

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses seven points. It includes Background of the Study, Research Problem, Objective of the Research, Research of Hypothesis, Research Significance, Research Scope and, Definition of Key Term.

A. Background of Study

English is the key to success in every walk of life because it is the language of association from time to time and is the widely studied and language taught throughout the world English is an international language and important to learn because English is always at the top. The fact is that English used all over the world, so it is necessary to study English anywhere. Therefore, English as the second mandatory language to enable countries to play an active role in the global market. In addition, skills in English are one of the prerequisites for higher studies, because most higher education books are written in English. Therefore, writing skill is very important for language development and education. However, even after learning English for 12 years in a row, a large number of students did not have the expect level of proficiency, because the only source of language that they got mostly were from the classroom itself. Therefore the method has an impact on learning followed in the classroom to teach the language. The teaching of English has emerged as an independent discipline and improves the methodology of teaching English (Pishghadam, 2011).

The success and failure of a method depend on how it is used, what purpose they use it, who the trainees are, what results are expected by the instructor, and also other factors such as the personality characteristics of students, their learning styles, their level of motivation, and goals they learn languages. Therefore, no one can claim the language teaching method as a total success or real failure. Certain teaching METHOD or approaches no longer

dominate the language teaching profession. In addition, with the shift from a teacher-centered approach to a more student-centered approach, what is very important in language classes is the students needs and their ability to use language in life situation (Richards & Rodgers, 2001).

Success in achieving learning objectives with the right method is a very important aspect. Task-Based Learning (TBL) method can be an alternative to be used in teaching and learning. This method can facilitate teaching not only to help teachers to connect material with the real world of students but also to motivate students to apply their knowledge in daily life. Task Based Learning (TBL) is an approach that seeks to provide students with a natural context for the use of language. According to Nunan (1989: 10) that TBL implies a shift from some traditional teacher roles. The teacher cannot always act as a controller if want students to manipulate, understand, and interact with an assignment.

Task-Based Learning (TBL) is one alternative approach that can be used in the teaching and learning process, especially in teaching students' writing skills. Writing is one of the four basic skills in English. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second language learners. In addition, writing is a process of development that can be observed and encouraged. Some scholars have expressed different views about writing. For example, Pearsall and Cunningham (1988) and Emmons (2003) advocate that writing clearly requires hard work. However, In other words, writing is an activity that must be done very carefully and must be considered to communicate effectively with the reader. This implies that writing is a difficult skill that needs to be practiced thoroughly.

According to Grebe and Kaplan (1996) writing is a technology that helps skills that must be practiced through experience. In this case, task-based language teaching might play an important role to improve students' writing skills. There are some research relate to this research as following: Yuhardi (2015) The result of the analysis showed that the calculation of post-test scores of experimental class was 65.17 while the mean score of control class was 51.04, t-count 5.331 (df .095), and t-table was 5.331. Therefore, it can be concluded that the use of Task Based Learning Approach was effective in

developing students writing skill. Nasution (2014) The result of the analysis showed that the t-observed value was higher than t-table ($2.34 > 2.00$) at the level of significance 0.05 with a 14 freedom degree of 58. It means that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Based on the findings of this study, it was found that there was a significant effect of Task-Based Learning Method on students achievement in writing procedure text. Sariannur (2017) The result of the analysis showed that the students had improved in their achievement in reading ability, the improvement can be examined from the criteria defined in this study. The criteria of the success had been achieved in which it should be at least 70 and 80% of the students mean score of reading ability post test. The mean of students reading ability score also improved from 57,57 % in the preliminary test, 72,72 % in cycle 1 and 90, 90% in cycle 2. There are still many aspects that have not been studied so that other research is needed.

Therefore, the authors believe that by using the Task Based Learning Method, the teaching and learning process was be more successful, especially in teaching and learning writing skills. In the TBL approach, there are several benefits such as: First, Task-Based Learning (TBL) is very applicable because it is suitable for students of all ages and backgrounds. Second, the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to the real telecommunications situation, which is a way to bring the real world into the classroom. (Krahne 1987). Third, the natural context is developed from students' experiences with language that is personalized and relevant to them. Next, students try to express what they want to say, they are more motivated to absorb the language needed either the new language they ask the teacher, or the language they have encountered. Then, language exploration arises from students needs to determine what was discuss in the lesson rather than decisions made by the teacher or textbooks. In addition, students was have a much more varied view of language with Task Based Learning.

Based on previous research and the benefits of Task Based Learning (TBL), this research is entitled “THE EFFECT OF USING TASK BASED

LEARNING (TBL) METHOD IN STUDENT WRITING SKILLS ON THE TENTH GRADE OF MAN 1 TRENGGALEK” was done.

B. Research Problem

Regarding to the background of the study above the formulated research problem is as follows: Is there any significant difference in writing scores between students of the tenth grade at MAN 1 Trenggalek who use the Task Based Learning (TBL) method and students who not use the Task Based Learning (TBL METHOD)?

C. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to know significant difference in students writing skill of the tenth grade at MAN 1 Trenggalek who use the Task Based Learning (TBL) method and students who use a conventional METHOD.

D. Research Hypotheses

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis (Ho) : There were no significant differences in students' writing skills taught using the Task Based Learning Method (TBL).
2. Alternative hypothesis (Ha) : There are significant differences in students' writing skills taught using the Task Based Learning Method (TBL).

E. Research Significance

The findings of this study are expected to be useful for:

1. Theoretically

Theoretically this research provides a useful and interesting way of teaching writing skill through Task Based Learning (TBL) METHOD.

2. Practically

- a. For English teachers can apply TBL approach to overcome his or her students' problem in writing through pre-task, task-cycle and language focus.
- b. Students improve their understanding of writing skills through the application of the TBL teaching and learning process.
- c. For readers, they have lots of information about their teaching and learning experiences.
- d. The next researcher who was to conduct the same research, as input to make educational policies in teaching English.

F. Research Scope

In order to make the research more focused, the research is focused on the descriptive text in tenth grade. The limitation is some components of writing such as: Content, Vocabulary, Grammar, Mechanic.

G. Definition of Key Terms

Some words used in this research are several keywords. To have a better understanding and to avoid misinterpretations of the terms used in this study, they are: First, an effect is a problem that produces change, renewal because of actions whose results can go in a positive or negative direction. In this study, effects are defined as changes in students' writing skills that lead to a better direction. To determine the effect, this research involved two classes; experimental class and control class. The two groups of students given a pre-test and a post-test. Different treatment given to the two groups in which in experimental class, the students given treatment by using Task Based Learning (TBL) Method, whereas in the control class the students given a conventional treatment.

Second, Task-Based Learning (TBL) are a number of METHODS that seek to provide learners a natural context in the use of language. Students work to complete task, they have many opportunities to interact inside and outside the classroom. This method is almost entirely student-centered. From the beginning to the end of the lesson, students get assignments that must be completed in groups.

In this method, the teacher only gives instructions about what students have to do. In addition, the teacher also monitors the learning process activities.

Third, Writing skill is a writing activity in producing a qualified writing. To measure the students writing skills were given a writing test with a predetermined theme.