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ELT IN A GLOBALIZED WORLD: THE BOUNDARIES AND BEYOND

A Depiction of the Task Based Learning Process for Teaching Recount Text to Extrovert and Introvert Students in an EFL Writing Class

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Abstract

Writing is important to teach because it is one of the most important language skills. It is also classified as mental work that involves the creation of ideas, their expression, and organization into statements and paragraphs. The goal of this study was to show how task-based learning was used in the teaching of recount text and to look at the writing process in an English as a Foreign Language (EFL) environment. Observation was used to collect the data. It was done to gain a better understanding of how the teaching-learning process works by utilizing project-based learning. Purposive sampling was used to select one class consisted of 40 participants for this study who attended Genre Based Writing Class. The data collected through observation was analysed descriptively. This study was carried out at Sultan Ageng Tirtayasa University's English department, Faculty of Teacher Training and Education. The results demonstrated that the majority of the students could participate effectively. They did not hesitate to share their thoughts during the early stages of discussion with their small groups. They also participated in the interactive writing process. In general, using task-based learning, nearly all students could participate in the writing process.

Keywords: teaching writing; recount text; personality traits; task-based learning; writing process

Introduction

Writing is important to teach because it is one of the most important language skills. It is also classified as mental work that involves the creation of ideas, their expression, and organization into statements and paragraphs. In the line with Kern, Nunan (2003: 88) in (Maharani et al., 2021) states that writing is a mental activity of creating ideas, thinking how about to express them and manage them into statements and paragraph that will be explicit to a reader. In other words, writing can be interpreted as a collection of thoughts that can trigger ideas expressed in statements or paragraphs. Writing can also be used to communicate; it can express our thoughts, feelings, plans, and experiences. Writing allows students to communicate messages, explore thoughts and ideas, and make them visible and concrete. It is in the line with Kern's statement (2000, p, 172) in (Maharani et al., 2021) who states that one of the reasons why writing is essential to academic language learning is because through writing, learners are able to

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develop their ability to think explicitly about how to organize and express their thoughts, feelings and ideas in ways compatible with envisioned readers' expectations.

However, writing, which has become a mandatory subject, requires more attention. The focus is on the elements of writing. Seow (2010) in Richard and Renandya (2010: 309) cited in (Maharani et al., 2021) states that there are complex elements of writing such as content, organizing, originality, style, fluency, accuracy or rhetorical forms of discourse and that is why it is suggested that a writer should prioritize the most important ones to be taken into consideration in writing. This means that when students begin writing, they should think about those elements. As a result, when one of these elements is missing, comprehension of the messages is hampered.

The above statement can be interpreted that when it comes to writing, the majority of students struggle. They lack sufficient knowledge of vocabulary, idea organization, grammar, and mechanics, resulting in poor writing skills. Students, in fact, struggle with the complexities of writing, particularly when it comes to expressing their ideas. The majority of students are still struggling with concepts. They have trouble thinking and choosing ideas. They have difficulty developing ideas, using sentence patterns, selecting appropriate words, or expressing their ideas. It is understandable given how difficult it is to present an idea. It requires a trigger to generate student thought in order for them to express their ideas on paper.

The ability to express ideas on paper is also related to personality traits. As stated by (Eisenberg & Lee, 2020) that personality traits seem to play a very important role in language learning. In a study, in 1973, Smith, Irely, and McCaulley cited in (Boroujeni et al., 2015) found that personality types can influence L2 learners' attitude and performance in self-paced instruction. It can be interpreted that there is a close relationship between personality traits and learning style. Thus, in running teaching learning process, a teacher should consider the type of appropriate method that can be used once they have identified their student's personality. After determining the personality of their student, a teacher will consider the type of appropriate method that can be used.

Task Based Learning can be used as one of appropriate methods to deliver material in a classroom. It is intended to help learners comprehending and producing task in a target language. According to a certain blog written by (Kawasaki, 2021) during task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they're learning to communicate with their peers. It is also supported by (Zakime, 2018). She said that TBL (Task-based learning), or TBLT (Task-based language teaching) is an approach in which learning revolves around the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication.

It can be stated that using TBL in the teaching learning process plays an important role in ensuring that students understand the language they are learning. It is due to the fact that the realistic context in which they are learning the language is relevant to their personal lives.

Literature Review

The purpose of this research is to depict the teaching learning process through the use of task-based learning. This section discusses four topics: Writing, Recount Text, Personality Traits (Extroversion and Introversion), and Task-based Learning.

