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

(A Thesis)

By
YUNIATI AL AIDA

MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
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Submitted in a partial fulfillment of
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ABSTRACT

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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.

The objective of this research was to describe the process of developing teaching materials based on task based instruction and investigate the effectiveness of tasks based instruction in students' writing ability at the first year of SMA Negeri 1 Tulang Bawang Tengah in 2016/2017 academic year. The research took two classes in the school as the sample. In determining the sample, the classes were selected randomly. The researcher used two classes as experimental classes. The samples were X Science 1(planning time) and X science 2 (doing similar task), which consisted of 33 and 34 students for each. This research would be design and development research.

Based on the findings of the data analysis, it could be drawn 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_o 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.

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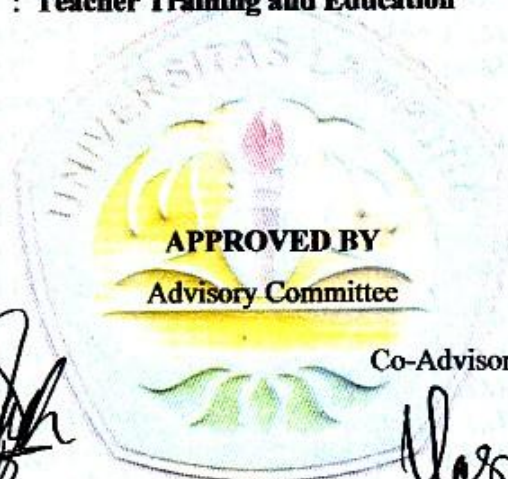
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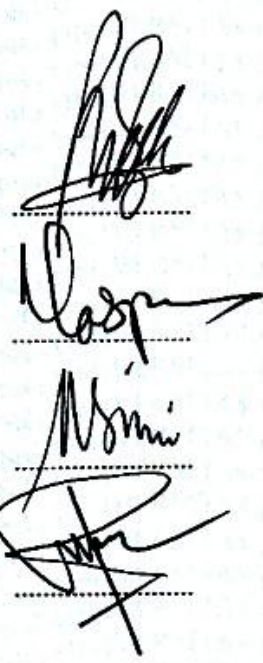NIP 19600713 198603 2 001

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CURRICULUM VITAE

Yuniati Al Aida was born in Bandar Jaya on June 11st, 1978. She is the second daughter of a lovely couple Zulkarnain and Massipah. She has two brothers, Yanrizal and Ari Rifai and one sister Zulia Destina. She is a wife of Rilman Muchyin and a mother of five children, Yen Reby William, Yen Rineldo. Yen Jessica, Yen Al Agrianida and Yen Al Agrienida.

She was enrolled at TK Pertiwi, Bandar Jaya in 1983. Then she was registered at elementary school in SDK 3 Bandar Jaya in 1984 and graduated in 1990. After that, she continued her study at SMPN 1 Bandar Jaya and graduated in 1993. For the next step, she continued her study at SMAN Way Halim and graduated in 1996. In the same year, she was admitted as the student of S1 English Department of the Teacher Training and Education Faculty (FKIP) in University of Lampung and graduated in 2001.

In the same year she was accepted as an English teacher in Sugar Group companies until 2004. Then, January 2005 she was accepted as an English teacher in SMAN 1 Tulang Bawang Tengah.

Bandar Lampung, 12 Januari 2018

DEDICATION

All praises and gratitude are only to Alloh SWT, for the abundant mercy and blessing to the writer,

I'd proudly dedicate this thesis to:

1. My beloved parents, Zulkarnain and Massipah
2. My beloved brothers and sister, Yanrizal, Zulia destina, and Ari Rifai
3. My beloved husband, Rilman Muchyin
4. My beloved children,Yen Reby, Yen Rineldo, Yen Jessica, Yen Ani and Yen Eni
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6. My fabulous friends of SMAN 1 Tulang Bawang Tengah
7. My fabolous friends of MPBI
8. My almamater, University of Lampung

MOTTO

Don't do the same mistakes twice.

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Gratitude and honor are addressed to all people who have helped the writer to complete this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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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. This chapter concerned with backgrounds of the problem, research questions, objectives, scope of this research, definition of terms.

1.1. Backgrounds of the problem

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. The students should practice their speaking and writing to get the school examination score. Writing as an activity of using the language in the written form, should be given a different treatment compared to speaking. The writer should know the person to whom they are writing because they do not in the face to face interaction with the reader. It is done to minimize misunderstanding between the writer and the reader.

