Teaching Indonesian-English Combined Task to Improve Students' Skills in Writing English Sentences

Muhajirah Idman[1], Mustaqimah[2]
MA As'adiyah Putri Sengkang[1], STAI DDI Parepare[2]
muhajirahidmann@gmail.com[1], ustaqimahmt@gmail.com[2]

Abstract
This research aimed to find out the effectiveness of Teaching Indonesian-English Combined Task to improve students' skills in writing English sentences. It was undertaken in PDF Ulya As'adiyah Putri Sengkang in Academic Year 2016/2017. It applied pre-experimental method. Writing test was employed as the instrument of the research. The population of this research was 16 students. The technique of data collection involved giving pre-test to know the writing skills gained previously of the students and post-test after giving the treatment to know how the skills of the students in writing English sentences by using Indonesian-English combined task. The result of the calculation of the students' score indicated that the mean score of the students' pre-test was (55.25) which was classified as fair classification and the mean score of the students' post-test was (73,93) as good classification. The value of paired sample test for post-test was greater than the t-table (10,239>2.131). In short, teaching Indonesian-English combined task is effective to improve students' skills in writing English sentences.
Keyword: Task, TBLT, Writing, English Sentences.

1. Introduction

It can't be avoided that some people find difficulties in learning English as a foreign language. It is caused by their L1 or their mother tongue that is very different from their target language. For this reason, it is the role of the L1 to assist the learner to understand the target language. It is supported by Ellis's (1986) explanation, that the first language or mother tongue influences the second language mastering process. Related to that assumption, Krashen (Tang, 2002) proposed that, students learn their second language much in the same way that they learn their first language, and that L2 is best learned through massive amounts of exposure to the language with limited time spent time using L1. Therefore, it indicated that how the L1 has a big role in language learning process and it becomes the objective of this research to explore it.

Learning a language is tightly related to four skills that should be acquired. They are listening, speaking, reading, and writing. As one of the four skills, writing has traditionally occupied a place in most English language learning. Writing skills are believed to assist the learners to put their thoughts in a meaningful form and to mentally tackle the message correctly, so learners to be independent, comprehensible, fluent, and creative in writing (Ariana, 2010). For some reasons, writing become an important thing in learning English, as the importance of

English as an international language, more and more people need to learn to write in English for occupational or academic purposes. Writing has always formed part of the syllabus in teaching English. However, it can be used for a variety of purposes, ranging from being merely a "backup" for grammar teaching to major syllabus strands in its own right where mastering the ability to write effectively is seen as a key objective for learners (Harmer, 2004).

Writing is a language skill that is relatively difficult to acquire. Many efforts have been made to develop the students writing skill, among others is by applying different approaches to the teaching of writing. Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write (Long and Richards, 1987). This is the crucial difference between the spoken and written forms of language. The writer should accurately arrange what s/he writes, each sentence or paragraph supporting one another to convey the clear meaning. If the writer makes mistake, it will cause some errors like the works being absurd and blurred or the meaning is not conveyed. This situation makes the reader needs some help to understand it.

Furthermore, writing is in the last stage in learning English, because for some students writing is an intermediate skill. It will take a harder effort to acquire this skill. Students need more exercises than the others, but it could not be a reason to not teach this skill to the students as a part of target language skills. Moreover, this phenomenon should be a challenge for the teacher to change students' mindset from "writing is difficult" become "writing is easy" by providing some alternatives for the students in learning writing. One way to cover this problem is the way the teacher performs in the language teaching-learning process, in this case, implementing Task-Based Language Teaching (TBLT).

For the past 20 years, TBLT has attracted the attention of second language acquisition (SLA) researchers, curriculum developers, educationalist, teacher trainers, and language teachers worldwide. To great extent, the introduction of TBLT into the world of language education has been a 'top-down' process. The term was coined, and the concept developed, by SLA researchers and language educators, largely in reaction to empirical accounts of teacher-dominated, form-oriented second language classroom practice (Branden, 2006). TBLT is not a new approach in the language teaching-learning world. It uses tasks as the main tool in the teaching-learning process and presents many activities which engage the students in the target language. It preferred to be applied since TBLT does not focus on language form only but is also concerned with language focus. Then, the students will enjoy the language learning and achieve the target language skills as well.
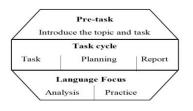
Considering how writing takes a difficult part in students' language learning process, then so, in this part the researcher preferred to undertake teaching by using the Task-Based Language Teaching (TBLT) approach as a solution. In this case, the researcher undertook the research in Pendidikan Diniyah Formal Ulya (PDF) As'adiyah Putri Sengkang. PDF, the formal school is same with Senior High School, has twenty four subjects which mostly presented in Arabic except Indonesian language, Math, Biology, and English language itself. The dominancy of learning Arabic, either Arabic subject or the other subjects presented in Arabic, makes the students frequently know about this language than English. Then so, according to the researcher's previous observation before executing this research found that the students of PDF in majority consider Arabic is easier to learn than English. The researcher assumed it happened because the range of both languages is very different. Hence, this research was expected could recover or at least change the assumptions of them. In this research, the

