THE USE OF TASK-BASED LEARNING (TBL) MODEL TO IMPROVE THE VIIA GRADE STUDENT'S WRITING ABILITY AT MTS WAHID HASYIM KUNIR IN THE 2017/2018 ACADEMIC YEAR

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ABSTRACT

Writing is one of the four important skill that the students have to be master when they have studying English. Howefer, many students find writing as one of the problems that they face when they learn English. Therefore, it is important to do a research entitled: "The Use of Task Based Learning (Tbl) Model to Improve the VIIA grade Students' Writing Ability".

In this research, the problem is"how can Task Based Learning improve the seventh grade students' writing ability at MTs Wahid Hasyim in the 2017/2018 academic year?" and the objective of this research reffering to the research problem is to find out how TBL can improve writing ability. Based on the research problem and the relevant theory, the hyphothesis of this research is described as follows: Pictures series improves the seventh grade students' writing ability at MTs Wahid Hasyim in the 2017/2018 academic year by describing a picture and work in pair.

The design of this research is classroom action research. The research subject is VII A class consisting 20 students. The data are collected using test method and observation checklist. In order to analyze the data students' writing score, percentage formula is used.

The implementation of TBL was combined with picture series and work in pair in cycle 1 and cycle 2. All of the students were active in the teaching and learning activities, and they didn't feel bored because they can share their ideas, opinion when doing the task. Those cause the result of cycle two achieved the criteria of success. TBL improved the students' writing ability in two cycles from the percentage of students scored ≥ 71 (E = 65%) in cycle 1 to (E = 75%) in cycle 2.

Based on the research result, it can be concluded that Task Based Learning model is able to improve the students' writing ability at MTs Wahid Hsyim Kunir in the 2017/2018 academic year by using picture series as media and do the task in pair.

INTRODUCTION

Based on the preliminary study that is conducted by the English teacher and observing the students, they have some of the difficulties in writing, because they have limited vocabulary, grammar as well as difficult to produce good writing. From the observation the students, it is known that the standart score (KKM) is 71. The percentage is 70%. In cycle 1 the percentage is 65%, it means that the action is not achieved, because only 13 students who gets score upper KKM (71). Therefore, it can be concluded that students' writing ability is necessary to improve . Based on the direct observation, many students in senior high schools still cannot write good text, including the seventh grade students in MTs Wahid Hasyim Kunir in 2017/ 2018 academic year. During teaching learning process the students in activity in the class, they passive and just listen the material**.** Based on the pre-test in the class many students feel the most difficult learning writing in foreign language. They did not make good writing, if they make sentences , still write what they know without pay attention to the grammatical structure. The students are low in the writing ability, because of their limited vocabulary and grammar arrangement and difficulties to write good writing. Based on those reason above, this research is entitled **"The use of Task-based Learning (TBL) Model to improve the VIIA grade students' writing ability** at MTs Wahid Hasyim Kunir in the 2017 / 2018 Academic Year."

Literature Review

Theory of TBL

According to Willis (1997:41), task based learning is not just about getting learner to do one task and then another task and then another. In task based

learning, students must be a quite expert or resourceful in using their language. Here, teacher became facilitator in keeping condition in learning. Teacher facilitated learning involves balancing amount of exposure and use of language. Students can do a task in pairs or groups, and use their language to achieve the task outcomes while being guided by teacher.

Kavaliuskene (2005:01) states that TBL is thought to create such a balance by providing an ideal environment for facilitating language acquisition. In a Task-Based Learning, learners are presented with a task or problem to solve and do not concentrate on language features during performance. Task-Based Learning (TBL) refers to activities designed for learners doing authentic tasks. Learners are asked to doing a task without any input or guidance from the teacher. The teacher just as facilitator and help the students if it is necessary. For task completion, learners have to use the language in a similar way as language is used in the real world outside the classroom.

