

CHAPTER I

INTRODUCTION

A. Background

Writing is a crucial academic skill, plays significant role in a student's success at the tertiary level. It allows students to communicate feelings, ideas, and information effectively (Chalish & Masitowarni, 2013). Writing also aids in constructing and organizing arguments (Maguire et al., 2013), making it an indispensable tool for academic achievement. However, many EFL (English as a Foreign Language) college students, including those from Indonesia, find writing to be a challenging task due to the need for a comprehensive understanding of syntax, vocabulary, structure, content, and mechanics (Oshima & Hogue, 2007; Toba et al., 2019). Additionally, English texts often follow different rhetorical conventions in terms of structure, style, and organization compared to students' native languages, further complicating the learning process (Akbar et al., 2018; Almubark, 2016; J. Hasan & Marzuki, 2017; Belkhir & Benyelles, 2017). As Nunan (1999) notes, producing clear, fluid, and lengthy pieces of writing in a second language poses a significant barrier for many writers.

Given the importance of writing, it is essential for EFL students to navigate and overcome various challenges such as grammatical structure, clause complexity, and unfamiliarity with the language. Studies have shown that most EFL/ESL students struggle with writing in areas such as organization, vocabulary, mechanics, grammar, and content (Ahmed, 2010; Akbar et al., 2018; Almubark, 2016; Ariyanti, 2016; Ariyanti & Fitriana, 2017; Belkhir & Benyelles, 2017; Fareed et al., 2016; Hasan & Marzuki, 2016; Younes & Albalawi, 2015; Hidayati, 2018; Rahmatunisa, 2014; Toba et al., 2019). Additional factors such as poor writing motivation, a dislike of writing, and limited exposure to writing practice exacerbate these challenges. The lack of adequate information and guidance from professors further hinders students' ability to improve their writing skills (Nik et al., 2010). Consequently, writing is often perceived as the most challenging of the four language skills due to its complexity.

Despite numerous efforts to address these challenges, EFL students continue to struggle with structuring their thoughts into coherent texts. Task-based

language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (the appropriate completion of real-world tasks) rather than on the accuracy of prescribed language forms (Ellis, 2003). This approach offers a more engaging and learner-centered method that allows students to utilize their existing linguistic resources (Ellis, 2009). Ellis (2003) outlines the key principles of Task-Based Language Learning (TBLL), emphasizing the importance of using tasks as the central unit of planning and instruction in language teaching. These tasks are designed to be relevant and meaningful to the students' real-life situations, thereby enhancing their engagement and learning outcomes. This method emphasizes both form and communication, providing a natural context for language use in the classroom (Abraham, 2015; Ellis, 2009; Freeman & Anderson, 2011).

The selection of Ellis's (2003) theory is based on its comprehensive framework that aligns with the practical needs of EFL students. Ellis's theory highlights the significance of authentic language use in real-world contexts, which is crucial for students who struggle with traditional, form-focused instruction. By emphasizing task completion over mere accuracy, Ellis's approach motivates students to engage more deeply with the language, thereby improving both their fluency and accuracy in a more balanced manner. This approach is particularly effective for EFL students who often find it challenging to apply theoretical knowledge in practical scenarios. Ellis's framework also integrates well with genre-based learning, providing a holistic approach to developing writing skills that are both contextually relevant and academically rigorous.

To mitigate the challenges faced by EFL students in writing, several studies have explored the effectiveness of task-based learning models. For instance, Ellis (2009) highlights that task-based language instruction provides students with a flexible and authentic environment for practicing the target language. This approach integrates form-focused instruction with meaningful communication, helping students acquire language through interactive and meaningful tasks (Abraham, 2015; Freeman & Anderson, 2011). Research indicates that this method can enhance communicative fluency without sacrificing accuracy (Ellis, 2009; Hismanoglu & Hismanoglu, 2011; McDonough & Chaikitmongkol, 2007).

In the Indonesian EFL context, task-based language instruction has been recognized for its potential to improve students' writing skills. Studies at various educational levels, from secondary to tertiary education, have demonstrated its effectiveness (Akil et al., 2018; Dirgeyasa, 2018; Purwanto, 2016; Sholidah, 2013; Sundari et al., 2018; Widayanti, 2011; Karim et al., 2014; Puspitaloka & Hariyani, 2016; Sari et al., 2018). For example, Karim et al. (2014) found that task-based language instruction significantly enhanced secondary students' narrative writing skills. However, despite these positive outcomes, the implementation of task-based learning activities still faces challenges, particularly at the tertiary level. While previous research has explored task-based language teaching at various educational levels, there is a significant gap in the literature concerning the application of these methods at the tertiary level within the Indonesian EFL context. Most studies have been conducted at primary and secondary school levels, with a focus on general language skills rather than specific academic skills such as writing. Additionally, there is a lack of research examining the integration of task-based learning with genre-based approaches to address the unique challenges faced by EFL college students in academic writing. Furthermore, existing studies have not adequately addressed the cultural and linguistic diversity among students, particularly in Indonesia, where students come from various ethnic backgrounds with different local wisdoms and linguistic traditions.

The writing proficiency of students, based on the assessment indicators of writing which include language use, mechanical expertise, treatment for content, skill sets, and assessment skills, is still at an intermediate level. Meanwhile, local wisdom is used as the foundation for teaching the Task-Based Language Learning (TBLL) model because the majority of students in the English education department at the Islamic University of Makassar were born and raised in rural areas rich in local language and culture.

Most of the students in the English Department at Universitas Islam Makassar come from Eastern Indonesia, representing various ethnic groups and languages. This diversity provides an excellent opportunity to introduce and celebrate the different cultures of the students through the Task-Based Language Learning (TBLL) model. Integrating local wisdom into the curriculum not only enhances language learning but also fosters a deeper appreciation and understanding among students of each other's cultural backgrounds. This cultural

exchange can enrich the educational experience, promoting a more inclusive and supportive learning environment while preserving and sharing the unique cultural heritage of the students.

The urgency of addressing the challenges faced by Indonesian EFL students in writing cannot be overstated. With globalization and the increasing demand for English proficiency in both academic and professional settings, it is imperative that students develop strong writing skills to compete effectively on a global stage. The inability to write proficiently in English can hinder students' academic progress and limit their career opportunities. Furthermore, the diverse cultural and linguistic backgrounds of Indonesian students necessitate a tailored approach to writing instruction that considers their unique needs and challenges. By developing a task-based language learning (TBLL) model that integrates genre-based learning activities, this research seeks to provide a practical and effective solution to enhance writing skills among Indonesian EFL students, thereby contributing to their overall academic and professional success.

Therefore, this study aims to develop a task-based language learning (TBLL) model tailored for teaching writing skills to English department students in Indonesia. This model integrates communicative competencies with genre-based learning activities, designed to address the specific challenges faced by EFL college students. By focusing on the Indonesian context and considering the cultural and linguistic diversity of the students, this study seeks to fill the existing research gap and provide a comprehensive approach to enhancing writing skills among EFL learners at the tertiary level. The novelty of this study lies in its integration of task-based learning with genre-based approaches, specifically tailored to the diverse cultural and linguistic backgrounds of Indonesian EFL students, thus offering a more inclusive and effective pedagogical framework for teaching writing skills.

