

***Task Based Learning and Teaching (TBLT) in Teaching Writing for  
Students of SMA Negeri 1 Kandanserang, Pekalongan***



**A Thesis**

**submitted in partial fulfillment of the requirements**

**for master's degree in Linguistics**

*by:*

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**FACULTY OF HUMANITIES  
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SEMARANG**

**2014**

## **CERTIFICATION OF ORIGINALITY**

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due to acknowledgement is made in the text of thesis.

Semarang, March 2014

Andi Rizki Fauzi



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# A THESIS

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## **MOTTO**

*“Learning is making perfect”*

## **DEDICATION**

This thesis is dedicated with love and gratitude to:

1. My beloved father and mother who support me in everything.
2. All my lecturers of Master’s program in Linguistics, Diponegoro University, thanks for your knowledge and advice.
3. All my friends in my class. Thanks for sweet memories that you give to me. I will never forget those all.
4. All my friends here and there, everywhere, thanks for being my friends, thanks for all of the worthy moment.

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5. His beloved parents, Mulyono and Da’atun;
6. His friends in Master’s Program in Linguistics, Diponegoro University Semarang.

I realize that this thesis is still far from being perfect. I, therefore, will be glad to accept any constructive criticism and recommendation to make this thesis better.

Finally, I expect that this thesis will be useful to the reader who wishes to learn something about “Task Based Learning and Teaching” and to understand a little bit more about developing the method.



Semarang,

March 2014

The writer

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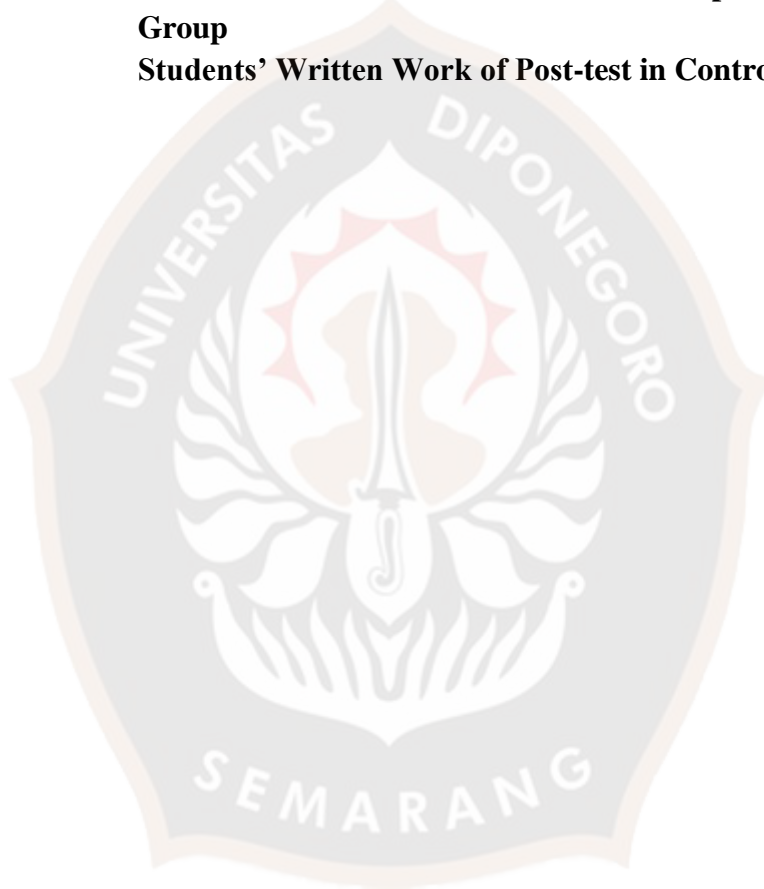
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# ***Task Based Learning and Teaching (TBLT) in Teaching Writing for Students of SMA Negeri 1 Kandanserang, Pekalongan***

## **Abstract**

In this modern era, English writing has a big role in communication. However, it is still considered as a difficult skill by most of the people, especially by the students. As a performance skill, the students need more practices to improve their writing skill. Therefore, the teacher needs an appropriate approach to teach writing for the students. Task Based Learning and Teaching (TBLT) is one of the approaches providing more practices based on the task. This study was to find out whether there was any significant difference of students' achievement in writing a descriptive text between those taught with and without "Task Based Learning and Teaching (TBLT)". The researcher applied quasi-experimental design for this study. It has both pre- and post-test and it needs experimental and control groups. The population of this study was taken from all of the total number of the tenth year students in SMA N 01 Kandanserang, Pekalongan from X1 to X4. The number of population was 85 students. Meanwhile, the samples of the study were taken from X1 class with 21 students as an experimental group and X2 class with 21 students as a control group. The experimental research was carried out using quasi-experimental design. SPSS program was used to analyze the data. Independent sample t-test and paired sample t-test were chosen to decide whether there was any significant difference in writing mastery of the student taught with Task Based Learning and Teaching (TBLT) and without Task Based Learning and Teaching (TBLT). Based on the analysis, the significant value of post-test score using independent t-test both of the group showed 0,001 lower than 0,05. In addition, If it is transformed to t table, t value is higher than t table ( $6,083 > 1,68$ ), so working hypothesis is accepted and null hypothesis is rejected. It could be concluded that there was significant difference of students' achievement in writing a descriptive text between those taught with "Task Based Learning and Teaching (TBLT)" and those taught without "Task Based Learning and Teaching (TBLT)".

*Key words: task based learning and teaching, teaching writing, experimental research*



# CHAPTER I

## INTRODUCTION

In this chapter, the introduction of the study is presented. It consists of seven parts: background of the study, scope of the problem, statements of the problem, objectives of the study, significance of the study, definition of key terms, and outline of the study.

### **1.1. Background of the Study**

In this modern era, every country tries to make cooperation in some fields such as trade, economy, and education. That is why the people need language as a means of global communication. According to Siahaan (2008), language is a unique human inheritance that plays a very important role, such as thinking, communicating ideas, and negotiating in human's life. It can be said that language becomes a useful thing of human life. The language recognized as international language is English, so it becomes a main language in global communication.

English is a foreign language for Indonesian students. It is learnt in the school from elementary level to university level even it is given for the students in some kindergartens schools. It is considered as a difficult subject for the Indonesian students because it is different from Indonesian in terms of structure, pronunciation and vocabulary.

Teaching and learning English involve four basic language skills: listening, speaking, reading and writing. All the skills are difficult for

Indonesian students especially in writing. According to Leo (2007:1), writing is a process of expressing ideas or thoughts in words. To express the ideas into written form is not easy. Based on the observations, some of the students sometimes feel confused to write down their ideas. Generally, they do not know how to start writing, so it will take a lot of time and become a boring activity for the students.

Therefore, the teacher needs an appropriate approach to teach writing for the students. The approaches and materials of writing for the students in senior high school are different from those of writing for the students in junior high school or elementary school because of the different motivation and characteristics. The students in junior high school and elementary school learn writing while playing but for the senior high school, the students must be given more opportunities to develop their writing skill.

To find out the best approach for teaching writing, the teacher should create or apply an alternative approach in order to make them interested in writing and avoid the boredom. Although the students are in senior high school, some of them still have limited vocabulary. It makes most of the students get some difficulties to present their ideas into written form.

Based on the phenomena above, the researcher tries to find an effective solution to teach writing using “Task Based Learning and Teaching (TBLT)”. “Task Based Learning and Teaching (TBLT)” is an approach which can be used to improve the students’ writing mastery. The term ‘mastery’ is closely related to ‘competence’. According to Brundrett and Peter (2002:8),



competence is the base line of teaching effectiveness. It is the ability to do something successfully or efficiently, whereas according to Priest, Antonia, and Ephraim ( 2012: 4) competence is root in notion about mastering a set of skill and knowledge. Therefore, it can be said that mastery is a comprehensive knowledge or skill in a certain subject or activity using competence.

The researcher has some reasons why the topic is chosen. First, writing English is considered as a difficult skill for the students in SMA N 1 Kandangserang. Based on the observation, most of them are confused how to write in English. Second, more positive effect toward writing can be produced by practicing, so giving the task to practice can be used to improve writing mastery as a performance skill. If the students can write English well, they can use writing skill as a means of communication with others.

As stated above that practice is very important in writing, TBLT is chosen to increase students' writing mastery of SMA N 1 Kandangserang. It gives a lot of time for the students to practice and develop their skill in writing. In addition, TBLT is an approach never used by the English teacher in SMA N 1 Kandangserang in teaching writing. The teacher often uses a conventional method in teaching writing. The students are only given the explanations about the materials, and then the teacher asks them to make written work without considering whether the students have been ready. Because of those situations, the researcher hopes that TBLT can be an alternative way in teaching writing in SMA N 1 Kandangserang to encourage the students in writing.

## 1.2. Scope of the Problem

To avoid misunderstanding of the reader about this study, the problems are specified. Writing is too large, so this study is only limited to writing descriptive texts. Despite many kinds of text in writing, the researcher chose descriptive texts as the material based on the curriculum of tenth year students. The researcher focused on giving tasks related to descriptive texts for several meetings. At the end, the writing test was held as a tool to measure whether TBLT is effective or not in teaching writing.

Generally, giving the task cannot be avoided from teaching and learning writing. Based on the observation, the common task given to the students is by giving explanation and instruction to make written work directly. Sometimes, not all the students have been ready to start writing, so they were confused what they should do. The difference of the common task and sequence of tasks in TBLT is that in TBLT, some of the tasks were given to students by considering several aspects such as, the interesting theme for the students, the obvious objective of the task, the sequence of tasks which refers to the final task to encourage the students, and what the students need to achieve the objective such as linguistic content, so using TBLT in writing will encourage the students to make written work than without using TBLT or giving the common task .

### **1.3. Statements of the Problem**

Based on the background of the study, the researcher formulates the problem as follows:

- a. To what extent are the tenth year students of SMA N 01 Kandangserang taught with “Task Based Learning and Teaching (TBLT)” able to write a descriptive text?
- b. To what extent are the tenth year students of SMA N 01 Kandangserang taught without “Task Based Learning and Teaching (TBLT)” able to write a descriptive text?
- c. Is there any significant difference in the students’ achievement in writing a descriptive text between those who are taught with “Task Based Learning and Teaching (TBLT)” and those who are taught without “Task Based Learning and Teaching (TBLT)”?

### **1.4. Objectives of the Study**

Based on the statements of the problem above, the main objectives can be stated as follows:

- a. To find out the ability of the tenth year students of SMA N 01 Kandangserang taught with “Task Based Learning and Teaching (TBLT) to write a descriptive text;
- b. To find out the ability of the tenth year students of SMA N 01 Kandangserang taught without “Task Based Learning and Teaching (TBLT) to write a descriptive text;

- c. To find out the significant difference of students' achievement in writing a descriptive text between those who are taught with "Task Based Learning and Teaching (TBLT)" and those who are taught without "Task Based Learning and Teaching (TBLT)".

### **1.6. Significance of the Study**

The researcher expects that this study will give contributions and benefits for:

- a. Students

The students may use TBLT as a helping approach in learning writing. It will be easier for the students to write down their ideas if they do some sequence of tasks.

- b. English teacher

The results of this study can enrich the English teacher's knowledge about the advantages of using "Task Based Learning and Teaching (TBLT)" as an approach in teaching writing, so it will be an alternative approach which can be used in teaching and learning process.

- c. Readers

The reader may know the importance of "Task Based Learning and Teaching (TBLT)" as an approach in teaching English especially in teaching writing. The result of this study can help the readers when they will teach or learn English writing.

d. Researcher

The result of this study can make the researcher have knowledge in using “Task Based Learning and Teaching (TBLT)” to help the students in writing. It proved that practice is making perfect in learning English writing.

