

THE EFFECT PRE-TASK AND ONLINE PLANNING ON LEARNING ENGLISH WRITING

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Abstract: This research aims to investigate the difference on students' writing achievement between those who were taught using pre-task planning and online planning. This research was conducted quantitative. It involved experimental and control classes of the eleventh graders of SMK Kosgoro Sribhawono East Lampung. The data were collected through a writing test. The validity of the writing test focused more on the construct validity in which the researcher developed and based the writing. For the reliability, the researcher used interrater reliability which was calculated using SPSS by seeing the coefficient of Kappa value which determined the reliability of pretest and posttest. The result showed that there is a significant difference on the student's English writing. It also revealed that pre-task planning increases the students' English writing in content aspect. Therefore, the teacher should optimize the use of pre-task planning before beginning the actual task so that the students are able to prepare more and increase their confidence in composing writing.

Keywords: online planning, pre-task planning, writing ability

Abstrak: Penelitian ini bertujuan untuk mengetahui perbedaan prestasi belajar siswa antara mereka yang diajar *pre-task* dan *online planning*. Penelitian dilakukan secara kuantitatif. Ini melibatkan kelas XI SMK Kosgoro Sribhawono Lampung Timur. Data dikumpulkan melalui tes tulis. Validitas tes penulisan lebih difokuskan pada validitas konstruk di mana peneliti mengembangkan dan mendasarkan tes penulisan. Untuk keandalan, peneliti menggunakan reliabilitas interrater yang dihitung dengan menggunakan SPSS dengan melihat nilai koordinat Kappa yang menentukan reliabilitas pretest dan posttest. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan pada penulisan bahasa Inggris siswa. Hal ini juga mengungkapkan bahwa *pre-task* meningkatkan penulisan bahasa Inggris siswa dalam aspek konten. Oleh karena itu, guru harus mengoptimalkan penggunaan *pre-task* sebelum memulai tugas yang sebenarnya sehingga siswa dapat mempersiapkan diri lebih banyak dan meningkatkan kepercayaan diri mereka dalam menyusun tulisan.

Kata kunci : kemampuan menulis, *online planning*, *pre-task plannin*

INTRODUCTION

Second Language Acquisition (SLA) researchers and language teachers both seek to elicit samples of language use from learners. The question arises as to how these samples of meaning-focused language use can be elicited. The means that both have employed are 'task'. Tasks, then, hold a central place in current SLA research and also in language pedagogy. Thus, in recent years, a number of researchers and teachers have called for a move towards task-based language instruction (Rahimpour, 2011: 120).

On the other hand, planning is an inseparable part of all spoken and written language use. That is, all speakers and writers need to decide what to say and write and how to do it. Planning and its role in task-based performance are of both theoretical interest to SLA researchers and of practical significance to language teachers. For SLA researchers, planning serves as one of studying what students attend to and what effect it has on the way they use language. Its significance for language teachers lies in the fact that planning is a relatively straightforward way of influencing the kind of language that learners produce (Izadpanah and Shajeri, 2014: 10).

EFL teachers can make use of different tasks as teaching materials in their classrooms. Using tasks would be beneficial in teaching writing because they create new and different situations for students; hence language learning experience would be easier and more interesting (Salimi, 2012: 2398). Ruso (2007: 1) stated that the use of tasks as the main focus in

language classrooms, claiming that tasks create a supportive methodological framework. Often, when faced with various problems, language teachers are in search of finding something that could create a difference in their classroom. Such a communicative task will help students use their abilities to solve language problems in order to do the task.

One of the most intriguing areas for such research concerns the role of planning, an area which has been the focus of both theoretical and practical activity (Foster and Skehan, 1999: 217). It must also be noted that at the present stage of research into planning, the number of variables that have been investigated is relatively small. There is considerable scope, in other words, to identify other variables which might impact upon how planning time is used and, subsequently, the nature of the performance that results. One such variable which has not yet been investigated is that of source of planning (Foster and Skehan, 1999: 222).

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influencing the kind of language that learners produce.

