

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter elaborates some theories that are relevant to the study, namely Task Based Learning, Task Based Learning Framework, writing skill, and teaching writing. It also contains some previous studies related to the present study.

A. Task Based Learning

Task Based Learning (TBL) is an approach in which learning is discussed around meaningful task completion. Richards and Rodgers (2001) pointed out that task-based learning (TBL) refers to a method based on the use of tasks, which is the core unit of planning and guidance in language learning. 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 will help overcome their problems in the teaching and learning process by doing assignments. Then, Willis (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. Using Task Based Learning method can enhance their learning because the tasks in Task Based Learning

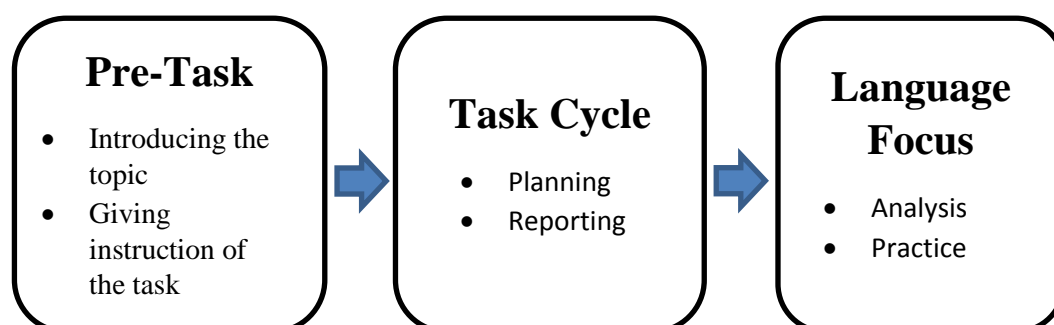
encourages student's involvement and causes a significant improvement regarding their language performance.

Since the mid-1980s, task-based syllabus design has aroused the interest of some researchers and curriculum developers in second or foreign language teaching due to the development of interest in exploiting the function of language and communicative language teaching (Ahmed, 1996). The various background of students' experience bring the different types as well as arrangement activities to seize practice opportunities, as well as the attraction of natural, close, free, and enjoyable group interactions. According to Giyoto (2007), TBL seems to have various function that contribute to the development of language skills. The language is originally presented in context through dialogue based on the local culture. Some texts are according to students' daily-life interaction that can develop functional comprehension through role-playing and practicing interactive language activities.

B. Task Based Learning Framework

Willis (1996) broke the task completion into three sections. The pre-task, the task cycle, and the language focus.

Table 2.1 Task Based Learning Framework



The elaboration from the above table is as follow:

1. Pre-task

In the pre-task, the teacher will present what will be expected of the students in the task-phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs, although, in “pure” task-based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. The teacher may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

2. Task Cycle

During the task phase, the students perform the task, typically in small groups, although this is dependent on the types of activity. And unless the teacher plays a particular role in the task, then the teacher’s role is typically limited to one of an observer or counselor, thus the reason for it being a more student-centered methodology. The steps to follow in task-cycle phase are as follows:

a. Planning

Having completed the task, the students prepare either a written or oral report to present to the class. The teacher takes questions and otherwise simply monitors the students.

b. Report

The students then present this information to the rest of the class. Here the teacher may provide written or oral feedback, as appropriate, and the students observing may do the same.

3. Language Focus

In focusing the language produced by students, the teacher will create two stages, they are:

a. Analysis

In analysis stage, the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that students had, and perhaps forms that need to be covered more or were not used enough.

b. Practice

The practice phase can be used to cover the materials mentioned by the teacher in the analysis phase. This is an opportunity for the teacher to emphasize the main language. In the above stages, learners will finish the tasks through preparation work, in this case, they will reduce their upset or anxiety. They have more time to think about how to complete the task in the best way. Thus, it can be expected that learners will not feel afraid in expressing their language skills. With Task Based Learning, attention to form is not the focus, but the meaning. Due to this fact, learners will not have to worry about making mistakes on a series of complex rules, which is likely to put pressure in the process of writing.

