

**EXPLORING TASK-BASED LANGUAGE TEACHING'S CONTRIBUTION TO
UNIVERSITY EFL STUDENTS' EXPOSITION WRITING
IN KEPULAUAN RIAU**

A Dissertation

**Submitted as a Partial Fulfillment of the Requirement for the Degree of
Doctor in English Education**



By
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IN KEPULAUAN RIAU

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APPROVAL PAGES

Dissertation

EXPLORING TASK-BASED LANGUAGE TEACHING'S CONTRIBUTION TO UNIVERSITY EFL STUDENTS' EXPOSITION WRITING IN KEPULAUAN RIAU

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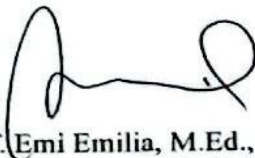
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Abstract

Despite the growing recognition of task-based language teaching (TBLT) as an effective pedagogical approach in second language acquisition, limited research has investigated how it specifically shapes university EFL students' exposition text writing skills in under-researched contexts such as Kepulauan Riau, Indonesia. This qualitative study addresses this gap by exploring learners' perceptions of the mechanisms through which TBLT contributes to their writing development. Guided by in-depth interviews and textual analysis of writing samples from four participants, the study uncovers that students perceive TBLT as highly supportive in helping them organize ideas, articulate clear thesis statements, and build logically coherent arguments. Collaborative pre-task planning, peer interaction, and authentic task cycles were identified as particularly influential in fostering critical thinking, metacognitive reflection, and greater confidence in writing. However, participants also acknowledged persistent struggles with grammatical accuracy and lexical precision, highlighting the need to balance communicative tasks with explicit form-focused instruction. The findings reinforce insights from Sociocultural Theory by demonstrating how external mediation in collaborative tasks fosters internalization of writing strategies that extend beyond classroom practice. Theoretically, the study nuances existing literature by showing that conceptual and organizational writing skills tend to develop earlier than grammatical mastery. Pedagogically, it suggests integrating TBLT into sustained curricula, enhancing teacher training in task design, and combining fluency-focused activities with accuracy-oriented support. While limited by a small sample size and context-specific scope, this study contributes valuable evidence to inform EFL writing pedagogy in Indonesia and similar settings.

Keywords: Task-Based Language Teaching (TBLT), EFL writing, exposition text, Sociocultural Theory, learner perceptions, Indonesian higher education.

Abstrak

Meskipun pengajaran bahasa berbasis tugas (TBLT) semakin diakui sebagai pendekatan pedagogis yang efektif dalam pemerolehan bahasa kedua, penelitian yang terbatas telah menyelidiki bagaimana pendekatan ini secara spesifik membentuk keterampilan menulis teks eksposisi mahasiswa EFL universitas dalam konteks yang kurang diteliti seperti Kepulauan Riau, Indonesia. Studi kualitatif ini mengatasi kesenjangan ini dengan mengeksplorasi persepsi peserta didik tentang mekanisme yang digunakan TBLT untuk berkontribusi pada perkembangan tulisan mereka. Dipandu oleh wawancara mendalam dan analisis tekstual dari contoh tulisan dari empat peserta, studi ini mengungkapkan bahwa siswa menganggap TBLT sangat mendukung dalam membantu mereka mengorganisasikan ide, mengartikulasikan pernyataan tesis yang jelas, dan membangun argumen yang koheren secara logis. Perencanaan pra-tugas kolaboratif, interaksi dengan teman sebaya, dan siklus tugas autentik diidentifikasi sebagai hal yang sangat berpengaruh dalam menumbuhkan pemikiran kritis, refleksi metakognitif, dan kepercayaan diri yang lebih besar dalam menulis. Namun, peserta juga mengakui adanya perjuangan yang terus-menerus dengan akurasi tata bahasa dan presisi leksikal, yang menyoroti perlunya menyeimbangkan tugas komunikatif dengan instruksi yang berfokus pada bentuk eksplisit. Temuan ini memperkuat wawasan dari Teori Sosiokultural dengan menunjukkan bagaimana mediasi eksternal dalam tugas kolaboratif mendorong internalisasi strategi menulis yang melampaui praktik kelas. Secara teoretis, studi ini memberikan nuansa pada literatur yang ada dengan menunjukkan bahwa keterampilan menulis konseptual dan organisasional cenderung berkembang lebih awal daripada penguasaan tata bahasa. Secara pedagogis, studi ini menyarankan pengintegrasian TBLT ke dalam kurikulum berkelanjutan, peningkatan pelatihan guru dalam perancangan tugas, dan penggabungan kegiatan yang berfokus pada kelancaran dengan dukungan yang berorientasi pada akurasi. Meskipun terbatas oleh ukuran sampel yang kecil dan cakupan yang spesifik terhadap konteks, studi ini memberikan bukti berharga untuk menginformasikan pedagogi menulis EFL di Indonesia dan lingkungan serupa.

