EXPLORING LOCAL WISDOM IN STUDENTS' WRITING: REFLECTING HIGH ORDER THINKING SKILLS IN DEVELOPING MATERIAL DESIGN

Lilla Musyahda

Faculty of Humanity
University of Airlangga Indonesia
lillaunair@yahoo.com

ABSTRACT

Achievement tests are often written by the teachers and given to the students to see how well they are doing. Ideally, they should reflect progress not a failure. They have to reinforce the learning that has taken place, not go out of their way to expose weakness. Meanwhile, the class of Writing has some obstacles in gaining the ultimate goal. Therefore, the writer would like to tailor an instruction which views the class as end product tasks in the framework of High Order Thinking Skills to design language materials for Writing class. The main idea of this study concerns the ability of the language users to pair sentences with the contexts. It reflects the cultural values that can be explained and made sense of independently established cultural priorities. It is an approach which emphasizes the construction of end product as the main thing to be focused on. It stresses that writing is re-writing, re-vision, seeing with new eyes has a central role to play in the act of creating text. In addition, it also increases students' awareness of alternative ways of studying, and explore their ability in expressing their idea in different cultural context. The context-description of students' works refer to knowledge of appropriate subject matter in which it promotes the value of local wisdom. It will then be assessed with holistic rubrics which all criteria are evaluated at the same time to see the progress of the learners.

Key words: end-product tasks, materials design, high order thinking skills, cultural context.

Introduction

The fact that writing is sometimes thought as primarily the result of cognitive effort of the individual. It is also stated at document of Competence Based Curriculum in Indonesia (2010) that the learners are expected to achieve competencies in understanding oral and written texts and to be able to express their thoughts and ideas either in an oral or a written forms. However, it is important to have another view that writing is not solely as the product of an individual, but as a social and cultural act. Writing is 'an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience' (Kroll in Weigle, 2002). The idea was first introduced by Kaplan (1966) who analyzed a large number of ESL essays and pointed out differences in the written discourse of studentts of different cultures. Then, Grabe and Kaplan (1989, 1996) provide useful introductions to some of the cultural influences on writing. They point out that variation in writing in different cultures does not reflect inherent differences in thought patterns but rather cultural preferenes which make greater use options among linguistic possibilities (Grabe and Kaplan, 1996). Therefore, the paper would like to addreess the issue of variations of writing patterns due to cultural differences.

Teaching Writing and Material Design

To understand human interaction we have to comprehend 'interactional' meanings expressed both in speech and written. Unfortunately, there are many aspects involved in this interaction, as consequently a failure will come up in describing the messages. The simplistic view of writing assumed that written language is the graphic presentation of spoken language in which the difference lying in graphic instead of auditory signals (Brown, 2007). Writing process is different from speaking in ways that it requires certain set of competencies. The product of writing is resulting of thinking, drafting and revising procedures that not every learner is capable to manage.

The view of compositional nature of writing leads the learners to have the ability dealing with the mechanism of question word *How*, such as how to generate ideas, how to organize them correctly, how to use discourse markers, how to revise them in using appropriate lexical and grammar, and how to produce final product. Those are the learned behaviour that students must have.

The teacher in this case is supposed to assign students with the final product of writing, such as the report, the story, and the essay. Those assignment should meet the criteria of certain standard of prescribed English, reflect accurate grammar and be organized in conformity. It is nothing wrong with such views and activities but as time goes by, it will be better to give a chance to the learners to be the creator of their own voice. As Shih (1986) proposes the process approach to writing instruction, in which the approaches do most of the following:

- Focusing on the process of writing that leads to the final written product.
- Helping student to understand his or her own composing process.
- Helping them to build repertoires of strategies for prewriting, drafting, and rewriting.
- Giving students time to write and rewrite.
- Giving central importance on the process of revision
- Asking students to discover what they want to say as they write.
- Giving students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention.
- Encouraging feedback from both the instructor and peer.
- Including individual conference between teacher and student during the process of writing.

