

Task Based Learning and Teaching (TBLT) in Teaching Writing

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ABSTRACT

This study was conducted to know whether there was any significant difference in the students' achievement in writing a descriptive text between those who are taught with "Task Based Learning and Teaching (TBLT)" and those who are taught without "Task Based Learning and Teaching (TBLT)". The population of this study was taken from all of the total number of the tenth year students from X1 to X4 in SMA N 01 Kandangserang, Pekalongan in Academic year 2013/2014. The numbers of population are 85 students. Meanwhile, the samples of the study were taken from X1 class with 21 students as an experimental group and X2 class with 21 students as a control group. The experimental research was carried out using quasi-experimental design and to analyze the data independent sample t-test and paired sample t-test of SPSS program was used. Based on the analyses, the significant value of post-test score using independent t-test both of the group showed 0,001 lower than 0,05. In addition, it was reinforced by the comparison between t-value and t-table which showed t value $>$ t table ($6,083 > 1,68$) so that working hypothesis is accepted and null hypothesis is rejected. It could be concluded that there was significant improvement of students' writing mastery using TBLT.

Key words: task based learning and teaching, teaching writing, experimental research

INTRODUCTION

English is a foreign language for Indonesian students. It is considered as a difficult subject for the Indonesian students because it is completely different from Indonesian in terms of structure, pronunciation and vocabulary. It involves four basic language skills: listening, speaking, reading and writing. All the skills are difficult for Indonesian students especially in writing. According to Leo (2007:1), writing is a process of expressing ideas or thoughts in words. To express the ideas into written form is not easy; sometimes, some of the students feel confused to write down their ideas. Generally, they

do not know how to start writing, so it will take a lot of time to write down something based on their ideas. That is why writing becomes a boring activity for the students.

Writing is including a performance skill. According to Brown (2000:30), performance is the overtly observable and concrete manifestation or realization of the competence. From the definition, writing can be said as a performance because manifestation of underlying knowledge of language such as the structure of the language, and the vocabulary. As a performance skill, practices are needed to get the

improvements in writing. Therefore, the researcher tries to find an effective solution to teach writing.

“Task Based Learning and Teaching (TBLT)” is an approach which can be used to improve the students’ writing mastery. Mastery is little different with competence. It is comprehensive knowledge or skill in a particular subject or activity, (Oxford dictionary, 1995:721) whereas according to Brundrett and Silcock (2002:8), competence is the base line of teaching effectiveness. It is the ability to do something successfully or efficiently.

According to Estaire and Zanon (1994:12), Task Based Learning and Teaching (TBLT) is a class work organized as a sequence of task and it is task generating the language to be used, not vice versa. From that definition, it can be said that in applying TBLT, the students are asked to do a series of task.

As stated before that TBLT is an approach based on the task. Most of the authors divide task into two types. They are communication task and enabling task. According to Nunan in Edward (2005:18), communication task is a piece of classroom work involving learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. From that definition, it can be said that communication task proposed to make the learners develop their English, especially for communication. It does not focus on linguistic aspects such as grammar, and vocabulary whereas, enabling task is a task providing the learners with the necessary linguistics tools to carry out a communication task (Etaire and Zanon,1994:15). It means enabling task focused on the linguistics aspects rather than the meaning, so the

learners can communicate well.

To carry out Task Based Learning and Teaching (TBLT), there are six stages or steps which may be followed (Etaire and Zanon ,1994:4). First, determining the theme is an important thing to carry out the task. The teaching and learning process using task will be pleasant if the theme is interesting for the students. The second stage after determining a theme is planning the final task. According to Estaire and Zanon (1994:23), final tasks are communication task at students’ highest point of communicativeness, at a level that is realistic and achievable by students in a given class. It means final task is the indicator of students’ development in communicative competence and it is a product of the students’ competence. Third, after planning the final task, the next step is determining unit objectives. It is the goal of the unit that the students will do. It will help the teacher and the student to achieve the goals of the unit. The next step is specifying the content. It is related to thematic aspect which students need to learn and develop in the future. The content is related to linguistic content such as the grammar, vocabulary, and lexical items. The next is plan the process. In this stage, the sequences of the task are given. Those are related to the final task in second stage. The final stage is designing the instrument and procedure to evaluate the students’ result.