Kata Kunci: Pengajaran Bahasa Berbasis Tugas (TBLT), menulis EFL, teks eksposisi, Teori Sosiokultural, persepsi peserta didik, pendidikan tinggi Indonesia

TABLE OF CONTENTS

<u>APPROVAL PAGES</u>	i
<u>Abstract</u>	ii
<u>TABLE OF CONTENTS</u>	iv
<u>Lists of Tables</u>	ix
<u>Lists of Appendices</u>	x
<u>CHAPTER I</u>	1
<u>INTRODUCTION</u>	1
<u>1.1 Introduction</u>	1
<u>1.2 Background of the study</u>	1
<u>1.3 Research questions</u>	7
<u>1.4 Purposes of the study</u>	7
<u>1.5 Significance of the study</u>	7
<u>1.5.1 Theoretical perspectives</u>	7
<u>1.5.2 Practical perspectives</u>	8
<u>1.5.3 Policy perspectives</u>	8
<u>1.6 Scope of the study</u>	9
<u>1.7 Definition of the key terms</u>	10
<u>1.8 Concluding remarks of chapter one</u>	12
<u>CHAPTER II</u>	13
<u>REVIEW OF THE RELATED LITERATURE</u>	13
<u>2.1 Introduction</u>	13
<u>2.2 Task-based language teaching</u>	13
<u>2.2.1 Definition</u>	13
<u>2.2.2 Historical theory of task-based language teaching</u>	17
<u>2.2.3 Principles and notions of the task-based language teaching (TBLT)</u>	20
<u>2.2.4 Stages of task-based language teaching</u>	27
<u>2.3 Exposition writing</u>	31

<u>2.3.1</u>	<u>What is exposition writing?</u>	31
<u>2.3.2</u>	<u>Historical and theoretical foundations of exposition writing</u>	34
<u>2.3.3</u>	<u>Aim of exposition writing</u>	38
<u>2.3.4</u>	<u>Elements of exposition writing</u>	42
<u>2.3.5</u>	<u>Linguistic features of exposition writing</u>	46
<u>2.3.6</u>	<u>Types of exposition writing</u>	49
<u>2.3.7</u>	<u>The Teaching of Exposition Writing through Task-Based Language Teaching</u>	56
<u>2.3.8</u>	<u>Roles of critical thinking in exposition writing</u>	63
<u>2.3.9</u>	<u>Review of the relevant studies</u>	66
<u>2.3.10</u>	<u>Concluding remarks of chapter two</u>	75
<u>CHAPTER III</u>		76
<u>RESEARCH METHODOLOGY</u>		76
<u>3.1</u>	<u>Introduction</u>	76
<u>3.2</u>	<u>Research design</u>	76
<u>3.3</u>	<u>Research Setting, Participants, and Sampling</u>	78
<u>3.3.1</u>	<u>Target Population</u>	79
<u>3.3.2</u>	<u>Sampling Method</u>	79
<u>3.3.3</u>	<u>Sample Size and Rationale</u>	79
<u>3.4</u>	<u>Procedures of a task-based language teaching program</u>	80
<u>3.4.1</u>	<u>Pre-task phase (Preparation for the task)</u>	80
<u>3.4.2</u>	<u>During-task phase (Task Cycle)</u>	81
<u>3.4.3</u>	<u>Post-task phase (Language Focus and Reflection)</u>	81
<u>3.4.4</u>	<u>Justification of Intervention Design</u>	82
<u>3.5</u>	<u>Data collection techniques</u>	82
<u>3.5.1</u>	<u>Primary Instrument: Semi-structured interview protocol</u>	83
<u>3.5.2</u>	<u>Supporting data sources: In addition to the interview protocol</u>	84
	<u>supplementary sources of data were collected to provide richer</u>	84

context and triangulation:	84
3.6 Data analysis techniques	85
3.6.1 Familiarization with the Data	85
3.6.2 Generating Initial Codes	86
3.6.3 Searching for Themes	86
3.6.4 Reviewing Themes	86
3.6.5 Defining and Naming Themes	86
3.6.6 Producing the Report	87
3.6.7 Role of Triangulation	87
3.6.8 Integrative Explanation	87
3.7 Concluding remarks of chapter three	88
CHAPTER IV	89
FINDINGS AND DISCUSSIONS	89
4.1 Introduction	89
4.2 Perceived Contributions of TBLT to Exposition Text Writing	89
4.2.1 Enhancing Argumentation and Thesis Statement Development	93
A. Clarifying the Essence of Argumentative Topics	97
1. Evidence package: Initial struggles in differentiating argumentative Topics	98
2. Interview Excerpts from Students (Appendix 9)	100
3. Teaching Note Evidence (Appendix 11)	100
4. Work Sample Evidence from Essays (Appendix 10)	101
B. Scaffolding Thesis Statement Formulation	107
1. Interview Excerpts from Students (Appendix 9)	108
2. Teaching Note Evidence (Appendix 11)	109
3. Work Samples (Appendix 10)	111
4.2.2 Facilitating Content Generation and Evidence Integration	117
A. Stimulating Idea Generation from Diverse Sources	119
1. Interview Excerpts from Students (Appendix 9 Interview)	121

