Task Based learning writing activities: A Students perspective

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Abstract

This study concerned about modeling writing tasks to guide the students in involving writing class. The task is a media that design for the students to deliver their writing by the content of the instruction task. This study aims to engage the students to write in the writing activity. The researcher uses a qualitative method to investigate the students' engagement in the writing process by using a task. Furthermore, the researcher explored the students' perception toward the task of their study. The researcher divided the students' into four groups that consist of six students, then distributed the task to the students and guide the students in doing the task by instruction. The result of the data showed that task-based learning could engage the students in a writing activity.

Keywords: writing task, students' guide, writing classroom, engaging the students

Introduction

Writing is a productive language skill, apart from speaking skills. Writing is an activity of constructing ideas or ideas into oral writing. However, writing is not just writing most people imagine. Writing is something complex; the writer needs to pay attention to several components of writing, among others, content, grammar, language use, organization and, mechanics (RojasDrummond et al., 2008). Although it is said that good writing is writing that provides information to the reader, but according to the standard achievement or rubric writing assessment that is writing that meets the writing elements and is based on the reference-writing category (Broad, 2003). The type of writing should have appropriateness with the ideas (Brande, 1934). Therefore, it must consider the types of writing. The main types of writing consist of expository, persuasive, narrative, and descriptive (Schwehm et al., 2017). Constructing an idea or writing a difficult thing starts because it starts from the difficulty of finding ideas that might be influenced by several factors, namely improper writing methods or strategies that

can facilitate writing activities, etc. (Yulianti, 2018). All of the factors are need the notice from the teacher as the facilitator in writing class (Amador & Weiland, 2015). The teachers, as the facilitator, should know what the students lack and need (Reeve, 2014). In other words, the rightness of the teacher before teaching is diagnosed with what the students want (Conference, 2016). Furthermore, it is necessary for calling the students motivation to write in several ways that can recall the students' motivation to learn, especially in writing activity (Baldwin, 1924). They were referring to the understanding of writing that writing is an activity of pouring ideas. However, it is difficult to express it easily. As for students of the class, XI Science, based on the observation for the students writing activity, students are very difficult to construct the idea. The students are limited by the idea, which may lack vocabulary. Besides, then another information gain from the teacher's interview that the student is difficult to find diction. In addition, the students are difficult to find a way to formulate the writing. The main problem that identified in the classroom is the engagement of the students in writing activity is very low because the implication of inappropriate way to activating the students' to write (Pritchard, 2017). That

way, based on an analysis of student lack and needs, there needs to be a stimulus to generate students' ideas for writing (Shen et al., 2002). The author tries to directing and activating students by modeling the writing task in a writing activity. As is generally known, ideas will emerge along with directives. Through the guide, the students will make students getting easier to write (Galvan & Galvan, 2017). As the plan of research, the researcher formulated the title "Engaging the Students in writing classroom by Modeling Writing Task as The Students' Guide." This research will investigate Whether Writing Task Model able to engage the Students in Writing Activity.

Task Based Learning

Task-based learning is a different method to teach language. Task-based earning emphasizes the important role of significance in word usage (Skehan, n.d.), which means that significance is important in task-based learning, the classification of this work in terms of outcome, and that TBL is not concerned with word presentation (Y. Yuan, 2016). In task-based learning, these activities show basically that learning process. As mention by (F. Yuan & Willis, 1999), students will use more efficiently when their brains are pointed

towards this job, rather than on the word they are using. Put differently, TBL has the advantage of having students apply their skills and will have that students learn words easily and effectively (Y. Yuan, 2016). Taskbased learning can also be applied in the subject field well beyond language education. In much instruction, teaching "work" is regarded as the fundamental tool that teachers have to guide students in developing strategies for realworld problem solving (Setiawan, 2020). Such an approach is general and useful in this study, cultural study, in another field, including commerce, medical education, business, etc. By completing this work, learners are provided with a true purpose for knowledge and the physical environment content learning (Huang et al., 2016). The field of taskbased language learning has involved well since the issue of design job for the Communicative Classroom (Van den Branden, 2016), the novel, which helped or make the researcher agenda in teaching methodology for the following decade. While the design job underpins the new name, the matter has been thoroughly updated and includes four entirely new chapters.