To date, a number of studies have researched into the effects of planning on second language oral performance. Overall, these studies point to the beneficial effects for planning on speaking performance such as accuracy, complexity, and fluency with some trade-off effects being reported. However, the research about the effect of planning toward the students writing is limited. Therefore, this research aims to reveal the effect of pre-task planning and online planning on the students' writing ability.

The objective of this research were to know whether any difference of the students' writing achievement after the students were taught through pre-task planning and online planing, and whether those differences were significant. Referring to the background, the formulation of the problems in this research is formulated in the following research questions:

1. Is there any significant difference of the students' writing achivement after the students were taught trough pre-task planning?
2. Is there any significant difference of the students' writing achievement after the students were taught through online planning?
3. Is there any significant difference of the students' writing achievement between those who are taught by pre-task planning and tyhose who are taught by online planning?

METHODS

The study was quantitative research design which investigated that statistical values and their relationship between a set of variables which was used to help explain important phenomena or to predict likely outcomes. The population of this study was all of students of eleventh grades of SMK Kosgoro Sribhawono. The samples of this research were chosen randomly. The randomization was simple random sampling using lottery (Setiyadi: 2006). The researcher wrote the name of all classes into piece of papers, and than the two names were taken randomly and used as the sample of the research. They sample of this reasearch were class X TSM 1 (experimental class) and class X TSM 2 (control class). The data needed to answer the research questions of the research were collected through two technique, thus it needed some instruments as well. The instruments needed in the research were a writing test. The validity of the writing test focused more on the construct validity in which the researcher developed and based the writing test on the Teribbles' construction in writing test from Teribble (1996), besides the researcher also concerned on content and face validity. For the reliability, the researcher used interrater reliability which was calculated using SPSS by seeing the cooficient of Kappa value which determined the reliability of pretest and posttest. The data collected in the research were analyzed quantitatively. The quantitative data gained from the writing test were analyzed by using independent sample

t-test via Statistical Package for Social Sciences (SPSS).

RESULTS

The pre-test and post-test then were administrated to analyze how significant the pre-task planning and online planing on the students' writing.

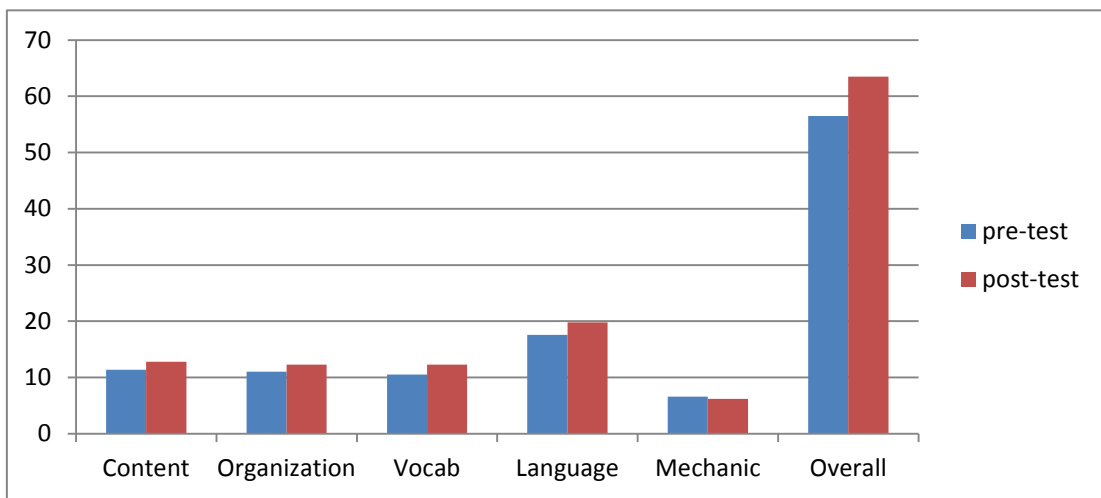
The Students' Writing Achievement after the Students were Taught through Pre-task Planning

