

CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study, and definition of key terms. These are elaborated clearly as follows.

A. Background of the Study

English language has spread widely around the world. It is treated as first language, second language and foreign language. In Indonesia, English is treated as foreign language. English has been taught in Indonesia in every stage of education starting from elementary up to university level. English is also a compulsory subject in junior and senior high school. According to this statement, preparation of aspects dealing with learning English as International language is necessary. To master English language, there are four basic skills to be majored, those are speaking, writing, reading, and listening. Speaking and writing are categorized into productive skills. These skills allow people to produce language both in oral and written form. Meanwhile listening and reading are included into receptive skills which do not have output in form of produced language. People only need to understand what they heard and read. However, all of the four skills are essential for people to be able to communicate in English.

Writing, as one of the four language skills is fundamental for English learners. Wolff (2000) stated that writing is also a tool of learning language

besides its purpose as a process of communicating. Besides, writing is also required for EFL learner to major written English competency alongside the spoken one (Sajeevlal, 2016). Writing plays important role for learner to express their ideas, thoughts, and feelings. However, writing is considered difficult skill to master due to its various component. Rass (2001) explained that writing is complicated for both native and non-native speakers. It is because the requirements of writing such as content, organization, grammar, vocabularies, and mechanic must be fulfilled in order to create a good writing. It is also stated by Richards and Renandya (2002: 303) that there is no questioning on the difficulty of writing for ESL. It also can be proved that in creating good writing, things such as word choice, grammar, punctuation, sentence combination, even the way to turn thoughts into writing must be skilled. In addition, Bacha (2002:17) revealed that writing has general issues. The issues occur in form of three major sub-skills of writing such as: language (grammar, vocabulary, coherence, mechanics, and sentence structure), organization (general statement, thesis statement, topic sentence, supporting sentences, and concluding sentence), and content (main ideas, supporting ideas, logical order of ideas).

As foreign language, it is considered that teaching English writing in Indonesia is not as easy as it is expected. Writing has always been challenging. It needs efforts and takes long time as many components should be settled together to create good sentences or paragraphs. Thus, a strategy is required in order to reach the purpose of learning writing. Some strategies have been implemented to teach writing. One of strategies that can be implemented is Task Based Learning

(TBL) strategy. In the past decades, TBL has gained much attention from educators and researchers in various teaching fields (Han, 2014). TBL leads students to finish the meaningful task and the use of authentic language by only using the target language in completing the task. According to Willis (1996), Task Based Learning approach uses tasks as the main focus of the learning within a supportive language use and to support natural context for language study.

Some studies related to the use of Task Based Learning (TBL) in teaching English language skills have been conducted by some researchers, such as Huang (2016), Prastiwi *et. al.* (2016), Yildiz and Senel (2017), and Siregar (2017). Huang (2016) in his research investigated whether the application of Task Based Language Teaching in a comprehensive class would have a positive effect on students' study motivation and language proficiency. The result of his study presented that there were positive relation of Task Based Language Teaching (TBLT) to students' motivation for English study dealing with an increased interest in the language and enjoyment of the language. Due to the communicative nature of the approach, it was also gained that a growth appeared in students' language skills especially in speaking, writing, information retrieval abilities, and western culture understanding.

Prastiwi, *et. al.* (2016) conducted study on the application of TBLT in writing descriptive text through creative task. The result of the study showed that the implementation of TBLT framework to teach writing descriptive text could improve students' writing ability successfully. Not only that, the effective application needed sufficient time management as well as proper teacher's

guidance during the learning process. Next, Yildiz and Senel (2017) investigated the effect of TBLT on students' grammar mastery in the field of teaching grammar. The study that was conducted in state school of Turkey resulted that TBLT increased students' grammar knowledge. A study on the implementation of TBL was also conducted by Siregar (2017). It aimed to discover students' achievement in reading comprehension after being taught using TBL method. It turned out that TBL method was effective to raise students' reading comprehension.