2. <u>Work Sample Evidence from Essays (Appendix 10)</u>	122
3. <u>Teaching Notes (Appendix 11)</u>	122
B. <u>Developing Skills for Critical Source Evaluation and</u>	127
<u>Comparison</u>	127
1. <u>Excerpts (Appendix 9)</u>	129
2. <u>Teaching Notes (Appendix 11, Meeting 5)</u>	130
3. <u>Work Samples (Appendix 10)</u>	130
4.2.3 <u>Promoting Structural Coherence and Organizational Flow</u>	135
A. <u>Grasping the Importance of a Structured Outline</u>	137
1. <u>Excerpts (Appendix 9: Interview Analysis)</u>	139
2. <u>Teaching Notes (Meeting 6, Appendix 11)</u>	139
3. <u>Work Samples (Appendix 10: Text Analysis)</u>	140
B. <u>Achieving Paragraph-Level and Overall Text Coherence</u>	145
1. <u>Excerpts (Appendix 9)</u>	147
2. <u>Teaching Notes (Meeting 6, Appendix 11)</u>	147
3. <u>Work Samples (Appendix 10)</u>	147
4.2.4 <u>Boosting Confidence and Mitigating Writing Apprehension</u>	152
A. <u>Gaining Confidence through Iterative Practice and</u>	154
<u>Feedback</u>	154
1. <u>Excerpts (Appendix 9)</u>	155
2. <u>Teaching Notes (Appendix 11, Meetings 7 & 8)</u>	156
3. <u>Work Samples (Appendix 10)</u>	156
B. <u>Increased Self-Efficacy from Peer Interaction and</u>	161
<u>Discussion</u>	161
1. <u>Excerpts (Appendix 9 Interview)</u>	162
2. <u>Teaching Notes (Appendix 11)</u>	163
3. <u>Work Samples (Appendix 10)</u>	163
4.2.5 <u>Challenges and the Imperative for Continuous Practice</u>	168

<u>A. Persistent Concerns Regarding Writing Quality and</u>	170
<u>Precision</u>	170
1. <u>Excerpts (Appendix 9)</u>	171
2. <u>Teaching Notes (Appendix 11)</u>	171
3. <u>Work Samples (Appendix 10)</u>	172
<u>B. Necessity of Self-Correction and Ongoing</u>	177
<u>Engagement with Writing</u>	177
1. <u>Excerpts (Appendix 9)</u>	178
2. <u>Teaching Notes (Appendix 11)</u>	178
3. <u>Work Samples (Appendix 10)</u>	178
4.3 Concluding Remarks of Chapter Four	183
CHAPTER V	187
CONCLUSION, IMPLICATION, AND SUGGESTION	187
5.1 Conclusion	187
5.2 Implication	189
5.3 Suggestion	192
BIBLIOGRAPHIES	195
APPENDICES	238

Lists of Tables

Table 1 <i>Distinctive definition of task-based language teaching</i>	15
Table 2 <i>Procedure of writing an analytical exposition</i>	55
Table 3 <i>Comparative Table: Pre-test vs. Post-test Topic Selection</i>	98
Table 4 <i>Evidence of Topic Development</i>	99
Table 5 <i>Coding Framework Snapshot (Optional for Transparency)</i>	102
Table 6 <i>Work Sample Evidence (Pre-test vs. Post-test)</i>	110
Table 7 <i>Coding Framework Snapshot (Optional Transparency)</i>	112
Table 8 <i>Expansion of Idea Sources through TBLT</i>	120
Table 9 <i>Evidence of Source Evaluation Skills Before and After TBLT</i>	129
Table 10 <i>Evidence of Outlining Development</i>	138
Table 11 <i>Students' Perceptions of Coherence in Exposition Writing</i>	146
Table 12 <i>Students' Confidence Development in Writing</i>	155
Table 13 <i>Reported Role of Peer Interaction</i>	162
Table 14 <i>Self-Reported Doubts and Textual Evidence</i>	172
Table 15 <i>Evidence of Self-Correction and Ongoing Engagement</i>	179

Lists of Appendices

Appendix 1 Surat permohonan penelitian.....	238
Appendix 2 Surat izin melaksanakan penelitian	239
Appendix 3 Research participants consent	240
Appendix 4 Pre-test of analytical exposition texts writing.....	244
Appendix 5 Post-test of analytical exposition texts writing	245
Appendix 6 Interviews sheet	246
Appendix 7 Lesson plan	248
Appendix 8 <i>Teaching Notes</i>	256
Appendix 9 Rubric criteria for evaluating argumentative writing & critical thinking....	264
Appendix 10 The results of interview analysis	266
Appendix 11 Written Text Analysis	275

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