### 1.7. Definition of Key Terms

To avoid misinterpretation, there are several terms that may help in understanding the study.

a. Teaching and Learning

Teaching is defined as the activity to create and facilitate the learning process using certain technique or strategy whereby it can help the learner to understand something. On the other hand, learning refers to the process of how the learner knows about something consciously.

b. Task Based Learning and Teaching (TBLT)

Task Based Learning and Teaching (TBLT) is an approach whereby the sequence of tasks are applied in the teaching and learning process to help the learners when doing something in real life.

c. Writing

Writing is one of the ways in communication whereby the writer delivers the information to the reader by written text.

d. SMA N 1 Kandangserang

SMA N 1 Kandangserang is one of senior high schools in Pekalongan regency. It is located at Kandangserang street. It is school where the researcher conducted the research study.

### 1.8. Outline of the Study

This research consists of five chapters below:

- a. Chapter I is introduction, consisting of background of the study, scope of the problem, statements of the problem, objectives of the study, significance of the study, definition of key terms, and outline of the study
- b. Chapter II is review of related literature, consisting of previous studies, and the theoretical review including English writing, writing paragraph, writing descriptive text, writing in language classroom, the existing method in SMA N 1 Kandangserang, task based learning and teaching (TBLT), the existing method in SMA N 1 Kandangserang, curriculum in teaching writing and statistical hypotheses.
- c. Chapter III is research method consisting of research design, subject of the research, variable of the research, instrument of the research, data collection, data analysis, and research hypotheses
- d. Chapter IV is finding and discussion. The finding describes the frequency distribution score of experimental and control group, the significant difference of the pre test, and post test in each group using paired sample t-test and the significant difference between experimental



group and control group using independent sample t-test and supported by t-test analysis manually. The other part is discussion of the finding.

e. Chapter V is conclusion, and suggestion of the study.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the theories of the study. It is divided into two parts: previous studies, and underlying theory.

#### 2.1 Previous Studies

In the previous studies, task based learning and teaching was applied. Sasongko (2011) conducted the research using TBLT to improve the student's competence in writing. He conducted the study to examine the use of group work in order to improve the students' competence in writing job search document through group work. In his research, Sasongko applied an action research to find out the influence of group work in task based language teaching to the students' competence in writing job search document and to find out the problems which arise during the process of teaching writing job search document. The result of his research is that group work in task based language teaching can give positive effect to the students' competence in writing job search document.

In the other research, Hashemi, Masoud, and Sohrab (2011) conducted the research using task based learning and teaching in English classes. The researcher wanted to know how to convert those tasks into actual classroom activities and how the teachers and students participate in the lesson when they were learning a lesson. The result of the research is that teaching practically with task-based is very useful for the English learners and teachers. Teachers need to decide first on the basic format of the lesson and convert the task in actual classroom activities using three phrases: pre-task, during-task, and post-task. In



addition, when doing tasks, the teacher has some participation such as ensure an appropriate level of task difficulty; establish clear goals for each task-based lesson; develop an appropriate orientation to performing the task in the students; ensure that students adopt an active role in task-based lessons; encourages students to take risks; ensure that students are primarily focused on meaning when they perform a task; provide opportunities for focusing on form; requires students to evaluate their performance and progress. Moreover, when the students are carrying out the task, they may borrow the useful related information from the input data to encourage their participation in the task.

In addition to previous studies above, Ruso (2012) conducted the study to know the influence of task based learning on EFL classrooms. The findings of the study revealed that implementing a TBL approach in EFL classes created variety for the students. Moreover it enhances their learning, since TBL tasks encourage the student involvement and lead to significant improvements regarding their language performance.

The previous studies above have some differences with this study. Sasongko (2011) conducted the action research to improve the students' competence in writing narrative text. While, in this research, the researcher applied experimental research using TBLT in writing descriptive text. In addition Hashemi, Masoud, and Sohrab (2011) conducted the research at the surface objectives. They focused on how to apply the task in the classroom activities and the participation of the teacher and the learner at the process whereas, this study has a further objective whereby the researcher applied TBLT to find out whether there is any significant

difference in the students' achievement in writing a descriptive text between those who are taught with "Task Based Learning and Teaching (TBLT)" and those who are taught without "Task Based Learning and Teaching (TBLT)". Moreover, Ruso (2012) conducted the study only to find out the influence of task based learning on EFL classrooms. The finding is that the students do not like the teacher talking too much because it makes them be passive in the class. In other hand, they like when the teacher presents various tasks that create the opportunity to practice. However, this study tried to apply the TBLT which gives some positive effect toward the EFL in writing classroom. Therefore, it is more specific.

## **2.2 Underlying Theory**

This chapter presents the underlying theory of the study. It is divided into nine parts: English writing, writing paragraph, writing descriptive text, writing in language classroom, the existing method in SMA N 1 Kandangserang, task based learning and teaching (TBLT), the existing method in SMA N 1 Kandangserang, curriculum in teaching writing and research hypotheses

### **2.2.1. English Writing**

English writing is an important skill although speaking as the verbal communication becomes the first skill often used. Speaking is acquired by the people naturally but writing must be learnt consciously.

#### **a. The meaning of writing**

According to Siahaan (2008), writing is psychological activity of language user to put information in the written text. From the

definition, it can be said that writing is a process of expressing ideas or thought used for many purposes, and one of them is to inform the thought from one person to another by written form. The different forms of writing such as letters, essays, reports, and novels can be produced. For most of the young learners even for the adults, writing is one of the difficult skills to be learnt. It happens because they do not know how to express their ideas into written form as a manifestation of the thought.

As a product of the language, writing belongs to a performance skill. According to Brown (2000:30), performance is the overtly observable and concrete manifestation or realization of the competence. From the definition, writing can be said as a performance because manifestation of underlying knowledge of language such as the structure of the language, and the vocabulary.

As stated above, writing is a skill which can help people in communication. Therefore, the people may not rely on the verbal communication to express their ideas. They can express their ideas in written form. To make a good writing, people may know the principles of writing. According to Leo (2007:1), there are three basic principles, namely, content, register and topics needed in piece of writing. When someone tries to express their ideas, the content must be clear, specific, and relevant, so their intention will be accepted by the reader. In addition, the topics must be free from

plagiarism and the sensitive issues such as religion and different of social groups. Moreover, the writer may pay attention to the register. The register involves the style of the language and the choice of vocabularies of the text. It will be different between formal and informal writing and it should be suitable with the context.

Understanding the basic principles above can be the guideline to make a good writing. If the principles are ignored, the writing will be useless because the writer's intention cannot be accepted by the readers and tend to be confusing.

#### **b. Types of writing**

According to Brown (2004:220), as a performance skill, writing is divided into four types:

(1) *imitative writing* is the fundamental of writing concerned with letters, words, and punctuations than the meaning or context. (2) *intensive writing* concerned with the diction in the sentence based on the context. (3) *responsive writing* is the middle level of writing trying to write more than one paragraph and arrange as well as possible although there is still limitation of the discourse level. (4) *extensive writing* is the advance writing focused on achieving a purpose, organizing and developing ideas logically, and using details.

Based on the types of writing above, the writer cannot achieve extensive writing suddenly. Practicing is definitely needed to improve the writing skill from the lowest level to the higher level.

### 2.2.2. Writing Paragraph

Paragraph cannot be avoided from writing product. Writing and arranging the paragraph are not easy for some people. Therefore, the writer should know the definition and element of the paragraph before starting to write.

#### a. Definition of Paragraph

According to Zemach and Lisa (2003:11), paragraph is a group of sentences about a single topic. From the definition, sentence becomes a component in a paragraph. Sentence is a group of words in writing. When we are sure about where our sentences begin and end, we stand a better chance to make our ideas get (Brannan,2010:40). It means that the sentence becomes a part which cannot be separated from the paragraph. In other words, if the sentence is not clear, the content of the paragraph will be difficult to be understood.

The paragraph can be understood if it is suitable with context. As stated by Kress and Hodge in Leckie, Helen and Tarry (1995:5) context is the relations between linguistic system and social system. From the statement above, context is one of the aspects to make a good paragraph. If the writer ignore the context in writing paragraph, it will be difficult for the reader to know the intention of the writer even sometime it will cause misinterpretation.

## **b. Elements of Paragraph**

According to Oshima and Hogue (1983:3-4), a well written paragraph contains five elements: a topic sentence, supporting sentences, a concluding sentence, unity and coherence.

### 1). Topic sentence

According to Zemach (2005:14), topic sentence is usually the first or the last sentence, but it can be any sentence in the paragraph. It is the most important elements in a paragraph. The topic sentence must be easy to be understood. It is the main idea of the paragraph to represent the content of the paragraph, so the topic sentence must be clear and not too board or too narrow.

### 2). Supporting sentences

Supporting sentences explain the topic sentence. Many kinds of examples or illustrations can be used to state the supporting ideas. According to Boardman (2008:8), the supporting sentence telling about the topic sentence is called major supporting sentence and the supporting sentence explaining more about major supporting sentence is called minor supporting sentence. Therefore, by explaining more about topic sentence using supporting sentences, the reader will understand the content of paragraph more detail.



### 3). Concluding sentence

According to Zemach and Lisa (2003:19), the final sentence in a paragraph is called concluding sentence. It does not state completely ideas but just restates the topic sentence or summarizes the main idea of the paragraph in different way. In addition, it can be a suggestion or advice connected to the topic. To state the concluding sentence, some of transition signals can be used, such as all in all, in conclusion, in summary, and in short.

### 4). Unity

According to Zemach and Lisa (2003:78), unity is the connection of all ideas to a single topic. Sometime, some of students are confused to unify all the ideas in a good paragraph. There is no connection between one sentence and another, especially between supporting sentences and topic sentence. On the other hand, one of the characteristics of a good paragraph is unity. If there is a sentence has no connection with the topic sentence in the paragraph, it belongs to irrelevant sentence. Therefore, it makes the whole content of paragraph is confusing.

### 5). Coherence

Coherence is related with putting the supporting ideas in order. It depends on the kinds of the text or paragraph. According to Boardman (2008:18), there are three main types of paragraph: narrative, descriptive, and expository. If the kind of the text is

narrative, the supporting ideas must be order based on the time of events or in chronological order. If the text is descriptive, the supporting ideas must be order based on the spatial order. In addition, if the kind of the text is expository, the supporting ideas must be order based on logic or reason or it is called logical order.

In addition to five elements above, Boardman adds cohesion as one of the important elements of good paragraph. According to Boardman (2008:23), cohesion is if all of the supporting sentences give more explanations about topic sentence and have connection each other. To connect them, conjunction, personal pronoun, article, demonstrative adjective, and pronoun can be used.

### **2.2.3. Writing descriptive text**

As stated before that paragraph is a piece of written text. It can be said that paragraph is a text and according to Gerot and Wignell (1994:17), a culturally specific text-type result from using language to accomplish something is called genre. In addition, according to Knapp and Watkins (2005:21), genre primarily refers to the language processes involved in doing things with language. It can be concluded that genre is related to the language use.

In writing descriptive text, the writer may describe about the characteristic features of a thing, person, or animal (Priyana, 2008:130). The structure of the descriptive text is divided into two parts: identification to identify the phenomenon that will be described and descriptions to



describe parts, qualities, characteristics of the phenomenon. Moreover, the learners should focus on the use of grammatical features. There are some grammatical features of describing something in descriptive text (Knapp and Watkins,2005:98-100).