Writing should be developed in a good planning and through practices. The teacher should give more attention to the development of students' writing ability as well as other language skills. In this case , the teacher has the duty that he should be able to minimize the students' difficulty in writing skill and other language skills. The teacher also should be creative in designing the materials that will be given to the students in order to make the class run well.

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 are 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 is interested in developing Task Based Instruction to enhance the students' writing ability. The writer wants to develop instruction that can be used in writing activity based on Task Based Instruction for 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.

Many researches conducting language teaching by applying Task Based Writing (Hasemi, Azizinezhad and Darvishi, 2011; Marzban, Mokhberi, 2012; Marashi and Dadari, 2012; Motlagh, Sharif, Yazdani, 2014; Ruso). They are all discussed about Task Based Writing from theories to practice.

Hasemi, Azizinezhad and Darvishi (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. The task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whatever that correct or appropriate propositional content has been conveyed. Teachers need to decide first on the basic format of the lesson, though sometimes it may be difficult but the teachers need to ensure that the decision they make when doing the tasks, are principled ones. Those principles are :

1. Principle 1 : Ensure an appropriate level of task difficulty

2. Principle 2 : establish clear goals for each task based lesson

3. Principle 3 : develop an appropriate orientation to performing the task in students.

4. Principle 4 : ensure that the students adopt an active role in task based lessons.

5. Principle 5 : encourage the students to take risks.

6. Principle 6 : ensure that students are primarily focused on meaning when they perform the task.

7. Principle 7 : provide opportunities for focusing on form.

8. Principle 8 : requires students to evaluate their performance and progress. (Hasemi et.al. 2011).

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. The results further indicated that the majority of the preemptive of Form Focus Episodes (FFEs) was largely by the teacher rather than the students dealt with vocabulary whereas the linguistics focus of reactive Form Focus Episodes (FFEs) was largely on grammar.

Marashi and Dadari (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 Marashi and Dadari (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 (1987) stands as the first significant person in the development of TBL. His main contribution has been raising awareness of the ELT world to TBL. Prabhu (1987) 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".

Besides Prabhu, 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 gramatical knowledge in order to express the meaning, and in which the attention is to convey meaning rather than to manipulate form.

The Task Based Approach aims at providing opportunities for students to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Students are encouraged to

activate and use whatever language they already have in the process of completing a task. The use of task will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. All in all, the role of task based is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (CDC 1999, cited in Nunan 2004)

Willis (1996) is another figure who contributes to the use of tasks in language classroom. She suggests the use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework. According to Willis (2001) cited in Hung (2014) "tasks are clasroom undertaking where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome". Furthermore, Willis presents a task based approach where tasks are used as the main focus of the lesson within a supportive framework. She holds that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study".

Willis (1996) cited in Ruso The task based framework consists of three main phases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

1. Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.

2. Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers

learners a holistic experience of language in use. There are three components of a task cycle:

a. *Task*: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

b. *Planning*: Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.

c. *Report*: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. Language focus has two components:

a) Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

b) Practice: Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

In addition, Ellis (2003) cited in Ellis (2009) indicates that tasks for a language teaching activity must be satisfy the following criteria :

1. The primary focus should be on meaning

2. There should be some kinds of gap

3. Learners should likely have to rely on their own resources in order to complete the activity.

4. There is a clearly defined outcome other than the use of language.

Moreover, Ellis (2004) 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. While Salimi and Fatollahnejad (2012) investigated the effect of manipulation of strategic planning and topic familiarity on EFL written task performance.

According to the fact that language acquisition is influenced by the complex interactions of materials, activities and evaluative feedback. It implies that task based provides students with natural sources of meaningful material, ideal situations and supportive feedback allowing for much greater opportunities in language use. There were so many researches about Task Based that focus on speaking, only a few that focus on writing. Therefore, the writer intends to develop Task Based Instruction which focuses on pre task planning. The writer would develop two types of pre task planning according to Ellis (2005) cited in Salimi and Fatollahnejad (2012) includes rehearsal and strategic planning.

1.2 Research Questions

The research questions in this study are :

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 ?

1.3 Objectives

This study was carried out to solve those three questions. They are :

1. To describe the process of designing teaching materials based on task based instruction.

2. To know the effectiveness of the different tasks implemented in students' writing ability.

1.4 Uses

This study is expected to give a valuable contribution to the following parties :

1.4.1 Theoretical uses

- To verify the previous research dealing with the Task Based Instruction.