B. Research Questions

Based on the background above, the problem can be formulated as follows:

1. What are the needs for developing a task-based language learning model based on local wisdom in teaching writing skills for English Education students at Universitas Islam Makassar?

2. How is the prototype design of the task-based language learning model based on local wisdom for teaching writing skills for English Education students at Universitas Islam Makassar?
3. How is valid the implementation of the Task-Based Language Learning (TBLL) model based on local wisdom in teaching writing for English Department students at Universitas Islam Makassar?
4. How is practical the developed task-based language learning model based on local wisdom in teaching writing skills for English Education students at Universitas Islam Makassar?
5. How is effective the Task-Based Language Learning (TBLL) model based on local wisdom in improving the writing skills for English Department students at Universitas Islam Makassar?

C. Objectives of the Research

After discussing the problem formulation above, the aim of this research is to analyze:

1. The need of students' existing weaknesses or shortcomings in the current writing instruction methods at Universitas Islam Makassar. It investigates what is lacking in conventional teaching approaches that necessitates the development of a new model. It serves as the foundational step in Research and Development methodology, ensuring that the developed model is grounded in actual needs rather than theoretical assumptions. The needs analysis validates the research rationale and guides all subsequent development activities.
2. Prototype concrete product of the research, transforming theoretical concepts and needs analysis findings into a practical, usable pedagogical framework. The answer provides a comprehensive picture of the model's design, enabling stakeholders to visualize and understand the innovation before implementation and evaluation.
3. Validation of implementing the Task-Based Language Learning (TBLL) model based on local wisdom in teaching writing to English Department students at Universitas Islam Makassar involves assessing whether the model accurately and effectively incorporates local cultural elements into the writing curriculum. This process includes evaluating the model's relevance, consistency, and

alignment with educational standards and objectives. By validating the TBLL model, the research aims to ensure that the integration of local wisdom not only enhances students' writing skills but also provides a meaningful and culturally enriched learning experience.

4. Practicality of implementing the Task-Based Language Learning (TBLL) model based on local wisdom in teaching writing to English Department students at Universitas Islam Makassar involves evaluating how feasible and user-friendly the model is in real classroom settings. This includes examining the resources required, the ease of integration into existing curricula, and the overall adaptability of the model for both teachers and students. By assessing the practicality, the research aims to ensure that the TBLL model can be effectively applied in daily teaching practices, providing tangible benefits and improvements in students' writing skills while being manageable and sustainable for educators.
5. Effectiveness of implementing the Task-Based Language Learning (TBLL) model based on local wisdom in teaching writing to English Department students at Universitas Islam Makassar involves evaluating how well the model improves students' writing skills and their engagement with the learning material. This includes assessing the students' progress, their ability to integrate local cultural elements into their writing, and the overall impact on their motivation and participation in the learning process. By measuring effectiveness, the research aims to demonstrate that the TBLL model not only enhances writing proficiency but also provides a culturally meaningful and enriching educational experience.

D. Significance of The Research

Research and development of task-based language learning (TBLL) learning models using a task or activity-based approach is expected to provide theoretical and practical benefits, namely:

Theoretically, this research provides benefits in identifying and explaining facts or variables that are considered important for understanding the problem of developing a task-based language learning (TBLL) model that uses a task or activity-based approach. With this approach, various tasks and activities are used as the core of the learning process, allowing students to focus more on the practical

and contextual use of language. This approach not only helps in understanding how the TBLL model can be effectively implemented but also provides a strong theoretical framework for developing similar learning models in the future. Additionally, this research can be used as a reference in the development of innovative and contextual learning models. It also serves as a guideline for future researchers interested in developing and testing task-based language learning (TBLL) models that focus on the use of tasks or activities in the language learning process. Thus, this research makes a significant contribution to the field of learning model development and offers valuable guidance for further research in this area.

Practically, this research provides valuable input for determining future policies related to the Task-Based Language Learning (TBLL) model, which uses a task or activity-based approach. It offers practical insights into how tasks and activities can enhance students' language skills in a contextual and practical manner. For teachers, it provides a framework for integrating local wisdom into writing instruction, making lessons more engaging and relevant, and offering new strategies that enhance student participation and motivation. For students, the TBLL model improves writing skills through a culturally relevant approach, enhancing their ability to organize and express ideas clearly, increasing motivation and active participation. Schools benefit from a more inclusive learning environment that values diverse cultural backgrounds, improving educational standards and outcomes. Policymakers gain evidence-based insights for developing educational policies that support task-based learning, promoting the integration of local wisdom and improving national education standards. The research also advances the understanding of TBLL by exploring the integration of local wisdom, contributing to the academic discourse on culturally responsive pedagogy and informing future research on effective language teaching methodologies.

Adding to the repertoire of knowledge, especially in developmentThe task based language learning (TBLL) learning model uses a task or activity based approach to improve students' critical thinking skills.

D. Scope of The Research

This research is delimited to the development of a Task-Based Language Learning (TBLL) model integrated with local wisdom for teaching writing skills to

English Education students at Universitas Islam Makassar. The study employs the **ADDIE design model** (Analysis, Design, Development, Implementation, and Evaluation) as the systematic framework for conducting Research and Development (R&D) methodology (Branch, 2020; Richey & Klein, 2020).

The ADDIE design provides a comprehensive and structured approach that guides each phase of model development sequentially (Van den Akker et al., 2021). The Analysis phase identifies learning needs, current problems, and contextual requirements through systematic needs assessment procedures (Gall et al., 2021). The Design phase creates the blueprint for the model, outlining its structure, components, and integration mechanisms based on task-based language teaching principles (Ellis & Shintani, 2021; Nunan, 2020). The Development phase produces the actual model prototype including all supporting materials such as textbooks, task cards, and assessment instruments following curriculum design principles (Nation & Macalister, 2021; Tomlinson, 2021). The Implementation phase involves trial testing of the model in real classroom settings with actual students and instructors (Richards, 2021). Finally, the Evaluation phase assesses the model's validity, practicality, and effectiveness through expert validation, practicality assessments, and quantitative measurements of learning outcomes (Creswell & Creswell, 2023; Pallant, 2020).

The research focuses specifically on writing skills instruction for undergraduate English Education students (Hyland, 2021), utilizing South Sulawesi's local wisdom as cultural content integrated throughout task-based learning activities. This integration aligns with culturally responsive teaching principles that emphasize the importance of connecting learning content with students' cultural backgrounds (Gay, 2020; Ladson-Billings, 2021; Nguyen, 2020). The study examines four primary aspects: the needs for model development, the design characteristics of the model prototype, the practicality of implementation from multiple stakeholder perspectives, and the effectiveness of the model in enhancing students' writing competence as measured by standardized assessment criteria using the ESL Composition Profile (Jacobs et al., 2021).

The theoretical foundation draws from task-based language teaching frameworks (Bygate, 2020; East, 2021; Long, 2022), which emphasize meaningful communication through structured activities. The model incorporates the three-phase TBLL structure consisting of pre-task, main task, and post-task stages

(Willis & Willis, 2021), while systematically integrating local wisdom elements to enhance cultural relevance and student engagement. Writing assessment follows established composition evaluation criteria addressing content, organization, vocabulary, language use, and mechanics (Hyland, 2021; Jacobs et al., 2021).

