Task-based Material Design for Academic Purposes: Learners’ English Writing Skill Improvement

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Abstract
English Writing for Academic Purposes (EWAP) seems daunting for higher education students in the Indonesian context. Genuinely, the ability of EWAP is one of the study skills required in the academic field. Preliminary research has shown that EWAP materials have not been identified based on students’ needs. This study focuses on the students’ need analysis of the EWAP materials, including confirming the quality of the task-based material design that enhances the students’ skills of the EWAP. The study used the educational research and development method, involving non-English learners from a private college in Indonesia. Researchers used the test, the semi-structured interview, and the questionnaire as instruments. The observation was also carried out to describe implementing the task-based material design of the EWAP. The results indicate that students need task-based material as an authentic EWAP material that focuses on learning to communicate through interaction. It also gives them the ability to focus not just on the use of languages but also on the learning process itself. The task-based EWAP materials have a significant influence on the development of students’ writing skills. As a result, this approach is well suited to foster a learning desire to write in a context-approximately as a means of expressing their intentions. Besides, the study’s findings show that students were very enthusiastic about engaging in the learning process.

Keywords: English for Academic Purposes, task-based materials, writing skills.

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Citation in APA style: Yundayani, A., & Ardiasih, L. S. (2020). Task-based material design for academic purposes: Learners’ English writing skill improvement. Studies in English Language and Education, 8(1), 258-275.

Received October 1, 2020; Revised December 3, 2020; Accepted December 9, 2020; Published Online January 3, 2021

https://doi.org/10.24815/siele.v8i1.18169
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1. INTRODUCTION

Writing skills for academic purposes has now been recognized as an essential field of study, incorporating insights from multidisciplinary studies. Writing skills can be seen in academic English as productive skills requiring learners to interpret instructional materials and develop new knowledge (Soliman, 2016; Valli & Priya, 2016). Many university students who have a strong academic record use their native language to establish background knowledge; however, they cannot convey their ideas and feelings in English written work. English Writing for Academic Purposes (EWAP) seems challenging (Badiozaman, 2015; Hirvela & Du, 2013). It is considered to be the most challenging learning ability and has been identified as ignored (McKinley, 2017).

In the academic field, writing is a critical skill for all university learners. They are expected to deliver their specific research projects, written assignments, articles, and ideas for their professional and academic reasons (Estaji & Salimi, 2018; Yundayani et al., 2020). While non-English education students attending academic writing courses and are equipped with a practical approach in EWAP, they do not have the requisite skills in EWAP.

Language skills can be gained through communication. It leads us to the assertion that Task-Based Language Teaching (TBLT) is a robust version of Communicative Language Teaching (CLT), the core aspect of the task. Many scholars have explored the application of TBLT, including in the field of writing skills (Alqahtani & Elumalai, 2020; González & Pinzón, 2019). It provides a learning environment that involves learners through various tasks intending to boost a second language (L2). In the material development context, the TBLT principles have been adapted to learners’ needs through a need-based approach to content selection. Nunan (2004) claims that target tasks, pedagogical tasks, and enabling skills are crucial elements of the TBLT. It is aligned with Kamalian et al. (2017), who find that learning is fostered in TBLT by carrying out a sequence of activities as a step towards the productive completion of tasks. Branden (2006) argues that the TBLT approach uses tasks as a vehicle for communication between language developments to promote the acquisition of L2.

Early studies have shown that the instructional material used in the EWAP has not been designed through the need analysis framework (Cumming et al., 2016; Yundayani et al., 2017). It did not appeal to the learners and did not show English language learning characteristics for academic purposes. Moreover, it is still conventionally focused on strengthening English skills in general (Yundayani et al., 2017). Therefore, attempts have been made in this study to support learners in their writing learning process, specifically for academic purposes, through designing task-based instructional materials. Some writing materials focus on tasks that have been identified as alternatives to language learning (Valli & Priya, 2016; Zhaochun, 2015). The use of such task-based writing material for academic purposes is another issue, while the use of it has been an opportunity in recent decades to teach writing practices (Ahmad, 2020; Milarisa, 2019; Yan, 2019). TBLT promotes both teacher and learner autonomy, with the result that teachers take responsibility for the consistency of their teaching activities and students in their learning achievements (Cutrone & Beh, 2018; East, 2017; Tian & French, 2019; Waluyo, 2019). These results highlighted that the TBLT focuses on fluency, context, and the success of tasks. Students may use their background knowledge of the environment and the language to complete the task.
Also, the TBLT reduces barriers to language learning and allows students to participate. However, previous studies did not examine the use of TBLT in the design of EWAP materials based on student needs and characteristics in the Indonesian context. In contrast to previous studies, this study attempted to provide task-based writing material for academic purposes. This study aims to answer the following research questions:
1. What are the outcomes of the students’ need analysis of EWAP?
2. How is the quality of the task-based material design to improve EWAP skills?

