

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the result of this research. This chapter consists of the finding and the discussion of the use of Task-Based Materials in Teaching Essay Writing. The first, describing findings of the implementation Task-Based Materials in teaching essay writing that the data collected from observation checklist and observation field note. The second, describing findings of the students' responses about teaching essay writing using Task-Based Materials that the data collected from the questionnaire.

4.1. Findings

The purpose of this research was to know the implementation of Task-Based Materials in teaching essay writing and students' responses about teaching essay writing using Task-Based Materials in English Education Study Programs 2020A at STKIP PGRI Sidoarjo consisted of 25 students. The observation is conducted in 3 meetings start from 18th February 2021, 4th March 2021, and 18th March 2021.

4.1.1. Findings of The Implementation of Task-Based Materials in Teaching Essay Writing

In this part, the researcher is describing the implementation of Task-Based Materials in teaching essay writing as the first research question. The researcher collected the data from the observation checklist and field notes. The researcher observes the process of teaching and learning writing using task-based materials. In the task-based materials technique, the lecturer explains essay writing and also

explains about studying using task-based materials in writing class. In the implementation of task-based materials, there are 3 main Tasks. They are: 1) Pre-Task: The lecturer supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson then the students observe a model of how to perform the task. After that the lecturer engaging learners in non-task activities designed to prepare them to perform the task. And then The lecturer gives strategic planning of the main task performance and also gives a summary and final comment. 2) During-Task: The lecturer gives task performance options and gives students time to process options. 3) Post-Task: The lecturer provides an opportunity for a repeat performance of the task and encourages reflection on how the task was performed. And last, the lecturer encourages attention to form, in particular to those forms that proved problematic to the learners when they performed the task.

Pre-Task

The implementing Task-Based Materials begins with the lecturer gives a text. The lecturer instructing the students to analyze together the text about what kind of the text, definition of the text, social function, language feature that use in the text, and everything about the text. After knowing what kind of the text, the lecturer gives ice-breaking that related to the materials to refresh the students before they do the task. After giving ice breaking, the lecturer gives some strategies to help the students to do the task. That strategy is outlining their essay. The outline contains the main sentences that they will develop into paragraphs. And for close the class, the lecturer also gives a summary and final comment about essay writing (see appendix 5).

During-Task

After the students learning all about essay writing, the lecturer gives task performance options. The lecturer gives a theme option then students make their essay's topic from the theme. And then the lecturer gives students time to process option (see appendix 5).

Post-Task

The lecturer provides an opportunity for a repeat performance of the essay and encourages reflection on how the essay was performed. And last, the lecturer encourages attention to form, in particular to those forms that proved problematic to the learners when they performed the essay then they can rewrite they essay into a perfect essay. At the end of the class, the lecturer gives several times to the researcher to gives a questionnaire to the students about task-based materials (see appendix 5).

Table 4.1 Lecturer's Observation Checklist

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 4.2 Student's Observation Checklist

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 researcher took the data of the research from field notes got from the process teaching essay writing using task-based materials. In this observation, the researcher did three meeting of the research. The research are observation as follows:

Pre-teaching activity

Lecturer : Assalamu'alaikum wr. wb.

Good morning students. How r u today?

Student 1 : Waalaikumsalam. I'm Good mom.

Student 2 : Waalaikumsalam. Very well mom.

Lecturer : Before we start our lesson, does anyone have permission for today?

Student : Some permits followed because they were on the way to campus .

Whilst-teaching activities

Lecturer : Oke. Today we're learn about a text. you will analyze the text, then write a text as your assignment.

“Mangrove Trees”

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water.

Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves. Any part of root that appears above the water flows oxygen to the plant under water surface. As the soil begins to build up, these roots produce additional roots that become embedded in the soil.

*General Classification *Description



Figure 4.1 Example of The Text to The Students'

- Lecturer : Can you explain what is the content of the text above?
- Student 1 : Explain about the mangrove trees :)
- Student 2 : Mangrove trees
- Student 3 : Explain about mangrove trees. Starting from the benefits, types of species, and how mangrove trees grow.
- Lecturer : Yeah, all of the content of the text above is explain about mangrove trees. A text that explain or present information about something is “Factual Report Text”. Now, who knows how many generic structure of report text? Mention it!
- Student 1 : 1. Title 2. General Classification 3. Description
- Student 2 : 3 Mrs. Title, general classification, description
- Lecturer : Great. There are two generic structure of report text, General Classification and Description. General Classification that describe the common subject of report, common description, and

classification. Description of that contains a Factual report of why the phenomenon may be created. Title is optional, you can include it in generic structure or no.

Student : Oh I see

Lecturer : From the example above, which paragraph include the general classification and description?

Student 1 : Paragraph 1 is general classification, 2 3 4 is description

Student 2 : First paragraph is General classification. And 2-4 is description .

Lecturer : All of you are correct.

In report text, language features that use are :

- Using conditional logical connection; time words that connect events to tell when they occur. Such as when, so, but, etc.
- Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- Most reports are written in the present tense.
- Action verbs
- Linking verbs
- Descriptive language
- Technical/scientific terms

Now, i wanna you to mention three verb 1 that beginng with letter B,C,D !