**Table 1. Grammatical features of descriptive text**

Grammatical feature	Explanation	Example
Present Tense	To express general fact, habitual or everyday activities	She <i>eats</i> a bowl of porridge every morning
Relational verbs	To classify and describe appearance/qualities and parts/functions of phenomena (is, are, has, have)	Turtles do not <i>have</i> teeth, they have a sharp beak instead
Action Verb	To describe behavior /uses	Ants <i>live</i> in colonies
Mental verbs	To describe feelings	She <i>felt</i> unhappy. He <i>liked</i> dancing.
Adjectives	To add extra information to nouns	This table is <i>brown</i>

Adverbs	To add extra information to verbs to provide more detailed description	Turtles swim <i>slowly</i>
Adverbial	To add more information about the manner, place or time	The student only worked diligently <i>just before exams</i>

#### 2.2.4 Writing in the Language Classroom

In the language classroom, teachers are manager of the students who manage teaching and learning process. They may focus on some aspects in the class. Especially in teaching writing, the teachers should know how to improve the students' writing mastery. According to Richard and Rodgers (2001: 57), foreign language learning is basically a process of mechanical habit formation and good habits are formed by giving correct responses. Therefore, the correct responses are needed by the learners to minimize of making mistake. In addition, the teachers may apply some approaches and strategies to get the significant result of teaching and learning writing. Moreover, at the process of teaching and learning writing, the teachers have curriculum as a guidance to be implemented.

##### a. Teaching for Improving Writing Skill

In teaching writing, the teacher creates and facilitates learning environment rather than focus on the correcting grammar of writing.

Many choices can be chosen by the teacher for improving writing, such as what the classroom will look like and which strategies will be used. The teacher may organize the physical classroom like the seat position or divide the students into a group. Those may help the students to follow the writing process because there are some inevitable activities during writing process, such as sharing and discussing.

**b. The Teacher roles in Teaching Writing**

In teaching writing, the teacher has a big contribution. According to Harmer and Jeremy (2004), among the tasks which teachers have to perform in the process of teaching and learning writing are demonstrating, motivating and provoking, supporting, responding, and evaluating.

The teacher can demonstrate the importance of writing to the students, so they will realize that writing is a language skill which cannot be separated from their live. If the students are realized, the writing will be a habit for them. In addition, motivating and provoking are needed. Being inexpert writers, the students often find the loss of words. The teacher should provoke them into having ideas. For example, the teacher may give them words that they need before starting to write again.

As stated before that the teachers do not only focus on correcting grammar in writing but also supporting the students in writing. They can help the students to overcome their difficulties. In other word, they

do coaching for their students. According to Longenecker & Pinkel in Stix and Hrbek (2006:12), coaches are those who offer inspiration, guidance, training, and modeling, and who enhance others' abilities through motivation and support. In summary, the teacher as a coach may concern with how the students can develop their skill rather than temporary understand the materials.

The other role is responding. The teachers can response or react toward the content and the construction of the students' writing and then give suggestion for improvement. In giving responding, the teachers do not judge the students' writing as a final product but it is just telling how well it is going so far.

The next role of the teacher is evaluating. It is very useful for students because they will know how well they have done. In this role, the teacher should tell about where the students make the mistakes in their writing. It is not only to find whether the student's written work has corrected or not but it will be a learning opportunity until they can do well.

### **c. The Learner roles in Learning Writing**

In Task Based Learning and Teaching (TBLT), task becomes a core of learning activity. It can help the learner to achieve the goal of the unit of activity. Not only the role of the teacher, but also role of learner is needed to achieve the goal. According to Richards and Rodgers (2001:235), some of the learners' roles are as group participant,

monitor, risk-taker and innovator.

Based on the learner roles above, the learner can be a group participant if the task is done in a group. In addition he/she may monitor the class activity whether it supports the learning process or not. Moreover, the task makes the learner improve their writing ability such as how to write with the correct grammatical.

#### **2.2.5. Task Based Learning and Teaching (TBLT)**

Task Based Learning and Teaching (TBLT) is a kind of approaches to develop the students' communicative competence. Sometimes approach and method are used in same way. According to Antony's model in Richard and Rodgers (2001:19):

Approach is the level at which assumptions and belief about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented.

Therefore, it can be said that approach is wider than method which refers to the theory of the nature of language or language learning and it may be realized in a method.

TBLT is suitable approach with the goal of teaching and learning language which is not only studying grammatical rules of language but how to use the language for communication. That is why TBLT including one of the communicative approaches.

According to Heaton (1988), communicative approach is approach emphasizing the importance of the meaning of utterances rather than form

and structure. From that definition, it can be said that communicative approach focuses on how the learners can use the language for communication not only how they understand it.

According to Fauziati (2009), Besides Task-Based Language Teaching (TBLT), there are some approaches belong to communicative approach. They are Communicative Language Teaching (CLT), Cooperative Language Learning (Coop.LL), Competency-Based Language Teaching (CBLT), Content-Based Instruction (CBI), and Genre-Based Approach (GBA).

**a. The Meaning of Task Based Learning and Teaching (TBLT)**

Task Based Learning and Teaching (TBLT) is one of the ways in teaching and learning. Sometimes, it is only called task based learning. According to Estaire and Zanon (1994:12), Task Based Learning (TBL) is class work organized as a sequence of tasks and it is a task generating the language to be used, not vice versa. In addition, according to Richard and Rodgers (2001:223), TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. From those definitions, it can be said that in TBLT, the teacher ask the students to do a series of tasks. They will learn about some specific items of language by doing the task. According to Feez in Richards and Rodgers (2001:224), there are some key assumptions of task-based instruction as follows:



1) the focus is on process rather than product. 2) basic elements are purposeful activities and task that emphasize communication and meaning. 3) learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks. 4) activities and tasks can be either: those that learners might need to achieve in real life; those that have a pedagogical purpose specific to the classroom. 5) activities and task of task-based syllabus are sequenced according to difficulty. 6) the difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the tasks, the language required to undertake the task, and the degree of support available.

As stated above, TBLT is an approach based on the sequence of tasks. According to Edward (2005:17), there is no single definition of the task because of the different perspectives and purposes. However, according to Prabhu in Richard and Rodgers (2001:233), task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate that process. Therefore, the teacher has a big role in the process of giving the task. Not only select and ask the students to do the task but also the teacher controls and determines the regulations when the students do it.

Most of the authors divide task into two types: communication task and enabling task.

a). Communication task

According to Nunan in Edward (2005:18), communication task is a piece of classroom work involving learners in comprehending, manipulating, producing, or interacting in the

target language while their attention is principally focused on meaning rather than form. From that definition, it can be said that communication task proposed to make the learners develop their English skill, especially for communication. It does not focus on linguistics aspects such as grammar, or vocabulary.

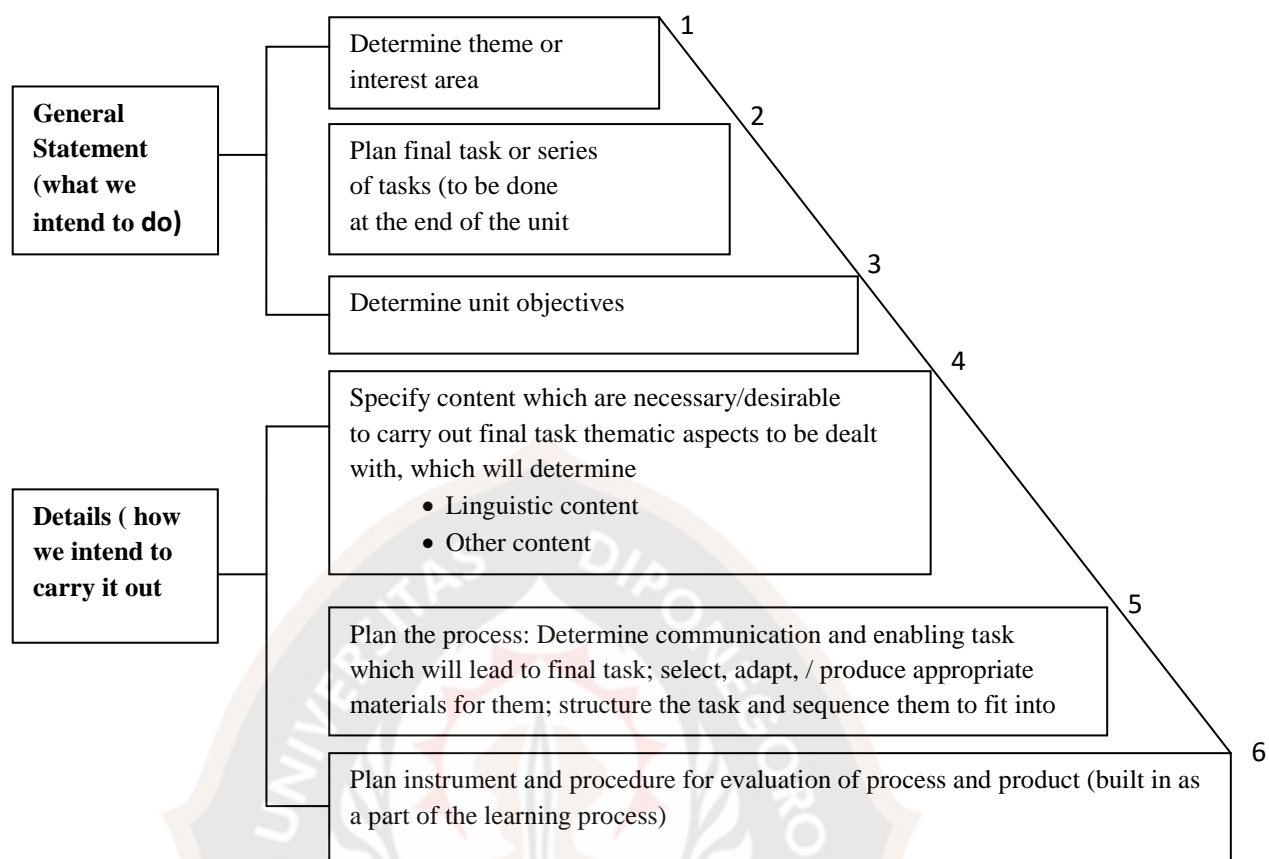
b). Enabling task.

According to Estaire and Zanon (1994:15), enabling task is task providing learners with the necessary linguistic tools to carry out a communication task. It means that enabling task focused on the linguistic aspects rather than the meaning so the learners can communicate well.

**b. The Stages in Task Based Learning and Teaching (TBLT)**

According to (Estaire and Zanon ,1994:4), to carry out Task Based Learning and Teaching (TBLT), there are six stages or steps as follows





**Figure 1. Stages of TBLT**

The stages above can be elaborated as follows:

1) Determine the theme or interest area

Determining the theme becomes an important thing to carry out the task. The teaching and learning process using task will be pleasant if the theme is interesting for the students. According to Estaire and Zanon (1994:20), there are some guidelines in selecting the theme. They are avoiding grammatical terminology, thinking of the thing that people in real life or specific situation, and then asking students to suggest and choose the theme.

Based on the guidelines above, involving the students to choose the interesting theme based on their interest is important. It can increase the students' motivation to do the task. Some theme areas such as students, home life, and school life can be provided then let the students choosing the theme that they want. Next, the students are asked to find the cases based on the area which they choose such as telling about their class, their ideal school, or their birthday party.

## 2) Plan the final task

The second stage after determining a theme is designing the final task. According to Estaire and Zanon (1994:23), final tasks are communication task at students' highest point of communicativeness, at a level that is realistic and achievable by students in a given class. It means that final task is the indicator of students' development in communicative competence and it is product of the students' competence.

Designing the final task is very important because what the students will do in the sequences of the task refers to the final task. For example if the final task is asking students to describe a particular person, the sequence tasks are about describing person.

### 3) Determine the unit objectives

After designing the final task, the next step is determining unit objectives. By determining unit objectives the students or learners will get the reflection of the final task. It is the goal of the unit that the students will do. It will help the teacher and the student to achieve the purpose or goals of the unit.

### 4) Specify the content

The next step is specifying the content. It is related to thematic aspect which students need to learn and develop in the future. The content is related to linguistic content such as the grammar, vocabulary, and lexical item.

### 5) Plan the process

In this stage, the sequences of the task are given. Those are related to the final task in stage 2. By giving some tasks in some meetings, it will give many opportunities to the students to develop their skill in writing.

### 6) Plan the instrument and procedure for evaluation

In the final stage, the instrument and procedure to evaluate the students' result are designed. Evaluation and assessment are the same term often used by the writer. According to Nunan (2007: 184) both of the terms have a little difference.