C. Writing Ability

1. The definition of writing

Writing is the process of developing ideas and expounding them in writing. According to Caroline, "writing is a combination of process and product." This process refers to the act of collecting ideas and working with them until they are presented in a way that can be understood by readers and published publicly. Some experts have many definitions of writing. Heaton (1989: 135) defined that writing skills are very complicated and sometimes difficult to teach due to not only the need to master grammar and rhetorical devices, but also to master concepts and judgment. Next, Langan (1986: 90) explained that writing is hard work for almost everyone. Writing is a skill like driving a car, typing or even preparing a good meal. Writing is a first step in conveying ideas. We can write anything as a medium for academic thinking and learning. Therefore, writing is one of the essential activities that leads the writer in being able exploring the world.

2. The Characteristics of Writing

Characteristics is required in the good writing. Langan (1986: 12) mention that writing has four characteristics: unity, support, coherence and sentence skills. The explanation of characteristics is elaborated as follows:

a. Unity

Bram pointed out that the word "unity" is synonymous with "oneness". All of the sentences in the paragraph should focus on one concept expressed in the topic sentence.

b. Support

The author repeatedly telling readers that sulking, blaming others and trying to understand the reason behind disappointment are the reactions that have to be letdown.

c. Coherence

Coherence plays a vital role in keeping a paragraph to be well-read. Each coherent paragraph contains closely connected ideas. Each sentence advances naturally. This means that sentences should be organized in a reasonable way and should follow a clear development plan.

d. Sentence Techniques

It is the ability to construct words into good sentences, well-organized, and well-ordered sentence.

D. The Process of Writing

The writing process is not simple. Some steps need to be taken in order to create good writing. The stages of writing are invention, planning, drafting, revision and editing.

1. Invention is the activity where the writers discover and produce what they want to say. There are four ways to come up with these ideas: free writing, brainstorming, a tree structure with themes as the theme, and exploration using WH questions.
2. Planning is organizing the ideas that have been generated through brainstorming into an outline. In the planning stage, there are three steps to be followed: making sub-lists, writing topic sentences, and outlining.

3. Drafting is a series of strategies aimed at organizing and developing continuous writing. Whenever the draft is completed, the teacher/partner can respond to its ideas, organization, and style.
4. Revising is the activity in which the writer needs to modify the writing according to the suggestions given previously, involve: organization, style, adjustments to readers, and perfect ideas. In revising process, the advantages of word processing really come into play. All replacements, additions, deletions and rearrangements can be done easily through this step.
5. Editing means modifying a piece of text by changing the word level in terms of: spelling, mechanism, usage, and word selection.

E. Teaching Writing

There are four skills to be mastered by students in learning English. Those are speaking, writing, listening, and reading. Among those skills, writing is considered the most difficult to be mastered due to the special skill to create the writing product. The special skills are the choice of words, the use of structure, technique and writing. In order to choose the right words, it needs rich vocabularies and understanding what the words mean and use. Teaching, not only involves communication, but is also an understanding that every student has various language skills that can be developed. One way to understand students' perspectives and measure their abilities is to personally participate in writing exercises in order to create the valuable learning experience. Encouraging students to participate in learning process while improving and expanding their writing

skills requires a pragmatic approach. The teacher should be clear about what skills the students are trying to develop.

F. Advantages and Disadvantages of Task Based Learning

In Task Based Learning, there are several benefits such as:

- a. Task-Based Learning is very applicable because it is suitable for students of all ages and backgrounds.
- b. 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).
- c. The natural context is developed from students' experiences with language that is personalized and relevant to them.
- d. 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.
- e. Language exploration arises from students' needs to determine what will be discussed in the lesson rather than decisions made by the teacher or textbooks.
- f. Students will have a much more varied view of language with Task Based Learning.

Besides its advantages, Task Based Learning also has several disadvantages, such as:

- a. TBL requires resources outside of textbooks and related material that are usually found in language classes.

- b. TBL is not teacher-centered. Students are individually or grouply responsible for themselves.
- c. Some students tend to get caught up in trying to find the right words, and worry too much about how it fits the topic.
- d. Naturally, it requires attention to the use of lexis and lexical chunks rather than grammar and grammar accuracy (Willis, 1996: 55).

G. Models of Teaching Writing Using Task Based Learning (TBL)

In its practice, the procedure of using TBL (Task Based Learning) in teaching explanation text writing is presented below:

- a. The teacher introduces the topic of natural phenomena used in conducting the task.
- b. The teacher then gives instruction on how students finishing the task.
- c. The teacher divides students into some groups.
- d. The teacher asks students to perform the task.
- e. Students create explanation text according to the given topic in group.
- f. The teacher asks students to plan their reports about the completed task.
- g. The teacher asks students to report their findings related to the task.
- h. The teacher then conduct reviewing on what happened in the process of completing task including the language forms that the students were using, and problems that students had.
- i. The teacher asks students to give their ideas related to the topic.
- j. The teacher asks students to practice writing explanation text in person.

