

TASK BASED INSTRUCTION TROUGH GENRE: ITS EFFECTIVENESS ON EFL LEARNER'S WRITING SKILL

Tri Bagus Irawan

English Language Teaching study Program

Postgraduate School, Universitas Islam Malang, Indonesia

Email: tribagusirawan@gmail.com

Abstract

This research had purpose to investigate whether the using Genre in Task-Based Instruction (TBI) gives the effect on EFL learners' writing skill. The study conducted in population of 134 learners of the X grade at SMK 02 Islam 45 Ambulu Jember. The researcher used the random sampling in determining the Experimental group and Control group. The Experimental group consisted 41 learners which the male were 14 learners and the female were 27 learners. A test was used in collecting the data. The data then analyzed by using SPSS. The result of analysis described that the means of experimental group which taught by the Integration of GBA with TBI had significant difference on pretest (61,63) and posttest (71,88). The testing hypothesis criteria was " if the significant value $> .05$, H_0 was accepted and if the significant value $< .05$ then H_0 was rejected or H_1 was accepted". Because the significant value was less than .05, which was .000, H_1 was accepted. And the Using Genre in Task-Based Instruction affect the EFL learners' writing skill on SMK 02 Islam 45 Ambulu.

Keywords: Writing, TBI, Genre

INTRODUCTION

English is the compulsory subject that must be learnt by the students in the school. Due to facing the modern era that uses English as the first mean of communication in the world, the students are demanded to master the English skills. They are required to be able to listen, speak, read and write. Even the learners have been studying the English for about 12 years in the formal school, yet most of them do not show the significant progress to master those skills that indicate they master English. This situation looks such a bad condition, when the writer concern the time that spent by students in learning English.

In order to overcome this condition, the writer tries to find the effective approach in learning English that focuses in writing skill by using method which is supposed to advocate the learners. According to Wingersky (1996:4) and Fairbairn and Winch (1996:32) writing is a method of idea that the writer finds, arranges, and discovers his or her ideas to the reader and expressing meaning by using words that have been selected and place together in written or printed form.

Definition of writing

Writing is an activity to interact with people in distributing his ideas and thoughts on written forms to the readers. Writing becomes a significant skill owing to having essential role to send information and express ideas. We can conclude that writing is a mean of communication in written form.

Writing activity itself requires at least two participants: the writer and the reader. It is caused the writer cannot communicate his ideas without the presence of the reader. On the other hand, writing skill is believed to be complicated for EFL learners in the language learning (Richards, 1990). Therefore, to ease the learners produce the written text, the teacher has to find the suitable method or approach that help learners overcome the problem of learning language skills such as writing. By writing the learners can share their knowledge with others.

Teaching writing contributes opportunities for students to develop obvious thinking skills. When the learners are given the time to write and process their thoughts, they develop a way to analyse their thought. Through writing, they find the way of thinking and the snares of mistakes. They start to depend on cognitive reasoning instead of sudden thought. Teachers across the curriculum perhaps include different types of writing assist their learners. Moreover, writing shows the activity of the students in learning to the teacher. Writing regularly for diverse goals will advocate the learners evolving as writers. It also assists them to learn in any field of learning. Teachers take in writing not only to help learners cultivate communication skills but also to encourage learning and thinking.

Learners can start to produce written form using everything they have about written text by using their knowledge to support them building the meaning. The point is that the learners need to occupy in uniting their opinions, not merely ample skills exercises of preparing when they are going to write. In constructing the written form the learners have to concern the aspect of writing, as follows:

1. Grammar

Grammar has an essential role on using English. By writing grammatically, the learners are dealing with the ability to convey ideas through sentences correctly. And it will improve self confidence in making communication. The correct language of grammar will lead the readers easy to reach the understanding of writing clearly. In mean time, according to Fairbrain and Winch (1996:108) grammar relates a set of rules that advocate the learners to make sentences which have sense and give the acceptable utterances.

2. Vocabulary

Bram (1995:48) stated that words are the basic tool for writing, because words carry meaning where the writer's conveyed the message.

