

**THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING
(TBLT) TO IMPROVE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT**

**Ricky Octavianus Simamora*. Mahpul, Ramlan Ginting Suka
English Education Study Program, Teacher Training and Education Faculty**

**Lampung University
*rickyoctavianus10@gmail.com**

ABSTRACT

Abstrak. Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan TBLT dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif. Sampel penelitian adalah siswa SMP Widya Dharma Bandar Lampung. Data penelitian diperoleh dengan menggunakan tes tulis; Tes pra dan uji pos. Data dianalisis dengan uji T-test berulang menggunakan SPSS 16.0. Selain itu, hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan antara pre dan post test selanjutnya metode ini berhasil meningkatkan kemampuan menulis siswa. Singkatnya, TBLT mampu meningkatkan kemampuan siswa dalam menulis.

Abstract. The objectives of this research is to find out whether the implementation of TBLT can improve students' ability in writing descriptive texts. The sample of the research are is junior high school student of Widya Dharma Bandar Lampung. Data of the research were obtained by using writing tests; Pre tests and post tests. The data were analysed by Repeated measure T-test using SPSS 16.0. Moreover, the result showed that there is a significant difference between the pre and post test furthermore the method has successfully improve students writing ability. In Short, TBLT is able to improve student's ability in writing.

Keywords: *TBLT, The Framework of TBLT, The Concept of Writing, Descriptive text.*

INTRODUCTION

Writing is a process of communication that uses the conventional graphics system to convey a message to readers as stated by Nunan (2003). Writing is the physical act of committing words or idea, thinking about how to express them and organizing them into statements and paragraph that will be clear to the reader. Based on the objectives above, the teacher needs something better that can be applied in the teaching-learning process, and also as the considerable materials which are crucial engaged in students' real life to measure how far students comprehend the content. Therefore, the student once faced experiences something, they can ultimately realize that what they faced is something important for the sake in improving their writing skills. This process is widely known as the task-based language. It is a "task" which may be a solution. The task is an activity that should be done by the students, it requires the students make outcome from given information through some process of thought, and allows teachers to control and regulate that process. This Research was conducted in the second grade of SMP Widya Dharma. Therefor, therefore, two kinds of students constraints were dealing with. The first constraints the signing of students' writing ability. This research on purposing the task-based on Writing regardful the student's life and also the achievements of the students during treatment which were as descriptive quantitative research. This research was conducted were Widya Dharma Junior high school while sample of the research are 15 students.

Students were able to face, felt, and did are the tasks by themselves. The researcher believes that by doing tasks, the learner can write more expressively. By involving some kind of activities, learners were able to improve their knowledge and experience, especially in writing descriptive text. Then, the researcher also investigated the students' interest to see their psychological attitudes that could reasonably be interpreted as measurements on a proper of applying TBLT. Based on the previous explanation, then questions appear concerning with the implementation of TBLT I writing descriptive text in that school. Regarding these research questions, the researcher formulated some

research questions as follows: “Does the implementation of Task-Based in Language Teaching improve students’ ability in writing the descriptive text?”

LITERATURE REVIEW

1. The Concept of Writing

The Concept of Writing Teaching writing is important for the students. Teaching writing is intended to encourage the students to express the ideas and thoughts in the written form. The students need to know how to write letters, reports, an essay, the story and so on. Nunan (1989: 36) stated that writing includes the control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. The process approach to writing instruction is needed by the students. The students will not be confused if there is some instruction in teaching writing.

2. Task-Based Language Teaching

One of the method that can be adopted for teaching is Task-Based Language Teaching (TBLT) as the part of the communicative approach. TBLT seeks to develop students’ interlanguage through providing a task and then using language to solve it. It was first developed by (Prabhu 1987) in Bangalore, Southern India. Prabhu believed that students may learn more effectively when Prabhu (1987) states that the task is an activity that requires learners to give outcome from a information through some process of thought, and which allow teachers to control and regulate the process. From the definition above, it means that the task is activated in which the target language is used for a communicative purpose to achieve an outcome (Willis, 1996).