2. LITERATURE REVIEW

2.1 The Nature of Writing for Academic Purposes

As part of the study skills, writing skills for academic purposes is required in the university learning process. It is used both as a structured communication mechanism and as a practical learning resource (Weigle, 2002). Writing as the heart of academic life can be the best way to assess academic success (Valli & Priya, 2016). It is a way of knowing learners’ capacity to create new knowledge, including the ability to shape information that is collected in its entirety.

At the tertiary level, adaptation to new ways and new learning culture is essential to academic survival, requiring different skills than general literacy and governing and shaping student writing practices (Altınmakas & Bayyurt, 2019). Writing skill in the academic sense requires the critical thought and capacity to convey the message in written form. Learners are expected to meet specific style guidelines established to acquire these instructors’ skills through the planned writing material for academic purposes. In the academic field, writing skills may be seen as the ability to transfer some of the previous scholars’ knowledge into new study areas. Even the most original scholarly paper uses quotations, paraphrases, summaries, and brief references to incorporate details, ideas, meanings, and conclusions from other sources.

2.2 Task-based Material Design

Material development is an activity aimed at developing an efficient learning process, beginning with the concept of learning goals by identifying needs and producing a collection of suitable materials. The method involves preparing, producing, and evaluating the material generated and carried out through multiple iterations until the desired result is obtained. It can be described as the relationship between research and practical understanding (Tomlinson, 2003). It discusses the concepts, including material design, implementation, and assessment procedures, as a field of analysis.

Task-based material formed a foundation through the Hutchinson and Waters (1987) paradigm to incorporate the various learning components. It consists of input, content, language focus, task (Hutchinson & Waters, 1987; Hyland, 2004). Input can be anything that works as a stimulus that can be a text or any piece of need-based communication data. The focus on language would encourage learners to use the language. The goal would be to consider the progress of learners in the use of language.
Figure 1. Task-based writing material design for academic purposes (Dick et al., 2015; Hutchinson & Waters, 1987).

Figure 1 demonstrates the phases of the task-based material design for academic purposes. It shows that the stage of identification is the initial stage of material development. At the development stage, it can be recognized that this part is the required method for designing materials based on the concepts of a task-based approach and confirming that the concept should be assessed and revised as specifications at the stage of evaluation and revision. TBLT is built using a communicative language teaching approach that uses tasks to improve learners’ language skills through interaction. Language is no longer limited to grammar laws alone but is explicitly applicable to the real-life of learners. It leads to the view of TBLT as a response to the learner’s need to be competent in the use of language as a means of expressing thoughts in a context-appropriate manner since language is taught and practiced explicitly in real communicative use (Nunan, 2004). Learning allows the communicative use of language by focusing on meaning. The type of work provided focuses on language and communication skills (Marashi & Tahan-Shizari, 2015). Through the TBLT, learners are prepared for the productive and applicable use of language skills.

2.3 Previous Studies

Cutrone and Beh (2018) conducted an earlier study exploring the impact of task-based language instruction on Japanese EFL learners’ ability to interact, or known as a willingness to communicate (WTC). The findings indicate that students who provided task-based training significantly improved their overall WTC scores. Furthermore, East (2017) looked at the trend of the TBLT in the additional language settings instructed. The article suggests a way forward to improve the effectiveness of the TBLT effort. In short, the belief that the efficacy of TBLT is primarily a function of interaction seems to have an impact on many teachers’ thinking. Another study suggests analyzing the learning outcomes of Thai EFL learners from a real-world interview challenge in order to find a socio-cultural viewpoint (Tian & French, 2019).
The findings suggest that it can be turned into adventurous learning from a socio-cultural viewpoint. Their goal was to allow learners to use English in real-world contexts to practice various skills at different levels. Moreover, Waluyo (2019) examined TBLT and thematic role-play in developing communicative skills among EFL learners. The results support the hypothesis that students’ success in thematic role-play predicts their communicative skills growth.

