

Lecturers' Views on the Development of Paragraph Writing Teaching Materials Based on Task Based Language Teaching at Fakultas Sastra UMI

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Abstract. One important aspect in the teaching and learning process is teaching materials that provide various exposures to authentic language use that include various activities that will help students to participate in meaningful communication where they use language to achieve the desired results in the aspect of communicative competence. The aim of this research is to find out the lecturers' views on the development of paragraph writing teaching materials in the English Language Education Study Program. The research design used a qualitative descriptive approach with the research subjects being 48 lecturers from the Faculty of Letters from six study programs. In collecting data, questionnaires were sent to all lecturers via Google Form but only 16 respondents responded. Based on the Google Form analysis of the 16 respondents, it shows that in order to achieve the learning objectives at each face-to-face meeting, respondents generally emphasized giving assignments, such as reviewing material, questions and answers, and various other assignments when lectures had started, then giving assignments when learning is ongoing, and assignments are given at the end of the lecture. Giving these tasks in the hope of preparing the learner's brain with what they already know about the material to be studied and connecting it to previous knowledge (perhaps we have heard or read the material we will discuss before), as well as being able to predict things. That will be included in the lesson. Apart from the above, the aim of giving assignments is to understand the key words in the discussion material and to store in long-term memory what has been learned.

Keywords: teaching material development, paragraph based writing tasks

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