

CHAPTER I

INTRODUCTION

This chapter presents an introduction of research paper which describes background, statements of problems, aims of the study, significance of the study, the scope of the research, research method which consists of research design, research site and participants, data collection technique, research instruments, and data analysis. Moreover, clarification of terms and organization of the paper are presented in the end of the chapter.

1.1 Background

Writing is one of the skills taught in English as a Foreign Language (EFL) classroom. Since English has been taught from elementary level, there is no doubt that the students also learn how to write English. Through writing people can transfer their ideas and thoughts in a better organization than in spoken language.

However, writing is a complex activity in communicative skills which is difficult to develop and learn, especially in an EFL context (Shokrpour & Fallahzadeh : 2007, cited in http://www.asian-efl-journal.com/March_07_ns&mf.php). Writing is considered as a difficult activity for most people because it requires the writer to make the reader understand. It also involves the features such as sentences structures, sequences, and organizing and the idea (Byrne: 1995 p. 4).

According to syllabus of Junior High School (see Appendix A), teaching writing skill is stated in competence standard and basic competence (SK-KD). It is stated in the competence standard number 6 that the students should be able to express meaning in simple short monologues and essays in descriptive text and recount.

The demand of writing mastery is also supported by the Competency Standards (SKL) or Standar Kompetensi Lulusan (see Jumadi: 2010, cited in <http://jumadiana.wordpress.com/2010/10/23/skl-bahasa-inggris-smp-th-20102011/>). It is stated that students are expected to be able to write many genres such as recount, narrative, descriptive, and procedure. It means that students have to be able to write those different texts.

Based on the preliminary research in one of junior high schools in Bandung, generally most of the students did not like English subject. Some of them argued that they easily got bored while learning English. They had difficulties when the teacher asked them to translate the sentences and made a paragraph. Some of them also considered writing as the difficult task. They did not have any confidence to write because the lack of vocabulary and grammatical structure. Based on those reasons, the teacher tried to find out appropriate strategies to enhance students' spirit and improve their quality of writing skill. However, it was not successful due to the traditional approach: the teacher explained the text and language focus from the text, and asked students to translate the text into Bahasa Indonesia. Then, the students

were asked to make the text by themselves. Therefore, the result of the method was not satisfied.

Regarding the reasons above, it is necessary that teachers seek for the appropriate strategies in teaching writing. Task-Based Language Teaching (TBLT) is one of strategies to practice and perform language. It promotes the teaching techniques which focused on the tasks (Willis, 1996). According to Brown (2001:50), TBLT is one of teaching method which focuses on the tasks as the learning process. It aims to make the learners accustomed to use the language with the natural context.

Some studies have explored the possibility of using Task –Based Instruction or Task-Based Language Teaching (TBLT) to help students in teaching writing. One of the studies has confirmed that it could be applied to encourage adolescent second language learners to create written texts (Haiaty, 2009). It is stated that Task-Based Learning provides students to learn in a natural context for language use. In this research, the teacher tried to present interesting activities in order to encourage students to practice the language and enjoy the lesson.

There are some reasons of using TBLT as an alternative teaching method. First, TBLT facilitates the learners with the materials which focus on meaning (Skehan, 2002: Nunan, 2005 p.77: Ellis, 2005). Second, it encourages the students' interaction in class (Uraivan Sae-Ong : 2010). Third, it demonstrates the language acquisition during interaction in the classroom (Nunan, 2005 p.79-81: Ruso, 2007). Fourth, it can involve four language skills such as speaking, listening, reading, and writing (Nunan, 2005 p.79: Ellis, 2005).

Regarding to the explanation above, this study investigates the implementation of Task-Based Language Teaching (TBLT) in teaching writing. In addition this study also tries to find out the students' responses towards the implementation of TBLT in teaching writing. This study is conducted in the eighth grade at one of junior high schools in Bandung.

1.2 Statements of Problems

The research statements of this study are:

1. To what extent the implementation of Task-Based Language Teaching (TBLT) improve students' writing quality?
2. What are students' responses towards the implementation of Task-Based Language Teaching (TBLT) in teaching writing?

1.3 Aims of the Study

This study aims to:

1. Find out the improvement of students' writing quality after implementing Task-Based Language Teaching (TBLT)
2. Find out students' responses towards the use of Task-Based Language Teaching (TBLT) in teaching writing.

1.4 Significance of the Study

This study is expected to give some contributions in teaching learning English as a Foreign Language (EFL) as the alternative techniques in teaching writing. Moreover, the result of this study is expected to enhance students' interests and engagement in learning English. In addition, the teacher can get knowledge by applying TBLT as an alternative technique to teach writing. This study is also expected to give reference to the teacher who has the same problems in teaching writing, as stated in this study, to implement TBLT in the future.