1.4.2 Practical uses

- As the references for the teachers in teaching writing.

- As the references for the students in enhancing their writing ability.

1.5 Scope of the variable

This study focuses on Task Based Instruction based on 2013 curriculum of SMA. Subject of the research are the students of class X Science 1 and X Science 2, semester 2, 2016/ 2017 academic year of SMAN 01 Tulang Bawang Tengah. Finally , the writer would find out the influence of Task Based Instruction in enhancing students' writing ability.

1.6 Definition of term

1.6.1   Writing is a process of expressing idea in written form. It refers to productive skill.

1.6.2   Task is a workplan that involves real – world processes of language use.

1.6.3   Task Based Instruction is a kind of teaching based on tasks that focus on meaning rather than forms. Forms can be taught as result of meaning.

Indeed, this chapter already presents the background, formulation of the problem, objectives, uses, scope, and the definition of terms in conducting the research entitled Developing Teaching Materials Based on Task Based Instruction to Enhance Students' Writing Ability.

II. LITERATURE REVIEW

This chapter would focus on several points related to the theories in this study, such as concept of writing, teaching writing, technique in teaching writing, task based instruction, and theoretical assumption.

2.1 Concept of writing

Harris (1969) states that writing is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics. The teacher should give more attention to the development of learners' writing ability as well as other language skills.

Hyland (2003) cited in Khairunnisya (2016) defines writing as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher.

It can be concluded that writing is a process of producing language in the written form. One can share their ideas through writing.

A successful language learner in writing is determined from several aspects. Based on Heaton (1991), there are five general components of main area in writing, they are; language use, mechanical skills, treatment content, stylistic skills and judgement skills.

In this study the researcher used theory of Heaton (1991) as the basis in scoring students' writing. There are five categories for assessing all of kinds the text, they are content, organization, vocabulary, language use and mechanics.

2.2 Teaching writing

In relation to teaching writing, Harmer (1984) cited in Khairunnisya (2016) pointed out that there is certain particular consideration that needs to be taken account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics. It can be said that teaching writing should guide students not only to write sentence but also to organize their ideas into written form. Besides, the teacher should select the materials before teaching. Teaching writing also has to deal with words and expressions vocabulary and the rules of syntax. Before teaching writing we have to identify which vocabulary and grammar to introduce or which vocabulary and grammar that our students need in expressing their ideas in a written form.

2.3 Task Based Instruction

Prabhu (1987) 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".

There are three types of tasks according to Prabhu (1987) in Nunan (2004), they are :

1. Information gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often may have to meet criteria of completeness and correctness in making the transfer.

2. Reasoning gap activity, which involves deriving some new information from given information through   processes of inference, deduction, practical reasoning , or perception of relationship or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3. Opinion – gap activity, which involves identifying aand articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a socia issue. The activity may involve using factual information and formulating

arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasion.

Besides Prabhu, Nunan (2004) uses the word 'task' instead of 'activity'. He defines a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is 3 principally focused on meaning rather than form". He suggests that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure.

Task based language teaching is an educational framework for the theory and practice of teaching second and foreign languages. The task based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task. The use of task will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. All in all, the role of task based is to stimulate a natural desire in learners to improve their language competence by challenging them to complete meaningful tasks (CDC (1999) in Nunan (2004)).

A task is defined by Nunan (2004) as "real world or target task and pedagogical tasks : target tasks, as the name implies, refer to the uses of language in the world beyond the class-room; pedagogical tasks are those that occur in the classroom. Pedagogical task in 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 meaning, and in which the intention is to convey meaning rather than to manipulate form. Preferably, this activity is open-ended; there is no set way to accomplish their goal". However, Willis (2001) in Nunan (2004) points out that tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes – the forms are not specified in advance. The use of tasks as the main focus in language classrooms, claiming that tasks create a supportive methodological framework.

Ellis (2003) identified the criterial features of task as follows :

1. A task is a workplan. A task constitutes a plan for learner activity. This workplan takes the form of teaching materials or of ad hoc plans for activities that arise in the course of teaching. The actual activity that results may or may not match that intended by the plan. A task, therefore, may not result in communicative behaviour.

2. A task involves a primary focus on meaning. A task seeks to engage learners in using language pragmatically rather than displaying language. It seeks to

develop L2 proficiency through communicating. Thus, it requires a primary focus on meaning. To this end, a task will incorporate some kind of 'gap', i.e. an information, opinion and reasoning gap. The gap motivates learners to use language in order to close it. The participants choose the linguistics and non – linguistic resources needed to complete the task. The workplan does not specify what language the task participants should use but rather allows them to choose the language needed to achieve the outcome of the task. However, as we have seen from the preceeding discussion, a task creates a certain semantic space and also the need for certain cognitive process which are linked on linguistics options.

