

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research paper that describes the background of the research, statements of problem, aims of study, and significance of the study. In addition, the organization of this research paper is also presented at the end of the chapter.

1.1 Background

Recognizing English as an International language implies the high demand for students to acquire it. It is proven by the fact that English subject has been given since Elementary level and even the kindergarten level in some schools. In line with that, students are expected to acquire the four basic skills of language; those are listening, reading, speaking, and writing. As English language learners, it is necessary to master the skills especially writing skill. Being able to write well in English means that the students are literate (Priyatmojo, 2011). Moreover, literacy means that the students can use their language for communicative purposes (Paltridge, 2001, p. 4).

However, both students and the teachers still think that writing is one of the four skills in English that is considered as the most difficult skill compared to other skills (Priyatmojo, 2011). Teaching writing for EFL classrooms is a challenge to do. There are many difficulties in which both teachers and students face in producing good composition if writing.

Furthermore, there are at least five problems faced by the teachers and students in writing activities for EFL classrooms. First, teachers feel difficult to make the students comprehend the writing materials. Second, when it comes to writing, students need to meet some conditions so that they can write well (Priyatmojo, 2011). Third, the students also think that writing needs some times rather than just speak out their thoughts (Beare, 2012). Fourth, “students have

difficulties in translating their native language to the target language, in producing ideas, and organizing them systematically” (Priyatmojo, 2011). Fifth, the students suggest that writing session in the class is boring in which they do not have any interest to writing session.

Therefore, the implementation of new approach like Task-Based Language Teaching is appropriate in teaching writing because the sequence of task makes the class atmosphere becomes exciting (Rad & Jafari, 2013). The task triggers the students to actively participate in the teaching and learning process (Cao, 2012). The sequence of task carries different purposes that will lead students to the stages of writing (Singer, 2004). In line with this research, the writing stages taken by the students are prewriting, writing, and post-writing through task-based language teaching.

Regarding the strengths of Task-Based Language Teaching stated above, it is needed to implement Task-Based Language Teaching as the alternative approach to teach writing in order to improve students’ ability especially in writing hortatory exposition text as the focus of the study since it is important to learn since it tries to persuade the readers about some particular things (Gerot & Wignell, 1994) yet there is still limited research which focuses on students’ writing of hortatory exposition text.. Task-Based Language Teaching is one of approaches that let students practice and perform the language naturally (Rad & Jafari, 2013). It evokes students’ interest and motivation concerning the sequence of task being given through the teaching and learning process (Nunan, 2004; Rad & Jafari, 2013) as well as breaking down the affective barriers such as shyness and fear during the learning process (Krashen, 1985 as cited in Troike, 2006).

Some studies have explored the possibility of using Task-Based Language Teaching in teaching writing. One of the studies has confirmed that it could be applied to engage students in producing the language actively (Rad & Jafari, 2013). Moreover, the implementation of Task-Based Language Teaching

helps students to understand the way to write a text, to memorize new vocabulary items, and to develop grammatical structures.

Hence, departing from the explanation above, the present study intends to investigate the benefits gained by the teacher and students through the implementation of Task-Based Language Teaching. In addition, it analyzes students' responses toward the implementation of Task-Based Language Teaching in students' writing process and products.

1.2 Statements of Problems

The subject of this research is students from grade XI and teacher teaching in grade XI who are studying hortatory exposition text in second semester. It is in line with SKKD and the curriculum. While the object of the study is to find out the writing process using Task-Based Language Teaching and the benefits for both students and teacher. Therefore, to guide the study to focus, several questions are proposed:

1. What are the benefits of Task-Based Language Teaching in teaching writing hortatory exposition text?
2. What are the students' responses towards the implementation of Task-Based Language Teaching (TBLT) in teaching writing hortatory exposition text?

1.3 Aims of Study

Departing from the previous sub chapter, this study is aimed at finding out:

1. The benefits gained by the teacher and the students. The benefits gained by the teacher are focused on classroom benefits while the benefits gained by the students are focused on writing aspects and writing strategy benefits.
2. The students' responses towards the implementation of Task-Based Language Teaching (TBLT) in teaching writing hortatory exposition text.

1.4 Significance of the Study

The result of this study is expected to contribute and give some informative inputs in teaching and learning English as a foreign language. Dealing with practice, the findings are hopefully able to give information in practical method relate to the use of Task-Based Language Teaching in teaching writing specifically hortatory exposition text. Dealing with theory, the findings are hopefully able to enrich literature on teacher's method in teaching writing hortatory exposition text.

1.5 Organization of Paper

The research paper will be organized as follows:

1. Chapter I (Introduction)

This chapter introduces the brief content of the research paper including background of the study, statements of problems, aims of study, research method, and organization of the paper.

2. Chapter II

This chapter deals with the theoretical foundation which is related to the research problem.

3. Chapter III

This chapter elaborates the research method that has been introduced in Chapter I. It also describes the steps and procedures of the research.

4. Chapter IV

This chapter presents the collected data, the way the data is analyzed and its findings. Moreover, it also presents discussions related to the research paper.

5. Chapter V

The last chapter of this research paper consists of two parts. The first part is conclusions of the research. The second part is recommendations which explain the implications of the research toward the future researcher as well as other parties.