

CHAPTER II

LITERATURE REVIEW

This chapter present some related about definition of Writing, Task Based Learning, The conceptual framework and Previous of Study.

A. Literature Review

1. Definition of Writing

Writing is one of English skills. This is an act of communication in which people make marks on the surface of paper or something else in the form of graphic symbols: combinations of letters to make meaningful. Hornby (1974: 996) states that writing is the meaning of the verb 'write'. Writing is making letters or other symbols on the surface, especially with a pen or pencil on paper. However, writing is clearly more than the production of graphic symbols. Symbols must be arranged, according to certain conventions, to form words, and words must be arranged to form sentences that have meanings that can be understood by the reader. Troyka (1987: 3-4) states that writing is a way of communicating messages to readers for some specific purposes. The purpose of writing is to express oneself, to provide information for the reader, to persuade the reader, and or to make literary works. This shows that students can develop ideas through writing. students who help them build good writing products. However, students find it difficult to carry out complicated processes because they have limited English proficiency and mastery. Writing problems not only come from students but also from teachers. The ability to write teaching is also complex and sometimes difficult, requiring mastery not only of grammatical rhetorical devices but also of conceptual and judgmental elements (Heaton, 2000: 135).

2. Skill in Writing

What follows is an analytical effort to group the many and varied skills needed to write good prose into five general components or key areas. First, Language use: the ability to write correct and correct

sentences. Second, mechanical expertise: the ability to properly use these conventions in written language. e.g. Punctuation, spelling. Third, treatment for content: the ability to think creatively and develop thoughts, not including all irrelevant information. Forth, skillistics skills: the ability to manipulate sentences and paragraphs, and use language effectively. Fifth, assessment skills: the ability to write in a way that is appropriate for a particular purpose, the ability to choose, organize and order relevant information.

Based on all the statements above, it can be said that writing is an act of communication with others in the form of written communication. Writing is the process of expressing language in the form of symbols, letters, or words used to express ideas, difficulties, and feelings. Then, the writing process itself must depend on prior knowledge or experience that students have captured and which are of interest to them.

Writing also needs to consider a variety of skills needed, such as the use of language, mechanical skills, etc. Furthermore, writing is an activity that requires student understanding such as mastering grammar, vocabulary and punctuation. In addition to writing well, students are expected to be able to present their ideas in written form because writing is a means of communication. To help students write successfully and enthusiastically, teachers need to consider these separate issues (Harmer, 2007: 113):

a. Genre

Genre is the type of writing that discourse members was recognize immediately for what the purpose of the writing is. Such genre analysis was help students to see how text in a genre is usually constructed.

b. Writing process

The process of writing includes planning, compiling, reviewing and editing what we have written then produces the final product in the form of writing.

c. Establish writing habits.

They think that they can't or don't want to write. This may be because they lack confidence and think that writing is boring. We need to involve them by providing activities that are easy and fun, so that writing is not only a normal part of class life but also as a habitual activity. Knowing the problem as above the teacher must be able to serve students with a learning approach that can benefit students and the teacher itself.

3. Definition of Task Based Learning

Task Based Learning (TBL) is an approach in which learning is discussed around meaningful task completion. In the TBL approach, the main focus is the use of authentic language for communication. The TBL approach is applied to find solutions to certain problems such as lack of learning motivation in students. Nunan (1989: 45) states that TBL aims to find solutions in teaching and learning. This means that using the TBL approach was help overcome their problems in the teaching and learning process by doing assignments. Then, Wasis (1996: 13) advocates the use of assignments as the main focus of language classes, claiming that assignments create support in learning. Often, when faced with various problems, language teachers look for something that can be a renewal in the classroom; the problem is generally caused by a lack of student motivation in learning. Using the TBL method can enhance their learning, because the TBL task encourages student involvement and causes a significant improvement regarding their language performance.

4. The TBL framework consists of three main phases, providing three basic conditions for language learning (Wasis, 1996: 18). Among them are pre-assignments, duty cycles and language focus. 1). Pre-Task: introduce classes to topics and assignments that activate words and phrases related to the topic. 2). Task-Cycle: offers students the opportunity to use whatever language they already know to carry out the assignment and then improve their language under the guidance of the teacher while planning their report on the task. The duty cycle offers students the holistic experience of the language used. There are three components to

the duty cycle: a) Tasks: Students use the language they are good at work together in pairs or small groups to achieve the task objectives. According to Wasis, tasks are of six kinds : Problem Solving, Listing, Ordering and sorting, Sharing Personal Experience, Creative tasks and Comparing, b) Planning: The role of the teacher here is as a language advisor. Learners plan their reports and take advantage of their learning opportunities. c) Report: is the natural condition of the duty cycle. At this stage the students tell about their findings. So the report phase gives students a natural stimulus to improve and improve their language. 3). Language Focus: allows closer study of some specific features that occur naturally in the language used during carrying out the task. Learners examine the forms of language in the text and look in detail at the use and meaning of lexical items that they have noticed (Wasis, 1996, p.75). Focus language has two components: a) Analysis: The activity of analysis draws attention to surface forms, realizing the meaning that students have understood during the duty cycle so that it helps them to systematize their knowledge and broaden their understanding. b) Practice: practical activities are based on language features that have occurred in previous texts and transcripts or in features just learned.