3. A task involves real world processes of language use. The workplan may require learners to engage in a language activity that focus on the real world, for example, completing a form that involve them in language activity that is artificial, for example, dertemining whether two pictures are the same or different.

4. A task can involve any of the four language skills. The workplan may require learners to; (1) listen to or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of receptive and productive skills. A task may require dialogic or monologic language use. In this respect, of course, tasks are no different from exercise.

5. A task engages a cognitive processes. The workplan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task. These processes influence but do not determine the choice of languge; they circumscribe the range of linguistic form a user will need to complete the task but allow the actual choice of forms to remain with the learner.

6. A task has clearly defined communicative outcome. The workplan stipulates the non – linguistic outcome of the task, which serves as the goal of the activity for the learners. The stated outcome of a task serves as the means for determining when participants have completed a task.

2.4 Procedure of writing

Raimes (1983), states that there are several activities can be done by the writer when they write. They are ;

1. They identifiy why they are writing
2. They identify whom they are writing for
3. They gather material through observing, brainstorming, making notes or lists, talking to others and reading.
4. They plan how to go about the task and how to organize the material
5. They write a draft
6. They read the draft critically
7. They revise

8. They prepare more drafts and then a final version

9. They proofread for errors.

Those steps occur in a step by step linear fashion. Eventhough we have already written the draft, we might change our plan, rewrite, rewrite section, or alter our intended audience.

2.5 Procedure of task based instruction

Willis (1996) cited in Ruso, describes the task based framework consists of three main phrases, provides 3 basic conditions for language learning. These are pre-task, task-cycle and language focus.

1. Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.

2. Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:

a. *Task*: Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

b. *Planning*: Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser. Learners plan their reports effectively and maximize their learning opportunities.

c. *Report*: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. Language focus has two components:

a) Analysis: Analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

b) Practice: Practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

Nunan (2004) summarizes seven principles for task based that were drawn on in developing the instructional;

1. Scaffolding : lessons and materials should provide supporting frameworks within which the learning takes place. At the begining of the learning process,

learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2. Task dependency : within a lesson, one task should grow out of, and build upon, the ones that have gone before.

3. Recycling : recycling language maximizes opportunities for learning and activates the 'organic' learning principle.

4. Active learning : learners learn best by actively using the language they are learning.

5. Integration : Learners should be taught in ways that make clear the realtionships between linguistic form, communicative function and semantic meaning.

6. Reproduction to creation : learners should be encouraged to move from reproductive to creative language use.

7. Reflection : learners should be given opportunities to reflect on what they have learned and how well they are doing.

The design of task based involves consideration of the stages that has a task as its principal component. Ellis (2003) proposed three principal phases of task based, they are ;

1. Pre task : it concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task.

2. During task : it centres around the task itself and affords various instructional ptions, including whether students are required to operate under time pressure or not.

3. Post task : it involves procedures for following up on the task performance.

The pre – task phase

The purpose of this task is to promote acquisition. Ellis (2003), emphasizes the importance of presenting a task in a way that motivates learners. He also suggests that task preparation should involve strategies for whetting students' appetites to perform the task. (e.g. by asking them to guess what the task will involve) and for helping them to perform the task. The alternatives can be tackled procedurally in one of four ways :

1. Supporting learners in performing a task similar to the task they will perform in the during task phase of the lesson

2. Asking students to obeserve a model of how to perform the task.

3. Engaging learners in non task activities designed to prepare them to perform the task.

4. Strategic planning of the main task performance.

The during – task phase

According to Ellis (2003), the methodological options available for the teacher in during task phase are of two basic kinds. First, there are various options relating to how the task to be undertaken that can be taken prior to the actual performance of the

task and thus planned by the teacher. These will be called 'task performance options'. The second, there are number of process options that involve the teacher and students in on-line decision making about how to perform the task as it is being completed.

The post - task phase

There are three major pedagogic goals of this task, they are :

1. To provide an opportunity for a repeat performance of the task

2. To encourage reflection on how the task was performed

3. To encourage attention to form, in particular to those that proved problematic to the learners when they performed the task.

