

THE USE OF TASK-BASED MATERIALS IN TEACHING ESSAY WRITING

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ABSTRACT

Task-Based Materials in teaching essay writing is one of strategy that can help students in learning essay writing. The research subjects were 25 students of class 2020A STKIP PGRI Sidoarjo English Education Study Program. The instrument used was observation checklist, field notes, and questionnaire. The technique for data analysis is qualitative. The data source in this study is the English lecturer and students involved in teaching and learning process, while the result of the data is taken from observation checklist, field notes, and questionnaire. Based on the finding made in three meetings, which is divided into Pre-Task, During-Task, and Post-Task. In Pre-Task, the lecturer gives a text then guiding students analyze the text. In During-Task, the lecturer gives a task. And in Post-Task, the lecturer gives feedback for students' task. In the student responses, who answered 'strongly agree' were 16%, 'agree' 57%, 'neutral' 25%, 'disagree' 2%, and 'strongly disagree' 0%. It means that more than half of students like learning essay writing using Task-Based Materials, and under half of student dislike learning essay writing using Task-Based Materials.

Keywords: *essay writing; task-based materials; teaching writing*

Teaching is the process of delivering knowledge between teachers and students. In this process the teacher is highly required to know the character of students, create a conducive learning atmosphere and find the right method so that the learning process can be carried out effectively and well received by students. According to Daryanto (2010, p. 162) states that teaching is an activity to try to help, guide someone to gain, change, or develop skills, attitude ideal, appreciations, and knowledge. Therefore, Teaching is an act that requires a heavy moral responsibility. The success of education in students is

very dependent on the responsibility of teachers in carrying out their duties.

In teaching English, four skills must be taught to students, namely reading skills, listening skills, speaking skills, and writing skills. Writing is a language skill that is used to communicate indirectly, not face to face with others (Tarigan, 2013). While, According to Dalman (2015), writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely the writer as the messenger, the

content of the writing, the channel or media, and the reader. This is considered difficult because it is easier for people to express an idea in spoken language. Writing skills are very complex because they require students to master the components in it, for example using correct spelling, choosing the right vocabulary, using effective sentences, and composing good paragraphs. However, writing skills need to be improved because writing skills will be needed at any time.

Essay writing is one of the most widely used writing genres. Budiyanto (2012) defines an essay as a complete short essay. Furthermore, Tarigan (2013) state that essay writing skills can help students in explaining, telling, and convincing events. An essay is a work from the personal subjective point of view of the author. Essays express ideas based on facts. It's contains thoughts combined with experiences, field observations, anecdotes, and the author's inner struggles about the subject he is writing about. Therefore, writing an essay is a very appropriate to describe someone's ideas. Writing English essays requires the ability to choose words and use grammar according to the rules. So that teachers can use essays to practice students' writing skills.

To solve some of the problems above, the researcher tries to find good strategies, one of which is task-based Materials. The materials or instructional materials are language input and practices in the classroom. They bring a set of concepts to be taught to accomplish learning objectives (Richards, 2001). This approach model refers to the view that students will learn effectively if the learning process is more focused on discussion tasks rather than using language practically. Hashemi et al (2012) to teach practical lessons on a

task-based basis, involves stages or components of lessons that have tasks as their main components such as pre-tasks which pay attention to various activities that educators and students can do before they start doing tasks; during-task activities that the task cycle itself and different instructional and post-task options focus on procedures for directions to perform tasks.

The result of this research will inform how the implementation and students responses about teaching essay writing using task-based materials for english language students of STKIP PGRI Sidoarjo in the academic year of 2020/2021 in the second semester. Based on that, it is significances to find out the new learning strategy that can be one way to help students learn to write using essays that have aa difficulty level suitables for students to learn in college.

