

**DEVELOPING SUPPLEMENTARY ENGLISH WRITING MATERIALS
USING TASK-BASED LANGUAGE TEACHING FOR THE TENTH
GRADE STUDENTS OF SENIOR HIGH SCHOOL**

An E- Journal

**Submitted as Partial Fulfillment of the Requirements for the
Attainment of the Degree of *Sarjana Pendidikan* in English Education**



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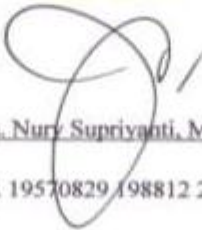
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**Developing Supplementary English Writing Materials
Using Task-Based Language Teaching for the Tenth Grade Students of Senior
High School**

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Abstract: The objectives of this research were to develop supplementary English writing materials using task-based language teaching for the tenth grade students of senior high school. The study was educational Research and Development (R & D). The procedure of the study was conducting the needs analysis, writing the course grid, developing the first draft of the supplementary writing materials using task-based language teaching, trying out and evaluating the draft by the expert, revising the draft, and writing the final draft. The data from the interview was analyzed qualitatively and the data from the questionnaires were analyzed quantitatively through the descriptive statistics. The result of the needs analysis showed that the students needed interesting additional writing materials. The product of these supplementary writing materials is entitled as “Supplementary Writing Materials using Task- Based Language Teaching”, accompanied with study guide book. The supplementary English writing materials’ book consists of three units. Each unit has 15 tasks and it consists of three stages. Those three stages are pre task activity, task cycle and language focus. The result of the expert judgment is 2.33 and the result of the student’s try out is 2.34. As a result, the supplementary English writing materials using task-based language teaching have been appropriate for the tenth grade senior high school students’ needs.

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Introduction

According to Curriculum 2013, writing skill is a crucial skill in English mastery since it is integrated with reading skill. However, some of the English course books do not provide those writing guidelines. Similarly, Dat Bao in Tomlinson (2008) states that some course books in Indonesia have poor development of writing skills. He finds that the students are often asked to construct sentences or short paragraphs, but there is no scaffolding to guide them in completing the task. Thus, the students cannot improve their writing skill, because there is no suitable writing instruction as well as writing activity limitation in some English coursebooks.

Because of those reasons, the students need materials which are more appropriate for them. This is an essential issue to deal, since the students need the appropriate materials to support them learning English. Besides, the appropriate materials do not only contribute to the writing instructions and the students’ performance, but also to increase the students’ enthusiasm to learn by getting some interesting materials.

Dealing with the needs of appropriate materials, supplementary materials which provide practices and information focusing on the specific writing part that may have more difficulties for the students is needed. The supplementary materials can reach the teaching learning goals because they answer the writing problems faced by the tenth grade students. In addition, supplementary materials have some advantages to enhance the students' language skill and communication skill because they present some interesting activities, some challenging tasks and break the monotony of the writing activity.

In developing supplementary writing materials, the application of Task- Based Language Teaching (TBLT) is the most suitable method to use, because it has appropriate principles in teaching writing. According to Nunan (2004), the principles of Task-Based Language Teaching use a need-approach in content selection, use some authentic texts, focus on the target language, and use the students' personal experience to enhance the students' ability. The use of authentic texts in TBLT can encourage meaningful communication. Therefore, TBLT is applicable for developing the writing materials because the content of the learning materials generates its own language and creates an opportunity for the students' language acquisition.

Research Method

This research study was categorized as Research and Development (R & D) because the aim of this research study was to acquire a modified product that can be used effectively in an educational program (Borg, 1983: 772). The research procedure was adapted from Masuhara's model (Tomlinson, 1998:247). The procedure of R & D consists of five steps which are needs analysis, goals, objectives, syllabus design, methodology or materials, and testing and evaluation.

The data collection techniques of this study were questionnaire and interview. The subject of the study was the tenth grade students of SMAN 2 Yogyakarta of the academic year 2015/2016. In this study, the subject of the research was 25 students of X IPS having the similar characteristics of the sample of the study. The data of the research were qualitative and quantitative data.

Findings and Discussion

Based on the result of the need analysis in SMA N 2 Yogyakarta, the students wanted additional writing materials. The theme of each chapter was dealing with the students daily life, such as school life, friends, and tourism places. They also wanted the involvement of technology to make the writing learning process more interesting. Based on the result of the interview, the teacher also needed supplementary materials so that the student could write more outside the classroom.

The supplementary materials were evaluated by the students and the expert. The evaluation based on some aspects such as presentation, language, media, and materials. The result of the students' try out was 2.34 while the result of the expert judgement was 2.33. Those results are categorized as good meaning that the supplementary English writing materials are appropriate for the students of the tenth grade students of senior high school.

Conclusions

Based on the findings of the research, it can be concluded that the supplementary English writing materials using Task-Based Language Teaching is appropriate for the tenth grade students of senior high school. The material development of the book based on the result of the need analysis which is related to the needs, wants, and necessities. In learning activities, the students preferred to answer the questions based on the text and do the learning writing games such as word search puzzle and they were also interested in using the social media for the learning activity.

The appropriate supplementary English writing materials for the tenth grade students of senior high school was developed through the Task-Based Language Teaching. The book consists of 3 units in which each unit consists of 15 tasks and it is completed with the writing reflection at the end of each unit. The materials development based on the Task-Based theory such as pre task, task, planning and report activity.

In conclusion, the developed supplementary English writing materials for the tenth grade students of senior high school are worth doing for the English teacher, material developer and the students of English Education Department. It is expected that they can design the supplementary writing materials book better so that it can help the students in learning writing.

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