IMPLEMENTATION OF TASK BASED LEARNING METHOD IN WRITING DESCRIPTIVE TEXT

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Abstrak: Tujuan dari penelitian tindakan kelas kolaboratif ini adalah untuk mencari bagaimana *Task Based* Learning dapat meningkatkan partisipasi siswa dan nilai menulis deskriptif pada siswa kelas X.9 di SMAN 5 Bandarlampung pada tahun ajaran 2012/2013. Data penelitian berupa interaksi verbal dan non-verbal dari interaksi guru-siswa dan antar siswa yang dikumpulkan lembar observasi, kuisioner, dan tes menulis deskriptif. Hasil dari penelitian menunjukkan bahwa terdapat peningkatan yg baik pada partisipasi dan nilai hasil menulis siswa pada siklus II dibandingkan siklus I. Selain itu, perbedaan antara perlakuan pada siklus I dan siklus II terletak pada jenis modifikasi tugas-tugasnya dan manajemen kelas tersebut. Hal ini sepertinya dapat menjadi salah satu solusi dalam menangani tantangan pada saat penerapan TBL dalam kelas yang memiliki siswa dalam jumlah cukup besar.

Kata kunci : Task Based Learning, penelitian tindakan kelas kolaborative, kemampuan menulis

Abstract: The objectives of this collaborative classroom action research were to find out how Task Based Learning can improve the students' parcipation and writing ability in writing descriptive text at class X.9 of SMAN 5 Bandarlampung in academic year 2012/2013. The data were collected through observation sheet, questionnaire, and writing descriptive test. The result of the research showed that there was better improvement of the students' participation and writing score in cycle II than cycle II. In addition, the difference between cycle I and cycle II was the modification of the tasks and class setting. It probably become the solution in overcoming the challenge when implementing TBL in large class size.

Keywords: Task Based Learning, collaborative classroom action research, writing

INTRODUCTION

Based on researcher the pre-observation at SMAN 5 Bandarlampung, it was found that most of the students from the first year of the school still have difficulties in producing a descriptive text. There are only 61.86 % students from the first year of the school was not good enough in writing text. Therefore, it was difficult to the students to express their ideas clearly in a form of descriptive paragraph writing. The researcher, then, identified some factors that may cause students' problem in writing text. First, students' confused in using the appropriate tenses.. Second, some of them were still difficult in developing the content of descriptive text. Third, some of the students were less attention in mechanic aspects. Some of them made a frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting so that the meaning confused and obscured.Referring the explanation above, Wilkins (1983:4) said that students' learning depends on the effectiveness of the teacher's techniques and prepare the interest material. The English teacher also needs to be creative in preparing material and creating such new techniques. Thus, a teachers' role are nothing more than a guide whereas students' roles are highly active.

Task-based language learning was defined by Breen (1987:23) as 'any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task.' In this view, 'task' is assumed to refer to all kinds of work plans that have the overall purpose of facilitating language learning, from the simple and brief exercise type to more complex and lengthy activities such as group problem solving or simulations and decision making (Wesche and Skehan, 2002). Like many other innovations, task-based learning is linked to educational mainstream by its close relationship with experiential learning. Willis (1996:1) presents a TBL approach where tasks are used as the main focus of the lesson within a supportive framework. She holds that "the aim of tasks is to create a real purpose for language use and to provide a natural context for language study."

METHODS

The subject of this collaborative classroom action research was class X.9, the first year students of SMAN 5 Bandarlampung. This research were to find out how Task Based Learning can improve the students' parcipation and writing ability in writing descriptive text at class X.9 of SMAN 5 Bandarlampung in academic year 2012/2013. The data were collected through observation sheet, questionnaire, and writing descriptive test. According to Arikunto (1993:210), if more than 75% of the students are actively involved in teaching and learning activities, it can be categorized as good level. The target of the learning product was determined by the researcher and observer is 70 or more or better. It is done because the standard score or KKM (*Kriteria ketuntasan Minimal)* stated by the school for English subject. If at least 75% of the students could reach 70 or more for the writing descriptive text, it means that teaching writing descriptive text through Task based Learning is applicable to improve the students' writing ability. The scoring criterion used was adapted based on ESL composition profiles by Jacobs (1981:92-96).

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RESULTS

The average percentage to the students' activities at cycle I based on the observation sheet showed that 68.82 % or 23 students of 33 students that active during the teaching learning activities. It was found that there were still 10 students who were still passive. According to the result of students' observation sheet in cycle I that there were only two aspects, which were achieved satisfactorily (all the students (100%) could achieve the target), they are:

- All the students were comfort to deliver comment and suggestion after the teaching learning process. Both the teacher and students reviewed the activities they had done during the teaching and learning process.
- The assignments that were given by the teacher were appropriate with the lesson that the students had learnt.