The process approach is an attempt to take advantage of the nature of the written code (unlike spoken/conversation, it can be planned and given an unlimited number of revisions before it is 'done') to give the learners a chance to think as they write. It is indeed a reflection of thinking process to describe a set of activities in writing instruction. The process consists of various stages of drafting, reviewing, re-drafting and writing. They are done in recursive way: we look backwards and move forwards between these various stages (Tribble in Harmer, 2007). Therefore, at the editing stages the students must feel the need to go back to pre-writing phase and think again. They may do editing of their work as they draft it.

To accommodate the approach, it will be advisable to check the taxonomy of micro and macro-skills of writing production. It will assist the teacher to choose the means of procedure for conducting the assessment process.

The taxonomy of Micro and Macro-skills of writing (Brown, 2004)

Micro-skills:

1. Produce grapheme and orthographic pattern of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (eg: tense, agreement, pluralization, patterns, and rules)
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macro skills:

7. Use the rhetorical forms and conventions of written discourse.
8. Accomplish the communicative functions of written texts according to form and purpose appropriately.
9. Convey links and connections between events, and communicative such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meaning when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use battery of writing strategies, sushi as accurately assessing the audience interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

It is apparent that a writing class, which adopts a process-oriented approach, emphasizes on learner centre approach. The class gives opportunities for the students to initiate and exchange ideas actively. The fact that interactive classroom facilitate learners

do not do a solitary activity, but they have to participate in activities such as group collaboration, brainstorming and criticizing peer-works. It is suggested to be adopted in academic writing class as a good writer indeed can be learned in a community of learners.

The process oriented classroom requires teacher' role as a facilitator, as the class emphasizes on the *on going* process of the learner. The position of the teacher can be quite challenging in such big class because the learner need the guidance and judgement at the same time. In this case, the respond of students' writing followed by the conference is expected however short and brief with the learners. Here are some steps to respond to the students' draft of academic writing class:

1. Resist temptation to treat minor grammatical errors.
2. Generally resist the temptation to rewrite a student's sentence.
3. Comment holistically, in terms of clarity of the overall thesis and the general structural organization.
4. Comment on the introductory paragraph.
5. Comment on features that appear to be irrelevant to the topic.
6. Questions clearly inadequate word choices and awkward expression within those paragraphs/ sentences that are relevant to the topic.

The implication of HOTS in Exploring local wisdom in the framework of bilingual.

The concept of HOTS actually created by Bloom in his book 'Taxonomy of Educational Objectives: The classification of Educational Goal. It refers to the top three level in Bloom's taxonomy, that is; analysis, synthesis and evaluation (Brookhart, 2010) Meanwhile, it is contrasted to the LOTs or lower-order thinking level which involves memorization such as remembering. Higher order thinking requires understanding and applying the knowledge. Then, the writer would like to craft it in the phenomenon of English teaching becomes a compulsory subject in most of schools in some of big cities. It leads to the circumstances of a small bilingual community in some respects. Most of Indonesian students speak a typical mother tongue at the level of informal setting communication. Meanwhile, they also speak Indonesian as a media at the formal level, that is, at the school community. Respectively the phenomenon contributes advantages to the community as individual at the bilingual setting, as Brown suggests his idea:

In a bilingual setting, for example, if a child has already learned one second language in childhood, then affectively, learning a third language might represent much less of a

threat. Or such seeds may be independent of a bilingual setting; they may simply arise out of whatever combination of nature and nurture makes for the development of a strong ego (Brown, 1980:55)

It is clear that children learning two languages simultaneously acquire them by the use of similar strategies. They are learning two first languages and the key to success is in distinguishing separate contexts for the two languages. As, they previously learn from the environment about the difference concept of certain objects, for instance; rumah/home, merah/red or ibu/ mother. The exposure of the surrounding has an important role in acquiring the target language. As Lambert (Brown, 1980: 56) notes that such a bilingual does not retard intelligence, but they have a language asset, are more facile at concept formation, and have a greater mental flexibility.