Generally, giving the task cannot be avoided from teaching and learning writing. Based on the observation, the common task which was given to the students is by giving instruction to make written work directly. Sometime, not all the students have been ready to make it so they were confused what should they did. The difference of the common task and sequence of task in

TBLT is that in TBLT, some of the tasks were given to students with considering several aspects such as, the theme interesting for the students, the obvious objective of the task, the sequences of tasks which refers to the final task to encourage the students, and what the students need to achieve the objectives such as linguistics content, so using TBLT in writing will encourage the students to make written work than without using TBLT or giving the common task .

Based on the phenomena above, the researcher tried to apply TBLT for the tenth year students in SMA N 01 Kandangserang and formulated the problem of the study as follows: (1) to what extent are the tenth year students of SMA N 01 Kandangserang able to write a descriptive text taught using “Task Based Learning and Teaching (TBLT)”?, (2) to what extent are the tenth year students of SMA N 01 Kandangserang able to write a descriptive text taught without using “Task Based Learning and Teaching (TBLT)”?, and (3) is there any

significant difference in the students achievement in writing a descriptive text between those who are taught using “Task Based Learning and Teaching (TBLT)” and those who are taught without using “Task Based Learning and Teaching (TBLT)”?

Based on the statements of the problem above, the main objectives in this study could be stated as follows: (1) to find out the ability to write a descriptive text of the tenth year students of SMA N 01Kandangserang taught using “Task Based Learning and Teaching (TBLT), (2) to find out the ability to write a descriptive text of the tenth year students of SMA N 01Kandangserang taught without “Task Based Learning and Teaching (TBLT), and (3) to find out the significant difference of students’ achievement in writing a descriptive text between those who are taught using “Task Based Learning and Teaching (TBLT)” and those who are taught without using “Task Based Learning and Teaching (TBLT)”.

RESEARCH METHODOLOGY

In this study, the researcher applied quasi-experimental design. It has both pre- and post-test involving experimental and control groups. The population of the study is all of the total number of the tenth year students in SMA N 01Kandangserang, Pekalongan. According to Levy and Lemeshow (1999:13) population is the entire set of individuals to which findings of the survey are to be extrapolated. It means population is all individuals from the data collected. There are four classes of the tenth year students from X1 to X4 whereby 21 students in X1, 21 students

in X2, 21 students in X3 and 22 students in X4, so the total numbers of the tenth year students in SMA 01 Kandangserang are 85 students. From the population, the samples were taken. According to Arikunto (2002:109), sample is a part number of the subject who investigated. It means sample is a part of population supposed to represent the characteristics of population. In this study, the researcher took X1 class with 21 students as experimental group and X2 class with 21 students as control group. The design of research is described as follows:

Table 1. Experimental research design

Group	Pre-test	Using <i>Task Based Learning and Teaching (TBLT)</i> as treatment	Post-test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Based on the table above, both of groups are given the pre-test and post test. The difference is only in giving treatment whereby the experimental group gets the treatment, while there is no treatment for the control group. In addition, there are two kinds of variables: dependent and independent variable. The independent variable is using “Task Based Learning and Teaching (TBLT)” in teaching writing, whereas the dependent variable is students’ writing mastery.

To collect the data, instrument was needed. Instrument plays an important role in research project. Instrument is equipment in research using a method (Arikunto, 2002:126). The instrument is used to achieve the accuracy of the data and it can indicate that the research is feasible or not. In this study, the researcher used observation and test as the instrument to get the data. There were two kinds of test that the researcher used, they were pre-test and post-test.

Before carrying out the research, the researcher did observations. It was used to observe the teaching and learning writing in the classroom. The observation was done by the researcher both in the experimental and control group. The result of observation gives the information toward the students’ activities during their studies. Furthermore, before conducting the experiment, the students were given a pre test. It was used to know the students’ writing mastery of the students before they got the treatment. The test was writing a descriptive text. It was describing students’ favorite

athlete. It was done in both of the control and experimental groups.

After the pre test was given, the treatment was started; the students was treated with “Task Based Learning and Teaching (TBLT)” in teaching writing. The treatment was carried out based on the six stages of planning processes in Task Based Learning and Teaching (TBLT). Those processes were as follows:

- a. Determining the theme: the researcher determined describing particular person as the theme of the task.
- b. Designing the final task: at the end of the unit, the students will carry out the task to write a descriptive text describing their favorite actor or actress.
- c. Determining the objectives: during the unit, the students will develop their ability and knowledge necessary to write about themselves or other people and ask for and understand information about people.
- d. Specifying the content: there are some specific linguistic objectives for the unit such as grammatical content (simple present tense), pronouns (I, you, we, they, etc) to be (am, is, are), lexical content (hobby, number) and functional content giving information about name, age, address.
- e. Designing the process
 Task 1: the students will describe themselves based on physical appearance and the characters. Each of them will

write about themselves based on the physical appearance in piece of paper;

Task 2 : the students will describe their classmate based on the characters and physical appearance . The students are divided into a groups consist of 4 students. Each of them will write about their friends based on the physical appearance in piece of paper;

Task 3 : the students will describe their member of family. Each of them will write individually.