Evaluation is a systematic process of determining the extent to which instructional objectives are achieved by pupils whereas assessment refers to the process and procedures whereby determining what learners are able to do in the target language.

Based on the description above, it can be concluded that evaluation is wider than assessment. The process of evaluation may cover assessment or not.

The evaluation can be carried out by the teacher and the students. The teacher can design the instrument of the evaluation to evaluate the daily tasks and the final task, for example using analytic scoring to evaluate and assess the students' result.

Based on the description above, the sequence task of TBLT is related to input hypothesis by Krashen. According to Krashen (1987:22), when the input is understood and there is enough of it,  $i+1$  will be provided automatically. By giving some of the tasks in several meetings, the students will get new input related to the task. It will give good progress when the gap between the tasks is not too far. It means the task should be suitable with the current level of the students.

In addition, the sequence task of TBLT may help the students to monitor the output of writing. It is related to the Krashen's monitor hypothesis. According to Krashen (1987:83),

the monitor model performance, conscious learning acts as an editor, a monitor, "correcting" the errors or rather what the performer perceives to be errors, in the output of acquired system.

Based on the definition above, it can be said that in producing written text, the students monitor their writing based on their conscious knowledge. It happens before and after producing their writing.

#### **2.2.6. The Existing Method in SMA N 1 Kandangserang**

Based on the observation, in teaching English, the teachers in SMA N 1 Kandangserang often use explanation and direct instruction. Both of them are conventional method only giving explanation about the material in front of the class, and asking the students to make written work in the final meeting. Both of the explanation and the instruction are needed in teaching and learning process. Those may help the students to learn basic skill and to get information about the materials although it will consume the students' time. As the performance skill, writing needs more than it. Giving many practices to the students are better to develop their skill.

Explanation and instruction are often used by most of the teacher. By those methods, the teachers activate students' relevant prior knowledge and experiences, then help them to connect it to the new knowledge they will gain from the lesson. Those methods also familiarize the students to focus on the lesson.

Explanation and instruction are the conventional and traditional ways in teaching and learning because the class will be teachers' oriented. Therefore, the students have limited time to develop their skills. They tend to be the follower in teaching and learning process. Those methods make

the students be passive because the teachers do not give more time for practicing. They just give the material and then instruct the students explicitly to produce the written work, so most of the students will be confused how to start it.

From the description above, the teacher should apply the effective method to improve the students' writing skill. It should give a lot of time for students to write and help the students to start writing because as stated before that one of the difficult things in writing is to start it. Task Based Learning and Teaching (TBLT) is one of the approaches which can be used to teach writing. By using Task Based Learning and Teaching (TBLT), the teacher is expected to make a progress in developing students' writing skill than using conventional method.

#### **2.2.7. The significance of using Task Based Learning and Teaching (TBLT)**

As stated before that every method or approach has strengths and weaknesses. It also occurs when the teacher applies "Task Based Learning and Teaching (TBLT)" in teaching writing. Writing is a performance skill, so it needs a lot of practicing. According to Langan (2009:11), writing is a skill that anyone can learn with practice. That is why Task Based Learning and Teaching (TBLT) is suitable to be used in teaching writing. Moreover, there are many other significances of using Task Based Learning and Teaching (TBLT) in teaching writing:

- 1) Using tasks can provide a lot of time for students to practice, so they can develop their skill maximally;



- 2) Using task in teaching writing may encourage the students to produce the written work;
- 3) Using task may make the students focus on the material;
- 4) The difficulty of the tasks may be arranged day by day based on the students' ability and experiences until they are ready to pass the test;
- 5) Using task the teacher may monitor which one the students who still have some difficulties in writing so the teacher can help them;
- 6) The result of the tasks in every meeting may be shared to the students, so they will know whether they can reach the goal of the task or not;
- 7) Using task may help the teacher to monitor the students in every meeting : not only assessing the result of the test.

#### **2.2.8. Curriculum in Teaching Writing**

In education process, the teacher should teach with guideline to achieve the goal of teaching and learning process and give the significant impact for students. That guidance is called curriculum. According to Burns (2007), curriculum is the nexus of educational decision, activities, and outcomes in a particular setting. Based on the definition, in teaching English, especially in teaching writing the teacher should use curriculum because it is a description of the activities and meaningful situations that must be applied in real.

The Indonesian government through National Educational Department made new curriculum but KTSP as the previous curriculum is still applied in Elementary School, Junior High School, and Senior High School. KTSP

is operational curriculum which is arranged and implemented in each educational unit. It consists of educational purpose of education unit level, the structure and content unit level education of curriculum, school calendars, and syllabus. (<http://bsnp-indonesia.org/id/>)

One of the components that must be applied in curriculum is syllabus. It is learning plan on a subject matter/specific theme or a group of subject matters/specific themes that covers competency standards, basic competencies, subject matters/learning material, learning activities, indicator, assessment, time allocations, and source/material/instrument of learning.

The school and the teacher authority decide the success of educational aim in the school level. On other words, the teacher has duties on some activities such as construct and formulate the proper aim, choose and construct the right lesson material according to the needs, interest, and children development phase, choose the method and teaching media that is varied, and construct the program and the right evaluation.

In this study, writing descriptive text is one of the standard competency aspects of tenth year students. It can be seen from the syllabus below:

**Table 2. English writing syllabus of tenth year students of SMA N 1**

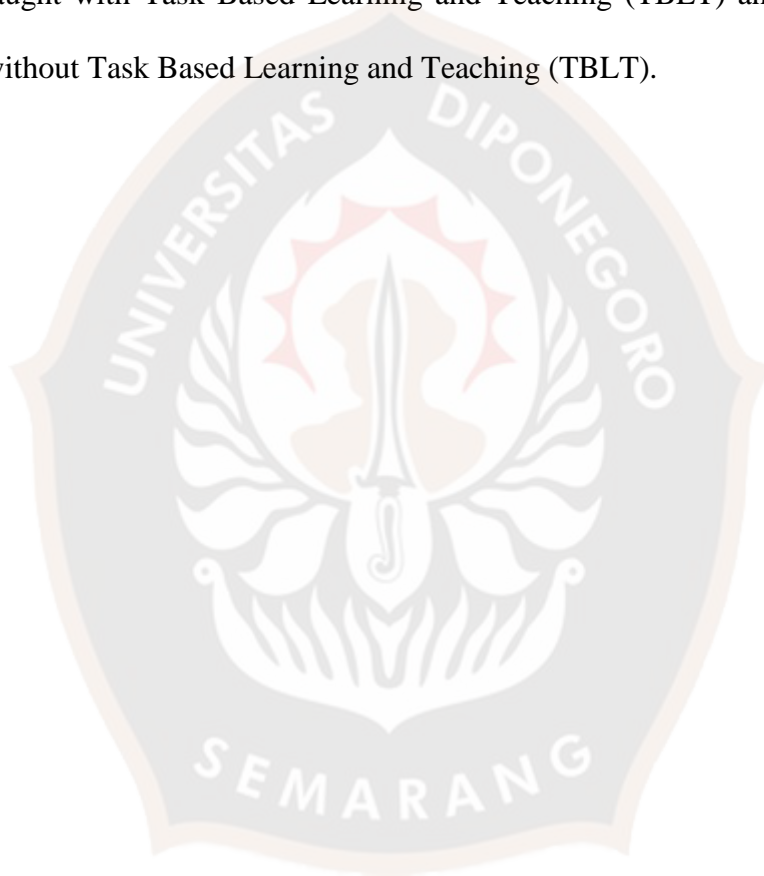
Standard Competency	Basic Competency
<p><b>Writing</b></p> <p>6. Revealing meaning in short functional text and simple essay form of a narrative, descriptive, and news item in the context of everyday life</p>	<p>6.1 Expressing meaning in short functional written text (eg, announcements, advertisements, invitations, etc..) Official and unofficial accurately, smoothly and appreciate the use of a variety of written language in the context of daily life</p> <p>6.2 Expressing meaning and rhetorical steps in simple essay accurately, fluently and acceptable in the context of daily life in the form of a narrative text, descriptive, and news item</p>

Based on the table above, the students are required to write the descriptive text accurately, fluently, and acceptable. To achieve these three aspects, the linguistic aspects of the descriptive text should be met. Students cannot be separated from learning grammar, and vocabulary, then apply it in the form of communicative form of descriptive text that the reader can understand.

### 2.2.9. Research Hypotheses

The hypotheses of the research can be stated below:

- a.  $H_0$ : There is no significant difference of the writing mastery of the students taught with Task Based Learning and Teaching (TBLT) and those taught without Task Based Learning and Teaching (TBLT).
- b.  $H_1$ : There is a significant difference of writing mastery of the students taught with Task Based Learning and Teaching (TBLT) and those taught without Task Based Learning and Teaching (TBLT).



## CHAPTER III

### RESEARCH METHODS

In this chapter the research method is elaborated. It consists of research design, subject of the research, variables of the research, instrument of the research, data collection, data analysis and statistical hypotheses.

#### 3.1 Research Design

The researcher applied quasi-experimental design for this study. It has both pre- test and post-test and it needs experimental and control groups. In this study the researcher used experimental design to analyze “Task Based Learning and Teaching (TBLT)” as an alternative way to develop the student’s writing mastery. The researcher used pre-test and post-test to carry out the research. The design of research described as follows:

**Table 3. Experimental research design**

Group	Pre-test	Treatment	Post-test
Experimental (A)	O <sub>1</sub>	Teaching writing using <i>Task Based Learning and Teaching (TBLT)</i>	O <sub>2</sub>
Control (B)	O <sub>3</sub>	-	O <sub>4</sub>

Based on the table above, both of groups are given the pre-test and post-test. The difference is only in giving treatment whereby the experimental group gets the treatment while there is no treatment for the control group.

### **3.2 Subjects of the Research**

#### **3.2.1 Population**

According to Levy and Lemeshow (1999:13) population is the entire set of individuals to which findings of the survey are to be extrapolated. It means that population is all individuals from the data collected. The researcher took two classes from tenth year students in SMA 01 Kandangserang Pekalongan and the population of this study is all of the total number of the tenth year students in SMA 01 Kandangserang Pekalongan. There are four classes of the tenth year students from X1 to X4. There are 21 students in X1, 21 students in X2, 21 students in X3 and 22 students in X4 so the total number of the tenth year students in SMA 01 Kandangserang is 85 students.

#### **3.2.2 Sample and Approach of Sampling**

##### **a. Sample**

According to Arikunto (2002:109), sample is a part of the subjects who are investigated. It means that sample is a part of population supposed to represent the characteristics of population. In this study the researcher took X1 class that has 21 students as experimental group and X2 class that has 21 students as control group.



b. Approach of Sampling

According to Balnaves and Caputi (2001:90), sampling is a technique, a procedure, for selecting a sample of unit of analysis from population. It means that part of the population is called sample and the technique to select the sample is called sampling. There are many kinds of the sampling method and the researcher used purposive sampling. This method is used in selecting sample because the limitation of the time and the impossibility to change the students' class.

**3.3. Variables**

According to Wiersma (2000:26), variable is a characteristic that takes on different values or conditions for different individuals. Therefore, it can be said that variables are the conditions or characteristics that the experimenter manipulates, controls, or observes.

This study has two variables: independent variable and dependent variable.

a. The independent variable

In this study, the independent variable is “Task Based Learning and Teaching (TBLT)” in teaching writing.

b. The dependent variable

Related to this study, the dependent variable is students' writing mastery.

### 3.4. Instrument of the Research

In a study, an instrument is needed when collecting the data. Instrument plays an important role in research project. Instrument is equipment in research using a method (Arikunto, 2002:126). The instruments are used to achieve the accuracy of the data and it can indicate that the research is feasible or not. In this study, the researcher used test as an instrument to get the data.

