

CHAPTER I

INTRODUCTION

This chapter presents some aspects of research, namely: the background of the research, problem of the research, the objective of the research, the operational definition, the significances of the research, and the scope of the research.

1.1 The Background of the Research

There are many languages in the world such as France, Spanish, Arabic, English and so on. But English is used at the most countries than other languages. Nowadays, English becomes an international communication tool so our government gives English from Elementary school up to the university level. In English, there are four skills that should be mastered such as: Listening, Reading, Speaking and Writing. Reading and listening are considered as receptive skills whereas speaking and writing are known as productive skills (Javed, Juan & Nazli 2013:130). And it is very important for students to study all the skills.

Writing is categorized as the productive skill together with the speaking skill, because the students are required to produce their own ideas to express in written and spoken forms. Based on KTSP 2006 (school based curriculum) teaching and learning in the classroom is centered on students, teacher gives material to encourage students' competence in doing dialog, monolog, and also to create a written text that is learned. It means that the standard of writing competency in junior high school is the students learn to write and can make a short or simple sentences.

Writing as one of the basic skills of the English language. It is generally considered one of the most difficult than other skills for foreign language students skills (Javed, Juan & Nazli 2013:130). It means that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Rad and Jafari (2013:88) states that reading and writing are considered almost the most boring skill by the learners. So, the teacher should give more attention in teaching writing because of the difficulties of writing.

Writing is actually challenging and complicated. It concerns in many elements such as grammar, vocabulary, content etc. Based on the researcher's Teaching Practice Program (PPL) at SMP Negeri 2 Jelbuk, it was not easy to teach writing. There are some factors that are faced such as the students do not have interest in English and lack of vocabularies, grammar, and motivaton.

Therefore the implementation of a new approach like Task-based language teaching is appropriate in writing skill because the tasks are essential to the learning activity. Van den Branden (2006:8) states that tasks invite the learner to act primarily as a language user, and not as language learner. So, the students can focus on the task by using what ever language they use to convey the meaning.

In this study, the researcher wants to investigate the effect of task-based language teaching on student's writing skill. The reason of choosing task-based language teaching as a strategy to improve students' writing skill is because the researcher hopes that task-based language teaching is interesting method to increase students' writing skill.

Finally, the research entitled “the effect of task-based language teaching on students’ writing skill of the seventh grade students at SMP Islam Ambulu in the academic year 2014/2015”.

1.2 Problem of The Research

Based on the background of the research mention above, the problem of the research is formulated as follows: is there any significant effect of task-based language teaching on students’ writing skill of the seventh grade students at SMP Islam Ambulu in the academic year 2014/2015?

1.3 The Objective of The Research

Based on the problem of the research, the objectives of the research is to know whether there is or not significance effect of task-based language teaching on students’ writing skill of the seventh grade students at SMP Islam Ambulu in the academic year 2014/2015.

1.4 The Operational Definition

In this experimental research there are three terms need to be defined operationally. There are:

1.4.1 Task-Based Language Teaching

Task-based language teaching refers to an approach that the use of task as the primary activity. The task involves the communicative language used rather than grammatical form. So, the students can focus on the meaning.

1.4.2 Writing Skill

Writing skill is the productive skill besides speaking. It concerns in writing a simple sentence, message or announcement and writing some texts such as descriptive, narrative, recount, procedure etc. And in this research, the researcher focuses on procedure text.

1.4.3 Procedure Text

Procedure text is a text that tells how to do something. It provides the instruction of making something and doing something. And it consists of some steps in order. The steps usually begin with command.

1.5 The Significances of The Research

Every research must have its own significance to know why this research is made. This research is expected to have both theoretical and practical contributions:

1.5.1 Theoretical significance

The result of the research can be used as an input in English teaching and learning process especially in teaching writing skill.

1.5.2 Practical Significance

The result of the research can be benefit for the students. It can be used as a technique to encourage the students' writing skill through task-based language teaching.

1.6 The Scope of The Research

The scope of this research that will be discussed here consist of two variables, there are task-based language teaching and writing skill. This research is limited to writing skill that focus on procedure text. Then, the respondents are limited to the seventh grade students at SMP Islam Ambulu in the academic year 2014/2015.