Furthermore, Hatch and Brown (1995:1) add that the term vocabulary refers to a list or set of words for particular language or a list or set of words that individual speakers of a language might use. Thus, vocabulary is very important to support the writing skill.

3. Organization

Organization is the student's ability to arrange their ideas into logical coherence and cohesion to make a unified paragraph. According to Bram (1995:21) unity and coherence play a crucial role in making a paragraph read well. In the other hands there are an effective topical paragraph must meet four requirements. According to McCrimmon (1984:195) an effective topical paragraph must meet four requirements.

The teacher believes that the learners face some difficulties in mastering writing. Richard stated that writing skill is believed to be complicated for EFL learners in the language learning (Richards, 1990).

Defining Genre

According to Martin (1999) genre refers to communication activity having and orienting purpose. By using genre in learning process of teaching writing, it is expected to be more easily for the learners in writing a text. In addition, the curricula forces the teacher to use the text based on genre. And it can advocate the learners understand well how to write a text based on the genre.

Thoreau (2006) states that genre in writing or genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose. Based on the explanation above, in learning genre the learners focus on type of the genre, the readers and the purpose. Each type of genres has different purpose.

According to Hyon (1996:12). By understanding well the relationship between text-genres and their context, it was supposed for the learners to construct their idea being transformed into written text. According to Martin (1999) genre refers to communication activity having and orienting purpose. By using genre in learning process of teaching writing, it is expected to be easier for the learners in writing a text. In addition, the curricula forces the teacher to use the text based on genre. And it can advocate the learners understand well producing a recount text.

Definition of Task-Based Instruction

Willis (1996) describes "task" as "tasks are permanently actions where the target language is used by the learner for a communicative goal for achieving a

result". Nunan (1989) defines "task" as "a piece of classroom work which involves learners in comprehending, manipulation, producing or interacting in the target language". Meanwhile task can be only an ordinary set exercises. It has to be meaningful as an approach if it is taught instructionally. According to Ellis (Ellis, 2003:1) the essential elements that hold a core position in the language learning Instructional tasks are essential elements of the language learning atmosphere are instructional tasks.

By giving the correct instruction of the task the teacher can stimulate the learners practicing the material that been taught and achieve the goal of learning. Nunan (2004:41) states that "tasks aim at providing occasions for learners to experiment and explore both spoken and written language through learning tasks that are designed to engage students in the authentic, practical, and functional use of language". There are three phases in conducting the Task-based instruction, they are:

1. The pre-task phase

The pre-task phase's goal is to make learners prepare in performing the task. It is expected that they will encourage their acquisitions.

- Framing the activity: 'Framing' the task will be taken and it suggests that one way of doing this is to run an progress, it also organize the learners. Thus, the learners will have knowledge of the subject.
- Planning time: in this part, the learners are asked to plan about perform the task. This contains 'plan strategy' and divergences with the 'online planning' that can appear within the occurrence of the task.
- Doing a similar task: It was brought out as a class entirely activity with the teacher and involved the learners in completing a task of the same kind as and with similar content to the main task. Thus, it served as a preparation for performing the main task individually.

2. The during-task phase

in this phase, the learners are expected to be able determine the task with limited time. Then they are asked to compare their product with the model.

3. The post-task phase

Three are three main educational purposes: to give a chance of restating accomplishment of the task, to encourage reflexion on how the task was showed, and to encourage the concern to build.

METHOD

This research had purpose to investigate whether the integrating Genre in TBI give the effect on EFL learners' writing skill. The study conducted in population of 134 learners of the X grade at SMK 02 Islam 45 Ambulu Jember. In conducting the experimental and control group, the researcher conducted the group nonrandomized. That's why the researcher used the quasi-experimental design. In the quasi experimental design, the study could be diagrammed at diagram below.

