THE EFFECT OF TASK BASED LANGUAGE TEACHING ON STUDENTS' WRITING SKILL

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Abstract
The objective of this study was to find out the significant effect of Task Based Language Teaching towards students' writing ability. The research method used in this study was quantitative method with the pre-experimental design. The participants of this study were the tenth grade students in one of state vocational high schools in Garut at academic year 2019/2020. One class was chosen as sample of this study. One class was selected as an experimental class which consisted of 30 students. The data were collected through the result of students' pre-test and post-test. The data were analyzed by using z-table formula. The result showed that zobserved = 13.012 and the significance level of 0,05; zcrirtical = z(0,5-0,05) = z0,450 = 1,65. Therefore, zobserved = 13.012 was greater than zcrirtical = 1,65, so that H0 was rejected and H was accepted. It could be concluded that there was a significant effect on students' reading comprehension by using Read, Cover, Remember and Retell strategy.

Keywords: Writing, Task Based Language Teaching, Descriptive Text

INTRODUCTION

Writing is a process transferring ideas into written form that is understandable and should be mastered by students. According to Nunan (2003) writing is the mental work of inventing ideas, thinking about to express them, and organizing them into statements and paragraph that will be clear to a reader. Moreover, writing is more than producing accurate and complete sentences and phrases. Writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for particular reader or a group of readers. Besides, Richard (2003) stated that writing is written communication that works much on ability to generate expression in particular purpose. Hernowo (2004) also claimed that writing is an activity in which learners form graphic symbols, arrange them to form words, and put the words in order and link them together in a certain way to produce a logical sequence of sentence. Furthermore, writing is a complex activity since it requires

students' comprehensive abilities such asmastering grammar, vocabulary, and punctuation. In addition, Tarigan (1994) says that writing as a skill oflanguage. He said that writing is one of the language skills which are used to communicate indirectly, without having face to face with other people. It means writing is very important in our life.

Many students think that writing is the most difficult skill to be mastered. Richard and Renandya (2002) states that writing is the most difficult skill for foreign language students. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. Likewise, students are extremely unconfident and enthusiastic in writing. There may be many reasons for this one of them is because students never use their second language in writing. Moreover, students cannot find ideas and they do not know what they want to write, and then the way the teacher teaches writing. They tend to focus on finishing materials and ignore the result, and they may also focus on one aspect only, such as the grammatical structure, so the students get less attention in writing. Furthermore, Students' learning depends on the effectiveness of the teacher's techniques and prepares the interest material. The English teacher also needs to be creative in preparing the material and creating such new technique. Thus, a teachers' role are nothing more than a guide whereas students' roles are highly active.

LITERATURE REVIEW

In order to develop students' writing ability, Task-Based language teaching (TBLT) is an effective way to improve students' writing ability. TBLT is a language teaching method for English Foreign Learner. TBLT is defined by Van den Branden, Bygate, and Norris (2009)as a learner-centered approach to language teaching, which can be opposed to more traditional. Larsen (2000) states that TBLT is a method which provides a lot of opportunities for the students to learn language in the natural context. The students work together to complete the task. In doing so, they also interact with their friends using their own language.

Brown (2001) stated that TBLT is one of teaching method which focuses on the task as the learning process. It aims to make the learner accustomed to using the language with the natural context. Besides, Ellis (2003) claims that TBLT is mostly about the social interaction established between learners as a source of input and means of acquisition, and involve the negotiation of meaning, communication strategies, and communication effectiveness. In addition, Richard and Rodgers (2001) stated that TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. This means that in the implementation of TBLT learners are mainly presented with a task or problem to solve.