1. Writing

Writing as one of skills in learning a language is challenging. It needs more effort to achieve this skill. There are some elements which should be understood by students. It is because mastering all those elements can help students produce a good writing. In relation to writing skill, Harmer (1998: 43) in (Muhib et al., 2014) states that writing is a skill that is as important as speaking, listening and reading; however, it is more difficult for students to learn. In addition, Ratnasari (2004) as cited by Sa'diyah (2011: 164) in (Muhib et al., 2014) claims that writing can be achieved by mastering some techniques of writing, such as how to get ideas to write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently and how to review and then to revise the composition until the writing is well-built. As a result, it is obvious that mastering writing is difficult. It should practice more frequently. When expressing their ideas on paper, students must take into account a number of factors.

2. Recount Text

A recount text describes a previous experience or event. A recount's purpose is to educate, entertain, and/or evaluate the audience. Recounts do not have to be limited to a single type of writing. A recount can either focus on one aspect of an event or retell the entire story. It is supported by Wisdhawan and Kumalarini (2014) in (Laili & Muflihah, 2020) that recount text is a text which retells everything happens in the past events. It can be conducted with experiences and activities that happened in the past. It has three types; the first, personal recount the example, diary, and personal letters/email. The second is factual retelling such as scientific research and newspaper report; the third is an imaginative recount.

3. Personality Traits

Personality is a reflection of one's identity. It refers to individual differences in typical patterns of thinking, feeling, and behaving (Kumari, 2014). Individuals are distinguished by their personalities. Personality traits appear to be important when it comes to learning a language. It has the potential to influence how we learn. This is backed up by (Wenden, 2002) in (Akeem & Stapa, 2020). He stated that personality makes a difference in how students learn, and what they learn. It thus becomes an important construct or variable in language learning along with such variables as linguistic, situational, motivational, attitudinal and demographic factors. Personality traits are the consistent traits of an individual which make him different from other individuals. The blend of personality traits is also important in predicting success in various domains.

According to (Prakash et al., 2016) one of important personality factors in the eastern psychology is Introvert and Extrovert. Introverts are often characterized by their capacity for inward reflection and a need to understand the world before they experience it (Tieger & Barron-Tieger, 1995) in (Prakash et al., 2016). On the other hands, introverts focus their energy and attention inward, extroverts focus it outward. They crave the stimulation they get from engaging with the world outside themselves. They need to experience the world to understand it; they tend to like a lot of activities (Prakash et al., 2016). Thus, in general, it can be stated that personality is made up of at least two distinct factors. Those factors should be treated equally in order for them to have a chance to explore and expose their skills.

4. Task Based Learning Teaching (TBLT)

Task-based language teaching (TBLT) is another approach for developing language learners' cognitive and communicative skills. It is concerned with how to communicate and convey a message. According to Long (2007, p. 129) cited in (Benson, 2016) TBLT promotes learning by doing. 'It aims to equip learners to meet their present or future real-world communicative needs, as identified through a task-based learner needs analysis'. She gives more explanation that in a task-based approach, students learn language by doing relevant, engaging, and hands-on pedagogic tasks that stimulate their interest and keep their attention. Language itself is not studied as object. It is supported by Ellis. TBLT draws on research-driven theories of L2 acquisition that emphasize the importance of social interaction, usage-based learning, and implicit or incidental acquisition (Ellis, 2019). Another definition of TBLT is also stated by Scrivener (2011) quoted by (Zheng & Borg, 2014). He defines task-based learning (TBL) as 'a variant of CLT [communicative language teaching] ... which bases work cycles around the preparation for, doing of, and reflection and analysis of tasks that reflect real-life needs and skills' (p. 32).

As a result of the preceding statement, it is generally possible to conclude that TBLT is an approach that assists learners by giving a task in learning a language. It also emphasizes language learning by engaging students' interest and attention through various activities. Dealing with task, (Nunan, 2004) mentioned that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. It is also strengthened by Long (1985: 89) cited in (Nunan, 2004). He argued that a target task is:

“a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play.”

