability in teaching narrative paragraph. The researcher found that there was a significant improvement of students' writing ability after being taught narrative paragraph through task based instruction. It can be seen from the different of mean in pre-test and posttest. The mean score for pretest of X Science 1 was 63.12 and the mean of post test was 78.48. While the mean score for pretest of X Science 2 was 62.50 and the mean of post test was 79.71. This was in line with the research done by Dadari and Marashi (2012) who found that the results of the statistical analysis demonstrated that the learners benefited significantly from task based.

From the result of those two classes, it could be seen that X science 2 has the more improvement compared to X science 1. It happens because they got different types of tasks proposed by Ellis (2003). The students of X Science 2 were given task which called 'Doing Similar Task' while the

students of X Science 1 were given Planning Time Task'. Since this research focused on narrative paragraph writing, the students improved mostly in their language use especially simple past tense and the use of second verbs, for instance :

Last Saturday, my mother and I visited.....

We went there...

We saw....

The man was helped by...

Finally, my mother and I went back...

The improvement showed in the post test happens because the students were given maximum exposure in the pre task. It included input of the words related to the topic given, the familiarity of the topic, guided questions, understanding of the language features used, adverbial time, and sequence used in narrative text. The improvement of aspects of the students writing of those two classes were mostly in the language use with the means 8.618 for X science 2 (it could be seen in appendix 30) and 8.121 for X science 1 (appendix 31) and the significant two tail less than 0.05. It means that the students improved their language use significantly by applying the two types of tasks. It is in line with the study done by Rahimpur and Nariman (2011) who found that low proficiency learners appear to benefit more from planning time with respect to concept load, fluency and complexity.

CONCLUSION AND SUGGESTION

Based on findings and discussion, the result of the research could be concluded as follows.

1. The description of the process of developing teaching materials are based on task based instruction.
2. The developed materials are effective to be used for the student of tenth grade of SMAN 1 Tulang Bawang Tengah.

The result of this research hopefully gives contribution for some parties, especially to the English teacher and the other researchers, as in the following explanation:

1. To English Teachers

English teacher of high schools should try to look for and use English learning materials for writing which appropriate to the needs of the students. Then, the result of this study is suggested to be used by the teachers to teach tenth grade students in teaching writing. Then, it is also suggested that when using the developed materials from this research, the teacher should take more consideration in controlling the students in the class because these materials contain of some tasks that is limited by time.

2. To Other Researchers

Other researchers are expected to be able to develop an English learning material, especially for writing for other types of text and analyze the improvement of each aspect in writing. They are also expected to find the other characteristics of appropriate learning materials based on the needs

of the students, especially in designing materials in writing. It is suggested to take more attention and consideration in designing the material, anything provided in the material should be contextualized. Then, it is also suggested to take more consideration in field testing step, since it took longer time, the other researchers are expected to be able to arrange the time as good as possible to prevent spending too much time in doing the research.

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