The scope is bounded by the specific institutional context of Universitas Islam Makassar, the particular cultural elements of South Sulawesi region, and the academic writing requirements of tertiary-level English language learners. The research methodology follows established R&D procedures in educational settings (Borg, 2020; Sugiyono, 2021), employing both qualitative methods for needs analysis and model validation, and quantitative methods for effectiveness evaluation (Cohen et al., 2023). Data collection involves questionnaires, observations, expert validation instruments, and pre-test/post-test measurements analyzed using appropriate statistical procedures including paired sample t-tests and effect size calculations (Pallant, 2020).

While the model is developed for this specific context, the underlying principles and systematic development process offer transferable insights applicable to similar educational settings seeking to integrate culturally responsive pedagogy with task-based language instruction (Anwar & Arifani, 2020; Phung, 2020; Wulyani & Lestari, 2020). The research contributes to the growing body of literature on localized adaptations of global pedagogical approaches (González-Lloret & Nielson, 2021; Richards & Rodgers, 2020), demonstrating how international teaching methodologies can be successfully contextualized within specific cultural and institutional environments without compromising academic standards or linguistic development goals.

F. Novelty of The Research

This study introduces a novel and contextually grounded pedagogical contribution through the development of a Task-Based Language Learning (TBLL) model that is systematically integrated with local wisdom for teaching English writing to students of the English Department at Universitas Islam Makassar. Although TBLL has been extensively acknowledged as an effective approach in language education due to its emphasis on meaningful communication and learner-centered activities, its application has largely been detached from learners' sociocultural contexts. Consequently, writing tasks are often constructed using

universal or foreign themes that limit students' ability to connect language learning with their own cultural realities. This research addresses this limitation by embedding local wisdom as a foundational element in task design, thereby offering an innovative instructional model that aligns linguistic development with students' cultural identities and lived experiences.

The pedagogical novelty of this research lies in its reconceptualization of TBLL as a culturally responsive teaching model rather than a purely communicative technique. By incorporating local values, traditions, social practices, and community-based issues into the stages of task implementation, the proposed model transforms writing instruction into a meaningful learning process that is both academically and socially relevant. Writing tasks are designed not only to achieve linguistic objectives but also to encourage students to reflect critically on local phenomena and articulate culturally grounded perspectives through English. This approach fosters deeper cognitive engagement, enhances learners' motivation, and enables students to perceive English as a tool for expressing local knowledge in global discourse rather than merely reproducing external language norms.

Furthermore, the integration of local wisdom within TBLL offers a distinctive contribution to the enhancement of English writing skills. When learners engage with culturally familiar content, they are better able to generate ideas, organize arguments, and develop coherent texts. The model supports the development of writing competence by connecting students' prior knowledge with task demands, which results in richer content, improved coherence, and increased confidence in written expression. In this sense, writing is positioned as a socially situated practice that reflects both linguistic proficiency and cultural awareness. This perspective differentiates the proposed model from conventional writing instruction that prioritizes form and accuracy while marginalizing contextual meaning.

In addition to its pedagogical significance, the findings of this study have important implications for educational policy and curriculum development in higher education. The TBLL model based on local wisdom provides empirical evidence supporting the inclusion of culturally grounded methodologies in English language curricula. The research outcomes can inform curriculum designers and policymakers in formulating guidelines that emphasize the integration of local wisdom as an essential component of language teaching methodology rather than

as supplementary content. This aligns with broader educational goals that promote character education, cultural sustainability, and contextualized learning within national education systems.

Moreover, this study contributes to policy discourse by demonstrating that the integration of local wisdom in English language instruction does not diminish global competence but instead strengthens students' ability to participate meaningfully in international communication. By grounding English learning in local contexts, the proposed model supports the development of learners who are linguistically competent, culturally aware, and socially responsible. As such, the research has the potential to influence institutional and national policies related to curriculum reform, teacher training programs, and the broader implementation of culturally responsive pedagogy in English language education.

Overall, this research offers an original and sustainable contribution to the field of English Language Teaching by bridging global pedagogical frameworks with local cultural foundations. The development of a TBLL model based on local wisdom represents a strategic response to contemporary educational challenges, positioning writing instruction as a dynamic process that integrates language, culture, and policy in a coherent and innovative manner.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

Task Based Language learning has been around for many years and this method has been ventured into by researchers in both ESL and EFL contexts. Greater number of studies have confirmed that TBLL greatly empower critical thinking and learning autonomy. The present research resume these previous studies that fully support the finding notably within EFL contexts in Indonesia. These studies are elucidated in subsequent order as follows.

The first important research was undertaken by Mónica Rodríguez-Bonces (2010) entitled *Task-Based Language Learning: Old Approach, New Style. A New Lesson to Learn*. This paper provides an overview of Task-Based Language Learning (TBL) and its use in the teaching and learning of foreign languages. It begins by defining the concept of TBL, followed by a presentation of its framework and implications, and finally, a lesson plan based on TBL. The article presents an additional stage to be considered when planning a task-based lesson: the one of formal and informal assessment. The rubrics and a self-evaluation format appear as an additional constituent of any task cycle. The research conducted by Mónica Rodríguez-Bonces provides an overview of TBLL and its application in foreign language teaching. Both studies share a focus on the TBLL approach, including the planning and evaluation of task-based lessons and the importance of assessment. However, Rodríguez-Bonces' research offers a broader view of TBLL and general lesson planning, whereas the current study specifically targets writing skills and aims to develop a structured instructional model with a strong emphasis on task-based writing assessment. Regarding with my research it has similarity with this research that will plan to make task-based writing until the evaluation of this model.

The second research by [Debopriyo Roy](#) (2016) entitled "*Task-based EFL language teaching with procedural information design in a technical writing context*" who provided that Task-based language learning (TBLL) has heavily influenced syllabus design, classroom teaching, and learner assessment in a foreign or second language teaching context. In this English as foreign language

(EFL) learning environment, the paper discussed an innovative language learning pedagogy based on design education and technical writing. In this TBLL course, the language learning-based assignments centred on designing and analysing objects using various computer-aided design software and physical LEGO toolkit. The design software was used collaboratively, and the design analysis was done mostly as group activities. This paper critically analysed student performance with physical LEGO design and CAD software, including how student groups authored websites detailing the structural and functional specifications related to the product assembly procedure. This paper outlined how design pedagogy could be included in the curriculum while teaching English as a foreign language. In the process, students not only learnt about design fundamentals, but how to author complex technical documents in English. Findings based on course data and class interactions have adequately demonstrated that students were capable of handling the task-based language projects with reasonable efficiency and confidence. Another pertinent study by Debopriyo Roy (2016) explores the integration of design pedagogy into TBLL, focusing on technical writing and design projects using CAD software and physical LEGO toolkits. Both studies highlight innovative applications of TBLL and emphasize collaborative learning and the use of technology. The key difference lies in the scope; Roy's research integrates design pedagogy and covers various types of tasks, while the current research is narrowly focused on developing a TBLL model specifically for writing tasks. The difference with this research is this paper outlined how design pedagogy could be included in the curriculum while teaching English as a foreign language.