Another definition of task is also stated by (Kawasaki, 2021). She gives more explanation that essentially, the task is the big-picture assignment that students are trying to complete or solve, and the activities are the individual steps or exercises they take to achieve the task. In terms of the task done in TBLT, (Kawasaki, 2021) stated that the task-based teaching approach is one of many modern ESL teaching methods and focuses on setting a goal for students and then following three main steps to achieve that goal. Those tasks are the pre task, the task, and the review or post task. First, (Kawasaki, 2021) said more that during the first stage, the teacher introduces the task to the students and gets them motivated to solve it. Then, in the main stage of task-based learning, where students start working on the task, usually in groups or pairs. This stage is done in the target language so that students feel the need to use the language they want to learn in order to solve the task. The last task is the review. In this step, the teacher lets students evaluate each other's work and only offer a teacher review of frequently-made errors during the task. Peer correction could be carried out in the form of comments, feedback discussions, or a checklist with additional room for free commentary.

Research Methodology

The purpose of this study was to describe all of the activities that students engaged in while learning to recount text using Task Based Learning. They were also given opportunities to use authentic, meaningful language. The data was gathered by observing and recording the activities of students during the teaching and learning process.

The study included the fourth semester of English Department students from the University of Sultan Ageng Tirtayasa (Untirta) in Banten province. The fourth semester consisted of three classes, each with 40 students. Purposive sampling was used to collect the sample. The sample consisted of 40 students from class C. This sampling was used to decide whether or not to take samples based on certain characteristics that were appropriate for the research's goal. As a result, it can be used to address the research problem. In the academic year 2019/2020, the researcher used this technique to teach one class of the fourth semester of English Department.

The researchers used observation and recording to collect data. The goal of the observation was to show how TBL was used in the classroom to teach recount text. As a result, the information gleaned from observation and recording can be used to describe a series of activities in class. As a result, the researchers obtained data concerning students' activities as long as they learned recount text from the beginning to the end of the meeting.

The researchers analyzed the data descriptively after collecting it through observation and recording. It means that the data was analyzed by describing everything captured by the researchers in order to provide more information about their activities.

Results and Discussion

Researchers used observation and recording to describe the activity of teaching writing with TBL. The goal of the observation was to get a closer look at the activities of the students. Before allowing students to begin writing, the teacher explained certain tasks that students must complete. Then he instructed the students on how to complete the writing task. He instructed students to form groups of five students each. After forming a group, the students were given several options for topic selection. One student proposed a topic, which they then debated. The students voiced their opinions to one another. It was done in order to choose a suitable topic for writing. Almost all students demonstrated a high level of participation in their early activities.

They became involved in the selection of a particular topic. It denotes that all students took part in voicing their opinions, sharing ideas, and engaging in discussions about a specific issue. Some students, however, did not pay attention to the topics being discussed. It was possible they were perplexed about which idea to choose. Nevertheless, after about 15 minutes, the students could finally choose a specific topic.

The following activity required students to begin expressing their ideas in writing. They began to present their ideas. They kept discussing during the course of these activities in order to produce a good product. They did it because they needed to know if their writing was appropriate for the elements of writing. As a result, after drafting one paragraph, they discussed writing elements (content, organization, vocabulary, language use, and mechanics). It was done in order to maintain and manage the writing quality. However, the completion of their project did not go as planned. Other students did not always focus on the issue they addressed when they were working on the task. They conversed about a variety of topics. As a result, the team's ability to focus on communicating their thoughts was hampered. Fortunately, they returned to debate the subject.

Generally, it can be reported that there were a number of advantages to using TBL when writing. The students were able to collect a large number of ideas. They were able to think and share their own ideas because they were able to think and communicate their own thoughts. It is very understandable. There will be at least five suggestions if the group comprises of five students. This phase was really effective in getting students to think imaginatively. Whatever their concept was, they might utilize it to help each other come up with new ones. Then they could organize and collect their thoughts into a decent paragraph. It has also been stated that writing in a group allows students to cooperate and share their thoughts. They chose the best idea to complete the sentence correctly and appropriately. They corrected each other while correcting the elements of writing in order to strengthen the result of sentences. Thus, in general, these activities can be used to increase students' confidence in the outcome.

Conclusion and Suggestion

Following the use of TBL for teaching writing, it can be concluded that students will be more engaged and confident in generating and sharing ideas as a result of TBL. It is clear when they work together to select a specific issue. The majority of students are able to openly communicate their thoughts, feelings, and opinions. They are also good at leading discussions. This means that the activities in this series can help pupils refine their thoughts. These can also be used to encourage students to participate more actively in information sharing.

However, there are still some flaws in the research. As a result, the researchers provide a significant opportunity to continue this type of research in order to finish it and improve the outcome. Hopefully, the findings of this study will be useful to future scholars.

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