The learning process of second language requires some components which support the environment of acquiring the target language. As Schumann (Brown, 1980:247) suggests a schematic representation of the second language learning process in which three components interacted to give us a 'global look' at the second language learner. The process involves three questions about second language learning process; *Why, How?, What?.*
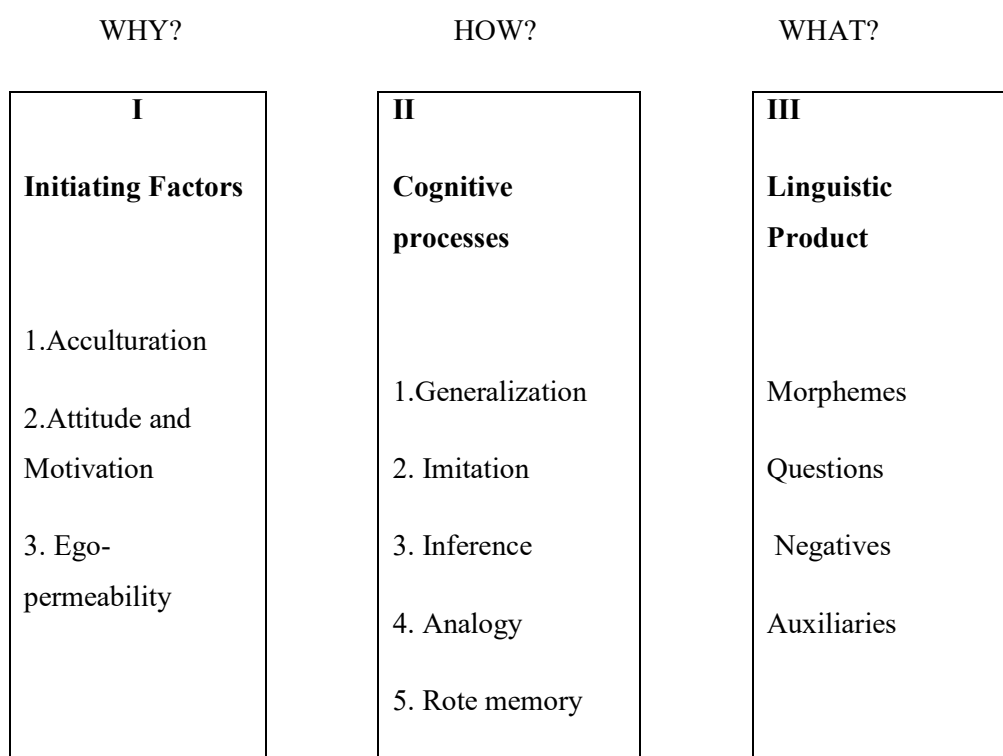
WHY?	HOW?	WHAT?
I **Initiating Factors** 1.Acculturation 2.Attitude and Motivation 3. Ego-permeability	**II** **Cognitive processes** 1.Generalization 2. Imitation 3. Inference 4. Analogy 5. Rote memory	**III** **Linguistic Product** Morphemes Questions Negatives Auxiliaries

Table 3.1. Schumann's schematic representation of the second language learning process.(Brown, 1980:247)

Unfortunately, there is no clear guidance for implementing English teaching to learners in most formal education institutions in Indonesia. Since each of the schools carry out the process of teaching based on their own way. It has been discussed that the 'critical period' of acquiring the language will cease at the puberty. Therefore, focusing at the young learners for socializing a foreign language would give some advantages. It could be supported by the view of Functionalism that suggested language is a dynamic and open system which means that the members of community exchange information (Bell, 1987:112).

The concept of 'bilingual education' is used to describe a variety of educational programs involving two or three more languages to varying degree (Hamers, 1990:189). It also promotes the value of local wisdom which is bound to the surrounding in which they live. Considering the definition, most of the programs of bilingual education fit into one of the three categories:

(1) Instruction is given in both languages simultaneously;

(2) Instruction is given first in L1, and the pupil is taught until such time when he is able to use L2 as a means of learning;

(3) The largest part of instruction is given through L2 and L1 is introduced at a later stage, first as a subject and later as a medium of instruction

 Fishman & Lovas (1970) suggested taxonomy based on a sociolinguistics perspective (Hamers, 1990:189). It comprises three large categories defined by three sets variable: intensity, goal, and status. The first category, which consists of four types of bilingual programs are identified:

(1) Transitional bilingual, in which L1 is only used to facilitate the transition to an unmark language.

(2) mono-literate bilingualism, in which the school uses two languages in all its activities, but only one (to initiate the child into literacy skills).