Student 1 : Bite, Carry, Draw

Student 2 : Buy, Catch, Drink

Student 3 : Bake, change, describe

Lecturer : Okee, thank you for your answer student. Now, Before i give you a task, i wanna give you a strategy about what you can do before write a report text. You can start by making an outline that contains the points (main sentence) which you will later delevop into a paragraph.

Contoh membuat outline:

Report text Outline:

Mangrove Tree

- I. General classification : A mangrove is a tropical marine tree.
- II. Description : *paragraf kedua = fungsi pohon mangrove
*paragraf ketiga = jenis pohon mangrove
*paragraf keempat = cara hidup pohon mangrove



Figure 4.2 Example of The Outline

Lecturer : Here is the example of the outline of mangrove trees.

In General Classification, the main sentence is about general description of mangrove trees

In description, will divided into 3 paragraphs, where the first paragraph will explain about the function of mangrove trees, the second paragraph will explain about the species of mangrove trees, and the last paragraph will explain about how the mangrove trees life.

Lecturer : Now, it's your turn to make an outline from your report text. I will give you a theme and you can define your own topic for your report text. The theme is about "living things" (the topic can be animal, plants, etc). After you make an outline, you can continue to write report text based your outline. Goodluck!

Student 1 : Title : Sunflower

General classification :

Sunflower is a popular perennial plant from mind, both as an ornamental plant and as an oil-producing plant.

Description :

P. 1 : Areas where sunflowers can grow well

P. 2 : How to care sunflowers?

P.3. : Difficulty caring for sunflowers

Lecturer : Nice. You can start to write your text.

Student 2 : Title : Homebuilder

General classification :

Builder is a person who constructs something by putting parts or material together into a complete home over a period of time.

Description :

P. 2 : The homebuilders duties

P. 3 : The types of home builder

P. 4 : how to be homebuilders

Lecturer : Good. Continue to write your text.

Post-teaching activities

Lecturer : Good job everyone! All of your report text are good. There are a few corrections, you can revise it so that it becomes a better report text. oke!

Lecturer : Before we move on to the next material at the next meeting. I will give a conclusion from today's material

CONCLUSION:

1. "Factual Report Text is a text which presents information about something."

2. There are two generic structure of report text, General Classification and Description.

- General Classification that describe the common subject of report, common description, and classification
- Description of that contains a Factual report of why the phenomenon may be created.

3. In report text, language features that use are :

- Using conditional logical connection; time words that connect events to tell when they occur. Such as when, so, but, etc.
- Nouns and noun phrases are used rather than personal pronouns. The use of personal pronouns is limited.
- Most reports are written in the present tense.
- Action verbs

- Linking verbs
- Descriptive language
- Technical/scientific terms

Lecturer : Enough for today. prepare yourself to next materials in next meeting. Wassalamu'alaikum wr. wb.

Student 1 : Oke mom thank you. Waalaikumsalam.

4.1.2. Findings of The Students' Responses about Teaching Essay Writing

Using Task-Based Materials

In this part, the researcher describing the students' responses about teaching essay writing using Task-Based Materials as the second research question. After implements Task-Based Materials in teaching essay writing, the researcher gave a questionnaire in the last observation that the questionnaire consists of fifteen questions. The questionnaire is in form of a Likert Scale which is consists of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaire was used to know the students' responses after they use Task-Based Materials in learning essay writing.

After giving the questionnaire the researcher analyzed all of the questions one by one and then conclude the questionnaire. The number of students who chosen an option for each question in percentage (100%). The formula is:

$$\frac{\text{Number of student's answer}}{\text{Number of student}} \times 100\%$$

The questionnaire was distributed to 25 students at the end of the observation. From collecting data through a questionnaire, the researcher counts the students' responses. The total of the questionnaire can be shown as follows:

Table 4.3 Total Value of Questionnaire Answer

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%

Percentage of questionnaire results the researcher:

1. The first question was “I understand that Task-Based Materials are a systematic description of techniques and exercises” and the students answered strongly agree were 5 students, answered agree were 17 students, answered neutral were 3 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students

understand that Task-Based Materials are a systematic description of techniques and exercises.

2. The second question was “I understand the concept, objectives, and learning process of Task-Based Materials” and the students answered strongly agree were 3 students, answered agree were 16 students, answered neutral were 6 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students understand the concept, objectives, and learning process of Task-Based Materials.
3. The third question was “I can understand essay writing material by using Task-Based Materials” and the students answered strongly agree were 4 students, answered agree were 10 students, answered neutral were 11 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students still can understand essay writing material by using Task-Based Materials.
4. The fourth question was “I am helped by the writing strategies given by the lecturer at the Pre-Task stage while doing writing assignments” and the students answered strongly agree were 4 students, answered agree were 15 students, answered neutral were 6 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students were helped by the writing strategies given by the lecturer at the Pre-Task stage while doing writing assignments.
5. The fifth question was “I am helped by using Task-Based Materials in learning to write” and the students answered strongly agree were 3 students,

answered agree were 16 students, answered neutral were 6 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students helped by using Task-Based Materials in learning to write.