The Procedure of Task Based Learning

According to Willis (1997:41), the procedure of Task Based Learning (TBL) consists of three phases: pre-task, task cycle, and language focus, those are:

1) *The pre-task phase*, in this stage, the teacher introduces the class to the topic and the task, activating topic related words and phrases. In this stage, the teacher providing instructions about the task and having the class brainstrom any useful vocabulary that the learners may already know which could helm them during the task (Millington, 2012:160). The purpose of the pre task stage is to activate students' own linguistic resources to prepare them for the task.

2) *The task cycle,* in the task cycle consists of students participating in the main task in groups, pairs, or individually. They can use their own language they know to complete the task while teacher as facilitator. Each group, pair, or individually prepare their report to present the report in the rest of class, teacher will give a comment if needed.

3) *Language focus*, the last phase of TBL framework, students are directed towards analyzing the language forms used during the task. Students have already worked with the language and processed it for meaning, so they are ready to focus on the specific language forms that carrying that meaning.

The Theory of Writing Ability

According to Harmer (1998) in Agusferani at.al (2013:02), writing as a very important language skill. Writing has a main role in developing skill. It presents how the brain works by using the student's mind to think by delivering information such as ideas, opinion and spread their creativity. In writing students also can deliver their idea, opinion in describing something.

According to Dietsch (2006) in Mumtazati (2014:09), writing has four general purposes: to inform, to persuade, to express, or to certain. First, writing to inform purposed to educate or to delivered information to the readers. It means the writer share knowledge to the readers. Second, writing is to persuade, it means that the writer convince the reader to accept their ideas. There is strength idea or statement that will make the reader believed. Third, writing to express, it means that the writer can express their ideas, opinions, and also experience. And the last is writing to certain, it means that the writer can make the readers certain about her/his argument to explain ideas to reader.

Huy (2015:53) states that writing is a language skill, which is not only helpful in writing to English, but also useful to improve other considerably. Writing has some benefit for us: a) Writing is a good way to help develop students' ability of using vocabulary and grammar, increasing the ability of using language. b) Writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively.

Aspects of Writing Ability

According to Saputra (2014:04), there are five aspects of writing ability, those are:

1) *Organization*: express fluent expression: ideas clearly stated or supported, agreement, well-organized, logical sequence and cohesive.

2) *Grammar:* use correct grammar: effective complex construction, correct agreement, tense, number, word order or function, articles, pronouns, preposition.

3) *Mechanics:* use correct English writing: demonstrating, mastery of conventions, correct spelling, punctuation, capitalization, paragraphing.

4) *Vocabulary:* Use effective word/idioms: effective word or idiom choice and usage, word form mastery, appropriate register.

5) *Content:* Generate ideas and provide supporting details: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.

Implementation of TBL in classroom

According to Naudhani at.al (2015:03), the implementation of TBL in classroom includes:

1). The Pre-task Phase:

In this phase, the teacher prepares the students to do a task. First of all the teacher try to make the students familiar with the topic. In this research, the topic is writing descriptive text. The teacher give a picture series to the students and give them an example to describe it. This case will help them while doing the task.

2). Task Cycle

In the task cycle, the teacher divided students in a pair or groups when doing the task. The teacher just as facilitator and monitor not help them. Teacher's role is to monitors and encourages all attempts of students during the task by communication without correcting them.

3). Language focus

In the language focus, because the material is descriptive text the researcher focus on simple present tense. So, the researcher asked to the students to write descriptive text using simple present tense.

RESEARCH METHOD

This research was intended to improve the writing ability by using TBL model for theseventh grade student in MTs Wahid Hasyim Kunir. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1)

planning the action, (2) implementing of the action, (3) observing and (4)

reflecting of the action. To measure the student percentage of their writing ability,

the researcher uses this formula:

$$\mathbf{E} = \frac{n}{N} \; X \; 100\%$$

E : Percentage of the students, whose score 71 or more

n : Number of students whose score 71 or more

N : The number of the students

(Ermasari 2014)

The second cycle is conducted under the condition if the result of the first

cycle has

not achieved the criteria of success. If it is achieved the success, the first cycle is

stopped.