(3) Partial bi-literate bilinguals, in which both languages are used orally and for writing, but academic subjects are divided in such a way that L1 is used for so- called 'cultural subject' i.e. history, and L2 for science and so forth.

(4) Total bi-literate bilingualism, in which all abilities are developed in the two languages foe all domains.

According to its goal bilingual education can be divided into two:

(1) compensatory programs, which the pupil is first schooled in his mother tongue in order to be better integrated mainstream education
(2) enrichment program, which aim at developing an additive form of binguality
(3) group-maintenance programs, which enhance the linguistic and cultural pluralism

The final set of variables, status consists of four dimensions:

(1) language of primary importance versus language of secondary importance in education
(2) home language versus school language
(3) major world language versus minor language
(4) Institutionalized versus non-institutionalized language in community.

Assessing the Academic Writing and Presentation Class

In order to accommodate the goal of learning instructions, despite the fact of cultural differences, the view of writing class has to be explored in variations of writing patterns. They can be attributed to partially cultural influences which hopefully motivate the learners in gaining their goal. The class of AWP (Academic Writing and Presentation) has the objective of essay writing task after six to seven meetings in class which also partially discusses about the cultural understanding. Then, The student's works are assessed using rating checklists that can indicate their strength and weakness. To refer specific rule for judging the quality of student works that are based on relative short descriptive scale is rubrics (Brookhart, 2004). The holistic rubrics in AWP (Academic Writing and Presentation) class are adopted as it is considered all the aspects or components simultaneously.

In the assessment of writing, a major advantage of holistic over analytic scoring is that each writing sample can be evaluated quickly by more than one rater (Davies, et al, 1999). It is also supported by Alderson in Weigle (2002) that holistic scoring has become

widely used in writing assessment over the past 25 years. However, as White (1984,1985), mentions that holistic scoring is intended to focus on the reader's attention on the strenghths of the writing, not on its deficiencies, so that the writers are rewarded for what they do well.Therefore, by guiding the students to write about their own experience for example in hometown which can also reflect their own strenghths. White also argues that holistic scoring is more valid than analytic scoring methods because it reflects most closely authentic, personal reaction of a reader to a text, and that, in analytic scoring methods, 'too much attention to the parts is likely obscure the meaning of the whole' (White, 1984:409).

 Furthermore, holistic scoring brings uniformity to the evaluation of writing across contents and setting by specifying salient features of writing quality and levels of writing proficiency (Harris, 2013). The holistic rubric focuses on five features: content, organization, usage, sentence structure and mechanism. These criteria serve as indicator of how well the writer communicates an intended message to the given audience. The revising scoring guide focuses on students ability both to correct surface features (e.g., usage and mechanics) and to address structural problems (e.g., content, organization and sentence construcion) that create ambiguity, confusion, or contradiction.

Table 4.1 holistic rubric for the Academic Writing class.

No.	Aspects/Components	Description
1.	Organization	Introduction: - background - explicit thesis statement - objectives of the paper - significance Body/supporting: Conclusion:

No.	Aspects/Components	Description
2.	Content	- Sufficient coverage - Relevant - Synthesis - Critical thinking / individual interpretation
3.	Language Use	Accuracy: - tenses - pluralisation - articles - s+v agreement, - ability to produce complex sentences
4.	Diction	- effective word choice - idiomatic expression - register (terminology of certain fields)
5.	Mechanic	- Punctuation - Capitalization - paragraphing

Table 4.2 Rubric for Presentation**:**

No.	Aspects/Components	Description
1.	Presentation structure	- Systematic flows of ideas - Linking of ideas (coherence) - Making conclusion / closing remark - Effective visual aids

2.	Giving emphasis	- Focusing the ideas
3.	Language	- Fluency - Clearly stated ideas - Accuracy
4.	Discussion skill	- Ability to answer questions effectively - Strategy to cope with problems in answering questions - Communication ability; talk to the audience, clear voice, body language - Ability to appreciate others' opinions (SS) - Time management - Fair distribution

CONCLUSION

Because writing is a composing process and requires many drafts before an effective product is created, it is suggested that the students are carefully led during the practice of composing. It requires the multiple role of teacher as guide, responder, and judge at the same time to meet the objective of the Academic Writing and Presentation class.