Based on the elaboration above, the writer concluded that task based instruction is appropriate to be applied in English class because it encourages the learners to get involve in the learning process. She would focus on the task based instruction proposed by Ellis (2003) because it gives a clear framework for a task based lesson that influences both teachers and learners.

2.6 **The different types of pre task**

Skehan (1996) cited in Ellis (2003) refers to broad alternatives available to the teacher during the pre task phase as an emphasis on the general cognitive demands of the task, and/or an emphasis on linguistic factors. Attentional capacity is limited, and it is needed to both linguistic and cognitive demands... then engaging an activities which reduce cognitive load will release attentional capacity for the learner to concentrate more on linguistic factor. Moreover, Ellis (2003) states the alternatives of pre task activities into four ways. They are (1) supporting learners in performing task

similar to the task in the during task; (2) asking students to observe a model of how to perform the task; (3) engaging learners in non – task activities designed to prepare them to perform the task; and (4) strategic planning of the main task performance. The details would be as follows :

1. Performing a similar task

This type of task allows the learners in completing a task of the same kind as and with similar content to the main task. Thus it serve as a preparation for performing the main task individually. It could be done through interaction of the question – answer type. The teacher, as an expert, uses the pre task to sacffold learners performance of the task with the expectancy that this "other regulation' facilitates the 'self – regulation' learners will need to perform the main task on their own.

2. Providing model

An alternatives os to ask the students to observe a model of how the task can be performed without requiring them to undertake a trial performance of the task. Minimally this involves them with a text (oral or written) to demonstrate an 'ideal' performance of the task.

3. Non task preparation of task

The non task preparation of task preparation activities can center on reducing the cognitive or the linguistic demands placed on the learner. Activating learner' content

schemata or providing them with backgrounds information serves as a means of defining the topic area of the task.

4. Strategic planning

Finally, learners can be given time to plan how they will perform the task. It does not involve the students in a trial performance of the task . However, it may involve the provision of linguistic forms/ strategies for performing the task depending on the amount of guidance the teacher wishes to provide.

2.7 **Theoretical assumption**

From those theories above, it can be assumed that the product can be used in enhancing students' writing ability. It is assumed that by implementing different tasks result in different students' writing ability. Therefore, the writer wanted to develop two types of task based instruction related to Ellis (2003), they are Rehearsal Task and Planning Task. The writer would find out how does Task Based Instruction influence EFL learners' writing ability and how does Task Based writing enhance EFL learners' writing ability.

2.8 The hypotheses

Based on the theoretical assumption above, the researcher formulates the hypothesis only for the second research questions, because the first research question would be answered qualitatively. From theory and previous research, the researcher proposed the hypothesis as follows :

Hi   : There is a significant result of learners writing ability by using different tasks.

Ho   : There is no any significant result of learners writing ability by using different tasks.

That was hypotheses that the researcher proved through this study.

This research conducted by concerning some points that have been discussed in this chapter. They are the theoretical concept of writing, teaching writing, technique in teaching writing, task based instruction, procedure of writing, procedure of task based instruction, theoretical assumption, and hypotheses.

III. RESEARCH METHOD

This chapter described the research design, the source of the scoring system, instruments, the validity and reliability of the instrument and the procedure of data collection applied in this study. Furthermore, it provided explanation on how the data would be analyzed.

3.1 Design

This research would be design and development research. This type of research seeks to create knowledge grounded in data systematically derived from practice. (Richey and Klein 2007). They define the type of research as the systematic study of design, development and evaluation processes with aim of establishing an empirical basis for the creation of instructional and non instructional products and tools and new or enhanced models that govern their development. The project phases of the research would be analysis, design, development and evaluation. (Richey and Klein 2007). The focus of design and development study could be on front – end analysis, planning, production and/ or evaluation. Therefore, this research was classified into Design and Development Research since its purpose was to develop a finished product.

In line with Richey and Klein, Van den Branden (2012) in Richards (2013) states that the design of task based syllabus preferably starts with an analysis of the students' needs. What do these students need to be able to do with the target language ? What are the tasks they are supposed to perform outside the classroom? Using different sources and different methods (such as interviews,

observations, and surveys) a concrete description of the kinds of tasks students will face in the real world is drawn up.

