

CHAPTER 1

INTRODUCTION

This chapter presents introduction in this research. It covers background of the research, problem of the research, purpose of the research, the operational definition, significance of the research, and scope of the research.

1.1 Background of the Research

Writing is one of the four basic skills of language. It is very important in teaching and learning English (Agusferani, at.al. 2013:02). Students need to know how to write a good paragraph or text. In learning writing, students know how to write a good paragraph use spelling, grammar, vocabulary, and punctuation. There are some problems and difficulties when teaching writing to the students.

In addition, the researcher finds some student's problems and difficulties in writing a text. There are some problems found when giving writing materials to the students: The first problem is students are lacking of vocabulary. Lacking of vocabularies, makes them difficult to answer questions from the teacher and write a text in English. The second problem is students not understand how to write a good sentences with correct grammar. Sometimes, they write a sentence without using correct grammar, for example like " the cat four leg" they write that sentence based on they said. It can be seen from the result of students' pre-test, there were 20 students who achieve the criteria of success only 6 students. On the other hand, student's test results obtained are still below the criteria of success (KKM) are 71.

Students can be stated of success, if they get a score ≥ 71 , on the maximum value of 100 and students can be said complete classically, if in that class there are $\geq 70\%$ students achieve a score of 71. To solve that problem, *Task Based Learning (TBL) Model* is implemented.

Task-based learning (TBL) is a model in teaching that focus in task to improve students' vocabulary and grammar. In this research, the researcher use picture series as media in teaching descriptive text. Descriptive text is appropriate for students in writing class because it can make students easily in express their ideas in describing a picture. (Willis, 1997:40) in TBL the students must be a quite expert or resourceful when doing the task, while the teacher as facilitator and monitor. TBL encourages learners to be active participants in discussing about writing (2015:07).

In TBL, teaching and learning process are dominated by students center is not teacher center, the teacher just as facilitator and monitor. In this case, the students try to find a new knowledge and share their knowledge to others. So, the students' writing ability can be improved. That case, also supported by some researcher who had been doing the same research, Naudhani, et.al (2015:07) in her research there were 64% respondents agreed and 16% disagreed that task-based learning helps to improve the vocabulary of the students. Based on that research, it is stated that using TBL model can improve students' vocabulary in writing ability.

In relation to the case above, the title of this research is: *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.*

1.2 Problem of The Research

Based on the background above, so the problem of this researcher is:

“How *Task Based Learning Model* improve students’ writing ability at VII A grade students of MTs Wahid Hasyim Kunir in 2017/2018 academic year?”

1.3 Objectives of The Research

To know how *Task Based Learning Model* improve students’ writing ability at VII A grade students of MTs wahid hasyim kunir lumajang in 2017/2018 academic year.

1.4 The Operational Definition

The terms need to be defined in this study are as follows:

1. Task Based Learning Model

Task-based learning (TBL) is a model in teaching English where students directly faced with a task in writing descriptive text in pair facilitated by the teacher.

2. Writing Ability

Writing ability refers to the student’s competency in writing an effected descriptive paragraph indicated by appropriate vocabulary, correct grammar, and mechanic.

1.5 Significance of the Research

1. For the teacher after research using TBL learning model can become a reference in learning in MTs Wahid Hasyim Kunir.
2. For students, using Task Based Learning Model can improve writing ability in writing descriptive text.

3. For researcher, as very valuable experience in teaching English that will be done.

1.6 Scope of the Research

This research using *Task Based Learning* (TBL) as model of teaching that hopefully can improve the students' writing ability. The writing ability in this research uses descriptive text as a text in writing class which identified the generic structure of descriptive text. The subject of this research is VII A grade students' of MTs Wahid Hasyim Kunir Lumajang in the 2017/2018 academic year.