To conduct the test, the researcher asked the student to make a descriptive text based on the topic. The test was used to know the students' writing mastery before being taught with "Task Based Learning and Teaching (TBLT)" and after being taught with "Task Based Learning and Teaching (TBLT)".

There were two kinds of test that the researcher used, they were pre-test and post-test.

#### 1) Pre-test

Before the experiment was conducted, the students were given a pre test. It is given before the students getting treatment. It is used to know the students' writing mastery of the students before they get the treatment. The test is writing a descriptive text describing students' favorite athlete. It was done in both of the control and experimental groups and the score of the pre-test was obtained.

## 2) Treatment

After the pre test was given, the treatment was started; the students was treated using “Task Based Learning and Teaching (TBLT)” in teaching writing. The treatment was carried out based on the six stages of planning process in Task Based Learning and Teaching (TBLT). The students were given the treatment using the tasks in three meetings before the test and in every meeting the researcher gave the different task. Those processes were as follows:

- a) Determining the theme: the researcher determined the theme of the task. It was describing particular person. It was chosen based on the options: describing particular person, thing or place given to the students.
- b) Designing the final task: at the end of the unit, the students will carry out the task to write a descriptive text describing their favorite actor or actress. They should determine their favorite actor or actress and bring the pictures by searching in internet.
- c) Determining the objectives: during the unit, the students will develop their ability and knowledge necessary to write about themselves or other people and ask for and understand information about people.
- d) Specifying the content: there are some specific linguistic objectives for the unit such as grammatical content (simple present tense), pronouns ( I, you, we, they) to be ( am,is,are ), lexical content

(hobby, number) and functional content giving information about name, age, address.

e) Designing the process

Before doing the sequence of the tasks, the researcher gave the examples about the importance of describing particular person. In addition, he gave the model how to write descriptive text in simple way but it covered the linguistic aspect of descriptive text.

Moreover, he organized the students if the task was hold in a group.

If the students had been ready, they did the sequence of tasks below:

Task 1: the students will describe themselves based on physical appearance and the personality. Each of them will write about themselves based on the physical appearance in piece of paper. They can discuss with their friend and ask the opinion about the personality;

Task 2 : the students will describe their classmate based on the personality and physical appearance . The students are divided into a groups consist of 4 students. Each of them will write about their friends based on the physical appearance in piece of paper. They may know the characteristics by asking each other;

Task 3: the students will describe their member of family. Each of them should bring the photo and write about their member of family individually.

- f) Designing the instrument and procedure to evaluate the students' result.

Based on some steps above, the students were given the treatment using the different tasks in three meetings. In addition, while the students wrote the descriptive text, the researcher gave some explanations related to the social function and grammatical features of descriptive texts, vocabularies, and how they could describe the person in the treatment such as describing the physical appearance from up to the bottom.

Based on the description above, there are some contributions of the teacher and the students during treatment as follows:

**Table 4. Contributions of the teacher and the students during treatment with TBLT**

Contribution of the teacher	Contribution of the student
<ol style="list-style-type: none"> <li>1. Telling to the students about the importance of describing person, thing, or place in real life by giving the examples</li> <li>2. Giving the model how to write descriptive text in front of the class in simple way with considering its linguistics aspect needed.</li> <li>3. Preparing what the students need such as a piece of paper before</li> </ol>	<ol style="list-style-type: none"> <li>1. Selecting the most interesting theme before writing.</li> <li>2. Becoming a group participant</li> <li>3. Doing the sequence tasks based on the determined theme.</li> <li>4. Discussing and interacting with the classmate to know</li> </ol>

<p>writing.</p> <p>4. Applying six stages of TBLT, such as asking the students to choose the theme by giving some options: describing particular person, thing, or place before doing the unit, telling the objectives of the unit, organizing group of work if the task is done in the group, helping the students if they cannot overcome the problem, and telling the aspects of scoring.</p>	<p>the personality each other</p> <p>5. Asking to the teacher if they have a problem.</p>
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Based on the observation, the contribution of the teacher and the students taught with TBLT are different from those taught without TBLT or with conventional method. The contribution of the teacher and the students using conventional method may be seen as follows:

**Table 5. Contributions of the teacher and the students without TBLT**

<b>Contribution of the teacher</b>	<b>Contribution of the student</b>
1. Explaining what the descriptive text is	1. Understanding what the descriptive text is
2. Showing the descriptive text model by text book	2. Understanding Simple Present Tense



<p>3. Explaining the tense (Simple Present Tense)</p> <p>4. Giving instruction to the students to make written descriptive text as the final task without sequence tasks which refers to the final task.</p>	<p>3. Doing the instruction to make written descriptive text</p>
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Based on the contribution of the teacher and the students in each method or approach, it can be concluded that in applying TBLT, the teacher is claimed to make the variation of task as the core of activities which can help the students to be ready to do the final task and the students tend to be active because they are involved in the teaching and learning process.

### 3) Post test

Post test is given in the last step of a program. It is used to know whether there is an enhancement of the students' writing ability after getting certain program. In this study, the similar test used as post test. It was the final task planned before the sequences of the task in treatment. The students carried out the task to write a descriptive text describing their favorite actor or actress. When the students did the test, the researcher told them what criteria of the scoring were. The researcher used analytic scoring which consists of five aspects of

writing: content, organization, vocabularies, language use and mechanics.

The post-test was used to know whether the result of teaching writing with “Task Based Learning and Teaching (TBLT)” for the tenth year of SMA N 1 Kandangserang, Pekalongan gave an improvement for student’s writing mastery or not. The researcher could see the different result of teaching writing taught with TBLT and without TBLT.

### **3.5 Data Collection**

The data can be collected in several ways: observation, interview, questionnaire, experiment, documentation, and test. In this study, the data were collected by using the test. Test or examination is an instrument for measuring and evaluating performance. Test was used to find out the respondent achievement ability.

To obtain the expected data for the study, the following procedures were done:

- a. Research instrument was made to get the data of the factors influencing the achievement in student’s writing with “Task Based Learning and Teaching (TBLT)”.
- b. The students were asked to make a written text based on the certain topic in order to get the data of *pre-test*.
- c. The treatments were shared with “Task Based Learning and Teaching (TBLT)” to help the students write the descriptive text. The

treatments were given in three meetings. The students got the tasks to write a descriptive text based on the topic. It was different in every meeting but it was referred to the topic in the final task.

- d. The students were asked to write a descriptive text based on the certain topic in order to get data of *post test*.

### **3.6. Data Analysis**

After collecting the data, its results were analyzed. This activity is to calculate the data using formulas or rule according to the approach or the design of the study (Arikunto,2002:238-242). In this study, statistical analysis was used, whereby the data were analyzed using t-test.

#### **3.6.1 Scoring writing**

In scoring the writing, analytic scoring approach was used. It is chosen because it provided information of the test takers performance more detail. According to Weigle (2002:114), there are five aspects in analytic scoring of writing: content, organization, vocabularies, language use and mechanics as follows:

**Table 6. Aspects in analytic scoring**

Level	Score				
	Content	Organization	Vocabulary	Language use	Mechanics
<b>Excellent to very good</b>	30-27	20-18	20-18	25-22	5
<b>Good to average</b>	26-21	17-14	17-14	21-18	4
<b>Fair to poor</b>	21-17	13-10	13-10	17-11	3
<b>Very poor</b>	16-13	9-7	9-7	10-5	2

Based on the scoring above, each of the aspects had different weight: content (30 points), language use (25 points), organization and vocabulary had the same weight (20 points) and the smallest weight is mechanics (5 points). If all the scores were calculated, the total score will be 100. It was accounted from the maximum score in each category. The level of the scoring is determined by the some criteria (see in appendix 2). Those criteria may be classified as follows:

**Table 7. Criteria in scoring the content**

Score	Content
30-27	Able to develop the topic in detail and relevant
26-21	Able to develop the topic but lack in detail

21-17	Limited developing the topic
16-13	Cannot develop the topic or it is not enough to be evaluated

**Table 8. Criteria in scoring the organization**

<b>Score</b>	<b>Organization</b>
20-18	Topic sentence and supported sentence are organized well, stated clearly and cohesive
17-14	Topic sentence and supported sentence are organized enough
13-10	Topic sentence and supported sentence are confusing and lack development
9-7	No organization or it is not enough to be evaluated

**Table 9. Criteria in scoring the vocabulary**

<b>Score</b>	<b>Vocabulary</b>
20-18	Using word and idiom well and effectively
17-14	Sometime, there are some errors in using word and idiom
13-10	There are often errors in using word and idiom
9-7	Little knowledge of English vocabulary, idiom, and word form, or it is not enough to be evaluated

**Table 10. Criteria in scoring the language use**

<b>Score</b>	<b>Language Use</b>
25-22	Using complex structure and few grammatical errors
21-18	Using simple structure and having several grammatical errors
17-11	Having problems in using simple/complex structure and making grammatical errors frequently
10-5	No mastery in using simple/complex structure and dominated error so it is not enough to be evaluated

**Table 11. Criteria in scoring the mechanics**

<b>Score</b>	<b>Mechanics</b>
5	Using punctuation, capitalization, and spelling correctly
4	Sometime, there are some errors in using punctuation, capitalization, and spelling
3	There are often errors in using punctuation, capitalization, and spelling
2	Dominated errors in using punctuation, capitalization, and spelling, so it is not enough to be evaluated



Based on the range of score, the scorers may determine the proper score based on their evaluation by considering the range of score in every level.

In this study, the researcher and the teacher have a role as scorer. Two scorers were used to get the objective data. Next, the results were classified into the grading categories below.

**Table 12. Grading category of score**

Score	Category
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Haris,1969)

### **3.6.2 Technique of analyzing data**

In analyzing the data, Statistical Package for the Social Sciences (SPSS) was used as a statistic analysis program and it was supported by analysis manually. It is a popular program often used because the ease in analyzing process According to Einspruch (2005:1), this program is a comprehensive set of flexible tools that can be used to accomplish a wide variety of data analysis tasks. From that definition,

SPSS may be used to analyze many kinds of data. One of them is analyzing data in experimental research.

In this study, some of analyses were applied to analyze the data, such as normality and homogeneity test, and t-test analysis.

#### **a. Normality and Homogeneity test**

According to Larson (2010:75), researchers should always look at the shape of their data before conducting statistical tests. It means that looking at the data is very important before the researcher carries out the test. The normality and homogeneity of the data may give the information related to characteristics of the data.

In this study, the result would show whether the data were normal or not. Moreover, the distribution of the data would be described by Q-Q plots. If the distributions of the data close with the straight line, it means that the data is normal.

#### **b. T-test analysis**

To test the hypotheses in this research, the researcher used t-test. According to Larson (2010:241), t-test is the simplest test of whether groups differ. From that definition, t-test may be used to know whether or not two groups have the same mean.