Numerous related studies that have been conducted by Karim, Husain, and Weda (2014) found the result that the implementation of TBLT improved the students' ability in writing narrative text. Yuliana (2018), she conducted an experimental research. In order to gain the data, an essay test of writing consists of 3 title were administrated to the students. The data were analyzed by using t-test formula. The result showed that the students' achievement in writing news item by using TBLT was more significant than without TBLT. Meanwhile, it was found by Kafipour, Moahmoudi, and Khajasteh (2018) an experimental research was chosen. The researchers administered the writing sections of two paper-based TOEFL tests and analyzed the data through Statistical Package for Social Sciences using descriptive statistics, t-test, and analysis of variance. The results showed there is a significant improvement in the writing ability of the Iranian EFL learners who practiced writing skills using task-based language teaching techniques.

According to the previous study above, the researcher is interested in doing a study about how TBLT improved students' writing ability. The context to be studied in this study is rather different from those most previous related studies. Usually, the study is only applied in Senior High School and in a University. This study, however, will apply at second grade students of Vocational High School. II. METHOD Given the purpose of the study, this study use quantitative method and a pre-experimental design will be employed. In quantitative research, the investigator identifies a research problem based on trends in the field or on the need to explain why something occurs Creswell (2008). Pre-experimental design is a design that is used to investigate associations; the direction of any casual link is purely due to the researcher's interpretation of the result.

METHODOLOGY

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Population And Sample
The populations of this study tenth grade students of Vocational High School and taken only one class which consist of 35 students. The sample are 22 male and 13 female. This population was schosen because the material about descriptive text based on syllabus of curriculum 2013 exists in tenth grade of vocational high school. The sample was taken by using simple random sampling. As Cohen, Manion, and Morrison (2007) said that in simple random sampling each member of population has an equal chance of being selected as a sample.

Research Instrument
The instruments of this study were writing test in which the students were asked to compose a descriptive text based on the selected topic. The students were asked to compose a descriptive text about 300 words in 60 minutes. The students were able to open dictionary and found out what they needed. The results of the test were measured using Brown's rubric assessment.

Data Analysis
After the results of the test were obtained, then the researcher measured the result based on Jacob's assessment. From the score that has been calculated there were appear the data that the researcher obtained. The data analysis was divided into steps. The first step is normal distribution data by using Liliefors test to make sure that the data is normal and homogen. The next step was hypothesis testing based on the result of normal distribution data. Later on, hypothesis testing was used to measure the differences between the two groups or to compare the pre test and   post   test.   Therefore,   the   researcher   also   use normalized gain test to measure how high the improvement is. Thus, the details of statistical procedure   as   follows according to Sundayana (2018): Calculating Mean Score. Calculating mean score intended to investigate the total score of the data.

FINDINGS AND DISCUSSION

This study employed the quantitative designs and used the statistical calculation, as stated in chapter three. The result of the test employed Mann Whitney Test in examining the hypothesis.

Furthermore, the details of the data are provided in the following section.

Table Pre-test and Post Test Score

Test	N	Xideal	Xmax	Xmin	Average	St. Deviasi
Pre-test	30	100	95	32	63.47	15.09
Posttest	30	100	94	63	75.13	7.016

The Result of Pre-Test and PostTest

In this study, there were thirty students participating in pretest and post-test. The pre-test and post-test scores were based on students writing test. There were five aspects that should be scored in students' writing skill, such as content, organization, vocabulary, language use and mechanics.

Based on the table above, in pre-test, the lowest score from students' writing test was 32 and the highest score was 95. It showed that the students' writing skill was still low compared to KKM which is 75. It showed that there are some students who got the scores above KKM about 10 students, and there were 20 students who got the score under KKM but the average of the students score was 63.47 with Standar deviation 15.09. Therefore, this study taught the students writing through Task Based Language Teaching as the treatment for experimental class to improve the students' writing skill. While, in post-test, the lowest score was 63 and the highest score was 95 .The mean of the students score was 75, 13 with standar deviation 7.016. Therefore, the score of the post-test compared with the pre-test shows that Task Based Language Teaching improve the students' writing skill.