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 as follow, Van den Branden (2012) cited in Richards (2013)

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┌──────────────┐      ┌──────────────┐      ┌────────────────────┐
│ Identification│ ──▶  │ The design of │ ──▶  │ The procedures of  │
│ of target     │      │ classroom     │      │ Task based         │
│ language needs│      │ task          │      │ Instruction        │
└──────────────┘      └──────────────┘      │ methodology        │
                                             └────────────────────┘
                                                       │
                                                       ▼
┌──────────────┐                            ┌────────────────────┐
│ The follow up │ ◀────────────────────────│ Identification of  │
│ of language   │                           │ language use of    │
│ work          │                           │ the tasks          │
└──────────────┘                            └────────────────────┘
```
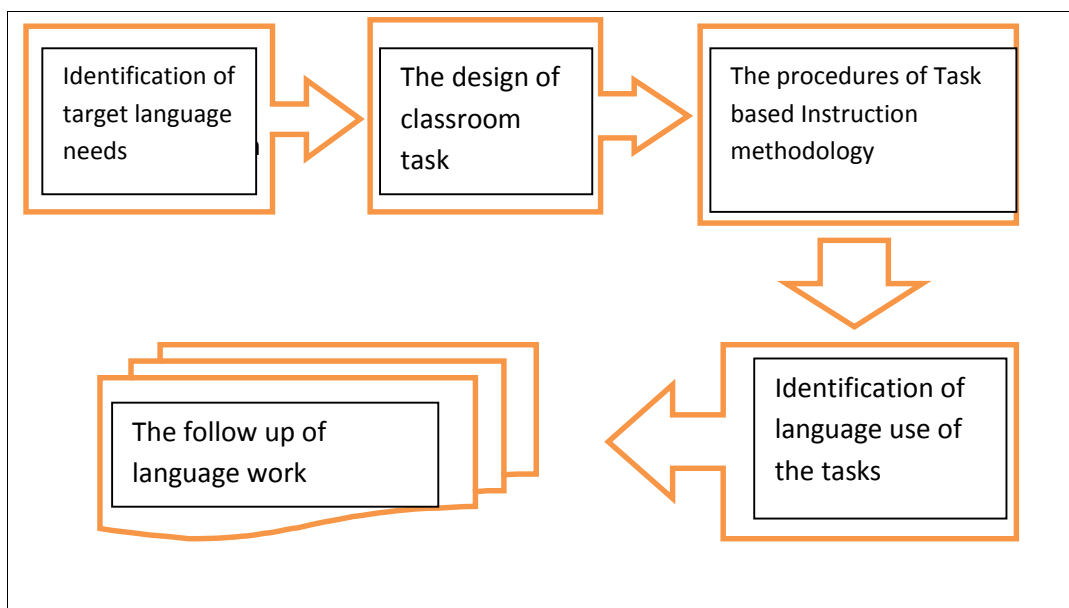
The description of the picture would be as follows;

3.1.1   Identification of target language needs

The first step 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.

3.1.2   The design of classroom tasks

There were two types of classroom tasks that would be developed in this research according to Ellis (2003). They were rehearshal 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.

3.1.3   Procedures of task based instruction methodology

In this sequence, the researcher tried out the product to the students. 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. It was used to know the readibility of the product and understandability of the product. After having the try out, the researcher   gave the questionnaire and interview to the students to know their opinion towards the product.

There are three stages in task based instruction applied in this research proposed by Ellis (2003). They are pre task, during task and post task. The first stage is pre task and concerns the various activities that students and teacher can undertake before they start the task. The second phase, the during task, centres around the task itself and affords various intructional 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.

3.1.4   Identification of language use of the task

The identification of the language use of the task has been done in order to ease the students in designing their narrative writing. 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.

3.1.5   The follow up of the language work

Finally, the researcher revised the product based on the correction from the learners , teachers and expert.

3.2 Instruments

In collecting the data, questionnaire, interview, observation sheet and writing test were distributed to the students, teachers and experts.

3.2.1   Questionnaire

There were four types of questionnaires used in this study. They were the need analysis questionnaire (see appendix 2), experts judgement questionnaire (see appendix 4), students' judgement (see appendix 6) and English teachers' judgement (see appendix 4). The need analysis were distributed to find out the target needs and learning needs of the students at SMAN 1 Tulang Bawang Tengah. The students and English teachers' judgement questionnaire were distributed to find out the students' and the teachers' response toward the developed materials.

3.2.2   Interview

The interview guide was used to gather the information from the teacher and the students about the current condition of their writing lesson (see appendix 1 and 3). The researcher distributed the interview guide to the teacher and students to meet their needs. The information was used to support the result of needs analysis questionnaire which was distributed.

3.2.3   Observation sheet

Observation was done during the try- out of the material. This observation involved two raters. They were the researcher and one English teacher. The purpose of this observation was to collect the information related to the students response and achievement during and after being taught by the product developed. The observation used to find whether the students achieved the goal or not. Then, the information would be concluded to find whether the material was effective or not for the students.

3.2.4   Writing test

Writing test was used to know the students' achievement in writing by using the product developed by the researcher. The students were given pre test before the try out of the product and post test after the try out.

3.3 Validity of the questionnaire

Validity is the idea that a measurement exactly measures what to measure (Setiyadi : 2006). There are several types of validity such as face validity such as face validity, content validity, construct validity and empirical validity (Setiyadi : 2006). Richey and Klein (2007) state that validity in product and tool research is established in large part through rigorous application of the design and development processes and of the manner in which the products or tools are implemented. Thus, activities such as needs assessment, pilot studies, frequent experts review and careful training of try out instructos are critical. It meant that in conducting the design and development research, the researcher should consider those things in order to reach the validity of the data.