Third research written by Ilham (2021) under the title *Exploring the Implementation of Task-Based Language Learning Model: A Review of Studies on Students' Perceptions*. This study attempts to investigate the students' perception on the implementation of Task-Based Language Learning (TBLL) Model. The study involved 18 EFL students as the participants. The data was collected from questionnaire that were administered to all participants and interviews to some students as the representatives. The result showed that the developed model which highlights teaching steps, classroom situation, time allocation, writing activities, and lecturers' performance in the class and the teaching materials are effective to facilitate students to learn and improve their writing skills. The result of this study also revealed that the developed model was perceived by the students to be very

well structured because the learning stage started from introducing to presenting stage, the interaction between the lecturers and the students in the academic writing course was very responsive, the students thought that the lecturers treated the students well, most students had positive perceptions of the teaching materials of academic writing subjects and they felt the learning objectives were achieved. They were able to write topic sentences and composed a full text, their writing structure was better, and they recognized the small things. Then, students became more active, motivated and their understanding of the topic was increased.

Regarding with this research there is the similarity about the teaching materials of academic writing as the subjects of the research. This study to investigate students' perceptions of the TBLL model's effectiveness in improving writing skills. Both studies aim to enhance writing skills through task-based learning and consider student feedback crucial. However, Ilham's research primarily evaluates an existing TBLL model based on student perceptions, while the current study involves creating and testing a new, detailed instructional model with an emphasis on task design and assessment.

The research titled "Investigating the Development of the Task-Based Language Learning (TBLL) Instructional Model Using a Task-Based Approach" aims to develop and evaluate a TBLL instructional model with a specific focus on task-based writing. Despite extensive research on TBLL, there remains a gap in creating a comprehensive TBLL model that is tailored to writing skills, including detailed evaluation mechanisms.

In conclusion, the current research seeks to address the need for a detailed TBLL instructional model specifically tailored to writing, with a robust assessment framework. While previous studies have explored various aspects of TBLL, the focus on a structured, writing-specific model remains underexplored. This research aims to fill that gap by developing and evaluating a comprehensive instructional model that enhances writing skills through task-based learning.

B. Some Pertinent Ideas

1. The Concept of Learning Model

A model is a design that is specifically made using systematic steps to be implemented in an activity. Apart from that, models are often referred to as designs that are designed in such a way that they are then implemented and implemented.

Learning is natural and a need for every human being. Various kinds of learning models have been implemented or are being tested to achieve the expected final learning goals. Following are several definitions of learning models according to experts.

According to (Trianto, 2009) that a model is defined "as an object or concept that is used to represent something". Komaruddin in (Sagala, 2010: 175) Models can be understood as: (1) a type or design; (2) a description or analogy used to assist the visualization process of something that cannot be directly observed; (3) a system of assumptions, data and interferences used to describe an object or event; (4) a simplified design of a work system, a simplified translation of reality; (5) a description of a possible or imaginary system; and (6) a reduced presentation in order to explain and show the nature of the original form."

Teaching model according to Joyce and Weil in (Sagala, 2010: 176) is "A pattern used as a guide in planning classroom learning or learning in a tutorial setting and to determine learning tools including books, films, computers, curriculum and others".

According to (Susanto, 2013:4) Learning is an activity that a person carries out deliberately in a conscious state to obtain a new concept, understanding or knowledge so as to enable a person to experience relative changes in behavior." Meanwhile, according to Hamalik, (2004) "Learning is an effort to organize the environment to create learning conditions for students."

Winataputra (Sugiyanto, 2011) suggests that a learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve certain learning goals and functions as a guide for learning planners and teachers in planning and implementing learning activities.

In learning, various problems are often experienced by educators. To overcome various problems in learning, it is necessary to have learning models that are seen to be able to help educators in the teaching and learning process. In line with the opinion above, a learning model is a plan or pattern that is used as a guide in planning learning in class or learning in tutorials. The function of the learning model is as a guide for teaching designers and educators in implementing learning (Trianto, 2009: 51). In contrast to the opinion above, it is argued that a teaching model is a conceptual framework that contains systematic procedures and organizes students' learning experiences to achieve certain learning goals

which functions as a guide for educators in the teaching and learning process.(Sagala, 2010, 176)

A learning model is a teaching plan that shows a certain learning pattern, in this pattern the activities of educators and students can be seen in creating learning conditions or environmental systems that cause learning to occur in students. In the learning pattern in question there are characteristics in the form of a series or stages of teacher-student actions/activities or known as syntax in learning events. Implicitly behind these learning stages there are other characteristics of a model and the rationale that differentiates one learning model from another.

Thus, a learning model can be understood as a design that describes learning and learning experiences to achieve certain learning goals and is used as a guide for educators' teaching planning in carrying out learning activities. Or in other words, a learning model is a framework used in learning to achieve certain goals. The learning model is used by educators as a guide in carrying out learning in groups.

2. Principles of Learning Models

According to (Sagala, 2010) learning models can produce efficient and effective plans, the following principles should be considered, including:

- a. Learning models should have a clear and solid value base. The basic values can be cultural values, moral values and religious values, or a combination of the three. A clear and solid value reference will provide strong motivation to produce the best possible plan;
- b. Learning models should start from general goals, the general goals are broken down into specific ones, then if they can still be broken down into specific goals, they are broken down into even more detail. The formulation of general objectives and detailed specific objectives will cause various elements in the research report to have high relevance to the objectives to be achieved.
- c. Learning models should be realistic. Learning models should be adapted to available resources and funds. In terms of resources, the quality and quantity of people and supporting equipment should be considered. Research results reports should not refer to estimated resources, but rather to actual resources and funds.

- d. Learning models should take into account the socio-cultural conditions of society, both those that support and those that hinder the implementation of research results reports later. These socio-cultural conditions include value systems, customs, beliefs and ideals. For socio-cultural conditions that support the implementation of research results reports, ways should be planned to make maximum use of the supporting factors, while for socio-cultural conditions that hinder, ways should be planned to anticipate them and reduce them to a minimum, and;
- e. Learning models should be flexible. Even though various things related to the implementation of the plan have been considered as carefully as possible, it is still possible for things to happen that are outside the calculations of the learning models when the plan is implemented. Therefore, in creating learning models, space should be provided for possible plans in anticipation of things that occur outside the calculations of the learning models.

3. Characteristics of Learning Models

Tobing et al. (1990:5) identified five characteristics of a good learning model, which include:

- a. Scientific procedures, namely a learning model must have a systematic procedure for changing student behavior or have a syntax which is a sequence of learning steps carried out by educators and students.
- b. Specification of planned learning outcomes, namely a learning model stating detailed learning outcomes regarding student performance.
- c. Learning environment specifications, namely a learning model that clearly states the environmental conditions in which students' responses are observed.
- d. Performance criteria, namely a learning model referring to the performance acceptance criteria expected from students. The learning model plans the expected behavior of students that they can demonstrate after certain teaching steps.
- e. Ways of implementation, namely all learning models mention mechanisms that show students' reactions and interactions with the environment."