1.5 The Scope of the Study

This study focuses on investigating and describing the teaching and learning English in teaching writing to eighth grade students of one of junior high schools in Bandung. It describes the implementation of Task-Based Language Teaching (TBLT) in teaching writing experienced by the students and teacher in the classroom. The minimum completion score (*Kriteria Ketuntasan Minimum*) of the class is 60. The research is expected to make 70% of students in VIII A and the students' mean score get score above KKM (60).

1.6 Research Method

This section consists of four points, including: research design, research site and participant, data collection, and data analysis. The detailed description of research methodology can be seen in chapter III.

1.6.1 Research Design

The research design of this study is Classroom Action Research (CAR). Classroom Action Research is the name of a series of procedures which teachers can engage in to improve the aspects of the teaching learning process in the classroom (Harmer, 2002: p.346). In Classroom Action Research (CAR), the teachers find out the solution to solve the problems in classroom and to make the improvement of teaching learning process. Action research consists of cycles. In this method, there are four basic steps in the action research which consist of planning, acting, observing, and reflecting. Actually, this research used three cycles. Each cycle consists of several meetings which depend on the materials of the topic.

1.6.2 Research Site and Participant

The subjects of this study are 8th graders of that school. The number of the students in that class is 19 students. There are 10 boys and 9 students. In this study, there are no samples and populations, meaning that this study is conducted based on a real problem in a real class. Further explanation about site and participants of the study will be presented in the chapter III.

1.6.3 Data Collection Technique

In this study, some sources are used in data collection techniques. First, observation is conducted to gain the data about teaching learning process in the classroom. Then, students' writing tests are given to know the improvement of students' written tasks. The questionnaires and interview are carried out to all of the students to get information about the teaching learning after using TBLT. The data obtained through these data collection are presented and discussed to draw conclusion. Further explanation about data collection will be presented in chapter III.

1.6.4 Data Analysis

CAR is used as the research method in this study. The data were described qualitatively supported with quantitative data. Therefore, the data from observation, interview, students writing tests, and questionnaires are triangulated to answer the research questions. Further explanation about the steps of data analysis will be presented in chapter III.

1.7 Research Instruments

There are some instruments that are used to obtain the data, such as observation, students writing test, questionnaires, and interview.

1.7.1 Observation

Observation is conducted to record the teaching learning process; the teacher's way of teaching and the description of the students' action in the teaching learning process.

1.7.2 Students' written tests

Students' written tests are used to measure the students' language progress in writing. The tests are given to the students in the end of each cycle. The KKM (Kriteria Ketuntasan Minimum) - minimum completion score- of the eighth grade of the school is 60. This study is expected to improve the number of the students who got the score above KKM after using TBLT is 70% from the students' total of the class.

1.7.3 Questionnaires

Questionnaires are carried out after conducting TBLT in the class. The data are gained to get information to the students' responses in the teaching learning process.

1.7.4 Interview

Interviews are carried out after implementing TBLT in teaching learning process. The data are collected to add deeper information relates the research questions.

1.8 Clarification of Terms

1. The implementation is the use of Task-Based Language Teaching (TBLT) in the classroom of junior high school students.
2. Teaching Writing is teaching a language skill which emphasizes on how to write text well and focuses on the quality of content, organization, vocabulary, grammatical structures, and mechanics.
3. Task-Based Language Teaching is one of the teaching approaches focuses on the series of tasks.

1.9 Organization of the Paper

The paper entitled “The Implementation of Task-Based Language Teaching (TBLT) in Teaching Writing” is presented in five chapters. Chapter I is introduction. This chapter covers background, statements of problems, aims of the study, significance of the study, the scope of the research, research method which consists of research design, research site and participants, data collection technique, research instruments, and data analysis, clarification of terms and organization of the paper.

Chapter II is theoretical foundation. This chapter explains foundation of theories related to the research. In detail, this chapter explains about the definition of TBLT, principle of TBLT, implementation of TBLT in the classroom, the strengths of TBLT, TBLT in teaching writing, sequencing of writing tasks, teacher and students role in TBLT, writing aspects and classroom action research.

Chapter III is methodology. This chapter discusses purpose of the study, research site and participant, research design, data collection techniques, and data analysis. Chapter IV is analysis and discussions. It contains the analysis of the research, findings and discussions. Then, Chapter V is conclusions and suggestions. This chapter contains the conclusion and the interpretation of this research.