METHOD

This research discussed the implementation of task-based materials in teaching essay writing and the students responses about teaching essay writing using task-based materials for english language students of STKIP PGRI Sidoarjo in the academic year of 2020/2021. In this research, the researcher uses descriptive qualitative as the research method. Sugiyono (2013, p. 1) adds that in the qualitative method, the main instrument is the researcher, the data are inductive and the result focuses on the meaning rather than generalization. The researcher is the one who explains the data descriptively and then presents the result in the form of explanation of words supported by the data presented in the form of table. This study involves three technique of collecting the data. Those are observation checklist and fieldnote to get the information of implementation

task-based materials and questionnaire to get students responses about using task-based materials in teaching essay writing.

The process of the data collection requires the researcher to follow the steps in collecting the data. First, the researcher asked permission to the head of English education study program of STKIP PGRI Sidoarjo to do the research. Then the researcher meets with the lecturer of Essay Writing subject to discuss about the preparation of observation and also give instruction to the lecture about task-based materials. Second, the researcher prepares the instrument concerning with statement of the problem related to the research. Third, the lecture implement task-based materials in learning process. While the researcher observes the teaching learning process using observation checklist and field notes. At the end of the lesson, the researcher distributes the questionnaire. After getting the data from observation checklist, field notes and questionnaire, the researcher analyzes the form of student writing essay through the several aspects and also processes the data source from the researcher's research by using general description and conclusion.

FINDINGS

This section will discuss the result of the research in the using task-

based materials in teaching essay writing. The result displayed using tables, diagrams, and pictures. The result of this research instrument include observation checklist, fieldnote, and questionnaire where observation checklist and fieldnote is for implementation and questionnaire form is for knowing students responses.

The first data to be discussed implementation task-based materials in teaching essay writing. This data was taken from students of class 2020 A STKIP PGRI Sidoarjo English Language Education Program. This observation is taken for three days every Thursday start from 18th February 2021, 4th March 2021, and 18th March 2021, which is divided into Pre-Task, During-Task, and Post-Task.

In the pre-task, the lecturer gave a text, then lecturer guide students analyzing what kind of the text. The lecturer gave ice-breaking and some strategy to help students do the task. Last, the lecturer gave summary and final comment. In the during-task, the lecturer gave task options and gave students time to process the task. In the post-task, the lecturer gave feedback. The following shows a detailed table of lecturers activities and students activities in the teaching-learning process.

Table 1. Lecturer's Observation

No.	Subjects	Pointer(s)	Yes	No
The lectures' activities				
1	Pre-teaching activities	The Lecturer greeting and checking all of student attendant.	√	
		The lecturer explain the purpose of teaching.	√	
2	Whilst-teaching activities	The lecture supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson.	√	

		The lecture asking students to observe a model of how to perform the task.	√
		The lecture engaging learners in non-task activities designed to prepare them to perform the task.	√
		The lecture gives strategic planning of the main task performance.	√
		The lecture gives a Summary and final comment.	√
		The lecture gives Task performance options.	√
		The lecture gives students time to Process options.	√
		The lecture provides an opportunity for a repeat performance of the task.	√
		The lecture encourages reflection on how the task was performed.	√
		The lecture encourages attention to form, in particular to those forms that proved problematic to the learners when they performed the task	√
3	Post-teaching activities	The lecturer review all about the material. And reminds to prepare for the next meeting.	√

Table 2. Student's Observation

No.	Subjects	Pointer(s)	Yes	No
The students' activities				
1	Pre-teaching activities	The students respond lecturer's greeting.	√	
		The students respond lecturer's attentent check.	√	
2	Whilst-teaching activities	The students observe the example task that given by the lecture.	√	
		The students observe a model of how to perform the task.	√	
		The students listen the lecture's engaging in non-task activities designed to prepare them to perform the task.	√	
		The students understand strategic planning of the main task performance.	√	
		The Students listen the Summary and final comment by the lecture.	√	
		The students choose Task performance options.	√	
		The students doing the task.	√	
		The students repeat performance of the task.	√	
		The students the lecture's encourages reflection on how the task was performed.	√	
		The students pay attention to the mistakes of their task that lecture corrected and fix the task.	√	
3	Post-teaching activities	The student listen review all about the material. And prepare themselves for the next meeting.	√	

The second data to be discussed is the students responses about teaching essay writing using task-based materials.