There are two kinds of t-tests. According to Larson (2010:241), the first is called the independent-samples t-test when the groups consist of different people, and another is

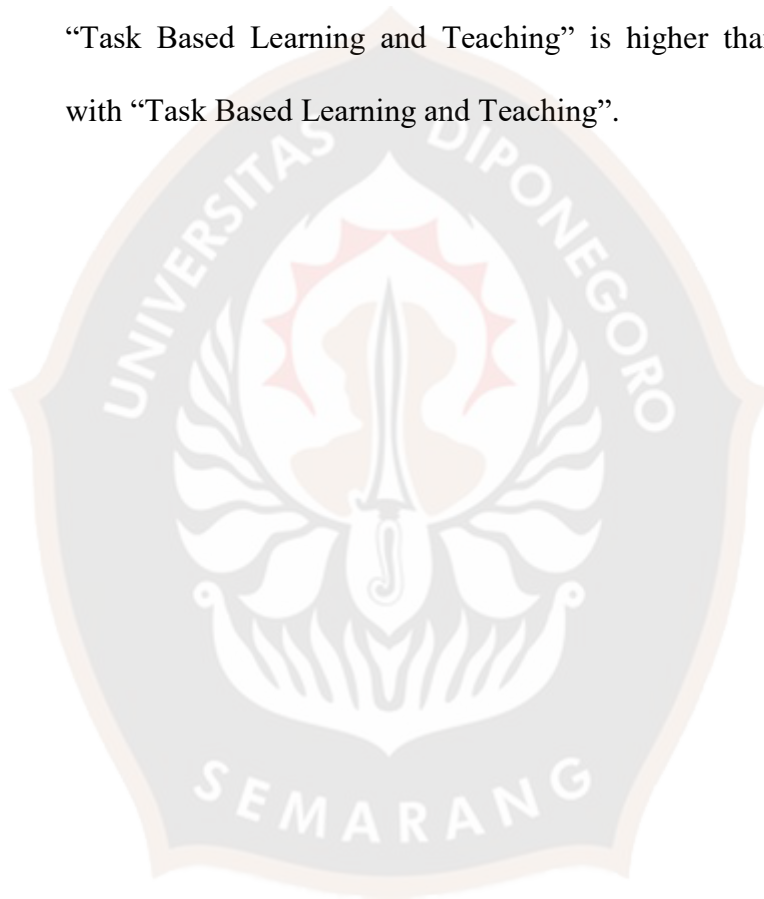
paired-samples t-test when the groups consist of the same people sampled at different time periods. Because consisting of different groups: control group and experimental group, independent t-test was used to know whether or not both of the groups have the same mean. Moreover, paired-sample t-test was used to know the difference in mean score before and after treatment in one group.

In this study the researcher used alpha level at 5%. The result of analysis can be interpreted by comparing  $p$ -value and alpha level. According to Larson (2010:98)  $p$ -value is the proportion of the distribution that has a value as extreme as the  $t$ -statistic or larger (it tells us how far out in the tails of the distribution we are). If  $p$ -value  $< 0,05$ , it means there is a significant difference after using TBLT, so null hypothesis ( $H_0$ ) is rejected and the working hypothesis ( $H_a$ ) is accepted but if  $p$ -value  $> 0,05$ , it means there is no significant difference after using TBLT, so null hypothesis ( $H_0$ ) is accepted and the working hypothesis ( $H_a$ ) is rejected. In addition to  $p$ -value, comparing  $t$  value and  $t$ -table can be another way to interpret the result of analysis.

### 3.7. Statistical Hypothesis

The statistical hypothesis can be stated below:

- a.  $H_0: \mu_1 \leq \mu_2 = p \text{ value} \leq 0,05$  (The students' achievement taught with "Task Based Learning and Teaching" is equal or lower than those taught with "Task Based Learning and Teaching").
- b.  $H_1: \mu_1 > \mu_2 \text{ p value} > 0,05$  (The students' achievement taught with "Task Based Learning and Teaching" is higher than those taught with "Task Based Learning and Teaching").



## CHAPTER IV

### FINDINGS AND DISCUSSION

In this part, the research finding and discussion are presented. The presentation of research finding is outlined in several parts: the normality and homogeneity of the test; the frequency distribution of pre-test, and post-test; the significant difference of the pre test, and post test using paired sample t-test; the significant difference between experimental group and control group using independent sample t-test.

#### 4.1 Findings

After collecting the data, the data were analyzed. Some aspects of findings are follows:

##### 4.1.1. Normality and Homogeneity test

To know the normality distribution of the data, the data were analyzed and presented in the graph. The results of analysis can be seen below:

**Table 13. Normality distribution of the data**

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-test exp	21	100.0%	0	.0%	21	100.0%
Pre-test cont	21	100.0%	0	.0%	21	100.0%

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test exp	.135	21	.200*	.977	21	.883
Pre-test cont	.088	21	.200*	.969	21	.705

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

As can be seen from the table, the number of sample for each group is 21. The significant value of pre-test score in experimental group is 0,883. While, the pre-test score in the control group show 0,705. It means the distribution of data in both of the groups are normal because of the significant value is more than 0,05.

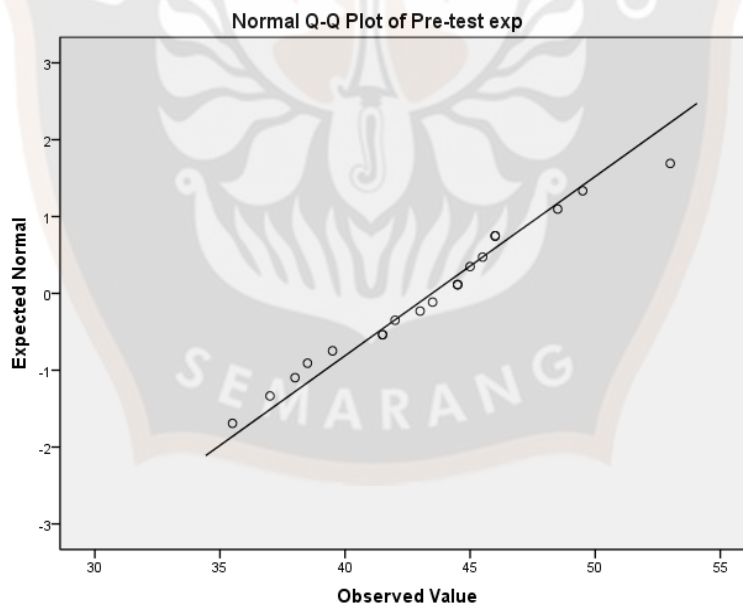
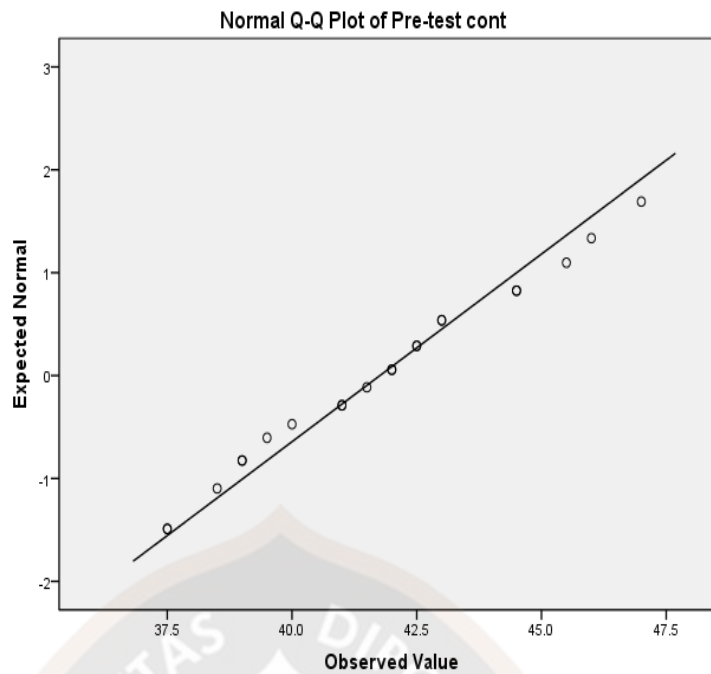


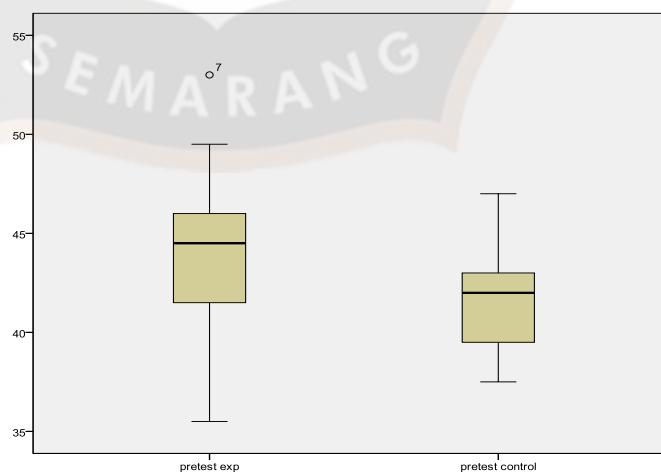
Figure 2. Q-Q plots of the normality distribution in the experimental group





**Figure 3. Q-Q plots of the normality distribution in the control group**

The Q-Q plots above illustrate that the data in both of the groups closed with the line. It means the distributions of the data in both of the groups are normal. While, for the homogeneity of the data, Larson (2010:87) states that there are different ways of examining the homogeneity of variances of the data. One of the ways is checking variances by box- plots of groups.



**Figure 4. The box-plot of homogeneity distribution in the experimental and control**

The box-plots above display the homogeneity of the data. The box area illustrates a visual description of the variance. In both of the boxes in each groups shows the homogeneity of the data. There is only one student from the experimental group in outlier spot. Therefore, it can be said that both of the groups are homogeny.

#### 4.1.2. Frequency distribution of pre-test, and post-test

It has been stated that the researcher took two classes, X1 as the experimental group and X2 as the control group. The research was done in five meetings. The first meeting was the pre-test and the last meeting was the post-test and the others were treatments. The result of the test and its frequency will be described below:

##### a. Pre-test

The pre-test scores of each sample in the experimental and control group are shown in tables below:

**Table 14. Frequency distribution of pre-test score in the experimental group**

		pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.50	1	4.8	4.8	4.8
	37.00	1	4.8	4.8	9.5
	38.00	1	4.8	4.8	14.3
	38.50	1	4.8	4.8	19.0
	39.50	1	4.8	4.8	23.8
	41.50	2	9.5	9.5	33.3
	42.00	1	4.8	4.8	38.1
	43.00	1	4.8	4.8	42.9
	43.50	1	4.8	4.8	47.6

44.50	3	14.3	14.3	61.9
45.00	1	4.8	4.8	66.7
45.50	1	4.8	4.8	71.4
46.00	3	14.3	14.3	85.7
48.50	1	4.8	4.8	90.5
49.50	1	4.8	4.8	95.2
53.00	1	4.8	4.8	100.0
Total	21	100.0	100.0	

**Table 15. Frequency distribution of pre-test score in the control group**

**pre-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37.50	2	9.5	9.5	9.5
	38.50	1	4.8	4.8	14.3
	39.00	2	9.5	9.5	23.8
	39.50	1	4.8	4.8	28.6
	40.00	1	4.8	4.8	33.3
	41.00	2	9.5	9.5	42.9
	41.50	1	4.8	4.8	47.6
	42.00	2	9.5	9.5	57.1
	42.50	2	9.5	9.5	66.7
	43.00	2	9.5	9.5	76.2
	44.50	2	9.5	9.5	85.7
	45.50	1	4.8	4.8	90.5
	46.00	1	4.8	4.8	95.2
	47.00	1	4.8	4.8	100.0
Total		21	100.0	100.0	

In addition, it can be seen in the histogram below:

Control group

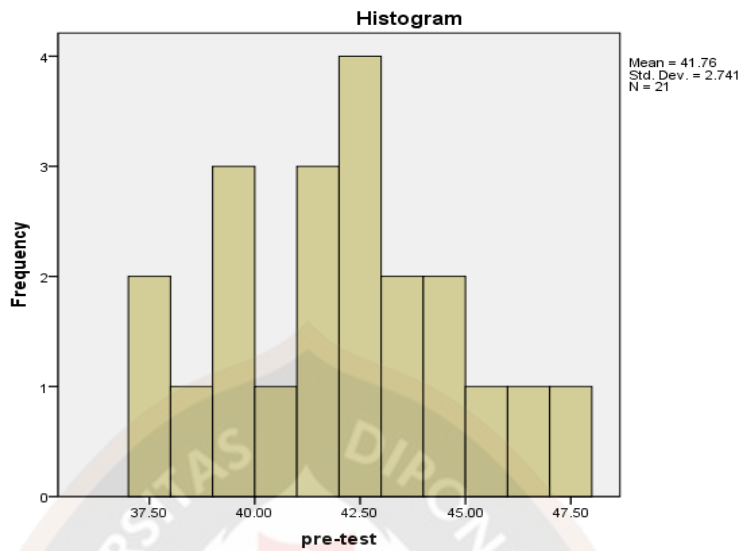


Figure 5. The histogram of frequency distribution of pre-test scores in the control group.