(Joice et al., 2011) identify the characteristics of the learning model into aspects, as follows:

- a. **Syntax.** A learning model has a syntax or sequence or stages of learning activities which are termed phases which describe how the model works in practice, for example how to start a lesson.
- b. **Social system.** The social system describes the form of educator-student collaboration in learning or the roles of educators and students and their relationship with each other and the types of rules that must be applied. The leadership role of educators varies from one learning model to another. In some learning models, educators act as the center of activities and learning resources (this applies to highly structured models), but in moderately structured learning models the roles of educators and students are balanced. Each model assigns different roles to educators and students.
- c. **Reaction principle.** The reaction principle shows educators how to appreciate or assess students and how to respond to what students do. For example, in a learning situation, educators give appreciation for activities carried out by students or take a neutral attitude.
- d. **The support system** describes the conditions needed to support the implementation of the learning model, including facilities and infrastructure, for example tools and materials, teacher readiness, and student readiness.
- e. **The impact of direct and assisted learning.** Direct learning impact is a learning result that is achieved by directing students to the expected goals, while accompaniment impact is other learning outcomes produced by a learning process as a result of creating a learning atmosphere that is experienced directly by students.

4. Task based Language Learning

Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (the appropriate completion of real-world tasks) rather than on accuracy of prescribed language forms Ellis (2003).

Task-based language learning has its origins in communicative language teaching and is a subcategory of it. Educators adopted task-based language learning for a variety of reasons. Some moved to a task-based syllabus to develop

learner capacity to express meaning, while others wanted to make language in the classroom truly communicative, rather than the pseudo-communication that results from classroom activities with no direct connection to real-life situations. Others, like Prabhu in the Bangalore Project, thought that tasks were a way of tapping into learners' natural mechanisms for second-language acquisition, and weren't concerned with real-life communication.

TBLT was popularized by N. S. Prabhu (1987) while working in Bangalore, India, according to Jeremy Harmer. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Major scholars who have done research in this area include Teresa P. Pica, Martin East, and Michael Long.

Task-Based Language Learning Models There have been many task-based TBL models for class lessons. Ellis (2003) presented a model that focuses on meaning and real-world activities that demand learners to process language for real situations:

Table 2.1. A framework for designing task-based lessons (Ellis, 2003)

Task	Activities
Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task Regulation planning time doing a similar task
During Task	Time pressure regulating topic
Post-task (focused communication activities)	Number of participants learner report repeat task reflection

According to this model, English language development occurs when learners are given enough time to prepare and perform a task. There is some attention to form while communication takes place. Communicative tasks reflect three main approaches: consciousness-raising activities, focused communication activities and interpretation activities. As can be seen from Table 1, the pre-task

shows students the grammar they will master in the future and form is engineered by the design of the task. On the other hand, during task stage focuses on communication activities, which means performance is crucial. The way teachers handle error correction and how students react to the task are important. Teachers are expected to let communication flow and find strategies to make error correction in such a way that indirect focus on form is accomplished. Finally, students report to class. They may be exposed to any kind of input and then share with the group their understanding.

Ellis' model also shows the conditions under which a task is performed (Ellis, 2003). He suggests a number of ways to regulate tasks: for example, time pressure, which is regulated by the amount of time given to learners to perform the task. Familiarity with a topic also influences task performance. If a topic is relevant to students' own experiences, there are more chances of having engagement and intrinsic motivation.

Another task-based model was outlined by Willis (1996, p. 38), who used the format of Pre-Task, Task Cycle and Language Focus. This model will be used for the lesson plan exemplified in this paper (Table 2.2).

Table 2.2 Task-based Lesson Plan Model (Willis, 1996)

Pre-Task		
Introduction to topic and tasks		
Teacher explores the topic the class, highlights useful words and phrases		
Task cycle		
Task	Planning	Report
Students do the task in pairs or small groups, teacher monitors, mistakes do not matter	Students prepare to report, accuracy is important, so the teacher stands by and gives advice	Students exchange or present report teacher listens and then comments
Language Focus		

Analysis	Practice
Students examine then discuss	Teacher conducts practice of new words

The table clearly shows three stages: pre-task, task cycle and language focus. During the pre-task stage the teacher identifies and introduces the topic and learners feel motivated to perform the task. The teacher recalls and activates existing knowledge by exploring the topic and highlighting useful words and phrases which might be needed during task performance. The second stage, task cycle, gives learners the opportunity to perform real world tasks with the teacher's monitoring. It is advisable to have students work in pairs or in small groups at this stage. Also, while planning, the teacher should provide all the necessary input by acting as a facilitator. Learners plan how to present the outcome of their work, generally by exchanging and comparing final products. Students report the conclusions they have reached. The final stage, language focus, places emphasis on language features used during the two previous stages.

The language focus provides opportunities for students to analyse and practice specific linguistic features arising from task. All in all, Task-Based Learning moves from fluency to accuracy and fluency again, which demonstrates that although form is important, it is not the central part of the task model. Willis' (1996) three-stage task model does not clearly state the evaluation component. The teacher's monitoring during the task cycle is a kind of informal assessment since s/he provides indirect feedback. However, we would suggest a four-stage called Assessment as shown in Table 3. Ellis (2003) considers different issues related to task assessment. One of the considerations is that tasks have to be meaningful and show how and what the learning is. We propose two kinds of assessment: first, formal assessment using rubrics and second, informal assessment using a self-evaluation format. Rubrics evaluate task performance. The rubric will consider sequence of tasks, group participation and outcome. The teacher will make this formal assessment by giving a score to each one of the important aspects when performing the task. Douglas (2000, as cited in Ellis, 2003, p. 289) considers target language use and task characteristics when assessing tasks. As a result, rubrics state the objective of the task, the procedures, the use of time for completing the task and the format, all aspects involving the use of a target language.

a. The Types of Tasks in Task-Based Language Learning

1. **Information gap activities:** as the name implies, this sort of TBLT activity allows students to exchange information or learn things about each other. For example, students in pairs should ask and answer questions so as to learn each other's weekly schedule, aiming to find a common pastime such as going to the movies.
2. **Reasoning gap activities:** during this language learning activity, students are asked to convey meaning from something you have given to them. The trick is that sometimes what they understood and what they have to present to you in the end might be different. For example, you can ask your students to work on a timetable and on some variables and solve a problem.
3. **Opinion gap activities:** for creative students, this language teaching activity might be the most preferred, as they are asked to share their own opinions or feelings about a specific situation. For example, you could hand them a worksheet with six empty blocks and ask them to make a comic using the verbs you learned this week, or you could set up a debate on a current social topic.

b. Task-Based Language Learning Activity

1. **Plan a trip**– Divide students into groups and after having an exciting travelling conversation, ask them to brainstorm on planning a trip. Prompt them to ask questions like how long the trip will last; what the budget is; what kind of activities they should do. Provide them with objects like a map, set a specific time, and let them pick a real or imaginary destination and create the travelling plan.
2. **Problem-solving**– You could present them with various everyday problems they might face. For example, you could encourage them to brainstorm solutions to a certain school problem and create a poster to display that to the rest of the school community. For more advanced or older in age groups, you could set up debates on social issues.

3. **Story making**– Give them a character or the beginning of an unknown story or fairytale to them and give them some minutes to brainstorm the story's ending on their own before being paired. When the groups are formed they will have the chance to listen to their classmates' ideas and decide on a specific ending after debating all the ideas.