Based on previous studies, it is clear that TBLT allows EFL learners to engage effectively in the learning process of the EWAP. The TBLT concept is consistent with the English for Academic Purposes (or EAP) course’s intent to teach essential communication and language skills to enable students to work effectively in their disciplines. Recent work focuses on the quality of the task-based material design that improves the learning skills of the EWAP, including the specific needs of learners. It offers skills and competencies for the use of languages in academic contexts.

3. METHODS

3.1 Participants and Research Setting

Students from one of the private colleges in Jakarta representing various writing skills were randomly assigned as participants in this study. A group of 60 non-English education study program students who took the EWAP course was chosen for being respondents of need analysis. Another separate group of respondents was involved in the formative evaluation phase. In this group, three students were selected for a one-to-one evaluation, eight were selected for a small group evaluation, and thirty were selected for a field trial evaluation.

3.2 Instruments and Data Collection Techniques

The researchers initially circulated questionnaires to obtain the data of the student needs analysis of EWAP. Need analysis through the questionnaire was required at the level of recognition, which should include learners. The observation and the interview strengthened the findings. They would serve as the basis for the researchers to design the task-based writing material model. Existing learning materials, curriculum, and lesson plans were analyzed to assess the gap between the content and the learning needs study results.

The questionnaire was distributed in the formative evaluation stage to the respondents to comply with their opinions on the intended task-based material. Moreover, observation and semi-structured interviews determined the respondents’ perception of the task material used. The interview included three students in one-to-one evaluation, three different students in small group evaluation, and six students in field evaluations. Each interview lasted approximately 15 minutes, and the interviewees’ responses were recorded to avoid missing information. The writing test was also performed as a pre-test before using the newly designed material and post-test after the new one was used. Experts verified and validated all the instruments used in this study to confirm accuracy and appropriateness.
3.3 Data Analysis

Need analysis required an overview of the target situation, the present situation, and the subject context (Hyland, 2006). It would include creating materials, including selecting specific topics concerning the skills needed, and selecting the specific strategy to be implemented. The data collected was analyzed through an interpretive process, reflecting personal views, and shaping the data’s interpretation (Clark & Creswell, 2015). The data collected from the questionnaire were analyzed using descriptive analysis to obtain information about the outcomes of the students’ need analysis of EWAP (i.e., research question number one). All comments or qualitative information collected from the respondents were coded to determine the response category. Data were analyzed through data reduction, data display, drawing, and verification of the conclusion (Miles & Huberman, 1994).

Formative evaluation as a process of data collection during the development of task-based EWAP material took four steps: one-to-one with a subject-matter expert, one-to-one with a learner on the most obvious errors in teaching, a small-group assessment on the effectiveness of the changes made, and a field trial in order to know the quality of the task-based material design as the end product to improve EWAP skills. Testing requirements for newly developed materials included various factors at each formative evaluation stage (Dick et al., 2015). The earliest subject-matter expert focused on the objective statement, instructional, accuracy, and currency of materials, appropriateness, clarity of test and assessment, and instruction placement. In one-to-one evaluation, the criteria included clarity of instruction, the effect on learners, and feasibility. In small group evaluation, the primary purpose of obtaining the students’ perceptions of the instructional covered interest, understanding, and relevance. The final formative evaluation stage, field trial, focused on usefulness, quality, effectiveness, and efficiency. Moreover, the pre-test and post-test of the writing test in the formative evaluation stage assessed by three different inter-raters. It is mentioned to address the second research query. The final score would determine whether it was effective or not. Learners writing skills were assessed before and after the task-based materials were provided to them during each formative evaluation step. In 30 minutes, learners were expected to write a 150-word essay on different topics, such as “reading a book.”

While the formative evaluation process focuses on the acquisition of data from learners, it was also essential for the instruction to be evaluated by specialists, including subject experts outside the project. Therefore, this research also involved five English teachers as language specialists who taught EWAP and two subject experts in content and material design. They reviewed the process and the product. Their contribution included presenting information on the need analysis, evaluating newly designed materials, and offering advice and recommendations as a prerequisite. Furthermore, the triangulation technique was used to validate the results (Clark & Creswell, 2015).
4. RESULTS

4.1 The Outcomes of the Students’ Needs Analysis of EWAP

The study started by examining the need analysis finding to collect information on the wants, needs, and desires of learners. It served as a framework for the creation of writing skills materials for academic purposes. Development stages consisted of (1) writing basic competence, (2) designing instruments for evaluating learning outcomes, (3) developing instructional strategies, and (4) developing a material design. Researchers distributed questionnaires and performed a semi-structured interview to obtain the results of the needs analysis. The results of the need analysis of task-based material for EWAP is as following.