- f. Designing the instrument and procedure to evaluate the students' result.

Based on some steps above, the students were given the treatment using the different tasks in three meetings. In addition, while the students wrote the descriptive text, the researcher gave some explanations related to the social function and grammatical features of descriptive texts, vocabularies, and how

they could describe the person in the treatment.

To know what extent the students have formed after studying certain program, post-test was given. The researcher used post test to know whether the result of teaching writing using “Task Based Learning and Teaching (TBLT)”of the tenth year of SMA N 01Kandangserang, Pekalongan gave an improvement for student’s writing mastery or not. The post-test was the final task planned before the sequences of the task in treatment. It is writing a descriptive text describing the students’ favorite actor or actress. When the students did the test, the researcher told them what criterions of the scoring were. The researcher used analytic scoring which consists of five aspects of writing: content, organization, vocabularies, language use and mechanics (Weigle,2002:114).

In this study, the researcher and the teacher had a role as scorer. Two scorers were used to get the objective data. Next, the results were classified into the grading categories below.

Table 2. Grading Category of Score

Score	Category
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Haris,1969)

In this study, some of analyses were applied to analyze the data, such as normality and homogeneity test, and t-test analysis.The normality and homogeneity of the data my give the information related to characteristics of the data, while t-test may be used to

know whether or not two groups have the same mean.

There are two kinds of t-tests. According to Larson (2010:241), the first is called the independent-samples t-test when the groups consist of different people, and another is paired-samples t-

test when the groups consist of the same people sampled at different time periods. This study consists of different groups: control group and experimental group, so independent t-test was used to know whether or not both of them have the same mean. Moreover, paired-sample t-test was used to know the difference in mean score before and after treatment in a group. In this study the researcher used alpha level at 5%. The result of analysis can be interpreted by comparing p -value and alpha level. According to Larson (2010:98) p -value

is the proportion of the distribution that has a value as extreme as the t-statistic or larger (it tells us how far out in the tails of the distribution we are). If p -value $< 0,05$, it means there is a significant difference after using TBLT, so null hypothesis (H_0) is rejected and the working hypothesis (H_a) is accepted but if p -value $> 0,05$, it means there is no significant difference after using TBLT, so null hypothesis (H_0) is accepted and the working hypothesis (H_a) is rejected.

FINDING AND DISCUSSION

1. Results

After collecting the data, the data were analyzed. Some aspects of results are follows:

Normality and Homogeneity test

To know the normality distribution of the data, the data were analyzed and presented. The number of sample for each group is 21. The significant value of pre-test score in experimental group is 0,883 whereas the significant value of pre-test score in the control group shows 0,705. It means the distribution of data in both of the groups are normal because the significant value is more than 0,05. In addition, the Q-Q plots illustrate that the data in both of the groups closed with the line. It means the distributions of the data in both of the groups are normal.

To examine the homogeneity of the data, Larson (2010:87) states that there are different ways of examining the homogeneity of variances of the data checking variances by box-plots of groups. The box-plots display the homogeneity of the data. The box area illustrates a visual description of the variance. In both of the boxes in each groups shows the homogeneity of the data. There is only one student from the experimental group in outlier spot.

Frequency distribution of pre-test, and post-test

The result of the test and its frequency will be described below:

a. Pre-test

The frequency distribution of pre-test scores of each sample in the experimental and control group are shown. Based on the analysis, it can be said that the distribution of pre-test score both of the groups are not too different. It can be shown by the mean value both of the groups and the most of students got the scores lower than 50,00 although there is a student getting the score more than it. In other word, the ability of the students both of the groups is in the same level.

b. Post-test

After giving treatments for the students, the researcher gave post-test to know the difference of students' writing mastery. The results of the post-test in experimental and control groups were shown in the frequency distribution table.

Based on the description above, the distribution of post test

score both of the groups are different. The mean value of the experimental group is higher than the control group (51,26>41,43). In addition the most frequency of the students' post-test score in control group is in between 40,00 – 49,99 which is not too different with the pre-test score, whereas in the experimental group there are some students' scores more than 50,00. Therefore, there is enhancement of the post test score in the experimental compared with its pre-test score.