Group	Pretest	Independent variable	Posttest
E	Y1	X	Y2
C	Y2		Y2

Figure 1. Diagram nonrandomized control group, Pretest-posttest design adopted from Ary, (2002:316)

The term and symbol that are used: X is the independent variable, it is experimented by the experimenter. Y1 is the extent of the dependent variable before running the independent variable. Y2 is the measure of the dependent variable after running the independent variable. E group is experimental group. C group is the control group. Although the full control is impossible, the design allows the researcher to pursue the reasonable conclusions (Ary, 2002:316).

The Experimental group consisted 41 learners which the male were 14 learners and the female were 27 learners. The experimental group was treated by the integration GBA with TBI, meanwhile the control group was treated by Conventional approach.

To measure the writing skill of the learners, the researcher will conduct the Pre Test. It will be given to the Experimental group and Control group. After conducting the Pre Test, the researcher begins to treat the Experimental group by using the integration of GBA with Task-Based Approach. To fulfill the curricula that is held in the odd semester of the X grade, the researcher advantages the recount text as the material that is taught Genre. When integrating them, the researcher conducts the treatment into three phases.

- a. Pre task

In the first meeting, the researcher tries to make the students be familiar with the recount text by giving two texts, namely: recount and descriptive.

The most terrible experiment Last week there was an earthquake in my town. My family and I were on our car. We were on the way home from my vacation to Jogja. Our Avanza moved to one side, to the right. We thought it was flat tire. I felt there was an earthquake after I had seen several electricity poles laying down to the earth. After that I stared loads of stones plummeting trough the way. I was surrounded by the stones. Although I was not able to transport the Avanza at all. A lot of stones were everywhere. There was nothing I could do but abandoned the car and run, in the town. The disaster made a lot of damage to my city. Even though the disaster did not leave anything, I felt gratitude to the Lord, for nobody was seriously hurted.	Andi's New bag I have a best Friend. He is clever, kind and trendy. He often wants to become a tendency setter of the day. He always concers on his performance. He gets a new bag that looks so wonderful. His brother gave him. The bag of Andi is made in USA, it is the new model of NIKE. It still is not exist in my country. It has beautiful colour and it looks pretty expensive and It suits on him. Many his friends feel amazed when seeing it. Even he has many expensive stuffs, he never becomes big headed. He always is so humble.
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Figure 2. the task on Pre Task Phase

The learners then are asked to compare two texts of recount and descriptive. In addition, they are asked to analyse the social function, the text structure and the language features of both of the texts.

Recount	Descriptive
1. Social Function:	1. Social Function:
2. Text Structure:	2. Text Structure:
3. Language Feature:	3. Language Feature:

Figure 3. The second task of Pre Task phase

By understanding those components of the texts, they are supposed to understand well how to construct the recount text.

b. During Task

In this phase, the researcher gives them an example of recount text to be analysed each sentences based on the grammar that is used.

Visiting Malang

There were countless tourist destination to visit in Malang. My friend joint the tour to spend his holiday. My friend stayed in Lawang on arrival. He finished the first day shopping and seeing sight. My friend dove on through mountains. Singosari is a small city. Its population was about 10 thousands people. It was a busy but quiet town. The roads were wrinkled with trees. there were many old traditional houses. Then they came back very late in the evening to Malang town.

The second day, he went to Batu. It was a very amazing tour. He not only sew the beautiful scenery but also enjoyed the game and the facilities in the tourism places. The first stop was at Jatim Park 3. There my friend enjoyed the facilities. The next stop was Songgoriti. After that he stopped a little while for lunch at Café.

My friend three-day-stay ended in Malang. It was in Turen Mosque. He was quiet satisfied.

Sentence 1

There were so many places to visit in Malang..

Subject : There

Verb : were, decided

Object: many places

Figure 4. The task on During Task Phase

c. Post Task

Having finished the pre task and during task, the teacher asks the learners about the recount whether they understood about the recount text and they are able to construct it or not. The learners then are given a topic to be prepared for the last meeting for their post test.

To evaluate the treatment that was given to the experiment class, the researcher conducted a test. According to Ary (2002:216) test are the valuable

assessing instruments for educational research . A test is a set of stimuli which presented to individual in order to elicit responses on the basis of which a numeral score can be assigned.