The use of pre-task planning here was that the students had been given time for 10 minutes to plan what they were going to write. This activity was the main aim in pre-task planning. However, they had to finish their writing in 17 minutes and produce at least 200 words so that the students finished the task with limited chances for online planning. Before discussing the specific detail of these data, the description of the overall data were presented as follows

Table 1. The Descriptive Statistic of Pre-Task Planning

		Content	Organization	vocabularies	language	Mechanic	total
N	Valid	34	34	34	34	34	34
	Missing	0	0	0	0	0	0
Mean		12.88	12.29	12.29	19.82	6.21	63.50
Median		14.00	12.00	12.00	19.50	6.00	64.00
Mode		14	12	12(a)	16	6	64
Std. Deviation		3.756	3.425	3.167	4.562	1.175	15.453
Minimum		6	5	6	13	4	35
Maximum		19	18	18	28	8	89

Figure 1. Comparison of Mean Score of Pre and Post test of Pre-Task Planning



Based on the comparison mean score of non-planning and pre-task planning, almost all of aspects of writing were stated as having some increases except in mechanic aspect. If we discussed these results in detail, it could be concluded that by using pre-task planning, the students could gather more ideas, arguments, and information before starting writing. Therefore, the content of writing was improved. It was seen from the mean of content of pre-task planning which was categorized as good enough.

Although generally the use of pre-task planning gave some improvements in students writing, it was still not clearly concluded that it affected the quality of writing significantly. Therefore, the further analysis for hypothesis test was necessary in order to prove the significant difference of pre-test and post-test. The t-test of overall mean score of pre-task planning can be described below:

Table 2. The t-test of Pre-Task Planning Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	56.50	34	13.081	2.243
	Post-Test	63.50	34	15.453	2.650

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre test-Post test	-7.00	3.533	.606	-8.23	-5.77	-11.552	33	.000

From the data above, the result of t test of pre-task planning was 0.000 which less than 0.05. This score stated that H_a was accepted while H_o was rejected. This value stated that the score of pre-task planning was significantly different from pretest to posttest. Therefore, it can be concluded that there was significant difference of the students' writing achievement after being taught by pre-task planning.

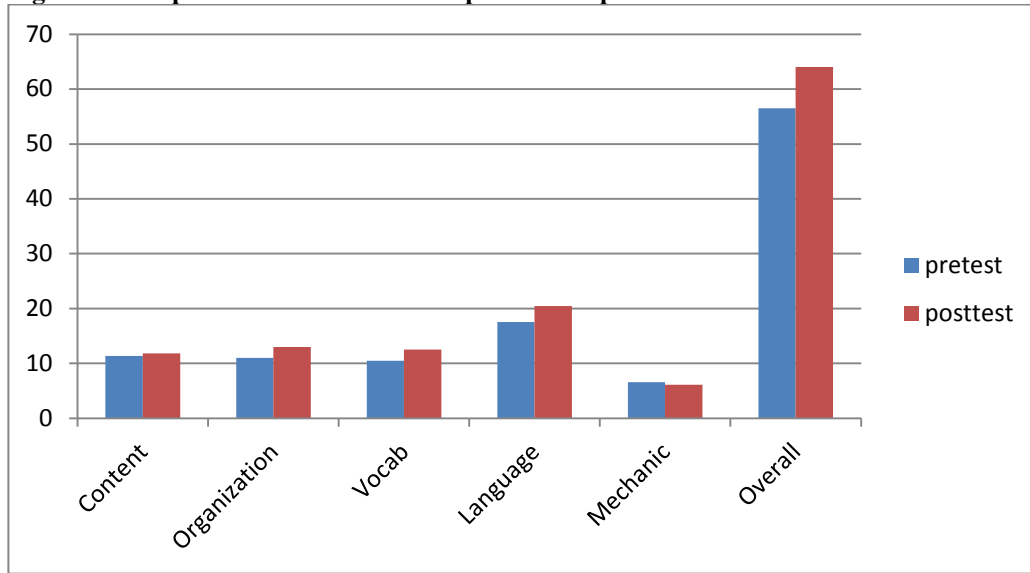
The Students' Writing Achievement after the Students were Taught through Online Planning