Willis (1996) listed the following types of tasks of TBLT:

a. Listing

Listing includes a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

b. Ordering or sorting

This type of task includes sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

c. Comparing

This type of task includes matching, finding similarities, differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.

d. Problem-solving

This type of task includes analyzing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

e. Sharing experience

Sharing experience tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

f. Creative tasks

These include brainstorming, fact-finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analyzing abilities.

3. Descriptive Text

Descriptive text is a text that is used to describe a particular thing, person or place. It talks about a specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, if you want to make a descriptive text about your mother you have to write her physical features, such as how is her hair, nose, lips, cheeks, body, etc. her personality, and other descriptions.

Wyrick (1987) defines descriptive text as a text which talks about describing on a particular person, place, or thing. So, the function of this text is to give readers description of a particular person, place, animal, or things wereever, according to

Decker (1989) in its forms description is either objective or impressionistic (subjective). The objective description is purely factual, uncolored by any feelings of the author; it is the type used for scientific papers and most business reports. But impressionistic description, as the term implies, at least tinges the purely factual with authors' personal impression; instead of describing how something is, objectively, he describes how it seems subjectively. In this case, the definition of description can be concluded as a description of how something is or how it seems, or how it looks like. We can describe person, place, animal, things, moments, theories and also facts.

RESEARCH METHOD

In this research, the researcher will use quantitative research methods since the purposes of this research are find whether TBLT can improve student's ability in writing descriptive text. The design of this research will be two groups pre-test post-test design.

The Population of this research were student in SMP Widya Dharma Bandar Lampung. The researcher closed the second-grade students since the descriptive text was one of their learning materials. The researcher employed writing pretest and posttest were administered in this research to gain the data. There were 3 treatments and the treatments were focused on guiding question technique in which the material used was descriptive text. During the treatments, the students were asked to write a descriptive text based on the guiding questions given.

Table 1.1 Students' Achievement in the Pretest and the Posttest

No.	Students' score	Pre-test		Post-test	
		Freq.	%	Freq.	%
1	50 – 59	6	40%	1	7%
2	60 – 69	4	27%	6	40%
3	70 – 79	5	33%	5	33%
4	80 – 89	0	0%	3	20%
5	90 – 100	0	0%	0	0%
Total		15	100%	15	100%

Table 1.1 shows that the students' scores in both writing pretest and posttest. In the pretest, there are 6 students who are in the first interval score and these students represented the lowest interval of writing test. Then, the majority of the students were in the second and third interval, which range is 50 – 59. These ranks attained 40% each rank with 5 students which composed the biggest frequencies in writing pretest. Moreover, there were 4 students in the next interval that the range was from 60 – 69. The next Interval range was from 70 – 79. Five students were in this interval. The last interval in writing pretest was from 80 – 89. No student was in this interval.

In the posttest, there was 1 student in the lowest interval which ranges from 50 – 59. It means that the students who were in the lowest interval, was improved. The second interval range was from 60 – 69. There were 6 students in this interval. Then, in the third interval 70 – 79, there were 5 students. The fourth interval was the biggest frequency with 20%. The last interval range was from 90 – 100 represented the highest interval in the posttest. no students were in the highest interval of the writing posttest.

Given the information of Table 1.1, it is able to be concluded that there was an improvement of students' ability in writing ability. Some of, in other words, the students' score was in the same class of pretest and posttest and some are decreased to the lower class.

Moreover, the comparison of an individual aspect of writing between the pretest and the posttest was shown in Table 1.2 below.