In conducting the test, the researcher has to prepare well in order to make the research run well. The writer uses the Performance Assessment to test the learners. Additionally, Latief (2017:246) states that to assess the writing skill of the learners can ask the learners make a text directly. In addition, the researcher asks the learners to write freely as a test to evaluate the writing skill of the learners after being treated.

In scoring the learners' written text the researcher uses the Analytic scoring, Hughes (2002:101) stated the more number of scores that tend to make the scoring more reliable. The rubric is adopted from John Anderson in Hughes (2002:100)

In analysing the data, the researcher used SPSS 22. Here are the result of analyse.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	41	42	79	61,63	8,117
Posttest Experiment	41	54	88	71,88	9,045
Posttest Control	35	38	75	55,94	8,540
Posttest Control	35	38	83	62,40	9,756
Valid N (listwise)	35				

Figure 4. Descriptive Statistic

Based on table above it could be analyzed that the mean of pretest of Experiment group was 61,63 and the score of posttest was 71,88. On the other hand, the score of both pretest and posttest of the Control group were 55,94 and 62,40. It can be seen that there was an effect of the integration GBA with TBI on EFL learners' writing skill at SMK 02 Islam 45 Ambulu

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error or Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experiment - Posttest Experiment	-10,244	9,744	1,522	-13,319	-7,168	-6,732	40	,000
Pair 2	Posttest Control - Posttest Control	-6,457	10,993	1,858	-10,233	-2,681	-3,475	34	,001

Figure 5. Paired Samples Test table

From the data above, it showed that the significance of 2 tailed $0,000 < 0,05$. It meant that there was a significance effect of using the integrating GBA with TBI on EFL learners' writing skill at SMK 45 Ambulu.

RESULTS

Based on the data that were analyzed by using SPSS, the control mean score of pretest was 55,16 and the experiment mean score was 61,73. In the meantime, the average score of posttest each group was 62,42 for control group and 71,48 for experiment. The difference of mean score on the pretest and posttest indicated the effect of using Genre in TBI on EFL learner's writing skill. The researcher computed the scores and analyzed them by using SPSS 22. Based on the result, the significance value was .000. The Null Hypothesis was "the learners taught by using Genre in Task-Based Instruction did not have any significant difference in writing skill from those who taught by Conventional method. The testing hypothesis criteria was " if the significant value $> .05$, H_0 was accepted and if the significant value $< .05$ then H_0 was rejected or H_1 was accepted". Because the significant value was less than .05, which was .000, H_1 was accepted. And the Using Genre in Task-Based Instruction affect the EFL learners' writing skill on SMK 02 Islam 45 Ambulu. The description of the analyzing data can be described by the following tables.

DISCUSSION

TBI can make the learners become active and enjoyable in learning. It can also help the learners pursuit the goal of learning especially learning writing. In learning writing the learners are facing many kind of texts that must be understood and written in. Genre is the material that has to be taught to the learners. One of genre that is used by researcher is recount. The learners are able to gather their ideas and build them into paragraph for they understand well their thoughts relating their experiences. Using genre in Task Based Instruction is supposed to assist the learners to give effect on the learners' writing on SMK 45. The researcher did the pretest to know the ability of the learners' writing skill. The result showed there was no significant difference between two groups; Experimental and Control group.

The Experimental group got a treatment in learning writing which is using Genre in TBI. On the other hand, the Control group got the conventional treatment method in learning writing. After conducting the research, the result showed that there was a significant progress. The learners who taught by using Genre in Task-Based Instruction achieved better than the learners who taught by Conventional method. Based on the output of data analyses, learners in the experimental group completed substantial evolvement in their posttest concerning the skill. Consequently, It can be concluded that the Genre in TBI is effective in teaching writing skill.

CONCLUSION

The study aim to find out the using of Genre in TBI gives a substantial effect on writing skill at SMK 45 Ambulu. In the meantime, the learners average scores (pretest and posttest) of the experimental group were matched with the learners' average scores of the control group. The outcomes described how effective the use of genre in TBI.

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