Writing in groups, whether as part of a long process or as part of a short game-like communicative activity. It can greatly motivate the students, as it involves not only the activities of writing but also discussion, peer evaluation and group pride in a group accomplishment as well.

When student work is to be assessed using holistic rubrics that refer to the qualities of good, work the teacher tried to facilitate students. The qualities should match with the instructional goal. The rubrics have been shared with the students as part of the instruction to internalize the concepts of learning and gain motivation in actively participating in the teaching and learning process.

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STUDENTS' CRITICAL THINKING OF EXPLANATION WRITING

Linda Mayasari, Ria Novia
lindamayasari@fkip.um-surabaya.ac.id
Universitas Muhammadiyah Surabaya

ABSTRACT

This research paper aims to describe the use of task-based learning strategy in teaching learning writing explanation at tenth grade of senior high school. The research focused on the use of task-based learning strategy to improve students' critical thinking ability in explanation writing. This classroom action research consists of one cycle and in the cycle consisted of four steps: planning, action, observation, and reflection. The subject of this research was the students of tenth grade in SMA Negeri 13 Surabaya. In analyzing and collecting the data, it used the information from the interview, observation in the class and the achievement of the students' writing. Brown's theory and Willis' theory were utilized to find out more about the writing and critical thinking of students' in writing explanation through task based learning. Based on the analysis, it can be seen through TBL, the students were able to perform six components of critical thinking suggested by NEIU's in CTL (the issues, context, perspective, assumption, evidence and implication) in their explanation writing under the topic eco-composition.

Key words: Writing, Task-Based Learning, Eco-composition, Critical Thinking.

INTRODUCTION

Language is an important tool in communications. That means people can express their ideas, thoughts, desires and feelings by using language. In Indonesia, English is considered as a foreign language and subject to be taught in schools. One of the main aims of teaching English in the schools is developing the ability

of communication of students. The ability of communication involves the four skills: listening, speaking, reading and writing. One of the important skills to be mastered by the students is writing. Writing allows us to record and convey information and communication and stories beyond the immediate moment. It means that writing allows us to communicate at distance, either at a distant place or distant of time.
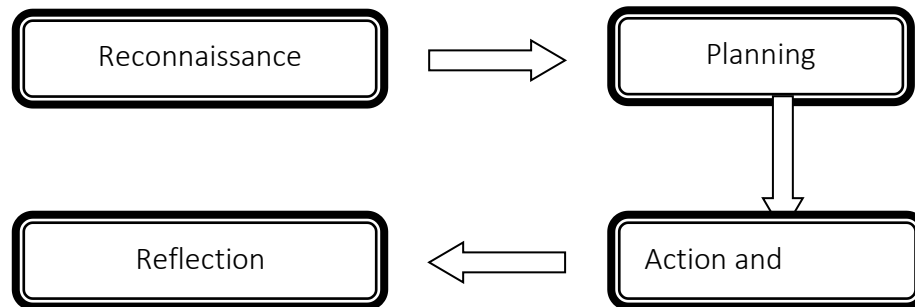
Students use writing to communicate each other, as an ideas and emotional expression. When the students write their ideas and emotions correctly and creatively, it means they are communicating on paper in best purposes and ways. A good technique can help the students understand in comprehending and mastering the lesson. Willis (1996: 23) stated that "task is an activity where the target language used by learners for a communicative goal in order to achieve an outcome". Task-Based Learning is not just about getting learner to do task and then another. By TBL learners would probably become quite expert at doing tasks and resourceful with their language. Task-based learning in classroom activities are envisioned here in terms of tripartite division into what Willis refers to as the 'pre-task', 'task cycle' and 'language focus' components.

The implementation of Task-Based Learning in this research related to the critical thinking ability of students. Schafersman (1991: 1) stated "Critical thinking is an important and vital topic in modern education". It involves thinking precisely and systematically, and following the rules of logic and scientific reasoning, among others things. Now days, we have to use our critical thinking through our daily life including environment eco-composition. Orr w. David (2002: 13) stated that there has been a steadily growing void between the control of humanity over its environment and the lack of specific, general knowledge and attention about it among individuals. As advanced within the field of environment education, ecology, and the broader humanity respectively.