5. The examples of Task Based Learning Approaches (TBL) can be seen as follows:

Pre-Task: The teacher introduces the topic of Prigi Beach nature tourism to students and was ask several questions as task.

Task Cycle: The teacher asks students to carry out the task then improve their writing comprehension.

The duty cycle includes task, planning, and reporting.

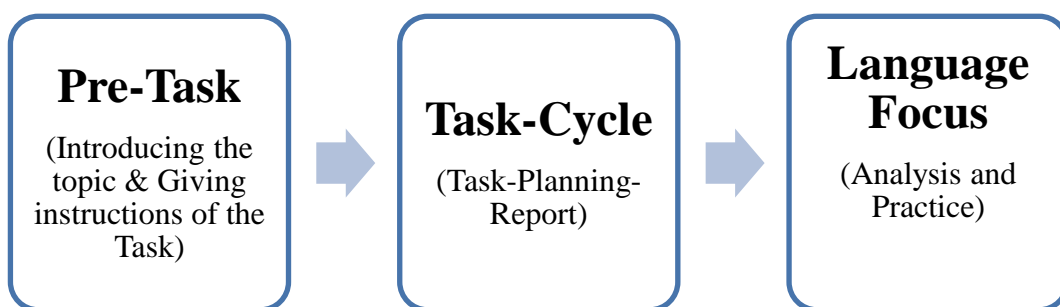
Task: Students make a small groups (3-4 people) for discussion to work on tasks.

Planning: The teacher asks students to plan their reports effectively about the task received.

Report: Teacher asks the students (small group) to present their report to class and then each groups compare the result.

Language Focus: The teacher asks students to close the learning by giving information about the topic in detail. The focus of language includes analysis and practice. *Analysis:* The teacher asks students to give their ideas related to the topic. *Practice:* the teacher asks students to practice writing skills in paragraph form then get the main ideas from the text that has been written. Task Based Learning (TBL) has goal-oriented activities with clear objectives. This task can be used as a major component of a three-part framework: pre-task, Task-cycles, and language focus.

6. The process for implementing this approach can be seen from the framework as follows:



7. The Role of Teachers and Students in Task-Based Learning (TBL)

Here was be explained some of the roles of teachers and students in implementing the Task Bask Learning method. The explanation is as follows:

Teachers Role

- 1) Selection and sequence of assignments: The primary role of teachers is in choosing, adapting, and / or creating themselves and then shaping them according to the needs, interests, and interests of students.

- 2) Preparing students for assignments: A kind of preparation or pre-assignment assignment important to students. Includes introduction of topics, clarifying task instructions, helping students learn or remember words and phrases that are useful to facilitate task completion, and giving examples of some of the assignment procedures.
- 3) Awareness raising: The teacher uses various forms - focus techniques. This includes attention - focus, pre-assignment activities, text exploration, and the use of material used in carrying out the task.

The Role of Learners

- 1) Group participants: Many tasks was be done in pairs or in small groups.
- 2) Monitor: in TBL, the task is used as a means of facilitating learning. Class activities must be designed so that students have the opportunity to pay attention to how language is used in communication.
- 3) Risk-maker and innovator: Many tasks was require students to create and interpret messages that they have full linguistic resources and prior experience. In fact, it is said to be the point of the task. Guessing skills from linguistic and contextual cues, asking for clarification, and consulting with other students may need to be developed. (Richards and Rodgers. 2001)

8. Advantages and Disadvantages of Task Based Learning

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.

Meanwhile in TBL, it also has several disadvantages, such as: First, TBL requires resources outside of textbooks and related material that are usually found in language classes. Second, TBL is not teacher-centered. Students are individually and grouply responsible for themselves. Third, Some students tend to get caught up in trying to find the right words, and worry too much about how it fits the topic. In addition, Naturally it requires attention to the use of lexis and lexical chunks rather than grammar and grammar accuracy (Wasis 1996: 55).

9. Procedure of TBL

In its practice the treatment of using TBL (Task Based Learning) to teach descriptive text in writing ability. First, the teacher introduces the topic of nature tourism to students and was ask several questions as task. Second, the teacher asks students to carry out the task then improve their writing comprehension. Third, students make a small groups (3-4 people) for discussion to work on tasks. Next, the teacher asks students to plan their reports effectively about the task received. Before teacher ask tudents to close the learning by giving information about the topic in detail, teacher asks the students (small group) to present their report to class and then each groups compare the result. Then the teacher asks students to give their ideas related to the topic. Finnaly, the teacher asks students to practice writing skills in paragraph form then get the main ideas from the text that has been written.

During the learning activitis, the teacher acts as a moderator and if necessary can provide direction, guidance, and encouragement for the students.