Experimental group

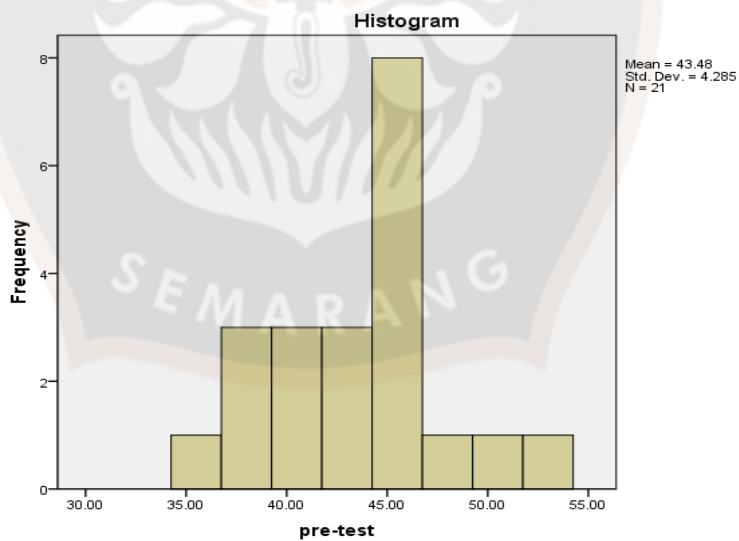


Figure 6. The histogram of frequency distribution of pre-test scores in the experimental group.

As can be seen from the result of analysis, the control group's histogram informs 41,76 as the mean value, 2,741 as standard deviation value from 21 samples (N). Moreover, it can be seen that all the students getting the score in interval 37,50 –47,50.

On the other hand, the experimental group's histogram shows that 43,48 as the mean value, and 4,285 as standard deviation value from 21 samples (N). Moreover, it can be seen that the students getting the score in interval 35,00 – 49,99, and only 1 student's score higher than 50,00.

Based on the analysis, it can be said that the distribution of pre-test score both of the groups are not too different. It can be shown by the mean value both of the groups and the most of the students' scores lower than 50,00. In other words, the students' ability both of the groups are in the same level or category. It can be seen from the percentage of the students' category below:

**Table 16. The students' category of pretest**

Category	Frequency		Percent	
	Experimental Group	Control Group	Experimental Group	Control Group
Very poor	20	21	95,2%	100%
Poor	1	0	4,8 %	0%

**b. Post-test**

After giving treatments for the students, the researcher gave post-test to know the difference of students' writing mastery. The post-test was given to the experimental and control groups. It was useful to know the writing score of the students getting treatments and without treatments. The results of the post-test in experimental and control groups were shown in the table of frequency distribution below:

**Table 17. Frequency distribution of post-test score in the experimental group**  
**post-test**

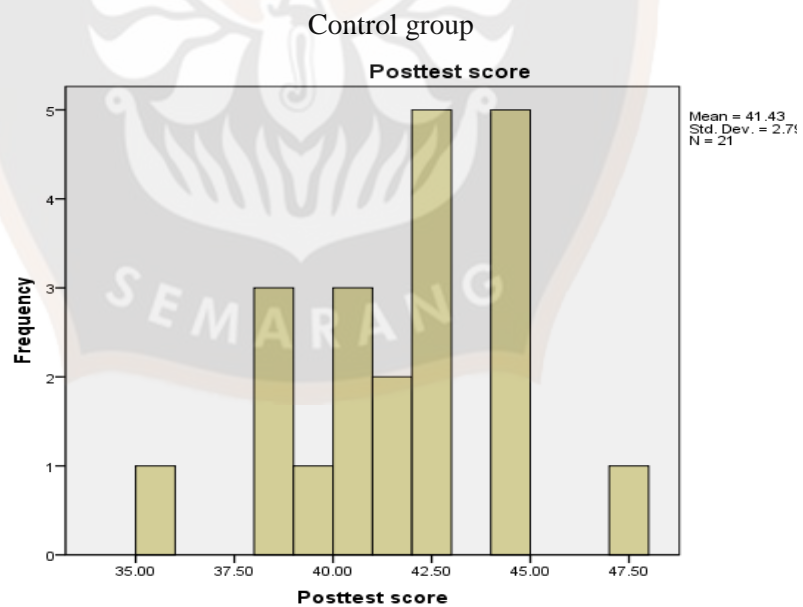
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38.50	1	4.8	4.8	4.8
41.00	1	4.8	4.8	9.5
44.50	1	4.8	4.8	14.3
45.00	1	4.8	4.8	19.0
45.50	1	4.8	4.8	23.8
46.50	1	4.8	4.8	28.6
48.50	2	9.5	9.5	38.1
49.00	2	9.5	9.5	47.6
50.00	1	4.8	4.8	52.4
51.00	1	4.8	4.8	57.1
54.00	2	9.5	9.5	66.7
55.00	2	9.5	9.5	76.2
57.00	1	4.8	4.8	81.0
58.50	1	4.8	4.8	85.7
59.00	1	4.8	4.8	90.5
60.50	1	4.8	4.8	95.2
66.50	1	4.8	4.8	100.0
Total	21	100.0	100.0	



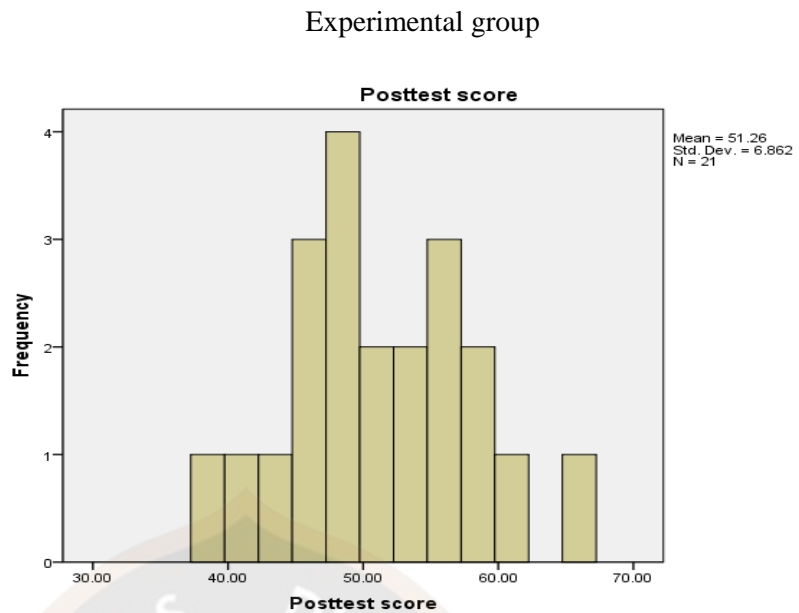
**Table 18. Frequency distribution of post-test score in the control group**

		post-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.50	1	4.8	4.8	4.8
	38.00	3	14.3	14.3	19.0
	39.50	1	4.8	4.8	23.8
	40.00	3	14.3	14.3	38.1
	41.00	1	4.8	4.8	42.9
	41.50	1	4.8	4.8	47.6
	42.00	4	19.0	19.0	66.7
	42.50	1	4.8	4.8	71.4
	44.00	4	19.0	19.0	90.5
	44.50	1	4.8	4.8	95.2
	47.50	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

If the tables are presented in the diagram, it can be seen as follows:



**Figure 7. The histogram of frequency distribution of post-test scores in the control group**



**Figure 8. The histogram of frequency distribution of post-test scores in the experimental group**

Based on the analysis result above, it can be seen that the control group's histogram informs 41,43 as the mean value, 2,79 as standard deviation value from 21 samples (N). In addition, it can be seen that most of the students get the score between 35,00 –49,99. There is no students' score higher than 50.00.

On the other hand, the experimental group's histogram shows that 51,26 as the mean value, 6,862 as standard deviation value from 21 samples (N). In addition, as can be seen in the histogram that there are some students getting score higher than 50,00,even 2 student getting score more than 60,00.

Based on the description above, the distribution of post test score both of the groups are different. The mean value of the experimental group is higher than the control group ( $51,26 > 41,43$ ). In addition the

most frequency of the students' post-test score in control group is in between 40,00 – 49,99 which is not too different with the pre-test score, whereas in the experimental group there are some students' scores more than 50,00. Therefore, there is an enhancement of the post test score in the experimental compared with its pre-test score. In addition the percentage of the students' score category below can show that enhancement.

**Table 19. The students' category of post-test**

Category	Frequency		Percent	
	Experimental Group	Control Group	Experimental Group	Control Group
Very poor	11	21	52,4 %	100%
Poor	8	0	38,1 %	0%
Fair	2	0	9,5 %	0%

#### 4.1.3. Significant Difference of the Pre-test and Post-test Using Paired

##### Sample T-test

As stated before that paired-sample t-test is used to analyze the data in the groups consisting of the same samples. In this study, the paired-sample t-test was used to analyze both of control and experimental groups. The results may be used to know the writing mastery of tenth year students in SMA N 1 Kandangserang before and after being taught

using TBLT in each group. The results of analyses can be seen as follows:

**a. Paired t-test of the experimental group**

**Table 20. Paired samples statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	43.4762	21	4.28508	.93508
Post-test	51.2619	21	6.86225	1.49747

The table above shows the descriptive statistics of the experimental group's scores before and after treatments. As could be seen at the table, the number of sample (N) consists of 21 samples. The mean value before treatment is 43,4762 and 51,2619 after treatment. While, the standard deviation before treatment is 4,28508 and 6,86225 for after treatment. Moreover, standard error mean shows 0,93508 for before treatment and 1,497 47 for after treatment.

**Table 21. Paired samples correlations**

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	21	.692	.001

The table above shows the correlation between paired samples. The correlation value is 0,692. It means that there is correlation between the score before treatment (pre-test) and after treatment (post-test). Because of the significant degree at the table is

0,001 less than 0,05. It means there is correlation between paired samples.

**Table 22. Paired samples test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-7.78571	4.97386	1.08539	-10.0497	-5.52164	-7.173	20	.000

The table above describes mean, standard deviation, and standard error mean. Those results are from the difference between pre-test and post-test scores. From the table above the significant value is 0,000. It means there is significant difference between the students' pre-test and post-test scores.

**b. Paired t-test of the control group**

**Table 23. Paired samples statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	41.7619	21	2.74144	.59823
posttest	41.4286	21	2.78965	.60875

The table above shows the descriptive statistics of the students' pre-test and post-test score in control group. N column is

the number of samples consisting 21 samples. Furthermore, mean value is 41,7619 for pre-test and 41,4286 for post-test. While, the standard deviation column shows that standard deviation for pre-test is 2,74144 and 2,78965 for post-test. The last is standard error mean shows 0,598 for pre-test and 0,609 for post-test.

**Table 24. Paired samples correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	21	.699	.000

The table above shows the correlation between paired samples in the control group. The correlation value is 0,699. It means that there is correlation between students' pre-test and post-test score. The significant column at the table is 0,000 less than 0,05, so there is correlation between paired samples .

**Table 25. Paired samples test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	.33333	2.14670	.46845	-.64383	1.31050	.712	20	.485



As shown at the table, the significant value in the table above is 0,485 more than 0,05, so there is no significant difference between the students' pre-test and post-test score.