Significant Difference of the Pre-test and Post-test Using Paired Sample T-test

As stated before that paired-sample t-test is used to analyze the data in the groups consisting of the same samples. In this study, the paired-sample t-test was used to analyze between pre-test and post-test both of control and experimental groups.

a. Paired t-test of the experimental group

Table 3. Paired samples test of the experimental group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	-7.78571	4.97386	1.08539	-10.0497	-5.52164	-7.173	20	.000

The table above describes the difference between pre-test and post-test scores in the experimental group. From the table above, the mean value shows -7,78571 and the standard deviation value shows 4,97386. While, the standard error mean is 1,08539. In addition, it shows the interval of deference score of pre-test and post-test in 95% confidence. As can be seen, t

The descriptive statistics of the experimental group's scores before and after treatments can be seen in the table 8 at the appendixes. It informs that number of sample (N) consists of 21 samples. The mean value before treatment is 43,47 and 51,26 after treatments. It means most of the students' scores increased after getting treatments. While, the standard deviation before treatments is 4,28 and 6,86 for after treatments. Moreover, standard error mean shows 0,93 for before treatments and 1,49 for after treatments.

In addition, the correlation table between paired samples is 0,692. It means there is a correlation between the score before treatments (pre-test) and after treatments (post-test). The significant value at the table is 0,001 less than 0,05. It means there is a correlation between paired samples. Moreover, the paired samples t-test table of the experimental group can be seen below:

value shows -7,173 and df (degree of freedom) shows 20. It is taken from the number of samples minus 1. Moreover, the significant value in the table above is 0,000. It means there is significant difference between the students' pre-test and post-test scores.

b. Paired t-test of the control group

The descriptive statistics table of the students' pre-test and post-test score in the control can be seen in table 10 at the appendixes. It shows the number of samples consisting 21 samples. Furthermore, mean value is 41,7619 for pre-test and 41,4286 for post-test. Both of mean values are little different. It means there is no enhancement of the most of students' score .While, the standard deviation column shows that standard deviation of pre-test is 2,74144 and 2,78965 for post-test. The last is standard error

mean shows 0,598 for pre-test and 0,609 for post-test.

In addition, the correlation table between paired samples in the control group can be seen in the table 11 at the appendixes. From the table, the correlation value shows 0,699. It means there is correlation between students' pre-test and post-test score. The significant column at the table is 0,000 less than 0,05, so there is correlation between paired samples. Moreover, the paired samples t-test table of the control group can be seen below:

Table 4. Paired Samples Test in The Control Group

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test – Post-test	.33333	2.14670	.46845	-.64383	1.31050	.712	20	.485

As shown at the table, the mean value is 0,33333 and the standard deviation value is 2,14670, whereas the standard error mean is 0,46845. While, t value shows 7,12 and df shows 20. Moreover, based on the analysis, the significant value is 0,485 more than 0,05 ($0,485 > 0,05$). It means there is no significant difference between the students' pre-test and post-test score.

The Significant Difference Between Experimental group and Control Group Using Independent Sample T-test.

Because of this study is to know whether or not control and experimental groups have the same mean, so that independent t-test was used. It is used to analyze the data in the groups consisting of the different samples. The result of analysis can be seen below:

Table 5. Independent samples test group statistics

	1.Exp, 2.Kont	N	Mean	Std. Deviation	Std. Error Mean
pretest	dimen 1.00	21	43.4762	4.28508	.93508
	sion1 2.00	21	41.7619	2.74144	.59823
posttest	dimen 1.00	21	51.2619	6.86225	1.49747
	sion1 2.00	21	41.4286	2.78965	.60875

The table above shows some descriptive statistics of the experimental and control groups. The

number of samples both of the class consists of 21 samples. The mean value of pre-test both of the groups are not

too different (43,476 > 41,762) although the mean of the students' pre-test score in experimental group is higher. Moreover, there is a significant difference of the mean value of

students' post-test score whereby in the experimental group is higher (51,262 > 41,423).

Table 6.