The steps in analyzing the data were as follows:

1. Scoring the result of the writing competence test in Cycle 1.

2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the researcher and the English teacher discussed the

result in detail to find another alternative or solution to solve the problem

encountered both by the students and the English teacher, which was used as the

consideration to conduct Cycle 2 if

Cycle 1 is not success.

THE RESULT OF THE RESEARCH

The writing test in cycle I conducted on October 19th 2017 to know how far students improvement in writing ability after implementing the action using TBL model. The writing test was conducted to measure the students' writing ability in writing a text. The material was descriptive text. From the test result, there were 13 or 65% students who got 71 or more.

The Result of Writing Test in Cycle 1

The Data Results	Cycle 1
The target score	71
The number of the students who scored 71 or more	13 or 65%

The score was 71 and the number of students who scored 71 was 13. The actions are considered successful if 70% students achieved the criteria of success 71-100. From the data above there are 13 or 65% students can achieved the target score 71, it can be concluded that writing test in Cycle 1 was not successful.

The Result of Speaking Test in Cycle 2

The Data Results	Cycle 2
The target score	71
The number of the students who scored 71 or more	15 or 75%

In the cycle two, the number of students who scored 71-100 was 15. Based on the above table, teaching writing ability using TBL in cycle two successfully reach the criteria of success (71) and there are 15 or 75% students achieved the

criteria of success. From the data above, it can be concluded that the requirement in this research had already been achieved.

From the result of second cycle that there were 15 of the students achieve in the second meeting. Therefore, the students' participation in the teaching learning process of the speaking had also improved. The students were actively involved in teaching learning process. It could be said the teaching writing by using TBL in cycle 2 can improve the

students writing ability and could raise the students to be enthusiastically involved in the teaching learning process. In other words the implementation of the action in cycle 2 is sucessful and the actions were stopped.

DISCUSSION

In the firts cycle, the students' writing ability after being given the action in teaching writing through Task Based Learning Model was failed. It is due to found that the students percentage who can achieved the target score writing test in cycle I was 65%. Look at the objective of the research, the result of the test cycle I could not be interpeted that it was not achieved the criteria if success. In other sides, it could not improve the students' writing ability. The student still got difficulties in writing. After giving the action the second cycle, it was found that the students' writing ability had significantly improved. The students' who got 71 or more in cycle 2 was 75%. It means that the students' had already achieve the target score or the criteria of success. The improvement of the student's writing ability in the second cycle was also followed by the improvement of their involvement in the process of writing activities. The improvement of students'

writing ability caused by the teaching and learning process cycle. The researcher gave more example of understanding the material and expaining the instruction that will be used in teaching and learning process.

CONCLUSION AND SUGGESTION

Conclussion

Based on the discussion of the result, it can be concluded that the use of TBL is able to improve the VIIA class students' writing ability at MTs Wahid Hasyim Kunir in 2017 / 2018 academic year. Besides, they also know how to write good text. Morever. Students can study with more interest and it would not make them get bored because by applying this kind of strategy, it involved the entire student to take in part of discussion. Interacting and discussing the problem in their team in teaching and learning process

. By having work in pair , the student will support and motivate each other and they can share their ideas or opinion to overcome the problem that was found in the classroom. They will ensure that their friend understand the material given through TBL. So, Each student can master the material well.

Suggestion

By considering the result of the research, some suggestions are given to the English teacher, the students and other researchers. It seems that it brings a change to progress of teaching and learning process

1. **The English Teacher**

    The students are able to share and discuss the problem, interacting in their pair, identify and clarify the task. Realizing that there was better improvement of

using TBL can improve the students' writing ability, so the English teacher is suggested to apply TBL when teaching writing in the classroom.

2. The Students

The students are suggested to use the TBL in learning process in the classroom in order that there are able to write by giving their oponion or ideas about the problem discussed. Then by work in pair they can solve their problem in writing more easily.

3. The Other Researchers

This research applies Classroom Action Research in applying TBL, and it can improve the students' writing ability. Other researchers are suggested to:

- Applied TBL not only to improve students' writing ability but also to improve others 4 skills in English.
- Conduct the TBL strategy by using another research design.