#### 4.1.4. The Significant Difference Between Experimental group and Control Group Using Independent Sample T-test.

Because of this study to know whether or not control and experimental groups have the same mean, that is why independent t-test was used. It is used to analyze the data in the groups consisting of the different samples. The result of analyses can be seen below:

**Table 26. Group statistics**

	1.Exp, 2.Kont	N	Mean	Std. Deviation	Std. Error Mean
pretest	dimen 1.00	21	43.4762	4.28508	.93508
	sion1 2.00	21	41.7619	2.74144	.59823
posttest	dimen 1.00	21	51.2619	6.86225	1.49747
	sion1 2.00	21	41.4286	2.78965	.60875

able above shows some descriptive statistics of the experimental and control groups. The number of samples both of the class consists of 21 samples. The mean value of pre-test both of the groups are not too different (43,476 >41,762) although the mean of the students' pre-test score in experimental group is higher. Moreover, there is a significant difference of the mean value of

students' post-test score whereby in the experimental group is higher (51,262 >41,423).

**Table 27. Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	2.799	.102	1.544	40	.130	1.71429	1.11007	-5.2925	3.95782
	Equal variances not assumed			1.544	34.023	.132	1.71429	1.11007	-.54159	3.97016
posttest	Equal variances assumed	13.398	.001	6.083	40	.000	9.83333	1.61647	6.56632	13.10035
	Equal variances not assumed			6.083	26.435	.000	9.83333	1.61647	6.51328	13.15338

From the table above, Levene's Test for Equality of Variances of pre-test column shows some descriptions. Based on the statistical hypotheses, if p value  $\leq 0,05$ , it means null hypothesis (Ho) is accepted and the working hypothesis (Ha) is rejected whereas if p value  $> 0,05$  null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted.

The significant value of pre-test both of the groups are 0,102 more than 0,05. It means there is no significant difference between pre-test scores both of the groups because null hypothesis (Ho) is accepted and the working hypothesis (Ha) is rejected.

On the other hand, the significant value in the post test is 0,001 less than 0,05. If it is transformed to t table, t value is higher than t table (6,083 >1,68) so there is a significant difference between students' post-test score in the experimental and control groups or in other word null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted. It can be concluded that there is a significant difference of the students' improvement in writing descriptive text by using TBLT and without TBLT.

#### 4.2. Discussion

Based on the statistic analysis, the significant value of the pre-test in both of groups are 0,102 more than 0,05. It means there is no significant difference between pre-test scores both of the groups. On the other hand, in the post test, it shows 0,001 less than 0,05. It means there is a significant difference in the students' post test score. In addition, the calculation of t-test shows that  $t$  value >  $t$  table (6,083 >1,68), so Ha is accepted and Ho is rejected. It means there is significant improvement of students' writing mastery after using TBLT in teaching writing.

In addition, the mean score of the students in experimental and control groups can indicate the significant effect of using Task Based Learning and Teaching (TBLT). In the experimental group, the mean value of pre-test is 43,476. If refers to the grading category, the most of the students' writing mastery are in very poor category whereas the mean value of post test is 51,262 and it is in poor category. It means the score of the students increased after getting treatments and there is a progress of their writing mastery from very

poor category to poor category. On the other hand, in the control group, the mean value of pre-test is 41,76, whereas the mean value of post-test is 41,428. Based on the grading category, both of pre-test and post-test's mean value are in the same level category. The most of the students' writing mastery are in very poor category. It means there is no significant difference between both of the scores, so it can be concluded that there is no progress of the students' writing mastery.

This study gave the different finding from the previous research that TBLT can be used to improve the students' writing skill. Based on the result of this study, TBLT can be an alternative approach to increase the students writing mastery, especially in writing descriptive text.

Therefore, it can be said that the series of task in TBLT are appropriate to improve the writing skill. As stated before that writing is psychological activity of language user to put information in the written text (Siahaan ,2008), so the information should be understood by the readers. It means the main aspect in writing is the reader should understand the writer's intention. The problem is sometimes the linguistic aspects influence the understanding of the readers. It will obscure the meaning if the written work ignores too many linguistics aspects. It can be concluded that linguistics aspect cannot be avoided in writing process, so in this study, specifying the content as a stage in TBLT is very important. The students may focus on what linguistic aspects needed in writing descriptive text. In addition, writing is related to psychological activity, so the sequences of task in TBLT which encourage the students to write can help the

students from psychological aspect.

Another definition of writing is stated by Langan. According to Langan (2009:11), writing is a skill that anyone can learn with practice. One of the practice forms is doing the task. In TBLT, task is the central of learning activity, so the sequences of task in TBLT can give the opportunity for the students to improve their writing. It can be proved by the finding of this study between pre-test and post-test score whereby the students' score doing the sequences of task are better than the students without doing sequences of the task. In other word, the students who do practice more may produce the written work better than the students who do little practice.

Moreover, applying the series of the task as the core of TBLT in teaching writing is accordance with input hypothesis by Krashen, he explained the concept represented by  $i+1$  whereby  $i$  represents the "current level" of the learner and  $i+1$  represents if a learner is at a stage 'i' then he/she gets the comprehensible input. The series task in TBLT helps the students to accept new input. Not all the students are in the same level to accept certain input. If the teacher gives the common task by asking the students to write descriptive text directly based on the certain theme, some of the students will be confused. In other word, if a student is in stage 'i' and he/she gets the new input too far with the current input ( $i+3$ , etc), he/she may not be ready to do. Therefore the series task in TBLT can help the students to be ready before doing the final task, because the entire series task refers to the final task.

In addition to input hypothesis, Krashen's Monitor Model is accordance

with the learner's role in the process of applying TBLT. As stated by Richards and Rodgers that one of the learner's role is monitoring. The students as the learners can do monitoring before and after they produce their writing. It can be proved by the process during applying TBLT in this study. When the students do the task, they think more about the grammatical features of descriptive text based on their knowledge before writing and they edit after they write down their ideas.

Based on the finding and descriptions above, the researcher agrees with some assumptions of task-based instruction stated by Feez that the focus of TBLT is on the process rather than product although it should be understood. In addition, the difficulty of a task based on the previous experience of the learner becomes an important thing before the researcher determines the task. It is proved with if the sequences of task applied with considering the current level, the students are easier to follow the every task series. Therefore, the role of teacher to determine the task is very important to help the students in comprehending the input.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and the suggestion. It is divided into two parts: conclusion, and suggestion.

#### 5.1. Conclusion

After analyzing the data, the researcher concludes that the tenth year students of SMA N 01 Kandangserangin writing mastery especially in writing descriptive text before being taught with TBLT is still low. It can be seen from the most of the students' pre-test score are in the very poor category. The next, after being taught with TBLT, the students' score increased. It is proved with the improvement of the most students' category score from very poor to poor. In addition, there is any significant difference in writing mastery of the student taught with Task Based Learning and Teaching (TBLT) and without Task Based Learning and Teaching (TBLT). It can be known from the significant value of the t-test result. The significant value of post-test score both of groups using independent t-test analysis shows 0,001 lower than 0,05. In addition, it is reinforced by the calculation of t-test showed  $t$  value  $>$   $t$  table (6,083  $>$  1,68). It indicates that  $H_a$  is accepted and  $H_o$  is rejected. In other word, using TBLT has positive effect to improve the student's writing skill.

## 5.2.Suggestions

Based on the conclusion of the study that there, the researcher has some suggestions as follows:

a. For the Teacher

The teacher should use Task Based Learning and Teaching (TBLT) as an approach in teaching English, especially in teaching writing because giving series of tasks proved encouraging the students to write.

b. For the reader

The readers interested in writing English should practice their writing using the sequences task of TBLT because as the performance skill, practice is the effective way to get the improvement in writing.

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## Appendices

### 1. The Average Score in the Experimental and Control Groups with its category

#### a. Experimental Group (X1)

No	Students' code	Score and Category			
		Average score of pre-test	Category	Average score of Post test	Category
1	S-1	38.5	Very poor	46.5	Very poor
2	S-2	37	Very poor	45.5	Very poor
3	S-3	46	Very poor	48.5	Very poor
4	S-4	39.5	Very poor	41	Very poor
5	S-5	46	Very poor	54	Poor
6	S-6	41.5	Very poor	45	Very poor
7	S-7	53	Poor	54	Poor
8	S-8	41.5	Very poor	49	Very poor
9	S-9	43	Very poor	50	Very poor
10	S-10	44.5	Very poor	57	Poor
11	S-11	38	Very poor	44.5	Very poor
12	S-12	43.5	Very poor	51	Poor
13	S-13	45	Very poor	59	Poor
14	S-14	49.5	Very poor	66.5	Fair
15	S-15	45.5	Very poor	55	Poor
16	S-16	46	Very poor	58.5	Poor
17	S-17	42	Very poor	55	Poor
18	S-18	44.5	Very poor	60.5	Fair
19	S-19	48.5	Very poor	48.5	Very poor
20	S-20	44.5	Very poor	49	Very poor
21	S-21	35.5	Very poor	38.5	Very poor



**b. Control Group (X2)**

No	Students' code	Score and Category			
		Average score of pre-test	Category	Average score of post test	Category
1	S-1	41.5	Very poor	40	Very poor
2	S-2	39	Very poor	38	Very poor
3	S-3	39.5	Very poor	41	Very poor
4	S-4	42	Very poor	42	Very poor
5	S-5	37.5	Very poor	38	Very poor
6	S-6	44.5	Very poor	44	Very poor
7	S-7	42.5	Very poor	42	Very poor
8	S-8	43	Very poor	47.5	Very poor
9	S-9	40	Very poor	40	Very poor
10	S-10	42.5	Very poor	39.5	Very poor
11	S-11	46	Very poor	42	Very poor
12	S-12	42	Very poor	44	Very poor
13	S-13	47	Very poor	44.5	Very poor
14	S-14	43	Very poor	44	Very poor
15	S-15	45.5	Very poor	44	Very poor
16	S-16	39	Very poor	38	Very poor
17	S-17	41	Very poor	40	Very poor
18	S-18	44.5	Very poor	41.5	Very poor
19	S-19	37.5	Very poor	35.5	Very poor
20	S-20	41	Very poor	42.5	Very poor
21	S-21	38.5	Very poor	42	Very poor

## 2. Analytic scoring of writing

ESL COMPOSITION PROFILE				
STUDENT	DATE	TOPIC		
SCORE	LEVEL	CRITERIA	COMMENTS	
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic		
	26-21	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail		
	21-17	FAIR TO POOR: limited knowledge of subject, little substance, inadequate development of topic		
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, not pertinent . OR not enough to evaluate		
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/ Supported, succinct, well-organized, logical sequencing, cohesive		
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing		
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks Logical sequencing and development		
	9-7	VERY POOR: does not communicate . no organization . OR not enough to evaluate		
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register		
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured		
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured		
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form . OR not enough to evaluate		
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions . few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions		
	21-18	GOOD TO AVERAGE: effective but simple constructions . minor problems in complex constructions . several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured		
	17-11	FAIR TO POOR: major problems in simple/complex constructions . frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions . meaning confused or obscured		
	10-5	VERY POOR: virtually no mastery of sentence construction rules . dominated by errors . does not communicate . OR not enough to evaluate		
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions . few errors of spelling, punctuation, capitalization, paragraphing		
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured		
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, Paragraphing, poor handwriting, meaning confused or obscured		
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible . OR not enough to evaluate		
TOTAL SCORE		READER	COMMENTS	

### 3. T table for alpha 5%

Df	t <sub>5</sub>		
1.00	6.31	21.00	1.72
2.00	2.92	22.00	1.72
3.00	2.35	23.00	1.71
4.00	2.13	24.00	1.71
5.00	2.02	25.00	1.71
6.00	1.94	26.00	1.71
7.00	1.89	27.00	1.70
8.00	1.86	28.00	1.70
9.00	1.83	29.00	1.70
10.00	1.81	30.00	1.70
11.00	1.80	31.00	1.70
12.00	1.78	32.00	1.69
13.00	1.77	33.00	1.69
14.00	1.76	34.00	1.69
15.00	1.75	35.00	1.69
16.00	1.75	36.00	1.69
17.00	1.74	37.00	1.69
18.00	1.73	38.00	1.69
19.00	1.73	39.00	1.68
20.00	1.72	40.00	1.68