The   Result of   Normal Distribution Test

The normality test was done to find out whether the data are normally distributed or not. This study used the data analysis of Liliefors test with level of significance (α) = 0.05.To perform the normal distribution test value, this study used Microsoft Office Excel 2007. The distribution was considered normal if $t_{observed}$is lower than *tcritical*. In contrast, if *tobserved*was greater than $t_{critical,}$ the data were considered not normal.

The Result of Pre-Test Normal Distribution

The result of Pre-Test calculation was done by using Microsoft Office Excel 2007. The result normality calculation is follows:

Table Normality Test Result of Pre-test

The table above showed that L_{maks} of pre-test was 0,0581 and $L_{tabel}$of pre-test was 0,161. It could be concluded that $L_{maks}>L_{tabel}$. It means that the data was not normally distributed.

The Result of Post-Test Normal Distribution

The result of Post-Test calculation was done by using Microsoft Office Excel 2007. The result normality calculation as follows:

Table Normality Test Result of

L*Max*	L*table*	Criteria
0.0973	0.161	**Not NormallyDistributed**

Post-test

The table above showed that L_{maks} of post-test was 0, 0973 and $L_{tabel}$of post-testwas 0,161. It could be concluded that $L_{maks}>L_{tabel}$or .It means that the data was not normally distributed.

From the data above, it showed that the data of pre test and post test were not normally distributed. Therefore, non parametric test (Mann Whitney Test) was used for further statistical tests.

The Result of Mann Whitney Test

L*Max*	L*table*	Criteria
0.0581	0.161	**Not NormallyDistributed**

Mann Whitney test was used to analyze the median difference between pre-test and post-test. In addition, this test was used to examine the hypothesis as formulated as follow:

Null Hypothesis (H_0) : There is significant effect of Task-Based Language Teaching on students' writing ability.

Alternative Hypothesis (H_a) : There is no significant effect of Task-Based Language Teaching on students' writing ability.

Besides, the data were considered had a significant difference if Asymp.Sig (2-tailed) was smaller than 0,05. It means that Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. In contrast, if Asymp.Sig (2-tailed) was greater than 0,05, the data were considered had not significant difference. It means that Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected.

Table The Result of Mann Whitney Test

Uobserved	Zobserved	Alpha (α)
910	13.012	0.05

From the formula above, the result showed that $z_{observed}$= 13.012 and the significance level of 0,05; zcritical = z(0,5-0,05) = z0,450 = 1,65. Thereupon, $z_{observed}$= 13.012 was greater than $z_{critical}$= 1,65, so that H was rejected and H_α was accepted. It means that there was a

significant effect on students' writing skill by using TBLT. Therefore, the research question has been answered.

The Result of Normalized Gain

No	Interpretation	N	Percentage
1	High	0	0%
20	Medium	15	50%
3	Low	15	50%
4	Not Increase	0	0%
5	Decrease	0	0%
	Total	**30**	**100%**
	Average	**0.28**	

The normalized gain was used to determine the categories of students' achievement improvement.
There were improvement criteria of normalized gain: if the gain score is
0,00 – 0,29 that means the improvement is low. Moreover, if the gain score is 0,30 – 0,69 that means the improvement is medium. In addition, if the gain score is 0,70 – 1,00 that means the improvement is high.

Table Categorization of normalization gain value

Normalized Gain Value	Interpretation
$-100 < g < 0.00$	Decrease
$g = 0.00$	Not Increase
$0.00 < g < 0.30$	Low
$0.30 < g < 0.70$	Medium
$0.70 < g < 1.00$	High

According to the table, the results of interpretation normalized gain explain that in general, students' improvement 15% at medium, and 15% at low. So that the average improvement in students is worth 0.28 and this means that the using Task Based Language Teaching has significant effect to develop students' writing skill in descriptive text.