This research focused on the use of task-based learning strategy to improve students' critical thinking ability in explanation writing. It used task-based learning in improving students' critical thinking of students because the students had lack critical thinking in giving some opinion or solution related to their subject. In this era there are many students also have less critical in what happening to their environment so that eco-composition is implemented as the topic in the research. Critical thinker is someone who understands the logical connection between idea and fact, identify, construct, evaluate arguments, and analyze problems systematically. Orr w. David (2002: 13) stated that there has been a steadily growing void between the control of humanity over its environment and the lack of specific, general knowledge and attention about it among individuals.

RESEARCH METHOD

The subject of this research was tenth grade students at SMAN 13. This research applied the classroom action research model by Kemmis and McTaggart (1988: 89-108) According to them action research typically involved four phases in a cycle. Each step is elaborated as follows:

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┌─────────────────┐        ┌─────────────────┐
│ Reconnaissance  │  ──▶   │   Planning      │
└─────────────────┘        └────────┬────────┘
                                    │
                                    ▼
┌─────────────────┐        ┌─────────────────┐
│   Reflection    │  ◀──   │  Action and     │
└─────────────────┘        └─────────────────┘
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As an action classroom research, the data are into two kinds namely qualitative and quantitative data. The qualitative data was analyzed from the observation sheet, interview, notes, and documentation to describe the ability of student in writing explanation text by using task-based learning. Quantitative data is analyzed by computing the score of writing test. Before computing the data, the result of writing tests was assessed by using Brown's scoring rubric in writing (2003: 244-245) and critical thinking rubric from NEIU's in CTL Bulletin (2005). The students' scores were computed in every writing test within one cycle in order to see students' ability in writing explanation text and their critical thinking skills.

RESEARCH FINDING AND DISCUSSION

Based on the observation, some problems were faced by the students such as they did not had ideas to write, they were confused in organizing in writing, lack vocabulary and less critical thinking in giving comment and solution related to the topic. Those problems were important to be solved and the implementation of Task-Based Learning (TBL) were chosen as the method to improve students writing and critical thinking ability in writing explanation text in the class by giving topic about climate changes as their topic to encourage their critical thinking.

Willis (1996: 26) has stated about several types of TBL tasks which could be implemented. They are: listing, ranking items, comparing items, problems-solving activities and creative tasks. Among those types of TBL, comparing items and problem-solving activities were implemented in teaching-learning activity in the class related to this research. The comparison and problem solving activities of TBL was executed by asking the students to make comparison between two

things. In this case they compared about natural phenomena or in specific about climate change so the students had to problem solving related to the topic.

This research applied the activities of TBL processes which is from Willis Willis (1996) The followings are the process of task based learning in explanation writing:

a. **Pre-task:** Teacher show video about natural phenomena and introduce a topic about "explanation text" to the students.

b. **Task cycle**: The teacher gives a clear instruction to them what they have to do for the task and then remind them some language structure (tenses) that might be useful for the task. Teacher set up a communication task which students encouraged to do the task and then ask them to prepare a report about how they do the task.

Task: Teacher asks the students to do the task in small groups related to the worksheet which is given by teacher about natural phenomena.

Planning: Teacher asks the students to prepare their report to class and then each group compares the result.

Report: Teacher asks the students (small group) to present their report to class and then each group compares the result.

c. *Language focus:* Teacher explains the language structure, such as the tenses of the sentence in the writing text.

Analysis: Teacher gives an examination for the students and then asks the students to discuss the specific features of the text in slide of PPT.

Practice: Teacher gives a practice for the students to answer some questions related to subject of the explanation text which has been explained.