Research Methodology

Participants / Subject / Population and Sample

The population is all of the students in Senior High school in South Sulawesi, Indonesia. The class consists of 13 classes. The participant of this study is XI Science that consists of 26 students. The researcher chooses this class to help their difficulties and engaging them to write paragraphs or essays, and whole about writing activities.

Collection of data

The researcher used a qualitative method to investigate the students' engagement in writing class by the task as a guide for writing. The researcher conducted the study by observing student activity in the classroom. The purposive sampling technique is the selected technique to involve the participant. Mujere, N. (2016) stated that a sample might not be practical and almost never economical to conduct a census of the whole population because of the large size of many populations, the time factor. Therefore, a sample may provide information quickly, inaccessibility

(associated with cost or time, or just access) of some of the population. All destructiveness must be destroyed. Furthermore, Mujere (2016) stated that if tested all the fuses, all would be destroyed, the accuracy and sampling will be more accurate than a sloppily conducted census.

Instruments

The researcher distributed the writing task as the instrument of this study. In the classroom activity, students were divided into 4 groups that consisted of 5-6 students. The researcher chooses the group model to stimulate the students to interact with each other (Gilbert, 2013). The learning by group model can involve and motivate the students in doing the assignment (Brophy, 2010). The task consisted of four activities that include the instruction in every part of the activity. In the task, there is one source material that provided which become the references for the students to doing the task based on the instructions. In task one, students asked to write related ideas from the source material. The second task students asked to brainstorm possibilities of ideas related to the material. The students can write the word, phrase, clause, sentence until the paragraph. The third activity is students list the difficult word that they found in the material, and then found the meaning in Indonesia. The last activity is students describe the picture that provides in the task. In the process of doing a task, the researcher guided the students through composing their idea in the task. In the qualitative method, the instrument is conducted by using a classroom

observation sheet about students' engagement toward writing activity by the task. Then, the researcher doing an interview for the group of the students what they fell after learning by task-based, in this case, student perception toward using as the guide for them in writing class.

Data Analysis Procedures

Data were analyzed refers to the observation checklist to investigate the students' engagement in a writing activity. The procedure of analysis data is used assessment score with a rating scale that consists of three categories, namely, less, enough, well (Hooker, 2016). The scale of fewer categories in (0 % -35 %), enough categories in 36 % - 75 %, and the Good category in (76 % -100 %). The researcher conducts the investigation while writing activity is going. After that, the researcher analyzes the students' perception in question with the scale liker type after learning using task-based learning.

Findings

Table 1. Result of the Observation Checklist

This refers to the result of the observation checklist toward students' activity in doing the task. The result of data informs that

most of the activity in the writing classroom in Good Category. The several activities in the classroom that in the good category, those are; students are active to express their idea, the students are active to discuss the content of the material, students never give up facing task and difficulties, and active finish the task. It supported by 54.54

% data in Good Category based on indicator criteria of the classroom Observation checklist. Regarding the total number of the statement, there was only

No	Statement	Less	Enough	Good
1	The students are active to express their ideas	0	0	3
2	The students are active to discuss the content of material	0	0	3
3	The students explore prior knowledge of learning material	0	2	
4	The students are diligent and never give up facing task and difficulties.	0	0	3
5	The students are not easily bored in the learning process	1	0	0
6	The students write actively	0	2	0
7	The students' are able to list the related words as much as possible	0	2	0
8	The students are active to finish the task in their group.	0	0	3
9	The students are enthusiastic	0	2	0
10	The students response the teacher's questions quickly	1	0	0
	Total Score (f)	2	8	12
	Total Score Maximum	22		
	PRESENTASE (total score x score maximum x 100)	2 / 22 x 100	8 / 22 x 100	12/ 22 x 100
		9.09 %	36. 36 %	54.54 %

9.09 % in Less Category.