Among those types, this research employed construct and content validity, they are two basic types of validity. Construct validity is needed for a research instrument which has some indicators in measuring one construct or more (Setiyadi ; 2006). Content validity is concerned with how well the test represents the subject matter content or behaviours to be tested. Since the purpose of this study was to find out the students need in learning English, the students judgement, teacher's judgement and expert's judgement toward the developed materials, the researcher applied questions dealt with each variable, based on the theories and the previous researches. Needs analysis questionnaire and students' judgement were taken from War study in 2016. While teacher's judgement and expert's judgement constructed based on Curriculum Design Process and Material Evaluation by Cunningsworth (1995) in Richards (2001).

Content validity is related to all the numbers in a research instrument. The researcher needed to find out all of the indicators in the research instrument and analyzed it to find out whether the instrument had represented the materials that would be measured. Since the researcher utilized well established instrument proposed by the previous researches and some theories by some experts, the content validity of the instrument are established. Content validity which refers to the degree to which that instrument measures intended content area.

3.4 Reliability of the questionnaire

Reliability is the consistency of a measurement of the research or the ability of a measurement to measure the same research subjects in a different time and gives the consistent result. (Setiyadi: 2006). The researcher gained the data by using quantitative description. The researcher analyzed the reliability to find out whether the questionnaires were reliable or not. The questionnaires were

considered reliable if they had high reliability. A reliable measurement was one that provided consistent and stable indication of the charateristic. In order to measure the reliability of the questionnaire, the researcher used Cronbach Alpha Formula.

The result of the questionnaire was scored based on Likert Scale. To measure the consistency items of the questionnaires, the researcher used Cronbach Alpha Formula since it is the most common measurement used to measure the consistency among the indicators of the questionnaires. The Alpha ranges between 0 and 1. The higher the Alpha, the more reliable the questionnaire will be (Setiyadi ; 2006). The researcher used SPSS in measuring the reliability of the questionnaire.

The classification of relibility is as follows :

Between 0.800 to 1.00   = very high

Between 0.600 to 8.00   = high reliability

Between 0.400 to 6.00   = moderate reliability

Between 0.200 to 4.00   = low reliability

Between 0.00 to 2.00   = very low reliability

The researcher administered the questionnaires for the purpose of estimating the students' judgement questionnaire and teachers' jugdement questionnaire.

3.5 Data analysis technique

The questionnaire of the evaluation towards the product designed would be related to the considerations of the course book evaluation according to Cunningsworth, 1995 in Richards, 2001. The criteria as follows :

Aims and approaches :

o   Do the aims of the course book correspond closely with the aims of the teaching programme and with the needs of the learners ?
o   Is the course book suited to the learning/ teaching situation ?
o   Does the course book cover most of what is needed ?
o   Does the course book allow different teaching and learning style ?

Design and organization :

o   What components make up the total course package ?
o   How is the content organized (e.g according to structures, functions, topic, skills, etc ?
o   How is the content sequenced (e.g., basis complexity, learn – ability, usefulness, etc ?
o   Does it allow the learners to complete the work needed to meet curriculum requirement ?
o   Is the material suitable for individual study ?
o   Is the lay out clear ?

Language content

o   Does the course book cover the main grammar items appropriate to each level ?
o   Does the course book deal with the structuring and conventions of language use ?
o   Is the language style matched to social situation ?

Skills

o   Are all four skills adequately covered, bearing in mind your course aims and syllabus requirements ?

o   Is the material for integrated skills work ?

o   Is the writing activity suitable in terms of amount of guidance/ control, degree of accuracy, organ ization of longer pieces of writing and use of appropriate styles ?

Topic

o   Is there sufficient material of genuine interest to learners ?

o   Is there enough variety and range of topic ?

o   Will the topic help expand students' awareness and enrich their their experience /