In this planning, the students were given time as long as they liked to finish their writing, and the researcher had to ensure that the students began their writing immediately (to ensure the students to not using pre-task planning). The researcher also did not state that the students were not required to write in minimum of 200 words so that they were pressured to finish it quickly. These instructions were used to make sure that they used online planning in their writing. Before discussing the specific detail of these data, the description of the overall data of the use of online planning can be presented as follows:

Table 3. The Descriptive Statistic of Online Planning

	content	Organization	vocabularies	language	Mechanic	total online-pl
N Valid	34	34	34	34	34	34
Missing	0	0	0	0	0	0
Mean	11.85	13.03	12.53	20.47	6.15	64.03
Median	12.00	13.50	13.00	19.50	6.00	65.50
Mode	14	14(a)	15	18	5	75
Std. Deviation	3.286	3.289	3.107	4.308	1.258	14.607
Minimum	5	7	6	14	4	36
Maximum	17	18	17	28	8	86

Figure 2. Comparison of Mean Score of pretest and posttest



Based on the comparison mean score of online planning (pre-test) and online planning (post-test), almost all of aspects of writing could be stated as having some increases except in content and mechanic aspect. Related to the content of the writing, the use of online planning only increased very little in this aspect. Therefore, online planning did not really help the

students in gathering more ideas, arguments, and information.

The next analysis is to prove the significant difference of pre-test and post-test of the use of online planning. The result of the t-test using SPSS 17.00 can be described below:

Table 4. The t-test of Online Planning Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	56.50	34	13.081	2.243
	Posttest	64.03	34	14.607	2.505

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Posttest	-7.53	3.287	.564	-8.68	-6.38	-13.35	33	.000

From the result of t-test above, the significant value was 0.000 which was lower than 0.05. This score stated that H_a was accepted while H_o was rejected. It means that the score of online planning was significantly after different post-test as the score of online planning was higher. Therefore, it could be concluded that there was significant difference of the students' writing achievement after being taught by online planning.

The Difference of the Students' English Writing Achievement between the Students Taught through Pre-task Planning and Online Planning

Related to the third research question, in revealing whether there was any difference of pre-task and online planning on the students' writing achievement, there were some tests which will help in clarifying these differences. The first test was the normal gain of each planning. Gain

score was the deviation score of pre-test and post-test. It was used to avoid the bias result since the value of pre-test in both research classes was different.

The result of the gain test stated that the gain score of pre-task planning was 0.112 and online planning was 0.129. The criteria of the normal gain test was that if $N\text{-gain} > 0.7$, it was stated as high, if $0.7 > N\text{-gain} > 0.3$, it was categorized as medium, and if $N\text{-gain} < 0.3$, it is categorized as low gain (Hake, 1999). Therefore, based on these criteria, it could be concluded that both pre-task planning and online planning were categorized as low gain.

These differences were also analysed using independent sample t-test to find out whether the gain score from pre-task planning and online planning were significantly different. The result of hypothesis test in this research question can be described in the table below:

Table 5. Independent Sample t-test of Gain Score Group Statistics

	GRUP	N	Mean	Std. Deviation	Std. Error Mean
GAIN	Pre-task	34	4,8824	3,67436	,63015
	Online	34	5,5294	3,97900	,68239

Independent Samples Test

Levene's Test for Equality				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
GAIN	Equal variances assumed	,743	,392	-,69	66	,488	-,6471	,92884	2,50155	1,20743
				-,69	65,5	,488	-,6471	,92884	2,50177	1,20765

From the table above, the t-test resulted the $t_{critical}$ by -0.69 with the significant value of 0.488. It also found out that the t_{table} with $df = 66$ was 1.671. based on these data, it could be concluded that the $t_{critical} (-0.69) < t_{table} (1.671)$ and the significant value of the gain score was $0.488 > 0.05$, so H_a was rejected while H_o was accepted which means that there was no significant different between those who were taught by pre-task planning and those who are taught by online planning. These data stated that although the score of online planning