This data was taken from 25 students of class 2020 A STKIP PGRI Sidoarjo English Language Education Program.

The researcher gave a questionnaire through Google Form consisting of 15 questions that to be filled in the form of Likert Scale. In form of Likert Scale is consists of Strongly Agree (SA), Agree

(A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The following shows result of students responses based on questionnaire.

Table 3. Total Value of Questionnaire Answers

No.	Statement	Responses				
		SA	A	N	D	SD
1.	I understand that Task-Based Materials are a systematic description of techniques and exercises.	(5)	(17)	(3)	(0)	(0)
2.	I understand the concept, objectives, and learning process of Task-Based Materials.	(3)	(16)	(6)	(0)	(0)
3.	I can understand essay writing material by using Task-Based Materials.	(4)	(10)	(11)	(0)	(0)
4.	I am helped by the writing strategies given by the lecturer at the Pre-Task stage while doing writing assignments.	(4)	(15)	(6)	(0)	(0)
5.	I am helped by using Task-Based Materials in learning to write.	(3)	(16)	(6)	(0)	(0)
6.	My writing skill improved after using Task-Based Materials.	(2)	(11)	(10)	(2)	(0)
7.	I can learn a language with communicative and directed interaction while doing assignments in Task-Based Materials.	(3)	(12)	(10)	(0)	(0)
8.	The assignments can improve my writing skills.	(7)	(14)	(3)	(1)	(0)
9.	The assignments can activate and develop my language skills.	(7)	(13)	(4)	(1)	(0)
10.	I can write easily by following the Task-Based Materials process.	(3)	(16)	(5)	(1)	(0)
11.	I love getting feedback on writing errors and revising them again.	(9)	(12)	(3)	(1)	(0)
12.	I can find out my writing skills by using Task-Based Materials.	(3)	(18)	(4)	(0)	(0)
13.	I am more comfortable and interested in learning to write using Task-Based Materials.	(2)	(14)	(8)	(1)	(0)
14.	I am more active in learning to write using Task-Based Materials.	(2)	(14)	(8)	(1)	(0)
15.	I became more confident in writing after studying using Task-Based Materials.	(2)	(15)	(7)	(1)	(0)
Total	F	59	213	94	9	0
	%	16%	57%	25%	2%	0%

Based on the result of the questionnaire table above, the following is diagram of the students responses

about teaching essay writing using task-based materials.