Based on the result of students' writing score in cycle I, there were only 17 students (51.52%) who scored 70 or more. Meanwhile, 16 students (48.48%) could not reach the indicator yet. It meant that the result in the first cycle had not fulfilled the indicator yet, that was 75% of the students score 70 or more. 7 students (21.21%) scored 60 – 69 or got average criteria in constructing the content, organization, vocabulary, language use, and mechanics. Meanwhile there were 7 students (21.21%) scored 50 – 59. They still had weaknesses in constructing the content, organization, vocabulary, language use, and mechanics. Then, 2 students (6.06%) got score 40 – 49 since they had poor capability to construct the content, organization, vocabulary, language use, and mechanics.

In the cycle II, the average percentage to the students activities based on the observation data showed that 84.84 % or 28 students of 33 students that active during the teaching learning activities. The number of passive students decreased from 10 students became 5 students. As the percentage of the students' participation in the class activities was already more than 75%, it meant that the students' participation in teaching learning process can be categorized as a good level (Arikunto, 1993:210).

The result of students' questionnaire analysis at cycle I & II shows that there were seven aspects increased, which were achieved satisfactorily (all the students (100%) could achieve the target), they are:

- All the students felt that they got something (new knowledge/skill from the teaching learning process.
- All the students were comfort to deliver comment and suggestion after the teaching learning process. Both the teacher and students reviewed
- All the students got clear with the teacher's explanation.
- All the students thought that there was a benefit from the learning process for their daily lives
- The assignment that they were given by the teacher were appropriate with the lesson that the students had learnt.
- All the students felt that they got involved in the teaching learning process

- The technique used by the teacher during teaching learning process made the students easier to make a descriptive text

Furthermore, the results of students' writing score shows that there was a better improvement in the cycle II. There were 16 students (48.48%) scored 40 – 69 at Cycle I, while at Cycle II the number decreased into 8 students (24.24%) who got score 40 – 69.

DISCUSSION

In cycle I, the teacher begun the task from giving brainstorming about social problems in the environment up to giving a drawing task. Although all the task given in the cycle I referred in order to make the teaching and learning process be students-centered as the principle of TBL, but the researcher considered the weaknesses of the first cycle. In the first cycle, the teacher should reinforce the students concerning the components of writing before they write a descriptive text. Then, the teacher should optimize the role of TBL in every task given that more students-centered and modifying class setting. This aims to overcome the weakness of the implementation of TBL in the large class sizes as the researcher found in the class X.9.

Working individually in doing a task without having a group discussion might make the students feel confused. Therefore, they did not enjoy in the learning process. They did not have partner to discuss so they would say that they did not get experience in the activity. Based on the informal interview with some students outside of the class, many students thought that working individually in such a particular task were not comfortable enough. They said that they need partner to discuss for the activities. Some students were shy; they were still afraid in asking question to the teacher.

Those problems result the students confusion in doing the English task individually. The teacher, therefore, had to find a better way in order to make the students feel comfortable in doing the task. The teacher, then, optimized the role of TBL in the second cycle which engaged the students' attention to get involved

during the teaching learning process. Thus, the teacher created the atmosphere that could let the students having discussion in a group. The groups were set by the teacher. To make it more student-centered as the principle of TBL, the teacher set the group by various range score of students from low level students to high level students. Some high students, which had been trained by the teacher, then, were expected that they could help their friends who found difficult or something peculiar in doing the task. The group discussion were planned for the students who were shy or even had a low score to feel free in asking some questions to their friends in their group. This might become an alternative way for helping the students who felt reluctant to ask some questions to the teacher.

In cycle II, the teacher also modified the class setting by grouping the students to work in a group of six. Each group consisted of each range of score. Mixing the student with the low score to the high one was aimed to make the language learning process easier to be reached. The high score student could help his/ her teamwork and vice versa. The low score student could learn and ask about the lesson freely without any reluctance as they ask the teacher. Although the students had a group discussion, they were demanded to make their own task. It meant that the students were scored by the individual work. Therefore, even the students given a same theme, but they could create different titles of descriptive writing. By optimizing the function of students' tasks in a group, it means that the teacher also optimize the role of TBL.

It results a better improvement during the teaching learning process from the first to the second cycle. Based on the questionnaire data, it can be said that the most of students were active during teaching learning process. Although there were still three students who were not interested in asking question for something peculiar or difficult, one students did not feel enjoy in the teaching learning process and two students who felt that they did not got new experience from the group activities, but the most of the class had been more excited in learning English. It was showed by the increase at 7 points of students' questionnaire. After the Cycle II was conducted, the students turned to follow the lesson seriously and asked the question or gave comments to the teacher if they found something outlandish.