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

H. Previous Studies

The researcher found previous studies related to the implementation of Task Based Learning (TBL) strategy in teaching language skills. The writing ability using TBL strategy is the concern of this present study. Some of the previous studies are presented as the table follows:

Table 2.2 Previous Studies

No	Previous Study	Researcher	Differences	Result
1	A Study on the Application of Task-based Language Teaching Method in a Comprehensive English Class in China	Danyan Huang (2016)	This study focused on students' motivation and language proficiency in an English course. It was a quantitative research with Classroom Action Research design. The sample was college students.	Positive perceptions on the use of TBLT in English class appeared. It was also acknowledged a growth in students' motivation, indicated by increased interest, enjoyment and study autonomy, and their language skills in information

				retrieving.
2	Exploring Task-Based Approach to Teaching Oral Communication Skills in English to Sri Lankan Undergraduate Students	Hakmana Parana Liyanage Waruni Shashikala (2018)	This study focused on students' oral communication skill. The sample was university students in Faculty of Humanities and Social Science in University of Jayewardenepwa.	The findings showed that Task Based Approach has inspired students better in learning oral communication skills.
3	Implementing Task-Based Language Teaching On Creative Task To Improve Writing Descriptive Texts	Agnes Lusi Handaru Prastiwi, Urai Salam, & Gatot Sutapa (2016)	The research was a Classroom Action Research. It focused on students' improvement in writing descriptive text. The sample was junior high school students.	Using TBLT framework in teaching writing descriptive through creative task could successfully improve students' ability in writing.
4	Teaching	Mustafa	This study focused	TBLT increased the

	Grammar through Task-Based Language Teaching to Young EFL Learners	Yildiz & Mufit Senel (2017)	on students' grammar comprehension. The sample was 8th grade students.	grammar comprehension of the experimental students.
5	The Effect of Using Task Based Learning Method on The Students' Achievement in Reading Comprehension	Nilam Ulami Siregar (2017)	This study focused on students' achievement in reading comprehension. The participant was the 10th grade students.	There was significant effect of using TBL method on the students' achievement in reading comprehension.
6	The Effect of Task-Based Learning (TBL) Approach on the Students' Listening Comprehension at the Tenth	Gio Fresky Hawara, Syahrial, & Wisma Yunita (2019)	This study focused on students' achievement in listening comprehension. The participant was the 10th grade students of SMAN	There was a significant effect of using TBL approach on the students' achievement in listening comprehension.

	Grade of SMAN 3 Kota Bengkulu		3 Kota Bengkulu.	
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From the brief explanation in the table above, it can be inferred that this research has different points which make it different from those previous studies. Huang (2016) conducted a study on students' motivation and language proficiency in comprehensive English course in China. This study implemented classroom action research as the design and took 29 international college students as sample. To collect the data, Huang distributed questionnaire, making observation checklist/sheet, and creating interview guide. Meanwhile in this research, the focus of the study was in students' writing ability. This present study took place in MAN Kota Blitar and the sample was 70 8th grade students.

Parana (2018) carried out a study on students' oral communication skill in Faculty of Humanities and Social Science in University of Jayewardenepwa. The design of this study was experimental research with 60 undergraduate students of 2nd year as the sample. Parana collected the data from questionnaire and speaking test. Meanwhile in this present study, researcher focused on students' ability in writing.

Prastiwi, *et. al.* (2016) ran a study on students' writing ability at SMPN Ajongan in Menpawah Regency. Prastiwi used descriptive text in teaching using TBL strategy. Meanwhile, this present research used explanation text in applying treatment using TBL strategy.

Yildiz and Senel (2017) also did a study on students' grammar mastery at one state school in Samsun, Turkey. Siregar (2017) conducted a study on students' reading comprehension in MAS Tahfizil Qur'an of Islamic Centre. Hawara *et. al.* (2019) employed a study on listening comprehension at SMAN 3 Kota Bengkulu. This present study differs from the mentioned previous studies because this present study focused only on assessing students' writing ability.