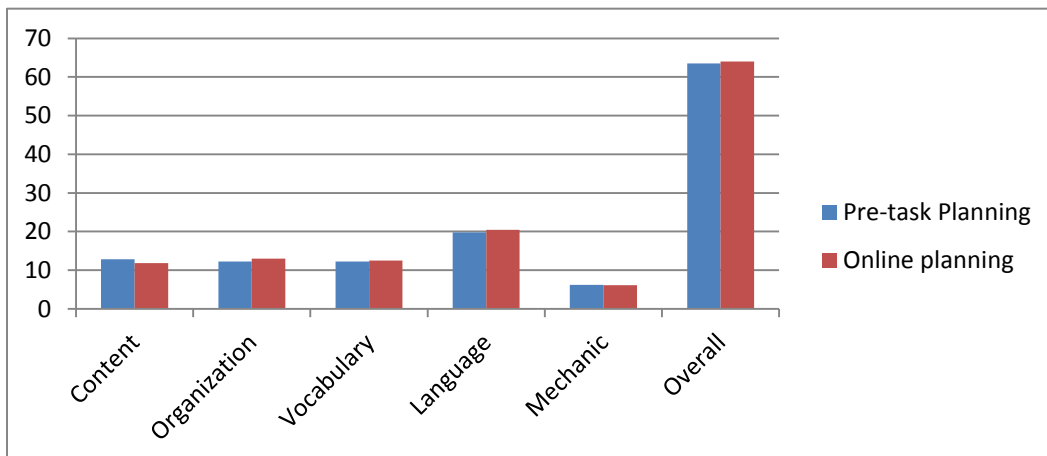
was higher than pre-task planning, they were not significantly different.

However, these small differences could also be discussed further to understand the findings deeply. For additional findings especially in understanding which planning gave the best result in English writing, it was necessary to describe the resume of general result of mean score for each planning. These data can be described as follows:

Table 6. Comparison of Mean Score of Pre-Task Planning and Online Planning

Aspects of Writing	Pre-Task planning	Online planning
Content	12.8	11.85
Organization	12.29	13.03
Vocab	12.29	12.53
Language	19.82	20.47
Mechanic	6.21	6.15
Overall	63.5	64.03

Figure 3. Comparison of Mean Score of Pre-Task Planning and Online Planning



Based on the data above, the highest writing score was the use of online planning which was slightly higher than pre-task planning. Both planning were categorized as average, while online planning was the lowest mean score and was categorized as fair score.

The different result was actually happened in mechanic aspect. The data of the mean score showed that there was no increase in mechanic aspects both in pre-task planning and online planning. This could be needed to conduct deeper research on why this happened. Therefore, it could be stated that the use of pre-task did not bring any changes in the mechanic aspect of writing.

DISCUSSION

The problems raised in this research was about the of pre-task planning and online planning in improving the quality of the English writing. The first finding showed that the use of pre-task planning could improve the students writing. This finding was relevant with Ellis (2009) which stated that giving some activities before implementing the main task will help the students in preparing and fulfilling the following task which increase the learning outcome. Therefore, it is very important for teacher to provide learners with vital vocabulary items and phrases or help them in writing.

In the use of pre-task planning, the learners showed a good promise especially in the process of gathering more ideas, arguments, and

information before starting writing. Although most of the students were reluctant to learn since they did not really like to write especially in English which was clearly seen in the pre-test, however, introducing the topic and the related vocabularies before the main task using interactive method could also motivate the students to write. Revealing the purpose of the task in advance also serves as a motivator since it can help the students in preparing and using their previous knowledge in doing the main task.

Pre-task planning also increased more in the content aspect. Since the learners were really familiar with the topic, the teacher gave some questions and clues to stimulate the learner's ideas. These activities of pre-task were counted as an activity that enhanced learners' competence in undertaking the real task This research also found out that the pre-task planning also improve the language aspect of the students' writing. It could happen because the students had more time to choose the appropriate words in their writing. It was also accordance with the previous research which stated that giving time to learners to prepare themselves for the tasks enhances the use of various vocabulary items, complex linguistic forms, fluency and naturalness with which the tasks are carried out (Park, 2010).