Legend:
- 73,00
- 74,00
- 79,00
- 80,00
- 81,00
- 82,00
- 83,00
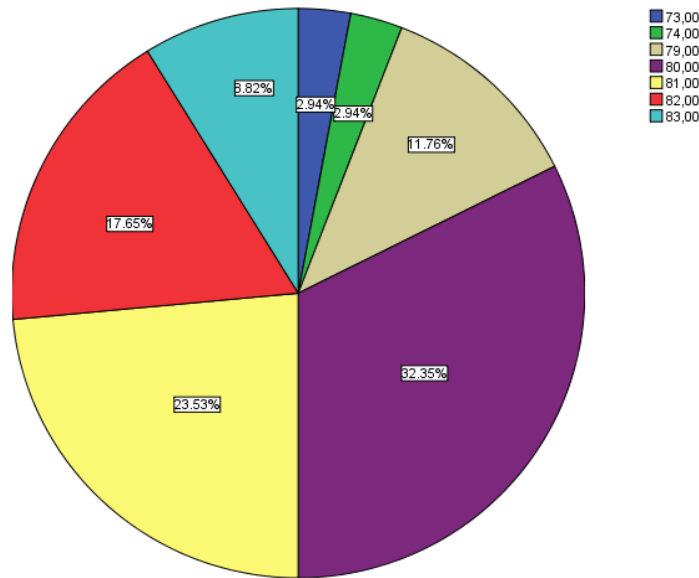
1. Chart of students' score in explanation writing

This pie chart shows the result of posttest after the implementation of TBL in explanation writing. It is clear that majority of the students were able to write an explanation paragraphs. Around 95% is reaching minimum mastery criteria, 75 pts. There were few students who had the score at 73 and 74 but their scores were just two points below the minimum mastery. This study has the same result with Desmayenni, et all (2012) who investigated task-based learning in writing. Even there were some differences, just like the genre of writings. They focused on descriptive text for class X. Then, the class was considered big one. So for the writers this was a kind of challenge to teach writing by using TBL.
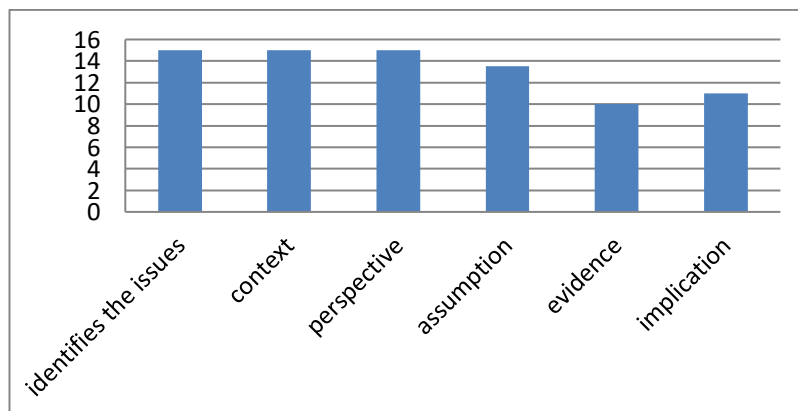
2. The average of Students' Critical Thinking Aspects

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The bar chart gives some information about the means of students' critical thinking aspects. These data are the result of calculation based on the critical thinking rubric from NEIU's in CTL Bulletin (2005). Six out of seven components were used to analyze critical thinking, they were identifies the issues, context, perspective, assumption, evidence, and implication.

In the point of **Identifies and Explain Issues**, the students were in the level of superior (15). It means that they clearly could be able to identify and make a brief statement about main issues and justify the reason why the cases happen. For **Context,** they got 15 which can be inferred they recognized the fact and relevant theory which are based on the context. They gained 15 in **Perspective** which can be said they made a precise opinion and were opened toward contrast stand point. Furthermore they were good at finding and evaluating all the important assumptions, it happened since the average score at **Assumption aspect** was 13. Then the class mostly was able to get the proof to support their justification (score 10 for evidence). And they were able to identify and briefly examine **implications**, conclusions, and impact regarding irrelevant assumptions, context, data and proof.

The good output after the implementation of task based learning in writing is not only about writing but also the quality of writing, less or high. Relating to the bar chart, it testified that task- based learning is effective to shape the students became critical writers. The other research found that task-based writing brought a positive impact in sector of creativity (Marashi, Hamid., Dadari, Lida : 2012).

CONCLUSION
As final remark, to be a critical thinker takes times, stimulus, and strategy. Task based learning which is adapted in to writing class can be one among several ways to build critical skill in writing.

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