4.1.1 Target situation analysis result

Researchers found that the target situation analysis result indicated that students’ learning objective for academic purposes needed by students was to improve their ability to organize and develop good sentences into a discourse paragraph specific to each discipline. It was the cornerstone of the lesson, and it provided a teaching cause.

Besides, the target situation analysis results revealed that learners needed knowledge and skills of several matters. First, rhetorical-functional in the form of description, narration, definition, and classification related to communicative gestures or generic structures. Students believed that they should understand the primary language functions commonly used in academic writing. Second, the learners should have the knowledge and skill in academic genres in essays and reports to socialize in an academic context. Third, they should have to know the writing process that describes the sequence of steps to be taken by students to develop a finished piece of writing. Furthermore, the knowledge they also needed was to know the summary that was an essential aspect of academic writing and related to academic reading. Finally, the skill of paraphrasing had to be mastered since it was an integral component of reading and summarizing by presenting the ideas of others in the student’s language, structure, and style.

4.1.2 Present situation analysis result

The researchers noted that the present situation analysis results revealed that most learners lack the opportunity to practice EWAP. They also argued that they were sluggish and inefficient in retrieving the right words to articulate their ideas and build their ideas fluently. They said that they were struggling to organize and use the writing mechanism. Moreover, research results showed that students had varying perceptions of learning and using English, so they faced uncertainty. They believed that academic writing involved a dynamic process that they had not seen before. Students argued that they appeared to be discouraged when they were asked to write in an academic context. Students also claimed that they had a low desire to learn and actively engage in the writing process while also recognizing an excellent need for EWAP skills in the college learning process. Students said they were worried about making mistakes, and this relates to their experience of failure.
4.1.3 Learning situation analysis result

The learning situation analysis result showed that students needed the instruction materials for the EWAP, which were clear and intelligible. Moreover, the content of instructional materials for EWAP should cover rhetorical-functional in terms of descriptive, narrative, classification and identification, academic genres in essay and report form, writing process, summary, and paraphrasing. The required content was consistent with the result of the target situation analysis related to the learning goal.

Also, the students stated the necessity for learning techniques to be applied to the EWAP training material. They needed learning strategies that would include a great deal of practice because they assumed that their lack of skill in EWAP was due to inadequate practice in EWAP. The results also showed that students expect EWAP materials to be delivered with various tasks and activities. Besides, they were required to carry out authentic tasks and activities related to their real experiences to achieve the communicative skills of EWAP. They assumed that it would avoid the boredom of them engaging actively in the EWAP course.

The results of the analyses showed that learners needed a textbook of writing materials for academic purposes. The writing materials played a communicative and applicative role in achieving the learning objective. They also needed an opportunity to focus not only on language but also on the learning process, which influenced their personal experience and contributed to the link between language learning and language use outside the classroom. Also, the learning objectives of the EWAP were formulated in such a way that learners could: (1) write paragraphs using theme sentences, supporting sentences and correct conclusions, (2) distinguish and write certain types of paragraphs based on rhetorical functions, such as descriptive, narrative, definition and classification. (3) compose academic genres such as essays and reports, (4) write based on a process approach, and (5) use their language to paraphrase and write summaries derived from the information obtained without changing its meaning.

4.2 The Quality of the Task-Based Material Design to Improve EWAP Skills

The students’ needs analysis provided the framework for the researchers to design the task-based material of EWAP. It enabled them to determine what the course should focus on, what material to include in terms of language or skills, and what learning approach to employ. Figure 2 is the model of task-based writing material for academic purposes.