researcher also gave an addition in the task form i.e. attaching the Indonesian language in each stage of the task. In short, the task was presented in dual language both Indonesian (L1) and English (L2).
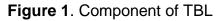
2. Indonesian-English Combined Task

Indonesian-English Combined Task refers to an aggregate task that contained dual language instruction namely English and Indonesian. Task itself is a core concept of Task-Based Language Teaching. The definition of task has evolved over the last twenty years through empirical research in classroom implementation (Izadpanah, 2010). There are several definitions of tasks elaborated by some linguists. Breen (Branden, 2006) defines a task as any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. "Task" is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning-from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

The writer could take a note that task is a set of works which used to take the learners along to the language target. The task is used to facilitate students to get comprehension about the language target not only the form but also the language use. Using the task-based teaching approach in teaching English as Foreign Language (EFL) or English as Second Language (ESL) could decrease teacher dominancy in the classroom, then so, students could study actively and attractively.

Indonesian-English Combined task, then, defined as a set of works which used to take the learners into the target language by using two languages together i.e., Indonesian as learners' first language (L1) and English itself. Willis (1996) gives the framework of task to promote constant learning and improvement into three phases: pre-task, task cycle, and language focus. See the components of TBL framework below:

Figure 1. Component of TBL

Pre-task: teacher explains the topic to the class, instructs the students about what will they do in the class clearly. In this stage, the teacher may give a recording or texts of the same tasks.

Task cycle: a) Task Students carry out the task in pairs or groups while the teacher supervises around the class. b) Planning: Students prepare what they do during the task orally or written to tell in front of the class. c) Report: Teacher asks groups to present their report orally or by reading the report text, teacher gives feedback quickly to the content of groups' presentation.

Language focus: this stage consists of two elements, those are analysis and practice. a) Analysis: The teacher gives relevant text for the students to analyze. Students identify the language form and use of the text or their report during the task. The teacher reviews the language that students used. b) Practice: Students try to practice the language form and use from analysis activities (Willis, 1996).

That framework above considered to lead the students into the target language especially stimulate their writing skills to be improved. Firstly, students were brought to the understanding about the work, it drives task to be more comprehensible. In writing process, this phase takes crucial step to get the point of what students write in their task sheet. In this case, the task instructions are provided in English and Indonesian language. In addition, the task cycle aspect contained the process of accomplishing the given task. This section allows the students to share their work with their fellow students. Moreover, the task-based language teaching's framework implemented in this English-Indonesian Language Task provides a chance for the students to analyze the language form and its function through their task. Then, it allows the students to use it in practice. In short, Indonesian-English Combined task is an approach that set into a task to ease the students in improving writing skills.

This approach represents a set of tasks that provide instruction of the task in dual language Indonesian and English. This approach could be implemented to the beginner students to trigger them understanding the instruction of the task easily. In this case, the approach was applied to improve students' writing skills. So, the writing task was presented with Indonesian instructions and English at once.

3. Method

3.1 Research Design

This research was categorized as Experimental Design. The writer collected, processed, and analyzed the data to get the conclusion of the research. The method applied in this research was a pre-experimental design with one group pretest-posttest design.

3.2 Location, Population, and Sample

The location of the research was in Pendidikan Diniyah Formal Ulya (PDF) As'adiyah Sengkang located in Sengkang, Wajo, and the research undertook about one month. The population of this research was the second-grade students of Pendidikan Diniyah Formal Ulya (PDF) As'adiyah Sengkang in academic year 2016/2017, where the total numbers of students were 29 students. The students were selected randomly based on the questionnaires that were distributed and only those who want to be the sample were selected. In terms of finding the sample of this research, the researcher used cluster random sampling. The sample consisted of 16 students which were randomly selected from the second-grade students of PDF.

3.3 The Instrument of the Research

The instrument of the research was the constructing test applied in pretest and posttest. New instruments are created by researchers and have been validated by experts in the area. The pretest was to find out the students' prior knowledge and the posttest was to find out the students' writing skills in writing English sentences through Indonesian-English combined task.