Independent Samples Test Between Experimental Group and Control Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest	Equal variances assumed	2.799	.102	1.544	40	.130	1.71429	1.11007	-.52925	3.95782
	Equal variances not assumed			1.544	34.023	.132	1.71429	1.11007	-.54159	3.97016
posttest	Equal variances assumed	13.398	.001	6.083	40	.000	9.83333	1.61647	6.56632	13.10035
	Equal variances not assumed			6.083	26.435	.000	9.83333	1.61647	6.51328	13.15338

From the table above, Levene's Test for Equality of Variances of pre-test column shows the significant value of pre-test both of the groups are 0,102 more than 0,05. It means there is no significant difference between pre-test scores both of the groups because null hypothesis (Ho) is accepted and the working hypothesis (Ha) is rejected.

On the other hand, the significant value in the post test is 0,001 less than 0,05, so there is a significant difference between students' post-test score in the experimental and control groups or in other word null hypothesis (Ho) is rejected and the working hypothesis (Ha) is accepted.

DISCUSSION

This research was conducted to know whether Task Based Learning and Teaching (TBLT) give significant effect for improving students' writing skill or not. The samples were taken from the tenth year students of SMA N 01Kandangserang whereby X1 class as the experimental group and X2 as the control group. Each of the group

consists of 21 students. In conducting the research, pre-test and post-test were given to get the data. The test was writing descriptive text. Next, the researcher analyzed the data using t-test.

Based on the result of analysis using independent sample t-test, the significant value of the pre-test in both of groups are 0,102 more than 0,05. It

means there is no significant difference between pre-test scores both of the groups. On the other hand, in the post test, it shows 0,001 less than 0,05. It means there is a significant difference in the students' post test score. In addition to the significant value of independent sample t test, the mean score of the students in experimental and control groups using paired sample t-test can indicate the significant effect of using Task Based Learning and Teaching (TBLT). In the experimental group, the mean value of pre-test is 43,476. If refers to the grading category, the most of the students' writing mastery are in very poor category whereas, while the mean value of post test is 51,262 and it is in poor category. It means the score of the students increased after getting treatments and there is a progress of their writing mastery from very poor category to poor category. On the other hand, in the control group, the mean value of pre-test is 41,76, whereas the mean value of post-test is 41,428. If it refers to the grading category, both of pre-test and post-test's mean value are in the same level category. The most of the students' writing mastery are in very poor category. It means there is no significant difference between both of

the scores, so it can be concluded that there is no progress of the students' writing mastery.

Based on the result of this study, TBLT can be an alternative approach to increase the students writing mastery. Applying the series of the task as the core of TBLT in teaching writing to the tenth year students of SMA N 01 Kandangserang is accordance with input hypothesis by Krashen(1987:20-25), he explained the concept represented by $i+1$ whereby i represents the "current input" of the learner and $i+1$ represents if a learner is at a stage 'i' then he/she gets the comprehensible input. The series task in TBLT helps the students to accept new input. Not all the students are in the same level to accept certain input. If the teacher gives the common task by asking the students to write descriptive text directly based on the certain theme, some of the students will be confused. In other word if a student is in stage 'i' and he/she gets the new input too far with the current input ($i+3$, etc) he/she may not be ready to do. Therefore the series task in TBLT can help the students to be ready before doing the final task, because the entire series task refers to the final task.

CONCLUSION AND SUGGESTION

After analyzing the data, the researcher concludes that the tenth year students of SMA N 01 Kandangserang in writing mastery especially in writing descriptive is still low. It can be seen from the most of the students' pre-test score are in the very poor category. The next, after the students in experimental group were taught with TBLT, the students' score increased. It is proved with the improvement of the most students' category score from very poor to poor. In addition, there is significant difference of the students of the

student's writing mastery taught with and without using TBLT. It can be known from the significant value of the t-test result. The significant value of post-test score both of groups using independent t-test analysis shows 0,001 lower than 0,05.

Based on the conclusion of the study that there is a significant difference of using Task Based Learning and Teaching (TBLT) in the teaching and learning to improve the students' writing mastery, the researcher has some suggestions as

follows:(1) for the teacher, Task Based Learning and Teaching (TBLT) is approach which can be used in teaching English, especially in teaching writing. Giving tasks in some meetings can encourage the students to write. In addition, the teacher can monitor the students' writing progress in every meeting and deciding what he needs to improve the students' writing mastery in the next meeting, (2) for the students, as stated before that writing is very important in communication, so it should not be avoided although it is the

difficult subject. The students need more opportunities to practice. Moreover, by practicing, they can try to write and develop their ideas well. They can measure their writing mastery and improve their mistakes time by time so they will be good writer, (3) for the readers, they should be interested in writing English and practice it more. As the performance skill, writing takes a long process. Making writing as a habit by practicing is the effective way to get the improvement in writing.

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