Task-based material was aligned with EAP learning’s objective in the context of the English for Specific Purposes (or ESP) approach due to its orientation towards the achievement of communicative and applied language skills. As the main focus, a variety of tasks was offered as a means for learners to use language skills, in this case, EWAP. It provided learners with the opportunity to acquire language skills through tasks, using communicative language in the classroom, and real-life situations. The language was seen as a means of achieving a goal. Students were also expected to participate in the classroom regularly through the general use of the target language. Task-based materials tended to integrate language skills to ensure the language’s accuracy and fluency, and various tasks indirectly motivate the learners.
To confirm the materials’ accuracy and currency, subject-matter experts reviewed the design of the task-based material. Six components needed to be confirmed. The first aspect was the objective statement. They suggested that the design of task-based EWAP material should be integrated with more reading comprehension material as it is inseparable. The second aspect was the instructional analysis. The experts recommended that the order, quality, content, and examples given in the material design were appropriate and accurate. The third aspect was the accuracy and currency of materials. The experts claimed that the material design should include a topic relevant to the sentence structure before the topic of the paragraphs, due to the context of most learners who had limited skills in the use of English. The fourth aspect was related to the appropriateness of instructional materials. The experts noted that the material presentation should stimulate learners to motivate and improve their thinking order, as writing was a process that needs to be done. The fifth element was related to the clarity and suitability of test items and assessment situations. The experts believed that the assessment tool was considered relevant for measuring learners’ level of achievement for the mastery of the writing skills required. The sixth element was about the placement of the instruction relative to the prior and subsequent instruction. The experts stated that task-based material of EWAP could be used for non-English learners as it was consistent with the purpose of English writing skill mastery in the academic field.
The subject-matter experts’ results provided some suggestions that should be changed in the design of the task-based EWAP materials. After revision, the materials’ design was assessed through a one-to-one student evaluation to confirm the materials’ clarity, impact, and feasibility. Linked to \textit{clarity}, students argued that the consistency, functionality, and substance of the material design content were right, relevant, and understood by them to achieve learning objectives. Besides, concerning the \textit{effect}, the students stressed that material design could positively impact students involved in mastering writing skills for academic purposes. Also, concerning \textit{feasibility}, students recommended that the task-based material design could be used for academic purposes in the learning process of writing English.

Based on the one-to-one evaluation results, researchers made some modifications and revised the design of the task-based EWAP material model. The revision of the material design was assessed at the small group stage of the evaluation. The objective was to determine the efficacy of the improvement in the design of task-based writing skills materials for academic purposes carried out in the formative one-to-one evaluation of students and to recognize learning difficulties that students may experience. The purpose of this stage was to decide whether students can use the design of materials without the researcher’s intervention as the designer (in this case, also presumed as the instructor). A small group evaluation was taken from the components of interest, understanding, and relevance. The aspect of \textit{interest} showed that instruction applied to the material’s design was coherent, traceable, and systematic. It had a positive effect on improving the motivation of learning perceived by students. The instruction attracted the students, and they felt that the instructions given were diverse and straightforward to understand. Linked to the \textit{understanding} aspect, the students argued that the instructions used in the material design were easy to follow, as they were written. Also, in terms of \textit{relevance}, students assumed that the guidance offered was consistent with what was needed to master the EWAP.

The small group evaluation phase offered some suggestions as a basis for the researchers to revise the design of the task-based EWAP material model. The revision was proposed at the next stage, the stage of the field trial evaluation, to determine the impact of the changes made at the small group evaluation level and to decide if they could be included in the context for which they were intended. There were three components to be evaluated in the design of a task-based EWAP model. The first aspect related to the \textit{usefulness and quality} of the task-based EWAP material model. Students claimed that, by referring to the design’s usability and quality, this material design was useful for achieving the learning objectives required in necessary skills. That quality was also considered to be appropriate and compatible with what the learners need. The second aspect concerned \textit{effectiveness}. Students claimed that the design of materials was effective in their use in the learning process. It had an impact on the optimistic mindset of learners and their passion for learning. Besides, in the third \textit{efficiency} aspect, students argued that material design was very time-efficient and cost-effective. It had a significant impact on the mastery of EWAP by students.

Pre-test and post-test writing evaluations were carried out during the formative assessment to validate the findings. The result is shown in Figure 3. It shows the improvement of the EWAP at each step of the formative assessment. The average pre-test to post-test writing score increased from 43 to 56 in the one-to-one learner evaluation phase. There was also an increase from 42 as the average student writing pre-test scores to 60 as the average student writing post-test scores in the small group
assessment level. Finally, students’ writing skills in the field trial evaluation phase increased from 56 as the average in the pre-test score to 75 as the average in the post-test score. Increasing the learning score from pre-test to post-test showed the positive impact of the task-based material used to learn writing skills for academic purposes. It also validated the data obtained from the observation, questionnaire, and interview on the impact of task-based material.

![Figure 3. The result of writing tests on average.](image)

### 4.2.2 The final product

Figure 4 shows the sample of task-based EWAP materials model.