3.4   The procedure of Collecting Data

The data of this research were collected by some steps as follows: Firstly, pretest was given before presenting the materials; the writer gave a written test to know students' prior knowledge. Before the writer gave the test, the writer introduced herself and explained the aim of the research. In the pretest, the writer gave a test for about 65 minutes. The result of the test was a matter equivalent to measure the students' skill in writing English sentences.

Secondly, the treatment was implemented after the pretest; it spent 90 minutes for each meeting consisted of four steps or meetings. The students were treated by an application of task. Each meeting, the students were given different topics. In this stage, the writer applied task types namely "Role-Play Writing".

This task referred to the activity in which the students act a certain role and situations. Then, the teacher instructed by providing role cards. After that, the teacher asked them to compose their writing within the firm time limit. When the students finished their writing, the teacher asked the students to read the task aloud. During the students did the task, the teacher monitored what students do and gave them a chance to ask a question if they find a problem.

Figure 2. Procedure from Pre-Test to Post-Test

The last, the post-test was administered after the treatment process; it employed time 65 minutes for each meeting by giving the students a worksheet.

3.5.   The technique of Data Analysis

The data was collected from pretest and posttest and analyzed; the writer used the procedural as follows (1) Classifying students' scores based on the Heaton's writing assessment rubric; (2) Classifying the data of the students' scores into four categories as follows:

Table 1. Score Classification

No.	Score	Classification
1.	42-50	Excellent
2.	33-41	Good
3.	24-32	Fair
4.	0-23	Poor

Moreover, to analyze the data of this research, the researcher also used SPSS statistics 24 to calculate data based on the students' responses that were related to the test.

4. Results

4.1 Findings

The pre-test ran in a day, it was begun on 8 August 2016 in XI PDF class from 01.00 pm to 02.30 pm. The result of students' writings in the pre-test is shown in the following table:

Table 2. The Result of Pre-Test

No	Sample	The Students' Rate			Total	Classification
		Vocabulary	Language Use	Mechanics		
1.	S01	8	12	3	23	Poor
2.	S02	13	15	3	31	Fair
3.	S03	14	17	3	34	Good
4.	S04	12	10	3	25	Fair
5.	S05	10	13	3	26	Fair
6.	S06	16	16	4	36	Good
7.	S07	12	15	3	30	Fair
8.	S08	10	9	3	22	Poor
9.	S09	12	14	3	29	Fair
10.	S010	12	10	2	24	Fair
11.	S011	15	15	3	33	Good
12.	S012	18	17	4	39	Good
13.	S013	10	8	2	20	Poor
14.	S014	10	9	3	22	Poor
15.	S015	10	7	2	19	Poor
16.	S016	10	10	3	23	Poor
	Total	192	197	47	436	
	Average	12.00	12.31	2.93	27.25	Fair

Source: Data Processing

Based on the result of the pre-test analysis in the table above, it is found that the total score ranges from 0 to 50. The highest total score was achieved by S012 with 39 total score. In the other hand, the lowest total score was achieved by sample S15 with 19 score. However, the overall students achieved 27,25 as the average score students' skills in writing English sentences, which means the quality of students' writing skills is **Fair**.

The pre-test was also processed and analyzed by using SPSS Statistics 24 which has eventually resulted in the following pre-test description.

Table 3. The Statistics Result of Pre-Test

N	Valid	16
	Missing	0
Mean		27.25
Median		25.50
Mode		22[a]
Std. Deviation		6.039
Variance		36.467
Range		20
Minimum		19
Maximum		39
Sum		436

After seeing the students' results in the pre-test, there must be some efforts to carry out in increasing the learning outcomes especially the students' writing skills in writing English sentences. The writer had decided to carry out the effort to help them by applying Indonesian-English Combined Task as her method in teaching writing skills. The treatment was given four times and then followed by the post-test.

The post-test was undertaken after the treatment activities with 16 samples of the second grade of PDF Ulya Putri As'adiyah Sengkang on 24th August 2016. It ran in a day started at 10:00 a.m. until 11:20 a.m. The test which used in the post-test was the same as the test in the pre-test. The students' writing was analyzed and the result can be seen in the following table:

Table 4. The Result of Post-Test

Num.	Sample	The Students' Rate			Total	Classification
		Vocabulary	Language Use	Mechanics		
1.	S01	15	18	3	36	Good
2.	S02	16	18	3	37	Good
3.	S03	17	18	3	38	Good
4.	S04	17	15	3	35	Good
5.	S05	17	13	3	33	Good
6.	S06	18	20	4	42	Excellent
7.	S07	15	15	3	33	Good
8.	S08	17	18	3	38	Good
9.	S09	17	16	3	36	Good
10.	S010	17	15	3	35	Good
11.	S011	18	18	3	39	Good
12.	S012	18	20	4	42	Excellent
13.	S013	15	11	2	28	Fair