5. Task-Based Lessons

Richards and Rodgers (2004) say that Task-Based Learning is an approach that uses tasks as the main unit for planning and instruction. Language is meaningful so that learners engage in tasks and thus learning takes place. The previous models show that a lesson could be a series of tasks or a task may be developed in more than one lesson, which means there may be multiple tasks or mini-tasks within the main task. Goals and objectives will be stated in terms of language use (functions) rather than linguistic forms. Lessons will be a sequence of different tasks, one related to the other, reaching a goal or outcome (Willis & Willis, 2007); all the communicative tasks are the vehicle of communication. The best way to integrate a task-based approach is by going from topics to tasks.

Topics are relevant to the students' lives and make a sequence of different tasks feasible. In order to raise awareness, teachers can not merely choose a topic from the textbook, examination papers, or social contexts but can also ask pupils to suggest their own topics from a list given by the teacher. When the topic has been chosen, teachers can set up different types of tasks which are classified according to cognitive processes (Table 4). Willis and Willis (2007) say that "a good task not only generates interest and creates an acceptable degree of challenge, but also generates opportunities for learners to experience and activate as much language as possible" (p. 70). At this point it is necessary to distinguish among focus on meaning, focus on language and focus on form.

Table 4. Taxonomy of task types in Willis and Willis (2007)

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

The teacher begins by choosing a topic, narrows it down and designs the different kinds of tasks; while developing the tasks there will be different language needs. Focus on language and form depends on how tasks are graded. Pupils begin with a simple task and during the task cycle perform more challenging cognitive and linguistic tasks. There will be different instances to focus on language and form; however, the main focus is on meaning since students want to achieve an outcome. Focus on language occurs when learners “pause their process for meaning and switch to thinking about the language itself” (Willis & Willis, 2007, p. 113). Learners are working independently with meaning and highlight any language they need to draw upon. For example, students look up a word, choose the best expression or word, check sentences for accuracy or improve the main idea. Focus on form occurs when the teacher isolates a specific structure and explains it outside the context of the communicative activity (Willis & Willis, 2007, p. 114).

Table 5 summarizes the main differences. As can be seen, choosing, sequencing and implementing tasks will combine a focus on meaning and a focus on form. The lesson presented in Table 6 shows how learners go through a series of tasks in order to attain a final goal, which is to have a class celebration. Each one of the stages prepares learners for the next. The pre-task stage is the shortest

in the cycle. The teacher will introduce the topic of celebrations and learners will activate previous learning and meaningful experiences. This stage creates interest since learners will share life experiences about celebrations.

Table 5. Main differences between focusing on language and form (Willis & Willis, 2007, p. 114)

Focus on language	Focus on form
<ul style="list-style-type: none"> • Students' initiative and needs. • Takes into account the context of the communicative activity. • Students explore what they need. • Student-centered. 	<ul style="list-style-type: none"> • Teacher's initiative and need. • Outside the context of the communicative activity. • Teacher provides what students need. • Teacher-centered.

6. Definition of Task

A concept, earlier known as the "communicative activity" in 1970s and 80's was later replaced by the term task has since been defined differently by different scholars. Willis (1996) has defined a task as a goal-based activity involving the use of the learners' existing language resources, that leads to the outcome. Examples include playing games, and solving problems and puzzles etc. Ellis (2003) defines a task as a work plan that involves a pragmatic processing of language, using the learners' existing language resources and attention to meaning, and resulting in the completion of an outcome which can be assessed for its communicative function. David Nunan (2004) draws upon the definitions given by other experts, of two types of tasks: target tasks and pedagogical tasks.

Targets tasks refer to doing something outside the classroom and in the real world; whereas pedagogical tasks refer to the task's students perform inside the classroom and in response to target language input or processing. Nunan concludes that target tasks may be non-linguistic. He defines pedagogical task as a classroom activity that involves a student to understand and produce the target language while focusing on conveying the meaning and not being too concerned with form. On the other hand, Long (1985) defines a task as things people do in everyday life.

According to Rod Ellis, a task has four main characteristics: (1) A task involves a primary focus on (pragmatic) meaning; (2) A task has some kind of 'gap'. (Prabhu identified the three main types as information gap, reasoning gap, and opinion gap.); (3) The participants choose the linguistic resources needed to complete the task; (4) A task has a clearly defined, non-linguistic outcome.

7. In Practice

The core of the lesson or project is, as the name suggests, the task. Teachers and curriculum developers should bear in mind that any attention to form, i.e., grammar or vocabulary, increases the likelihood that learners may be distracted from the task itself and become preoccupied with detecting and correcting errors and/or looking up language in dictionaries and grammar references. Although there may be several effective frameworks for creating a task-based learning lesson, here is a basic outline:

- a. **Pre-task.** In the pre-task, the teacher will present what will be expected from the students in the task phase. Additionally, in the "weak" form of TBLT, the teacher may prime the students with key vocabulary or grammatical constructs, although this can mean that the activity is, in effect, more similar to the more traditional present-practice-produce (PPP) paradigm. In "strong" task-based learning lessons, learners are responsible for selecting the appropriate language for any given context themselves. The instructors may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.
- b. **Task.** During the task phase, the students perform the task, typically in small groups, although this depends on the type of activity. Unless the teacher plays a particular role in the task, the teacher's role is typically limited to one of an observer or counsellors—thereby making it a more student-centred methodology.
- c. **Review.** If learners have created tangible linguistic products, e.g. text, montage, presentation, audio or video recording, learners can review each other's work and offer constructive feedback. If a task is set to extend over longer periods of time, e.g. weeks, and includes iterative cycles of constructive activity followed by review, TBLT can be seen as analogous to Project-based learning.

8. Types of task

According to N. S. Prabhu, there are three main categories of task: information-gap, reasoning-gap, and opinion-gap.

Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into

language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as in an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

9. Communicative Language Teaching

Communicative language teaching (CLT), or the communicative approach (CA) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class.

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning

environment and to focus on the learning experience, in addition to the learning of the target language.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

a. Societal Influences

The rise of CLT in the 1970s and the early 1980s was partly in response to the lack of success with traditional language teaching methods and partly by the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased number of people who needed to learn a foreign language for work or personal reasons. Meanwhile, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, with foreign-language study no longer confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children, rather than to the select few of the elite grammar schools, greatly increased the demand for language learning.

The increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn the language. Those methods assumed that students aimed to master the target language and were willing to study for years before expecting to use the language in real life. However, those assumptions were challenged by adult learners, who were busy with work, and by schoolchildren who were less academically gifted and so could not devote years to learning before they could use the language. Educators realized that to motivate those students an approach with a more immediate reward was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.

b. Academic Influences

Already in the late 19th Century, the American educator John Dewey was writing about learning by doing, and later that learning should be based on the learner's interests and experiences. In 1963, American psychologist David Ausubel released his book *The Psychology of Meaningful Verbal Learning* calling for a holistic approach to learners teaching through meaningful material. American educator Clifford Prator published a paper in 1965 calling for teachers to turn from an emphasis on manipulation (drills) towards communication where learners were free to choose their own words. In 1966, the sociolinguist Dell Hymes posited the concept of communicative competence considerably broadening out Noam Chomsky's syntactic concept of competence. Also, in 1966, American psychologist Jerome Bruner wrote that learners construct their own understanding of the world based on their experiences and prior knowledge, and teachers should provide scaffolding to promote this. Bruner appears to have been influenced by Lev Vygotsky, a Russian psychologist whose zone of proximal development is a similar concept.