The studies done by some researchers above proved that Task Based Learning (TBL) has good effect on students' language skills and language component on certain group of students. The previous studies involved language skills namely writing and reading and language component namely grammar. However, it is necessary to have another study using Task Based Learning (TBL) but with different group of students. Also, the previous studies have not discussed about explanation text used in applying Task Based Learning especially in writing area. In this study, the researcher focuses on the implementation of TBL strategy in writing explanation text to the eleventh grade students of MAN Kota Blitar. Thus, this present study is done to know whether the implementation of Task Based Learning (TBL) strategy affects students' writing ability especially at the 11th grade students of MAN Kota Blitar. It is presented entitled "The Effectiveness of Task Based Learning (TBL) toward Students' Writing Ability at the 11th Grade of MAN Kota Blitar".

B. Formulation of Research Problem

Referring to the background of study, the researcher formulates the research question as follow:

Is there any significant different score in students' explanation text writing of eleventh grade between experimental group which was taught by using Task Based Learning strategy and control group which was not taught by using Task Based Learning strategy?

C. Purpose of the Study

According to the formulation of research problem, the purpose of this study is to find out whether there is significant different score in students' explanation text writing of eleventh grade between experimental group which was taught by using Task Based Learning strategy and control group which was not taught by using Task Based Learning strategy.

D. Formulation of Hypothesis

The formulation of hypothesis in this research is as follows:

1. Alternative Hypothesis (H_1)

There is significant different score in students' explanation text writing of eleventh grade between experimental group which was taught by using Task Based Learning (TBL) strategy and control group which was not taught by using Task Based Learning (TBL) strategy.

2. Null Hypothesis (H_0)

There is no significant different score in students' explanation text writing of eleventh grade between experimental group which was taught by using Task

Based Learning (TBL) strategy and control group which was not taught by using Task Based Learning (TBL) strategy.

E. Scope and Limitation of the Study

This study focuses on the effect of Task Based Learning (TBL) strategy in teaching writing at 11th grade students of Madrasah Aliyah Negeri (MAN) Kota Blitar. This study is limited only on writing ability and using Task Based Learning (TBL) as teaching strategy. The researcher took two classes of 11th grade which were taught each using Task Based Learning (TBL) strategy and conventional strategy.

F. Significance of the Study

The result of this study is expected to be useful for people in education field and give contribution for:

1. The Students

The result of this study is expected to motivate students in increasing writing ability. As this study applies Task Based Learning (TBL) strategy, students can learn English writing joyfully. The students get a different way to learn writing which is more interesting and effective. So, they will be more interested in following writing class. Also, they can achieve the learning objectives effectively.

2. The English Teachers

This study result can also help English teachers create joyful teaching and learning English writing. Through Task Based Learning (TBL) strategy,

teachers can easily teach by giving task to be finished by students. It also shows that students will be more active in completing the task. Therefore, it can be beneficial for English teachers to use Task Based Learning (TBL) strategy to teach writing.

3. The Future Researchers

The result of this study is hopefully used as reference by future researchers who want to conduct study dealing with Task Based Learning (TBL) strategy. After reading the research, the future researchers get a lot of knowledge about Task Based Learning (TBL) strategy in teaching writing. This study also can be source or reference in conducting the similar research. Besides, it can be comparison which as consideration in conducting another research. So, this study is helpful and useful for the next study.

4. The Readers

This study result can help readers in increasing and adding their knowledge about the use of effective strategy in teaching writing. They can also know the benefits of creating joyful learning activities by using Task Based Learning (TBL) strategy. Therefore, this study can help them understand well about appropriate strategy to teach writing.

G. Definition of Key Terms

The following terms are defined to avoid any misunderstanding and misinterpretation within the research.

1. Task Based Learning (TBL)

Task Based Learning (TBL) is a strategy in learning writing which focuses on students do meaningful task using the target language.

2. Writing Ability

Writing ability is the ability in constructing words to express ideas or messages in written form.