This research answered that TBL could assist the students in writing descriptive paragraph. According to Mckay (1985:4) states that when we want to describe something we must be able to make the reader understand what we mean. The using of drawing step as one of TBL task in this research helps the students in creating the smooth flow within their descriptive writing that deals with the content.

However, in the cycle II, the teacher only focused on the weaknesses of Cycle I, the components of writing especially for the use of simple present tense and the overcoming way for large class size**.** After the second cycle was conducted, the result showed that 24.24% of improvement. There were 28 students (84.84%) of 33 students who did 75% of activities observed by the researcher. The students seemed more enthusiastic in the teaching and learning process by optimalizing the role of TBL technique in the process and by modifying the class setting.

However, the better progress in learning process of Cycle II also impacts the learning product of the Cycle II. By having implemented teaching descriptive text through optimalizing of the role of TBL technique in the tasks given and by modifying the class setting, it is found that this approach can enhance students' writing component.

Based on the students' writing result, it was found that the students difficult in language use aspect, the students were unable to use appropriate tense in writing descriptive. In terms of mechanics aspect, the students could minimize their errors in spelling, punctuation, and capitalization. There was one student who got very poor. It seemed that the student not pay attention to the teacher explanation. The student thought that it was not important enough. However, mechanics aspect is very important since the wasy someone uses conventions that affects the meaning of the writing. As a sollution, the teacher should ask the student to be more careful in their spelling, capitalization, and punctuation. In evaluating the writing result, the teacher also should give the correction to the students' errors to help them aware.

In addition, the highest score in the students' writing component was in the content aspect. Since the students created the contents of their Utopia map based on the problem solving of the social problems that they found in their environment. The use of the map was aimed to help the students in describing their ideas in a form of a descriptive writing text. In conclusion, drawing map was the part of the learning process that improved the students' learning product.

Furthermore, the improvement of students' writing scores from the first cycle to the second cycle can be seen in Appendix 10 and 11. In cycle I, there were 17 (51.51%) students of 33 students (51.51%) whose the writing score could achieve the target of indicator (70 or more). Meanwhile, there were 16 students (48.48%) whose score was under the target. However, the indicators of the questionnaire and students observation were not fulfilled yet in the cycle I, that was 68.68%. Thus, to see whether TBL can improve the students' participation in writing class and students' writing achievement, it was necessary to conduct the second cycle.

After second cycle was conducted, the result of the students' writing scores showed that 27.27% improvement. In Cycle II, there were 26 students (78.79%) of 33 students who got scores 70 or more, which meant that their scores had achieved the target. Comparing to the result in Cycle I, there was an improvement in the result of students' writing test. In the other words, the knowledge of writing descriptive text that was provided by the teacher improved the students' language. Meanwhile, the modification of tasks and class setting increased the students' participation. Therefore, the improvement of the students' language and participation influenced to the increase of students' writing ability.

Since the students' participation in the learning process of Cycle II has already indicated that there was a better improvement which can be seen by the questionnaire and the students' observation sheet. Moreover, the students score in the learning product also has reached a better progress in Cycle II as the impact of the better improvement in the learning process. The students, then, also could respond to the teacher's instructions and questions well. Furthermore, all the ideal indicators of the research had been fulfilled. Therefore, the researcher stopped her

classroom action research at cycle II. Thus, it shows that TBL technique could improve the students' participation and writing achievement.

CONCLUSION

Referring to the discussion of the research on the previous chapter, the researcher come to these following conclusions.

1. Task-Based Learning (TBL) can improve the students' partipation. It is approved by the result of the questionnaire and the observation sheet. The result of the questionnaire that 90 - 100% students were active during the teaching and learning process. The result of students' observation with the average score was 84,84% also showed that the students were active during the teaching learning activities. TBL applies the principle of using the task that more student-centred. Students learnt by problem-solving that the task of TBL offers. The open-ended task which lets the students have more space to discuss during the activities, help the process of teaching and learning process as well. The high level students can be the model of the group work, then, can help other students. Some students who feel reluctant to ask some questions to the teacher, can ask the questions to their friends. Thus, the atmosphere of the class will be alive. The students do not feel any barrier any more in order to share their ideas.
2. TBL also can improve the students' descriptive writing ability. TBL can create the situation of the class alive. The students are involved in the teaching learning process since the material given has created as interested as well. It is aimed to stimulates their creative imagination in order to correlated to overcome social problems in their environment. It makes them easier to understand the material. In the other words, TBL can create the situation of 'learning without fears'. It encourages learners to experiment with whatever English they can recall, to try things out without fear of failure, public

correction, and to take active control of their own learning without ignoring the focus of form at the end. It is supported by the increase of their result from 17 students (51,51%) who got score 70 or more at Cycle I to 25 students (75,75%) who gained score 70 or more at Cycle II. It means that the result of the second cycle has already reached the indicator that is 75% of the students get score 70 or more.

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