6. The sixth question was “My writing skill improved after using Task-Based Materials” and the students answered strongly agree were 2 students, answered agree were 11 students, answered neutral were 10 students, answered disagree were 2 students, and answered strongly disagree were 0 students. It means that all of the students in their writing skills improved after using Task-Based Materials.
7. The seventh question was “I can learn a language with communicative and directed interaction while doing assignments in Task-Based Materials” and the students answered strongly agree were 3 students, answered agree were 12 students, answered neutral were 10 students, answered disagree were 0 students, and answered strongly disagree were 0 students. It means that all of the students can learn a language with communicative and directed interaction while doing assignments in Task-Based Materials.
8. The eighth question was “The assignments can improve my writing skills” and the students answered strongly agree were 7 students, answered agree were 14 students, answered neutral were 3 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students can improve their writing skills by the assignments.

9. The ninth question was “The assignments can activate and develop my language skills” and the students answered strongly agree were 7 students, answered agree were 13 students, answered neutral were 4 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students can activate and develop their language skills through the assignments.
10. The tenth question was “I can write easily by following the Task-Based Materials process” and the students answered strongly agree were 3 students, answered agree were 16 students, answered neutral were 5 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students can write easily by following the Task-Based Materials process.
11. The eleventh question was “I love getting feedback on writing errors and revising them again” and the students answered strongly agree were 9 students, answered agree were 12 students, answered neutral were 3 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students love getting feedback on writing errors and revising them again.
12. The twelfth question was “I can find out my writing skills by using Task-Based Materials” and the students answered strongly agree were 3 students, answered agree were 18 students, answered neutral were 4 students, answered disagree were 0 students, and answered strongly disagree were 0

students. It means that all of the students can find out their writing skills by using Task-Based Materials.

13. The thirteenth question was “I am more comfortable and interested in learning to write using Task-Based Materials” and the students answered strongly agree were 2 students, answered agree were 14 students, answered neutral were 8 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students more comfortable and interested in learning to write using Task-Based Materials.
14. The fourteenth question was “I am more active in learning to write using Task-Based Materials” and the students answered strongly agree were 2 students, answered agree were 14 students, answered neutral were 8 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students more active in learning to write using Task-Based Materials.
15. The fifteenth question was “I became more confident in writing after studying using Task-Based Materials” and the students answered strongly agree were 2 students, answered agree were 15 students, answered neutral were 7 students, answered disagree were 1 student, and answered strongly disagree were 0 students. It means that all of the students became more confident in writing after studying using Task-Based Materials.

STUDENTS' RESPONSES ABOUT TEACHING ESSAY WRITING USING TASK-BASED MATERIALS

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree

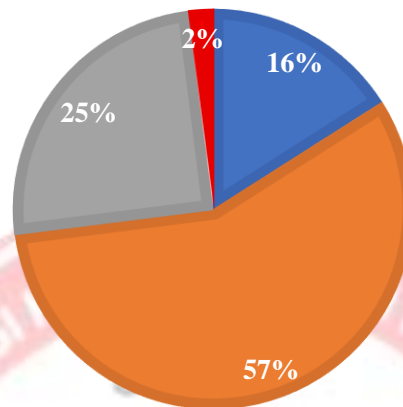


Figure 4.3 The Result of Questionnaire Answer

Based on the data displayed in tables and diagrams, it can be concluded that the students agree with the use of Task-Based Materials in teaching essay writing. It strengthens by the total of students answering “agree” option is or the percentage is 57% and a few of the remaining students answering “disagree” option is or the percentage is 2%. 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.

4.2. Discussion

In this part, the data explained after the data displayed to make a finding of the research, the researcher discusses the result of the observation checklist, observation field note, and questionnaire. The first problem was the implementation Task-Based Materials in teaching essay writing. The teaching and learning process

is done on 3 meetings in the essay writing class of 2020A, which is divided into Pre-Task, During-Task, and Post-Task.

In the Pre-Task, 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. The lecturer instructs mentions one linking verb because in writing an essay we use the linking verb. 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 outline contains the main sentences that will be developed into paragraphs. After gave some strategy, time to lecturer gave a summary about essay writing and close the class.

In the During-Task, 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. In the Post-Task, 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.

After the observation checklist and field note was analyzed, the students gave a link to a google form to fill the questionnaire of Task-Based Materials. After the questionnaire data was processed, 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.

It is related to the previous study use in this research. The research of Sundari, et all (2018) using task-based materials in teaching writing for EFL classes in Indonesia, results indicate that developed task-based materials used in writing class may significantly enhance the students' writing performance in the aspects of format, content, organization, and grammar and sentence. Another research by Kusnawati (2014) found that the use of the learning method of task-based learning in Expression Ecrite IV could increase the writing skills of the students. The data was shown by better comprehension and the mastery of materials. Besides, there

was an improvement in the learning process of writing skill IV as indicated by decreasing students' passivity and increasing participation in meaningful learning activities. And in the questionnaire data of Kusnawati show that all students stated that learning Writing Skills was useful for training reasoning power and practicing writing well.