The second finding of the research revealed that online planning increase the students' English writing. In this planning, the students were given the unlimited time to finish the writing. It

was done to provide the students more chances to use more planning during the main task. Related to this case, Yuan and Ellis (2009) argue that learners given unlimited time to complete a task use more complex and accurate structures than the ones in the control group given limited time. Therefore, giving more time to finish the task (like in online planning) led to the better quality of writing.

The use of online planning in this research improved the students' writing quality especially in the number of words and sentences they had produced since they used their chance to use their own time carefully, tended to revise and found well-suited words to express themselves precisely. However, Online planning did not really improve the content of the writing since the students tended to focus on finishing the writing as quickly as possible. Therefore, the content of writing improved by introducing the topics, related vocabularies, and any phrases which helped the students in understanding the theme and composed a good writing since pre-task planning was directed primarily at the conceptualization (Yuan and Ellis, 2003).

Related to the last finding, this research revealed that there was no significant differences of the use of pre-task planning and online planning. There were actually some of small different findings which discussed further which explained these problems deeply. Moreover, the pre-task planning gave a good premise in the content, the online planning

improved the organization of the writing. By having more time to finish the writing in online planning, students were likely motivated to challenge themselves in using variety of connective words and seemed try to make more comprehensive writing, although there were still many mistakes especially in presenting main ideas and supporting detail. Giving more time to finish the task gave more attention toward the content and organization of the writing. Yuan and Ellis (2003) also stated that online planning does not give any pressure to the students, therefore, it influences the language outcomes especially writing since allows more time and thus enables learners to search for grammatical encodings.

The data from the pre-task planning and online planning both also showed good score in vocabulary aspects with very little difference. The students used more varieties of vocabularies using online planning than the pre-task planning. Some mistakes in word choices and usage were still found in pre-task and online planning students. However, in language aspects, both planning from pre-task planning and online planning scores were categorized in an average score with no significant difference in improvement. Both planning enables the students to use more varieties of structures, while the low score students were also encouraged to use more words in every sentences. This result is accordance with Ellis (2009) that in doing the task, there are some option which teacher can choose to make the language learning process run better; such as time limitation on

task completion and the opportunity to use input data as this consideration will affect the result of the students' writing. The result of this research also revealed that, although the students still made some errors in grammar and complicated structure, the progress of their writing was clearly noticed.

Furthermore, in mechanic aspects, the score of all planning from pre-task planning and online planning students were relatively same and were categorized in average score. Therefore, it could be stated that the use of pre-task did not bring any changes in the mechanic aspect of writing. This happened because their writing styles were not really changed although they had more time.

Based on these findings, it could be concluded that the difference of pre-task and online planning was not significant, however, the slight different was about the pre-task planning had higher content aspect, while online planning led to higher score of organization and language aspects. Both planning had similar improvement on vocabularies and also no improvement on the mechanic of the writing.

CONCLUSION

Considering all the data gathered after finishing the research which was conducted in students' writing, some conclusions were taken. Pre-task planning giving some times for students to prepare before the actual task will lead into the improvement of learning outcome especially in the

content of writing. It is also a good promise especially in the process of gathering more ideas, arguments, and information before starting writing. Pre-task planning also gives the students more chance to use variety of vocabularies to express their ideas into a good writing. While online planning improves the organization of the writing. By having more time to finish the writing, students were likely motivated to challenge themselves in using variety of connective words and seemed try to make more comprehensive writing. It also leads to the use of varieties of vocabularies and give little improvement on the content of writing.

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions. In order to support the teaching and learning process, it is better for English teachers to give more time for students, either before doing task or while finishing the task, in order to improve the quality of the students writing. It is also suggested for the teacher to give more explanation and prepare appropriate vocabularies and materials before beginning the actual task so that the students are able to prepare more and increase their confidence in composing writing.

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