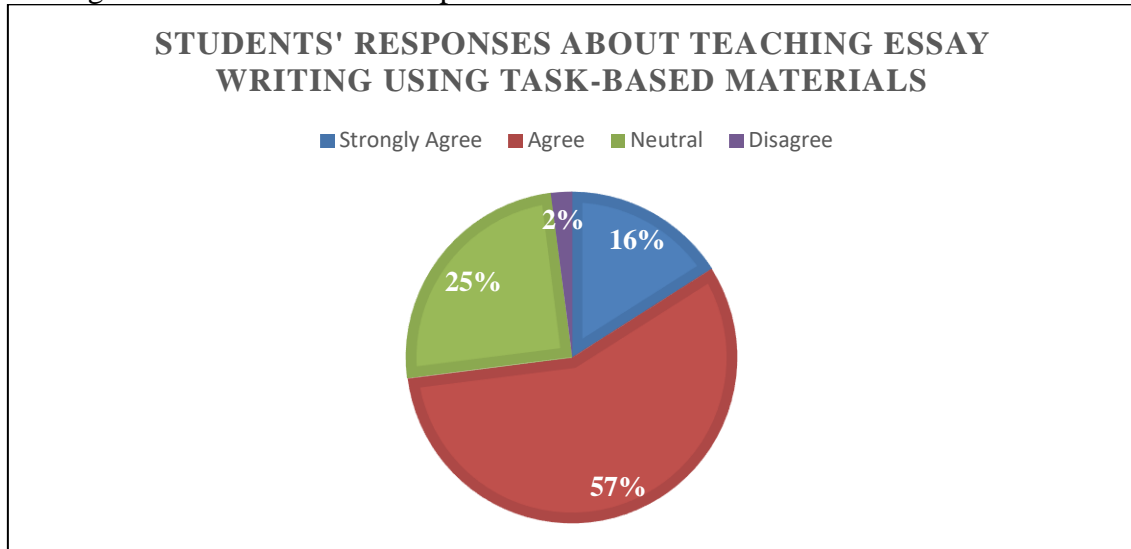


Figure 1. Students Responses about Teaching Essay Writing using Task-Based Materials

Based on the data above, it can be seen that the classification of respondents based on the results of the questionnaire consists of answers to stringly agree, agree, neutral, disagree, and strongly disagree. 57% of respondents who answered Agree occupied red circle. 25% of respondents who answered Neutral occupied green circle. 16% of respondents who answered Strongly Agree occupied blue circle. Meanwhile, 2% if respondents who answered Disagree occupied purple circle.

DISCUSSION

Based on the observation checklist above, it can be seen that the first thing to the lecturer do is greeting, checking all of students attendance and explain the purpose of teaching. In whilst-teaching activities, the lecturer gave a text similar to the text that students will do for their task. They are together analyzing what kind of the text. The lecturer guides the students to read

the text and find the contents of the text, and guess the function of the text, and also identify the language feature that uses in the text and how many generic structures in the text. After all of the students knowing about the text, the lecturer gave ice-breaking that related to the materials. And the last before the lecturer close the class, the lecturer gave some strategies to write an essay. In an essay, there are three generic structures: introduction, body, and conclusion. Students can write start with determining the topic then outline. The lecturer makes some themes then the students can choose a theme according to their wishes and then make a topic for the essay. Then the lecturer gives students time to process their essays. Students can start by outlining the strategy given by the lecturer at the previous meeting. The lecturer analyzes the students' task, then gives feedback, encourages attention to form, in particular to those forms that proved problematic to the learners when they performed the task. In post-teaching activities, the lecturer review of all the

materials and remaining the students to prepare for the next meeting.

Based on Tabel 3. The total value of Questionnaire answers, the researcher got the result that task-based materials can help students to learn and write essay writing. Data showed that more students understand the model of the essay writing text with task-based materials. It is related to Willis (2006) state that TBM is students-centered. The lecturer just shows the text and then students find all about the text and explain with their language. It will lead the students to become active and easy to understand the text. Willis also states that is engaging for the students because the students are involved in the learning process. More than 15 students found it helpful and easier to work on essays by using task-based materials and knowing their skills in the writing aspect. And the students also become active in answering questions, especially in the process of making examples of essays. And almost all students are happy if they get feedback from the assignment they have done because they can know what their strengths and weaknesses are in writing essays.

CONCLUSION

The use of task-based materials in teaching essay writing at english education study program class 2020A

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was effective to teach writing. The lecturers can apply the strategy well and by the points in each stage. The use of task-based materials in teaching essay writing that prioritize students centered makes students more active in attending class. They are active to analyze the text given by the lecturer. The students give active and fast responses so that the class atmosphere looks fun and not boring. It means that the use of task-based materials can be implemented and recommended in the essay writing class.

The student's responses of use Task-Based Materials in teaching essay writing at English study programs make students interest to learn in essay writing class and help them to write an essay. It can be seen from the result of the questionnaire, the students answered strongly agree = 16%, agree = 57%, neutral = 25%, disagree = 2%, and strongly disagree = 0%. It means that more than half of the students like learning essay writing using Task-Based Materials, and under half of students dislike learning essay writing using Task-Based Materials. The researcher that the use of task-based materials in teaching essay writing makes the students more active in class and steps in task-based materials can help students to understand the materials of essay writing and helped them to write a good essay.

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