No.	Sample				Total	Category
14.	S014	16	17	3	36	Good
15.	S015	12	7	2	21	Poor
16.	S016	16	16	3	35	Good
Total		**261**	**255**	**48**	**564**	
Average		**16.31**	**15.93**	**3**	**35.25**	**Good**

Source: Data Processing

Based on the table above, it could be seen that the highest score was achieved by the sample S06 and S12 with 42 total score. On the other hand, the lowest total score was achieved by the sample S15 with 21 score. However, overall students achieved 35.25 as the average score for students' skills in writing English sentences, which means that the quality of students' writing skills after getting treatments by using the Indonesian-English Combined Task is **Good**.

The data accumulated in the pos-test was also processed and analyzed by using SPSS Statistics 24 and the result of the analysis is in the following statistical description:

Table 5. Statistic Result of Post Test

N	Valid	16
	Missing	0
Mean		35.25
Median		36.00
Mode		35[a]
Std. Deviation		5.106
Variance		26.067
Range		21
Minimum		21
Maximum		42
Sum		564

Moreover, the comparison of the gain score between pre-test and post-test could be seen in the table below:

Table 5. Scores Comparison between Pre-Test and Post-Test

Numb.	Sample	Score Pre-Test		Score Post-Test	
		Total	Classification	Total	Classification
1.	S01	23	Poor	36	Good
2.	S02	31	Fair	37	Good
3.	S03	34	Good	38	Good
4.	S04	25	Fair	35	Good
5.	S05	26	Fair	33	Good
6.	S06	36	Good	42	Excellent
7.	S07	30	Fair	33	Good
8.	S08	22	Poor	38	Good
9.	S09	29	Fair	36	Good
10.	S010	24	Fair	35	Good
11.	S011	33	Good	39	Good
12.	S012	39	Good	42	Excellent
13.	S013	20	Poor	28	Fair
14.	S014	22	Poor	36	Good
15.	S015	19	Poor	21	Poor
16.	S016	23	Poor	35	Good
Average		**27,25**	**Fair**	**35,25**	**Good**

The table shows that there are differences between pre-test and post-test results, the students get significant improvement by gaining scores before and after treatment. It means that the students get improvement in their writing skills through the Indonesian-English combined task. The improvement can be measured by taking a look at the minimum and the maximum score in the pre-test and post-test. The minimum score of the pre-test is 19 (Poor) and the minimum score of post-test is 21 (Poor). Then the maximum score of the pre-test is 39 (Good) and the maximum score of the post-test is 42 (Excellent). In addition, the student's progress in learning can be measured by comparing the students' score in pre-test is 27,25 (Fair) and the students' score in post-test is 35,25 (Good).

To know whether the sample is normal or non-normal, it is necessary to test the sample distribution which is called the normality test. The normality test aimed to test the hypothesis test. To test the normality of sample distribution, this research used Kolmogorov-smirnov statistical test as follow:

Table 6. One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		16	16
Normal Parameters[a,b]	Mean	27.25	35.25
	Std. Deviation	6.039	5.106
Most Extreme Differences	Absolute	.145	.230
	Positive	.145	.108
	Negative	-.086	-.230
Test Statistic		.145	.230
Asymp. Sig. (2-tailed)		.200[c,d]	.023[c]

Based on the table above, it was obviously seen that:

1) Significant value of pre-test = 200>0,05. It means that the sample is normally distributed.
2) Significant value of post-test = 023>0,05. It means that the sample is normally distributed

Table 7. Paired Sample Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 pretest - posttest	-8.000	4.243	1.061	-10.261	-5.739	-7.542	15	.000

Related to the table above, it is found that SPSS Statistics 24 output for one sample *t-test* = 10,239 and sig (2-tailed) = 0,000. This output proves that sig = 0,000<*p-value* = 0,05. It shows that the alternative hypothesis (H$_1$) is accepted and the null hypothesis (H$_0$) is rejected. It can be concluded that teaching Indonesian-English combined tasks is effective to improve students' skills in writing English sentences.

4.2 Discussion

Writing as one of the productive skills which is crucial either for their academic or future career, should be considered well. In this case, students were directed to compose their though through a sequence of task to be accomplished so that the English writing skills of the students could be improved. The description of the data through the test has been explained in the previous section where the result showed there was an improvement in students' skills in writing English sentences after using Indonesian-English combined task. It can be proved by the result of pre-test and post-test.