Table 1.2 The Significance of the Students' Improvement in each Aspect of Writing

Aspect of Writing	Mean Score of Pretest	Mean Score of Posttest	Gain	Significance
Content	1,83	2,03	1,93	0.000 (significant)
Vocabulary	1,97	2,17	2,07	0.000 (significant)
Language Use	1,03	1,93	1,98	0.000 (significant)
Mechanics	1,77	1,93	1,85	0.000 (significant)
Organization	1,87	2,13	2,40	0.000 (significant)

Table 1.2 showed that the students' mean score of pretest was 1,03 which meant that it is still low. While in posttest, the students' mean score improved up to 1,93. It proved that there is an improvement in students' descriptive text writing ability after the implementation of task-based language teaching. Moreover, it can be seen that there are also an improvement in all aspects of writing including content, vocabulary, language use, mechanics and organization. The aspect with the highest improvement is Language use. The second is organization, content, vocabulary, and mechanics. The improvement of the organization was 2,40, content was 2,03, vocabulary was 2,17 and mechanics was 1,85.

Therefore, it can be concluded that the improvement are students' descriptive text writing ability is significant in the form of four writing aspects; content, vocabulary, language use, and mechanics. In brief, the several tests above proved that the data are taken from random and normality distributed. At the last, paired samples test shows the difference in the students' ability in writing descriptive

text through task-based language from pretest score to posttest. It can be concluded that the hypothesis number one is accepted.

The null hypothesis is rejected if $t\text{-value} > t\text{-table}$ with the level of significance at <0.05 . The data of this research shows that $t\text{-value}$ was 6.441, which the data significant based on $t\text{-table}$ are at least 2.145 and $0.00 < 0.05$. Therefore, for the hypothesis, the null hypothesis are rejected and the research hypothesis are accepted. It means that there is a statistically significant Implementation of task-based language teaching on students' descriptive text writing ability by the third grade of Widya Dharma Bandar Lampung.

The first draft are made after prewriting. The second draft is made from comment and suggestion given by their friends while they exchange their works. There are improvement between the first draft and second draft in the term of content, vocabulary, language use and mechanics.

CONCLUSION AND SUGGESTION

Based on the findings and discussion in the previous chapter, the researcher is forward the following conclusions that The implementation of TBLT improved the students' ability in writing descriptive text. It was proved by the probability value of the mean scores of the students' writing. There are several suggestions that might be useful for the teacher and further researcher. The result of this research showed improvement in students' writing score in the pretest and the post-test. It meant that the first hypothesis was accepted. It was also assumed that the guiding question technique contributes to improving students' writing ability. Through task-based language, the students were given guidance in form of sets of the question in writing descriptive text to help them express their ideas.

For a teacher, first, it is suggested to use or imply the Task-Based Language Teaching (TBLT) in their class teaching because it can improve the students' ability, especially in writing. Second, the teacher has to design interesting activities for the task so that it enables students to be creative and motivating them to learn. Third, the teacher also has to recreate the students' course book in order to match with students' need and context, and fourth, the teacher also should consider and use the other approaches/methods in his/her classroom. For further

researchers who will conduct a similar study, there are also some suggestions. First, TBLT can be implemented in other skills such as listening, speaking, and reading. Second, TBLT can be applied in teaching other texts such as descriptive, expository, or persuasive. Third, TBLT can be applied in elementary school, junior high school and also in the university level.

REFERENCES

- Nunan, D. 2004 *Task-based language teaching*. Cambridge University Press, 2004
- Nunan, D. 2003. *Practical English language teaching*. New York: McGraw Hill.
- Nunan, D. 1989. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. 1991. *Communicative tasks and the language curriculum*. TESOL Quarterly 25(2): 279-295.
- Raimes, A. 1983. *Techniques in teaching writing*. New York: Oxford University Press.
- Raimes, A. 1983. *Techniques in teaching writing*. Newyork: Oxford University Press.
- Ellis, Rod. 2008. *The methodology of task-based teaching*. Retrieved on 11th June 2012 from <http://www.asian-e-fl-journal.com>
- Nunan, David.1989. *Designing tasks for the communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, David.1992. *Research Methods in Language Learning* Cambridge: Cambridge University Press.

Richards, Jack C., & T.S. Rodgers. 2001. *Approaches and methods in language teaching*. Second Edition. Cambridge: Cambridge University Press.