B. Conceptual Framework

Writing is the process of expressing ideas in written form that has meaning. Writing is considered as the most difficult of all other skills. The difficulty is reading about getting ideas from texts that have been read. Requiring writing must require a lot of knowledge. This phenomenon can be read in conventional, the teacher asks students to write text and develop it into reading. Then the teacher gives grades. So, it can not contribute to students. They was not have good writing skills. However, it was be different for them if they are taught using Task Based Learning (TBL). In discussing TBL, the teacher first discusses the topic, directs the work to be done then students work on their assignments in groups, makes reports about how they do the assignment, and accesses it in front of the class. Then compared to other groups. In the end, they must focus on the language focus under the guidance of the teacher, and then the teacher gives analysis activities and finally provides exercises for students. TBL offers an alternative for language teachers. In TBL, the teacher does not determine what language was be learned, the lessons are given on a centralized task and the language learned is determined by what happens to students who complete it. Find TBL to find solutions in the learning process. This means that by using TBL, teachers and students was help overcome their problems in the teaching and learning process through tasks.

C. Previous of Study

There are some research relate to this research as following: Yuhardi (2015), Nasution (2014), Sariannur (2017) and Siska (2017).The research about The Effect of Task Based Learning Approach Toward Students Writing Skill had been done by Yuhardi English Tadris Department, Faculty of Islamic Education and Teacher Training State Institute for Islamic Studies, Imam Bonjol of Padang, Indonesia. The result of his research is Task Based Learning Approach to students writing skills at grade VIII of Junior High School 2 Pasaman, West Sumatra. The design of this research was true experimental research which involved two groups with post test only design usage. Samples were randomly taken from several classes. Writing test based on Jacob

were administered at the final stage of the experiment. The research showed that the mean score of experimental class (post test) was 65.17 while the mean score of control 13 class (post-test) was 51.04. From the calculation of post-test scores, t-count 5.331 (df .095), t-table was 5.331. It indicated that t-count was bigger than t-table of significance level $1.671 < 5.331$, suggesting that Task Based Learning Approach improved students writing skill. Therefore, it can be concluded that the use of Task Based Learning Approach was effective in developing students writing skill. Finally, it is hoped that it can be the beneficial reference for the next investigators in conducting the better research, particularly in the field of writing.

The Research About The Effect Of Task-Based Learning Method On Students Achievement In Writing Procedure Text at SMAN 2 Tanjung Balai by Ade Suryani Nasution of State University Medan. The study was experimental in nature. The population of this study was the first year students at SMA Negeri 2 Tanjung Balai. The total number of the population was 280 students in seven classes. There were 60 students chosen as the sample by using random sampling technique. The sample was divided into two groups, namely control group and experimental group. The experimental group was taught by using Task-Based Learning Method and control group was taught without using Task-Based Learning Method. The instrument for collecting the data was a writing test. To obtain test reliability, the writer applied the Pearson Product Formula. The calculation showed that the reliability of the test was 0.90. It was categorized as very high reliability. The data were analyzed by using the t-test formula. 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 (Ha) was accepted and the null hypothesis (Ho) 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.

The research about The effect of using Task Based Learning(TBL) method on student's achievement in reading comprehension at Madrasah Aliyah Negeri 1 Natal by Sariannur, State Islamic University Of North Sumatera. The

population of this research was conducted for first grade of Senior High School of Madrasah Aliyah Negeri 1 Natal, academic year 2016/2017 which consist of three class and the total number of population are 106 students. Used Clustering Random Sampling Technique. The researcher chosen as Experimental Group which consists of 37 students and as Control Group which consists of 36 students. This research was conducted by applying experimental design. The instruments for collecting data in this research are observation, interview and written test. The result of the analysis showed that there was a significant effect of Task-Based Learning Method to students' achievement in reading comprehension. It was proven by the result of that $t = 4.13 > 2.00$ (, $df = 71$). It could be concluded that There were significant effects of applying TBL method on students' achievement in reading comprehension.

The research about Improving Students Reading Ability by Using Task Based Learning (TBL) for the Seventh Grade Students of SMPN 1 Boyolangu by Yuliani Siska of State Islamic Institut (IAIN) Tulungagung. The study was uses collaborative classroom action research. Classroom Action Research was conducted at The Seventh Grade Students of SMPN 1 Boyolangu. The total numbers of students are thirty three students consist of 17 male students and 16 female students. The data were from collection of the tests, observation sheet, filed note, and the questionnaires. Based on the students' learning result, it 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 scores were higher than the score in test cycle 2, 1 student got 60 – 64 (3,03 %), 1 student got 65-69 (3,03 %), 3 students got 70-74 (9,09%), 8 students got 75-79 (24,24 %), 7 students got 80 –84 (21,21%), 4 students got 85-89 (12,12 %), 3 students got 90 –94 (9,09%), 3 students got 95 –99 (9,09%) and 2 students got 100 (6,06 %). It means that 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. Second, 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. It means that the criteria of success defined in

the study had been achieved. In concluding, task based learning is effective in improving the students' reading ability.

In previous studies, they did not use a group work system, whereas in this study researchers used a group work system. Group work can make their assignment easier because they can discuss and exchange ideas with each other. Ideas from several thoughts are then poured into writing skills.