DISCUSSION
In this study, it is found that TBLT potentially give positive impact in developing students writing skills in descriptive text. It is proved bythe results of interpretation normalized gain explain that in general, students' improvement 15% at medium, and 15% at low. So that the average improvement in students is worth 0.28 and this means that the using Task Based Language
Teaching has significant effect to develop students' writing skill in descriptive text. This finding is in line withKarim et al (2014), Rashid (2017), Kapifour (2018), Yuliana (2018), on their

research they found that the implementation of TBLT could improve the students' ability in writing text.

Before entering into data analysis process, the researcher put several findings that have been experienced in treatments process on this method. There were several incidents at several meetings that were important and influenced to the research process.

There were obstacles in arranging the descriptive text. Their lack of vocabulary becomes massive obstacle in writing descriptive text. Students find difficulties in using the adjective phrases. They wrote the phrases in wrong arrangement, since they put the adjective after the noun which is influenced by their first language which puts adjective after noun. As an example, native Indonesian language put the noun before adjective: gadiscantik, while in English the noun supposed to put after adjectives, beautiful girl. Besides, they also wrote an unfamiliar adjective which is also influenced by their first language translation.

The students also found difficulties in writing grammatically correct sentences. They did not know what tenses used in descriptive text. They cannot differentiate between verba and nomina sentences. Other than that, the little writing aspects such as the use of punctuation and spelling were also not good at all.

The students did not put the appropriate punctuation in some sentences. For example, they should put comma after they mention more than one adjective, but they did not. Mostly, their spellings were influenced by their background knowledge of vocabulary.

In the sixth and the next meeting, some of the students are seen a visible progression in arranging the descriptive text. For example, some students can put adjectives before noun, they already know how to use punctuation, spelling and how to use appropriate word. It showed that students begin to understand about descriptive text.

As stated by Richard and Renandya (2002) who says that writing is the most difficult skill for foreign language learner. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text that requires a variety of skills such as such content, organization, vocabulary, language use and mechanics. Therefore, writing is not easy and complicated.

In order to overcome such problem in writing skill, the teacher should have a way to make the students' writing well. One of the ways is by using TBLT method. From the implementation of TBLT in teaching descriptive text, it can be conclude that TBLT could improve and facilitated the students' writing achievements in teaching learning process. It was because TBLT promotes students' activeness and uses tasks as the center of instruction to complete the tasks. It means that in TBLT focus on students centered learning and the teacher as a facilitator.Zuniga (2016) says TBLT provides opportunities to experience spoken, reading, listening, and written language through meaningful class assignments that involve learners in practical and functional use of L2.

In conclusion, the use TBLT in teaching writing made a significant improvement in the students' score. Hence, it could be stated that the use TBLT in teaching writing descriptive text could be used to solve the writings' problem and increased the students' writing skill. Eventually the hypothesis proposed in this study which said "There is a significant effect of students' writing through Task Based Language Teaching" was accepted.

CONCLUSION

As the conclusion of this study, Task Based Language Teaching has significant effect in developing students' writing ability. It is proven by the research findings from pre-test and

post-test. The result showed that zobserved = 13.012 and the significance level of 0, 05; zcrirtical = z(0,5-0,05) = z0,450 = 1,65. Therefore, zobserved = 13.012 was greater than zcrirtical = 1,65, so that H0 was rejected and H was accepted. It means that there was a significant effect on students' reading comprehension by Task Based Language Teaching. Thus, the research question has been answered. Task Based Language Teaching gives stimulus for the students become active learning. The student was also motivated to share the information or express their discussion to others.

In the line of the topic about, the Task Based Language Teaching to develop students' writing ability in descriptive text, there are some following suggestions for teachers, students and related future. For teachers, it is recommended to apply Task Based Language Teaching in teaching process especially in writing activity. The use of Task Based Language Teaching will help the teacher builds a new atmosphere in teaching learning process. The class situation become more alive with various tasks given by the teacher, and the students' participation in the lesson increased. Besides, TBLT can motivate the teachers in creating interesting tasks and developing of media in the teaching and learning process of writing.

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