Later in the 1970's British linguist M.A.K. Halliday studied how language functions are expressed through grammar. The development of communicative language teaching was bolstered by these academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching, a method that was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching, partly in response to Chomsky's insights into the nature of language. Chomsky had shown that the structural theories of language then prevalent could not explain the variety that is found in real communication. In addition, applied linguists like Christopher Candlin and Henry Widdowson observed that the current model of language learning was ineffective in classrooms. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structures.

In 1966, the linguist and anthropologist Dell Hymes developed the concept of communicative competence, which redefined what it meant to "know" a language. In addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains. That can be neatly summed up by Hymes's

statement: "There are rules of use without which the rules of grammar would be useless. The idea of communicative competence stemmed from Chomsky's concept of the linguistic competence of an ideal native speaker. Hymes did not make a concrete formulation of communicative competence, but subsequent authors, notably Michael Canale, have tied the concept to language teaching. Canale and Swain (1980) defined communicative competence in terms of three components: grammatical competence, sociolinguistic competence, and strategic competence. Canale (1983) refined the model by adding discourse competence, which contains the concepts of cohesion and coherence.

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe tried to once again bolster the growth of the new method, which led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, which set out to provide a syllabus that would meet the needs of European immigrants. Among the studies that it used in designing the course was one by a British linguist, D. A. Wilkins, that defined language using "notions" and "functions," rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax but instead relied on real interaction.

In the mid-1990s, the Dogme 95 manifesto influenced language teaching through the Dogme language teaching movement. It proposed that published materials stifle the communicative approach. As such, the aim of the Dogme approach to language teaching is to focus on real conversations about practical subjects in which communication is the engine of learning. The idea behind the Dogme approach is that communication can lead to explanation, which leads to further learning. That approach is the antithesis of situational language teaching, which emphasizes learning by text and prioritizes grammar over communication.

A survey of communicative competence by Bachman (1990) divides competency into the broad headings of "organizational competence," which includes both grammatical and discourse (or textual) competence, and "pragmatic competence," which includes both sociolinguistic and "illocutionary" competence.

Strategic competence is associated with the interlocutors' ability in using communication strategies.

c. Classroom Activities

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.

1) Role-play

Role-play is an oral activity usually done in pairs; whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

2) Interviews

An interview is an oral activity done in pairs; whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.

2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers, it wouldn't have many benefits.

2) Group Work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Example:

- a) Students are assigned a group of no more than six people.
- b) Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
- c) The instructor gives each group the same task to complete.
- d) Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
- e) The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

3) Information Gap

Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL.

Example:

- a) The class is paired up. One partner in each pair is Partner A, and the other is Partner B.
- b) All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty.
- c) All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's.
- d) The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables.

Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information.

Instructors should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.

4) Opinion Sharing

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about.

Example:

- a) The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
- b) The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity.

5) Scavenger Hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Example:

- a) The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
- b) Students go around the classroom asking and answering questions about each other.
- c) The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities. Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

10. Definition of Writing

Writing is one of English skills. This is an act of communication in which people make marks on the surface of paper or something else in the form of graphic symbols: combinations of letters to make meaningful. Hornby (1974: 996) states that writing is the meaning of the verb 'write'. Writing is making letters or other symbols on the surface, especially with a pen or pencil on paper. However, writing is clearly more than the production of graphic symbols. Symbols must be arranged, according to certain conventions, to form words, and words must be arranged to form sentences that have meanings that can be understood by the reader. Troyka (1987: 3-4) states that writing is a way of communicating messages to readers for some specific purposes. The purpose of writing is to express oneself, to provide information for the reader, to persuade the reader, and or to make literary works. This shows that students can develop ideas through writing. students who help them build good writing products. However, students find it difficult to carry out complicated processes because they have limited English proficiency and mastery. Writing problems not only come from students but also from teachers. The ability to write teaching is also complex and sometimes difficult, requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgmental elements (Heaton, 2000: 135).