However, before finding the result of the test, there were some essential processes that the researcher in her research to find out the best result of this research. Before doing the test, whether it was the pre-test or the post-test, the researcher made the prototype of this research. A prototype is generally used to evaluate a new design to enhance precision by system analysts and users.

The lesson plans were made according to Brown's theory (2000). Based on his point of view, there are five essential elements of a lesson plan namely; goals, objectives, materials and equipments, procedures, and evaluations. After making the lesson plans, the researcher made the teaching materials based on the lesson plan and the topics namely; Postcard to A Friend, Lunch Box, Visiting *BallaLompoa*, and Movie. The resources a teacher uses to deliver instruction. Each teacher requires a range of tools to draw upon to assist and support student learning. In this research, the instructional material is planed which each unit represents a topic and consists of grammar lesson, vocabulary, example, practice, and evaluation for students. When the lesson plans and the teaching materials have done, the researcher provided the

instrument pre-test and post-test. The instrument that was given to the students was taken from all the topics in the lesson plans.

Based on the result, it has been found that the total score ranges from 0 to 100. The highest total score was achieved by sample S012 with 39 total score. On the other hand, the lowest total score was achieved by sample S15 with 19 score. However, the overall students achieved 27,25 as the average score students' skills in writing English sentences. Which the average of the students' vocabulary on their writing skill was 12, the language used was 12.31, and the mechanics was 2,93. It means the quality of students' writing skills is **Fair** before learning with the teaching materials.

After giving the pre-test, the researcher started to give the treatments by using Indonesian-English combined task. In every meeting of the treatments, the materials that were given to the students were different. In the first meeting the researcher taught the students about the simple sentence, the second meeting the researcher taught the students about the compound sentence, the third meeting the researcher taught the students about complex sentence, and the last meeting the researcher taught about the overall types of English sentences previously taught.

The last part of this research was giving the post-test. The researcher gave the the post-test to the students which the test or the instrument same as the pre-test. The students' result in the post-test was better than the students' result in the pre-test. Based on the result of post-test, the highest score was achieved by the sample S06 and S12 with 42 total score. On the other hand, the lowest total score was achieved by the sample S15 with 21 score.

However, the overall students achieved 35,35 as the average score for students' skills in writing English sentences, where the average of the students' vocabulary on their writing was 16.18, the language use was 15.93, and the mechanics was 3, which means that quality of students' skills in writing English sentences after getting treatments by using Indonesian-English Combined Task is **Good**.

After comparing the result of pre-test and post-test, the researcher concludes that Indonesian-English combined task is effective to improve students' skills in writing English sentences. It proves that, teaching the students by using the combination of task and dual-language both Indonesian (L1) and English (L2) can help the students in the learning process and to get improvement in the result of the learning.

As Meghan Morahan (2009) stated in her work, that the use of some L1 provides more time to practice L2 because understanding is achieved more rapidly. The L1 serves a supportive and facilitating role in the classroom, and not that is the primary language of communication. L1 also allows students to become more aware of similarities and differences between cultures and linguistics structures, and thus may improve the accuracy of the translation. Finding cognates and similarities between languages build up interlinked L1 and L2 knowledge in the students' minds.

Meghan also explained that L1 language allows students when doing pair work to construct a solution to linguistic tasks and evaluate written language. By working in pairs and using L1 intermediately with L2, students may be cognitively processing at a higher level about linguistics tasks than if they were limited only to communicating in the language they are trying to learn. L1 vocabulary also allows learners to use language which they may not possess in L2

to process ideas and reach higher levels of understanding. Then, the use in written tasks is especially valuable because helps to clarify and build meaning. It allows learners to repeatedly evaluate and clarify communication about the choice of content and register appropriate to the task. The previous researches also evidenced that task-based language teaching and the use of L1 in teaching L2 or EFL have given a good contribution to improve the students' skills in English.

Finally, the researcher can say that task-based language teaching has a really important role in teaching English to the students where is supported by many theories and some other researchers who had proof it. For short we conclude that the H_o hypothesis is rejected and the H_1 hypothesis is accepted.

5. Conclusion

At the end of this research, the researcher presents the conclusion based on the data that has been found. Teaching Indonesian-English combine task is effective to improve students' skills in writing English sentences. It was shown by the achievements of the students, in the pre-test, they achieved 27,25 as the average score which means the quality of students' writing skills is fair before the treatment and the students' progress in learning could be seen in the improvement of the students' score in post-test is 35,25 which was categorized as good. Thus, the significance test also showed that the t-test was greater than the t-table (7,542> 2.131). It was summed up that the Ho hypothesis is rejected and the H1 hypothesis is accepted.

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