Those students are not easily bored in the learning process, and students respond to the teacher's questions quickly. However, 36.36 % in Enough Category still indicated that almost all of the students' activities by guiding the task have a positive impact on the students, especially in engaging in the classroom. The high score of the data is 54.54 % is the Good Category informs that the task able to engage the students to be more active in a writing activity.

Table 2. Task able to help students to express idea

Answered Criteria	N	(f)	Percentage
Strongly Agree		15	57.69
Agree		11	42.30
Disagree		-	-
Strongly Disagree		-	-
Total Score	26	26	100

The strength of the task can be seen in the data percentage that informs 57. 69% or 15 students strongly agree if the task able to help them to express their ideas. Similarly, 42.30 % or 11 students also agree that tasks can help to express their idea. Both percentages indicated the students' positive view toward the strengths of the task, especially in helping to construct the ideas.

The students fell helpful by the great of instruction that given and able to guide the students until they found the idea to construct.

By the task students get easy in writing activity.

Table 3. By the task students get easy in writing activity

Answered Criteria	N	(f)	Percentage
Strongly Agree		12	46.15 %
Agree		12	46.15 %
Disagree		2	7.69 %
Strongly Disagree		-	-
Total Score	26		100 %

The other benefit of the task can be seen by the students' agreement on the statement that the task helps to know the new information. There are 12 (46.15 %) students strongly agree too.

Table 4. The provided Material

Answered Criteria	N	(f)	Percentage

Strongly Agree		14	53.84 %
Agree		12	46.15 %
Disagree		-	-
Strongly Disagree		-	-
Total Score	26		100 %

Criteria			
Strongly Agree		12	46.15 %
Agree		13	50 %
Disagree		1	3.84 %
Strongly Disagree		-	-
Total Score	26		100 %

In the table above, the data percentage shows agreement of the students about the material provided in the task can enlarge the students' knowledge. Through the text, students indirectly can enlarge their knowledge based on the task. It showed by the data percentage that 14 (53.84 %) students strongly agree, and 12 students (46.15 %) agree with the statement. Because in the absence of a disagreement statement, then the result informs that the other strength of the task can enlarge the students' knowledge based on the task materials.

Writing activity by the task help students to know the new information

Table 5. Writing activity by the task help students to know the new information

Answered	N	(f)	Percentage

The other benefit of the task can be seen by the students' agreement on the statement that the task help to know the new information. There are 12 (46.15 %) students strongly angry too, while 13 (50 %) students angry about the statement. As generally, almost all of the students agree toward the statement. Besides, only 1 (3.84%) students disagree with the statement, informed that result of perspective students is a positive response. In other words, the task can facilitate students to find new material.

Discussion

The analyses of the data that focus on the students' perspective toward the task show the success in engaging the students in writing class. Refers from all of the percentages above about students' perspective, it can be concluded that in the first argument that the students fell helped

to explore their idea by a guide from (Cottrell, 2013). The second argument stressed that task makes students easy to construct their writing (Hulleman et al., 2016). Likewise, the third argument informs that task can enlarge the students' knowledge, the knowledge they can reach from the material that finds (Akbari & Razavi, 2015), seems like the fourth argument declared that students get the new information from the task (Claro et al., 2018). The whole of the students' perspective can be stated that all of the students' perspectives indicated that by modeling tasks, it could be engaging the students in the writing classroom. The engagement of the students in the classroom automatically recalled the students' activeness in the classroom also, especially in the writing activity.