![Figure 4. The model of task-based EWAP materials.](image)
Given all the data during the development of the task-based EWAP materials model, the researchers determined how to make a revision based on the students’ requirements. The final products showed that the task-based EWAP materials include authentic materials presented across different activities. Colorful materials are presented using some of the images that catalyze to make it easier for students to formulate their writing ideas, as shown in Figure 4 as the sample of task-based EWAP materials model.

5. DISCUSSION

5.1 The Outcomes of the Students’ Needs Analysis of EWAP

The results of need analysis have shown that learners need a textbook of writing materials for academic purposes, which plays a communicative and applicative role in achieving the learning objective. It contends that university-level learners need the scope for mastering EAP, in particular writing skills. The essential role of teaching material is played to achieve the goal of learning writing skills. The material chosen for the EAP courses should be consistent with the course’s objectives (Kohnke, 2019). Therefore, it should meet the goals and be acceptable in terms of the language standard, quality, and suitability (Eftita & Wahyuni, 2020; Yundayani et al., 2019).

Moreover, learners required EWAP training materials designed to meet their needs. It can be genuinely recognized because academic writing pedagogy in EFL contexts is often framed in acquiring text-based discourse community conventions necessary for writing effectively (Shea, 2017). It confirms the results obtained by other scholars for different purposes on the need for analysis in the field of ESP (Hossain, 2013; Otilia, 2015). Need analysis should be seen as the earliest action in the ESP approach and be transformed into a learning component. It can also be seen as the main driving force behind the design of the fundamental component of the teaching and learning process (Yundayani et al., 2017). It has confirmed the need to enable learners to develop their learning skills, academic language, and culture. It also demonstrated the need to develop a course that would enable learners to overcome their weaknesses and complete their bachelor’s degree program (Bérešová, 2015).

The need analysis also indicated that students also require an opportunity to focus not only on language but also on the learning process, which affects the development of their personal experience and contributes to the connection between language learning and languages outside the classroom. It elaborated that the material should be designed and developed by emphasizing the communicative and applied learning process consistent with the target language and the learner’s present characteristics. Authentic materials can endorse real-life language by offering transparent access to the language that is currently used. To achieve this, a different task-based strategy is needed that focuses on at least one learning-centered textbook that selects content based on needs. The task-based writing of academic skills material has a positive impact on learners’ skills in the EWAP and highlights the communication and practical learning cycle in the target language across different tasks (Marashi & Tahan-Shizari, 2015; Payman & Gorjian, 2014; Tang et al., 2015). Kamariah et al. (2018) reinforced the argument that teaching writing using authentic material seems appropriate as writing material to be applied to English as a foreign
language learner. These statements proclaimed that authentic material was beneficial for learners to generate and organize their ideas in writing. In general, instructional writing materials are required to be clear and easily understood, allowing practicing a great deal through communicative and applicative interactions with authentic texts.

5.2 The Quality of the Task-Based Material Design to Improve EWAP Skills

In this research, subject-matter experts offered input in formative evaluation on the need to incorporate reading text into the design of task-based EWAP materials. The design of writing material for academic purposes required further reading of passages with different themes. It is designed to enhance the ability of EWAP learners to begin reading comprehension. Academic writing contributes to academic reading by providing valuable insights into how learners interpret their reading by writing (Hirvela & Du, 2013; Kevin, 2019; Negretti & Kuteeva, 2011). Writing instruction should have a crucial element for learners to develop the ability to use source texts. It involves essential relations between reading and writing: compelling reading of references to find the most valuable knowledge for writing purposes and recognizing how to integrate this material efficiently into the text being produced (Hirvela, 2004).

The formative evaluation results also indicated that some of the students required primary written material on the organization of sentences and the composition of paragraphs delivered engagingly and interestingly. It described that EWAP materials content should help learners with limited ability to use English with accuracy and currency-related sentence structure. The role of the instructor is to find interested learners, to help the learner practice write creatively, to locate a room where the learner will write on the subject during the event, to bring together an adult group to evaluate the submissions, to present the certificate to the participating learners, and to send the winner’s submission to the organizer (Samoilenko, 2016). Writing instructors should arrange writing lessons, resources, and teaching techniques to allow learners with different learning styles to have pedagogical consequences to improve their writing skills and help them achieve their academic objectives.

