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## Developing supplementary writing tasks for semester 3 students of English Education Department of STAIN Gajah Putih

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**Abstract:** The research study was aims to develop writing tasks for supplementary material for semester 3 students of English Education Department of STAIN Gajah Putih, Takengon. This research was a research and development study that included the steps of needs analysis, course grid design, product development, product validation, try-out, and study of the final product. This research developed seven units of writing tasks developed according to the needs analysis data. The need of semester 3 students of STAIN Gajah Putih is to improve their writing skills. The needs-related appropriate supplementary writing tasks in terms of their components are: the goal of learning writing is to improve the students' writing skills; the input presents interesting pictures and texts; the procedure presents interesting and enjoyable activities; the learners' role is as the active learner; the teacher's role is the feedback giver; and the setting is individual work. The components of appropriate supplementary writing tasks in terms of their organizations are arranged into seven stages. They are get ready, take action, structure focus, writing focus, writing process, check competence, and make summary.

**Keywords:** writing, tasks, supplementary, material

### 1. Introduction

Writing is the action of picking up a pencil and forming letters. It means that writing is a combination of process and product (Linse, 2005). The process refers to getting ideas and presenting them into a good writing. According to Watkins (Widodo, 2008: 101), writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas. In other words, writing is a complex activity involving some stages of composition task completion. The writing process includes cognitive process. Thus, mastering writing skills needs longer time than mastering the other language skills.

Helping students to improve writing skills is important, especially students of English Education Department of STAIN Gajah Putih, Takengon. The reason is that they are going to be a teacher and they will teach writing. Besides, the limited sources hinder students to attain their target language.

Unfortunately, textbooks and any source which are available in the library are general ly in English. The contents are not specific for Islamic studies. The students sometimes find difficulties when they translate some specific words, i.e. Akhlak, Fiqh, etc. The materials should be in line with English for specific purposes.

English for specific purposes, ESP is basically aimed at helping language learner

scomprehend the special language features that are needed in the learners' backgrounds. ESP was developed in the language aspects according to register analysis, discourse analysis, needs analysis, skills and strategies, and approaches (Hutchinson and Waters; 1987). The concept of special grammatical and lexical features which are involved in the producing meaning is identified according to the learners' needs. The results of the analysis are combined into the syllabus where the skills, strategies, and approaches are included. In conclusion, ESP is centered on the language features (grammar, lexical, register), skills, discourse, genres, and approaches suitable to the learning material.

Due to the problems above, the development of the supplementary writing tasks is needed to help the students of STAIN Gajah Putih Takengon, in improving their target languages. The writing tasks belong to English for Specific Purposes. It means that the language features and the discourse should be suitable with the Islamic studies.

The questions of this study are: (1) What are the needs of semester 3 students of English Education Department of STAIN Gajah Putih in learning writing?, and (2) What are the appropriate supplementary writing tasks for semester 3 students of English Education Department of STAIN Gajah Putih? The objectives of the study are to describe the needs of semester 3 students of English Education Department of STAIN Gajah Putih in learning writing and to develop the appropriate supplementary writing tasks for semester 3 students of English Education Department of STAIN Gajah Putih.

This study focuses on developing writing tasks for supplementary material. The writing tasks are developed according to the target needs and learning needs of the semester 3 students. The material includes tasks to learn structure, mechanism, and writing strategies.

The writing tasks consist of seven chapters. Each chapter is for two meetings.

## **2. Method**

This study is classified as research and development. Sugiyono (2011) states that the R&D method is used to produce a specific product and test the effectiveness of the product. The research and development model which was adapted in this study was the model of Dick et al. (2001). The steps in this study are analysis, design, development, implementation, and evaluation. The developing of the writing tasks is according to the target needs, learning needs and the appropriate materials for semester 3 students of STAIN Gajah Putih, Takengon. The subjects of this research were semester 3 students of English Education Department of STAIN Gajah Putih, Takengon. There were 76 students that belong to three classes.

There were two kinds of data, qualitative and quantitative data. The qualitative data were gathered from needs analysis questionnaires and interviews. The data were analyzed using the descriptive analysis. On the other hand, the quantitative data were gathered from try-out questionnaires. The collected data were analyzed using descriptive statistic. For this purpose, the central tendency measure (means) and the variability measure (standard deviation) of the students' responses were used. This research used the mean to analyze the response using Linkert scales.

## **3. Finding and Discussion**

The need of the semester 3 students of English Education Department of STAIN Gajah Putih in learning writing is to improve their writing skills. The data of the students' proficiency level show that 88% of the students claimed that they were in the level of imitative. It seemed that the students were able to write

words and sentences with correct punctuations (Brown, 2004). Meanwhile, 12% of the students were in the intensive level.

There were 84% of the students claiming that they needed to improve their writing strategy of preparing. It was also shown that 92% of the students wanted to improve their drafting, 88% of the students wanted to improve editing, and 92% of the students claimed that they needed to improve the strategy of revising.

According to the needs analysis data, all of the students stated that writing was useful for their next career. A total of 66% of the students would use writing to support their works, and 34% of the students would use writing to support their study.

In learning writing, students needed media to help them. From the finding, it was shown that 48% of the students preferred to use picture illustrations to help them in prewriting, 36% of the students chose the vocabulary list, and 16% of them liked introduction of the grammar.

In preferring the topics in learning writing, it was found that the most popular topics chosen by the students were about religion, where 56% of the students preferred to choose them. It was followed by culture (36%), and tourism (12%).

In relation to the length of the text, the most prominent length of text preferred by the students was 150 words or 3 paragraphs, they were chosen by 48% of the students. The next was 250 words or 5 paragraphs which were chosen by 28% of the students. The less prominent length of the text was 200 words or 4 paragraphs which were chosen by 24% of the students.

Based on the result of the needs analysis, the course grid of supplementary writing tasks was designed. There are seven units of writing material. Each unit is an 80-minute lesson. The activities are varied according to the indicators and the writing strategies.

As stated before, this material consists of seven units namely Syahadat, Praying, Fasting, Charity, Hajj, Dhikr, and Qur'an. Each part is

arranged into seven stages. They are get ready, take action, structure focus, writing focus, writing process, check competence, and make summary. The *get ready* consists of vocabulary list that the students are going to learn. The second stage is the *take action*. In this stage students read a text that explains the topic. The next stage is structure focus where the students learn about grammar items that are used in the text. The fourth stage is writing focus. In this stage, students learn the mechanism of writing. Next, there is the writing process where the students learn the steps of writing. Then, there is the check competence stage. In this stage, the students apply the knowledge that they have learned in the previous stage. The last stage is make summary. In this stage, students conclude what they have learned.

Testing the validity of the writing tasks was done by material experts, language experts, and methodology experts. There were six aspects that were asked, namely the appropriateness of the content, goal, procedure, input, layout, and presentation. According to the experts, the product was appropriate and ready to be tried out.

The try-out was done to get empirical feedbacks which later would be used to evaluate and revise the tasks. Each unit in the writing tasks was implemented to the semester 3 unit A students of STAIN Gajah Putih, Takengon. After getting feedbacks from that class, the writing tasks were revised. Then, the revised materials were implemented to the semester 3 unit B and C students. There were thirteen questions according to the components of tasks, namely goal, input, procedure, students' role, teacher's role, and setting.

According to the try-out data, it can be concluded that the writing tasks are appropriate. The goals of the writing tasks which were improving writing skills and vocabulary were achieved. It was indicated by the means of the students' agreement that ranged from 3.84 to 4.52. The inputs which were pictures and

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