Conclusion

Writing is the activity of express the idea such word, phrase, clause, sentence until paragraph. Writing is the one important activity because one way to express an idea and make a communication with the other person to reach the aim through oral writing. Writing is an exceedingly flexible device that can be used to accomplish a variety of dreams (Lane et al., 2006). In academic fields, writing is one of the learning activities. Writing is likewise an

essential device for gaining knowledge of (Applebee, 1984). Based on the criteria of writing, writing is a complex activity. Given its complexity, it is not unexpected that writing development is not absolutely understood; currently, primary methods to conceptualizing writing have dominated a good deal of the discussion about writing development. One view focuses mostly on the position of cognition and motivation in writing (Perspectives on Writing: Research, Theory, and Practice - Roselmina Indrisano, James R. Squire - Google Books, n.d.)Thought this study, the researcherusing taskbased learning as the approach to guide the students to write. The result of the study about the researchers' attempt to engage the students in the writing classroom is getting achievement. Taskbased learning able to guide the students to express ideas based on the instruction in the task (Córdoba Zúñiga, 2016). The permanence of writing makes ideas quite simply available for evaluation and assessment; its explicitness encourages organizing connections among thoughts, and its energetic nature fosters the exploration of unexamined assumptions (Applebee, 1984). In fact, students will learn more efficiently when their brains are pointed towards this job, rather than on the word they are using (F. Yuan & Willis, 1999). It evidenced by the data most of the

good categories in the learning activity. In general, inclassroom activity, all of the students' are active in a learning activity. Besides, based on the students' perspective toward the task stated, that task could help them to write or express their ideas without any difficulties. It provides the study found that in the process of doing a task, the students less on the difficulties because the clear instruction can guide the students in the goal instruction (Y. Yuan, 2016). TBL has the advantage of having students apply their skills and will have that students learn words easily and effectively (Y. Yuan, 2016). The extra benefits of writing were recognized in (S Graham et al., 2011) evaluate. First, coaching writing had a high quality effect on how nicely students study. Multi-factor writing practice (e.g., technique writing, skills primarily based writing programs) progress the analyzing comprehension of college students in grades four–12. In addition, the impact of a task-based approach is the new information that students get from the material that provides is a good reason for the researcher to stress that using tasks can enlarge the knowledge (Baldwin, 1924). Besides, the impact of writing on learning was captured in two meta-analyses (Bangert-Drowns et al., 2004); Steve Graham & Hebert, 2011), which found that writing about content material enhanced students' learning.

Furthermore, task-based learning can engage the students in the writing classroom (Van den Branden, 2016). The achievement in using task in the classroom, in this case the students' engagement , the researcher also can see the other indicator which is can engage the students is depend on the modeling of the task include the appropriate instruction that can guide the students to do activities. Task Based Learning Approach as the guide in learning can bring the students in easy atmosphere, student involving their selves in doing interaction each other to achieve the goal of learning (Hawe & Dixon, 2017). Besides, the enthusiastic of the students writing also influence by the material that provide in the task (Astawa et al., 2017). Good instructional implication toward the goal of learning (Khalil & Elkhider, 2016). Therefore, the modeling task include the material and instruction should be notice for the researcher to make learning become easier, mainly in engage the students to active in learning process, in this case writing activity. The achievement in using a task in the classroom, in this case, the students' engagement, the researcher also can see the other indicator which can engage the students is dependent on the modeling of the task include the appropriate instruction that can guide the students to do activities. TaskBased Learning Approach

as the guide in learning can bring the students in the easy atmosphere, students involving their selves in doing interaction with each other to achieve the goal of learning (Hawe & Dixon, 2017). Besides, the enthusiasm of the student's writing also influenced by the material that provides in the task (Astawa et al., 2017). Good instructional implication toward the goal of learning (Khalil & Elkhider, 2016). Therefore, the modeling task includes the material, and instruction should be noticed for the researcher to make learning become easier, mainly in engaging the students to be active in the learning process, in this case, writing activity.

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