o   Are the topics sophisticated enough in content, within the learners' language level ?

o   Will the learners be able to relate to the social and cultural contexts presented in the course   book ?

Methodology

o   Is the approach appropriate to the learning/ teaching situation ?

o   Does the method of teaching match your learners' learning expectation ?

o   Does the material include any advice/ help to learners' on study skills and learning strategies ?

o   Are the learners expected to take a degree of responsibility for their own learning ?

Practical considerations

o   Does it represent good value for money ?

o   Are the books strong and long lasting ?

o   Are they attractive in appearance ?

3.6 Scoring system

The researcher used rubrics in scoring the learners' writing, in order to make her easier in making the writing score. The scoring criteria of writing test was taken from the rubric given by Heaton. J.B. (1991) :

CONTENT		
30 - 27	Excellent to very good	Knowledgable – substantive- etc.
26 – 22	Good to average	Some knowledge of subject – adequate
21 – 17	Fair to poor	Limited knowledge of subject – little substance – etc.
16 – 13	Very poor	Does not show knowledge of subject – non substantive – etc.
ORGANIZATION 20 - 18	Excellent to very good	Fluent expression – ideas clearly – stated – etc.
17 – 14	Good to average	Somewhat choppy – loosely organized but main ideas stand out- etc.
13 – 10	Fair to poor	Non fluent – ideas confused or disconnected – etc.
9 – 7	Very poor	Does not communicate – no organization – etc.
VOCABULARY 20 - 18	Excellent to very good	Sophisticated range – effective word/ idiom choice and usage- etc.
17 – 14	Good to average	Adequate range – occational errors of word/ idiom form, choice, usage but meaning not obscured.
13 – 10	Fair to poor	Limited range – frequent errors of words/ idiom, form, choice, usage – etc.
9 - 7	Very poor	Essentially translation little knowledge of English vocabulary.

Language use 25 - 22	Excellent to very good	Knowledgable – substantive- etc.
21 – 19	Good to average	Some knowledge of subject – adequate
18 – 11	Fair to poor	Limited knowledge of subject – little substance – etc.
10 – 5	Very poor	Does not show knowledge of subject – non substantive – etc.
MECHANISCS 5	Excellent to very good	Demonstrates mastery of conventions – etc
4	Good to average	Occational errors of spelling, punstuation – etc.
3	Fair to poor	Frequent errors of spelling, punctuation, capitalization – etc.
2	Very poor	No mastery of convention – dominated by errors on spelling, punctuation, capitalization, paragraphing – etc.

In collecting the learners writing ability, the writer applies some techniques as follows :

1. Pre test

    The researcher takes the students' writing scores by giving them pre test.

2. Treatments

After giving pre test, the researcher will give 6 treatments to the students. The writer will train her product to the learners about writing by applying task based writing.

3. Post test

The post test is carried out to know whether the learners have already applied some characteristics in task based writing.

3.7 Data analysis

When all data have been collected, the writer employed some steps, they are :

1. Making the abstraction of the collected data. The researcher figured out the collected data in order to keep them relevant with the research problem.

2. Arranging the collected data by unifying it. The writer identified the data into unity.

3. Tabulating the writing test by using Independent Group T-Test. Independent Group T-Test was used to compare "*mean*" from two different groups and both of groups were taken in different situation.

4. Interpreting the data into substantive theory. The writer finally made a conclusion based on the data gained.

Indeed, there are discussion about the methodological steps which underlie this study. They are research design, research subject, research setting, research procedure, research instrument, data collection techniques and data analysis.

V. CONCLUSION AND SUGGESTION

This chapter consists of two sections, namely conclusions and suggestions. The conlusions section talked about summary of the research findings related to the formulation of the problem and objectives of the research. The second is suggestions of particular matters for other researchers. Each section was presented below.

5.1. Conclusions

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

1. The developed materials are appropriate to be used for the students of tenth grade of SMAN 1 Tulang Bawang Tengah.

2. The developed materials are effective to be used for the student of tenth grade of SMAN 1 Tulang Bawang Tengah.

5.2. Suggestions

The result of this research hopefully give 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.

Indeed, this chapter already present the conclusions and suggestions. The conclusions section talks about the summary of the research findings related to the formulation of the problems and objectives of the research and suggestions of particular matters for other researchers.

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