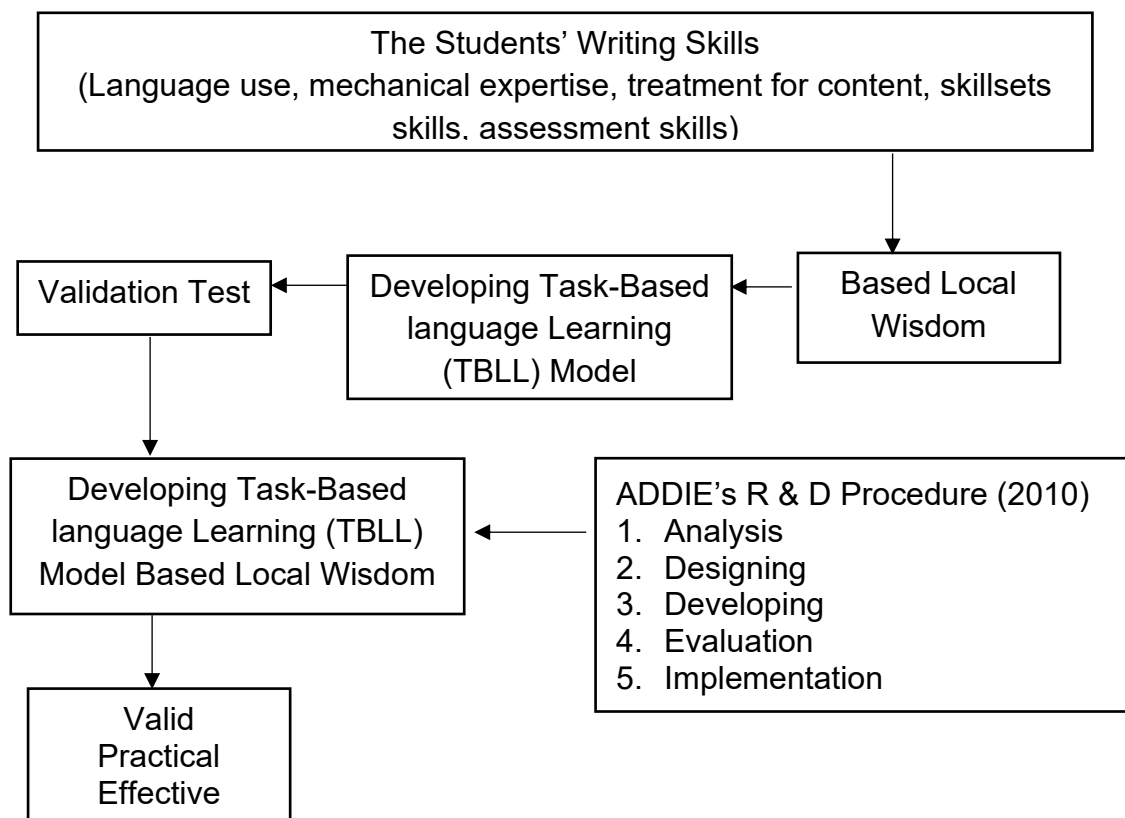
11. Skill in Writing

What follows is an analytical effort to group the many and varied skills needed to write good prose into five general components or key areas. First, Language use: the ability to write correct and correct sentences. Second, mechanical expertise: the ability to properly use these conventions in written language. e.g. Punctuation, spelling. Third, treatment for content: the ability to think creatively and develop thoughts, not including all irrelevant information. Forth, skillsets skills: the ability to manipulate sentences and paragraphs and use language effectively. Fifth, assessment skills: the ability to write in a way that is appropriate for a particular purpose, the ability to choose, organize and order relevant information. Based on all the statements above, it can be said that writing is an act of communication with others in the form of written communication. Writing is the process of expressing language in the form of symbols, letters, or words used to express ideas, difficulties, and feelings. Then, the writing process itself must depend on prior knowledge or experience that students have captured and which are of interest to them. Writing also needs to consider a variety of skills needed, such as the use of language, mechanical skills, etc. Furthermore, writing is an activity that requires student understanding such as mastering grammar, vocabulary and punctuation. In addition to writing well, students are expected to be able to present their ideas in written form because writing is a means of communication. To help students write successfully and enthusiastically, teachers need to consider these separate issues (Harmer, 2007: 113):

- a. Genre is the type of writing that discourse members was recognize immediately for what the purpose of the writing is. Such genre analysis was help students to see how text in a genre is usually constructed.
- b. The process of writing includes planning, compiling, reviewing and editing what we have written then produces the final product in the form of writing.
- c. They think that they can't or don't want to write. This may be because they lack confidence and think that writing is boring. We need to involve them by providing activities that are easy and fun, so that writing is not only a normal part of class life but also as a habitual activity. Knowing the problem as above the teacher must be able to serve students with a learning approach that can benefit students and the teacher itself.

C. Conceptual Framework

This framework ensures a structured approach to developing an innovative teaching model that leverages local wisdom to improve students' writing skills. The conceptual framework in the research plan can be seen as follows.



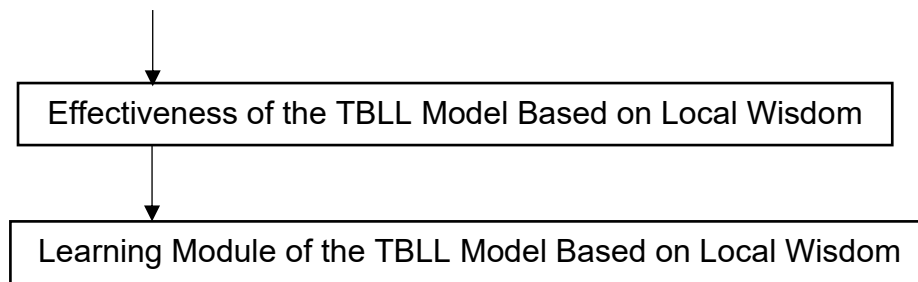


Figure 2.1 The Conceptual Framework

The research focused on developing a Task-Based Language Learning (TBLL) model based on local wisdom aimed at improving students' writing skills. The study followed ADDIE's R&D procedure (2010), consisting of five stages: Investigation/Problem Analysis, Designing, Realization/Construction, Implementation, and Testing, Evaluation, and Revision.

In the Investigation/Problem Analysis stage, the primary goal was to identify the existing issues in students' writing skills, particularly concerning language use, mechanical expertise, treatment of content, specific skill sets, and assessment skills. This stage involved conducting a needs analysis to understand the gaps in current writing skills among students. The outcome of this phase was a comprehensive understanding of the problems and the specific needs that the TBLL model aimed to address.

The next stage, Designing, focused on creating the TBLL model incorporating local wisdom. This involved developing a detailed design plan that outlined the content, strategies, and methods to be employed within the model. The result was a structured blueprint for the TBLL model, ready for the subsequent stages of development and implementation.

During the Realization/Construction phase, the theoretical design was transformed into a tangible product. This involved the creation of materials, tools, and resources necessary for the TBLL model's implementation. By the end of this stage, the TBLL model based on local wisdom was prepared and ready for practical application in educational settings.

The Implementation phase put the newly developed TBLL model into practice within a real classroom environment. The primary goal here was to observe how the model functioned in a practical setting, involving actual students

and teachers. This stage provided initial data on the model's performance and its impact on students' writing skills.

In the final stage, Testing, Evaluation, and Revision, the effectiveness of the TBLL model was rigorously assessed. This involved collecting data through tests, observations, and feedback to evaluate the model's effectiveness. The findings were used to refine and revise the model to ensure it met the desired educational outcomes. The result was a well-tuned TBLL model that incorporated feedback and addressed any identified shortcomings.

After completing these stages, the TBLL model underwent validation to ensure it met specific criteria. The validation process assessed the model's validity, ensuring it was theoretically and practically sound within the context of task-based language learning. The practicality of the model was evaluated to determine if it could be easily implemented by teachers and effectively utilized by students. Finally, the effectiveness of the model was measured to ascertain its success in enhancing students' writing skills according to predetermined criteria, such as language use, mechanical expertise, content treatment, specific skills, and assessment abilities.

The ultimate outcome of the research was the establishment of the TBLL model's effectiveness based on local wisdom. This included evaluating improvements in students' writing skills, gathering feedback from both teachers and students regarding the model's usability and practicality, and analysing test and observation data to measure the model's impact on students' writing proficiency. The study concluded that the TBLL model, rooted in local wisdom, effectively enhanced students' writing skills and provided a practical and valid approach to task-based language learning.

D. Operational Definition

Before beginning research, it is necessary to define the study's main terminology so that all its implications are understood. As a result, the essential terms that are closely associated to this study will be defined according to their precise meaning. The meaning of Below are definitions for each essential term:

1. **Model** is a design pattern used to create an instructional system that consists of components of education such as syntax, social systems, and reactionary principles system, according to Joyce et al. (2000). Consequently, this instructional model's study refers to the instructional design, which includes

teaching strategies and interaction. The relationship between the lecturer and the pupils, the manner in which the teacher impact of the developed model on the developed material.

2. **The term "task-based language teaching"** refers to a method of teaching languages where students are given practical tasks that encourage them to concentrate primarily on meaning exchange and to use language for non-linguistic, real-world goals (Branden, 2006). The study's adoption of task-based language instruction serves as a theory of the model of task-based language learning.
3. **Writing ability** is the capacity to create written material. The capacity to employ language in writing is certain methods for controlling the writing process, such as setting objectives and creating thoughts, arranging data, choosing suitable language, creating a draft, alter, review, and revise it (Hedge, 2007; Brown & Lee, 2015).
4. **Tasks** are work plans that demand students to process language pragmatically in order to produce an output that can be assessed in terms of whether the proper or correct propositional content has been delivered. These tasks also need students to supply giving meaning their first priority while utilizing their verbal resources (Ellis, (2003) (Willis, 1996).
5. **The task-based language learning (TBLL)** paradigm is a modified version of the task-based language teaching framework put forth by Willis (1996). A task-based language learning (TBLL) method was developed. cooperation between genre-based writing and communicative language instruction task-based language teaching (TBLT) methodology.
6. According to Tomlinson (2011), **materials** are anything that teachers and students use to aid in language learning. The study's instructional materials characterize structured and well-planned educational tasks or activities as appropriately to aid pupils' writing.