The result of the task-based EWAP material model can be seen as an alternate way of enhancing learners’ ability to write as a means of communicating and learning directly in the actual language of communication used. It attempts to incorporate language skills to achieve precision and language fluency typical of different tasks with more comprehension. It addresses the complexity of tasks across different activities to be trained to use language constructively and appropriately. TBLT can be used as a cognitive load measurement method to obtain empirical evidence that the more complex tasks place a higher cognitive load on the learner, which, in turn, will contribute to structural changes in language performance (Awwad, 2019; Lee, 2019). Kafipour et al. (2018) also proposed that TBLT inspire, promote, empower, and challenge participants. It enables learners to gain autonomy in the learning of languages. In particular, the TBLT will more generally address language learning in schools, contributing to higher language acquisition rates. Learners are becoming more involved in the learning process while adopting a task-based approach (Yundayani et al., 2019; Zhaochun, 2015). The picture of teacher status is becoming a friendly facilitator. It describes task-based writing materials as reliable, traceable, systematic, and easy to understand. It also has a positive impact on learners’ motivation to achieve the expected output of writing skills.
TBLT is focused on the concept of knowledge building through communication and implementation approaches to gain mastery of the EWAP. It is intended to improve learners’ writing skills and understanding by using their language to acquire information without altering the context of reading passages as knowledge acquisition and as a prerequisite for advanced adult learning. It is in line with the writing tests’ findings during the formative evaluation, which indicated an increase in the students’ EWAP skills. Task-based learning has become a valuable resource for teaching a variety of language skills, including reading comprehension. One of the commonly used task-based strategies to improve learner reading comprehension is task-based writing activities (Nejad & Khosravian, 2014).

The task-based EWAP material model has gained positive reactions from students. It emphasizes student communication skills in the target language through perseverance to authentic texts adopted in the learning situation. Learners have the opportunity to focus not only on language but also on learning through the use of task-based materials. This makes it easier for learners to understand the subject, improve their personal learning experience, and link language learning in the classroom to language use outside the classroom (Bygate, 2020). Wilson (2016) argued that EAP learners need a positive, enjoyable, imaginative, and inclusive classroom culture to engage in small groups and test their voices in new discourses in a non-threatening environment. Task-based materials integrate language skills to ensure linguistic accuracy and fluency while allowing learners to acquire language skills through tasks. Students are often expected to participate in the classroom regularly through the general use of the target language. Various assignments indirectly given will motivate learners to learn.

Authentic materials have been established, and therefore authentic assessments have been made to assess the learners’ competencies. A standardized evaluation instrument using a holistic score system has been created to measure learners’ cognitive abilities that cannot be measured by objective tests. Thirakunkovit (2019) reported that the evaluation results relate current practices to successful writing and subsequent discussion of how to change the writing curriculum. Formative testing has culminated in students developing their writing abilities for academic purposes. Expert judgment is concerned with ensuring the accuracy and value of the instruction. Harsono (2007) believed that appropriate learning materials should meet each system approach’s other components. This means that every part of the system must be considered to create appropriate teaching material.

In practice, task-based writing skills materials for academic purposes have received positive feedback from the learners. It may encourage learners to learn and improve writing skills that meet their needs. It was developed and presented based on empirically tested feedback and suggestions from experts and learners. Thus, the classroom environment was vivacious during the teaching and learning process, and the learners were eager to join the writing class.

6. CONCLUSION

The finding of this research provides some details that may be considered by EFL practitioners to be used in the production of the necessary materials in EWAP contexts. For instance, the need analysis outcome offers a fundamental piece of
knowledge that can be a reference for educational practitioners in designing all learning elements, not only the materials but also the media, the teaching technique needed, and how learning is assessed. Formative evaluation phases verified the new task-based materials consistency in EWAP through expert analysis and the learner’s response. It should be noted that learners agree that task-based material has excellent advantages in enhancing learners’ academic writing performance. Besides, they believe that the task-based material allows them to concentrate not just on language but also on the learning process.

On the other hand, the learning specialists claimed that a task-based material of EWAP involving learners is intended to improve their personal experience as a significant devotional element of the learning environment. Linking the classroom learning cycle to the actual outside of the classroom improves task-based writing content for academic purposes. Through task-based writing materials for academic purposes, learners can apply practical and communicative writing skills to their needs. Nonetheless, this research has not been discussed in reading comprehension, which should be related to learners’ academic writing skills based on their subject matter. Therefore, this material design can be used by different stakeholders and can be established as a prerequisite in further studies. Future work should continue to explore this field.

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