THE IMPLEMENTATION OF TBLT TO ENHANCE STUDENTS' WRITING ACHIEVEMENT

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Abstrak

The researcher encountered several problems in understanding writing in SMPN 1 Siman. Such as, students think that writing is a boring activity. The students feel that English is difficult to learn. The objective of this research study is to find out the implementation of task-based language teaching strategies (TBLT) to enhance writing achievement at SMPN 1 Siman in the academic year of 2019/2020. The subject of this research was the students of eighth grade of SMPN 1 Siman in academic year of 2019/2020, which is consisted 24 students. This classroom action research was conducted in two cycles. The researcher used three research instruments. They were observation checklist, questionnaire, and test. Based on the result of this research, the implementation of TBLT to enhance students' writing achievement at SMPN 1 Siman. The result of observation checklist showed that the students became active during teaching learning process. It was seen from the result of observation checklist cycle 1 was 72% in cycle 2 was 80%. The result of questionnaire showed that the students more get motivation with this strategy. It was seen from the resullt in cycle 1 was 66,7% and the cycle 22 was 75,1%. The test in cycle 1 showed that there were 68.8% who got low score under basic minimum standard was 75. Then in cycle 2, who reached the minimum score based from KKM was 77,8% the researcher conclude that the result from observation, questionnaiire, and thest in cycle 2 is better than cycle 1. It meant that the study had been succesful by using TBLT strategy. Finnaly, the researcher give suggestion for English teachers, students, and further researcher can use TBLT (task-based language teaching) strategy as alternative strategy in teaching writing. The next researcher can develop this strategy by using various media to get the better result in teaching learning process.

Key Word: TBLT strategy, Writing

INTRODUCTION

English has four skills, they are reading, writing, listening, and speaking. English reading and writing skills are considered as two most important skills in learning and teaching process for both EFL atudents and teachers (Rad and Jafari (2013: 87). There are various reasons for this difficulty. First of all, the students do not have any challenges in their first languange, so they do not have any reading skill in their mother language. Another difficulty may be the students may not like the method used in their reading and writing class. They have it very boring to read due to traditional methods such as

read and answer comprehension questions or using conventional writing strategies (Rad and Jafari (2013: 87).

Writing skill is important for the students all over the world specially in indonesian school. Indirectly, writing skill will the students also actively to read and listen, students catch the words from what teachers says and what has been read.

Hammer (in Masitoh and Suprijadi, 2015: 39) said that writing encourage students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds. The researcher used task to improve students writing skills. After that researcher gave a task to students for active in writing. So that, the students can improve the skill in writing. Task- based learning provides many advantages in teaching English as a Foreign Language (TEFL) because it offers language experience in the classroom. Task-based learning focuses on learners using languange naturally in pairs or group work, allowing them to share ideas (Nunan in Munirah and Muhsin, 2015: 182).

The purpose of researcher using task-based learning strategy is to help teacher in teaching writing. This strategy is effective and easy in teaching writing in order to make students interest and spirit to learn writing skills. This strategy is TBLT (Task Based Language Teaching). Using TBLT (Task Based Language Teaching) is an effective way to get student active in writing. Therefore, the students can improve the writing skill.

Long (2015: 2) said that Task-based Language Teaching (TBLT) is a broadly defined approach to language teaching research and practice which uses task as a unit of analysis for research and practice in communicative language teaching. It has been situated within experiential 'learning by doing educational philosophy eespoused by dewey and others.

Generally speaking, they all have 3 principle phrases in common which reflect the chronology of a task-based lesson: a) pre-task: It concerns the various activities that teacher and students can undertake before they start the task, b) during-task: It centers around the task itself and various instructional option, and c) post-task: It involves procedures for following up on the task performance.

The purpose is to prepare the students to perform the task in ways that will promote acquisition. To know it is very important to present a task in a way that motivates learners. These are some alternatives which can be tackled procedures in on the 4 ways below: 1)

supporting students in performing a task similiar to the task they will perform in the during task phase of the lesson, 2) asking students to observe a model of how to perform the task, 3) engaging students to non-task activities designed to prepare them to perform the task, and 4) strategic planning of the main performance.

RESEARCH METODOLOGY

In this research, the researcher will use Classroom Action Research (CAR) as the research design. Research design is a systematic plan to learn about problem, the main issue regarding what, where, when, who, which, how and why. There are many ways to improve knowledge about teaching writing. Many teachers practice personal reflection on teaching, that is, they look back at what has worked and has not worked in the classroom and think about how they can change their teaching strategies to enhance learning.

According to Kemmis & Taggart in Khasinah (2013: 109), the research is started by planning for an action. Then the plan is implemented as an action in classroom and the actions is then observed. The reflection is done to analyze the data obtained during the action.

The researcher would conduct classroom action research in SMPN 1 Siman Ponorogo. The subject of the research was the eight students of SMPN 1 Siman class VIIIB, in academic year 2019/2020. This class consist of 30 students that most of them get difficulties in writing from pre-observation.

FINDING AND DISCUSSION

Classroom action research was carried out on 31 july – 10 August 2019. There are 4 meeting to carry out 2 cycles of this research. Researcher used 2 meeting for cycle 1 and cycle 2 meetings for cycle 2. The subject if this research were 24 students of grade 8 at SMPN 1 Siman. A description of the classroom action research process was described and explained as follows: The first cycle in this study was conducted in 2 meetings. The following explanation is a description of the result of cycle 1 process.

At the first meeting, the researcher came to the class. After that, the researcher introduced himself in front of the class, then he asked students how they were doing and asked the lesson at that time "what is our lesson now?" students answered "English". After that, the researcher checked the attendence list by calling out the names of students one by one. Next step, researcher asked "What is the material would be learned?". The students answered "The material is about asking and giving opinion". The researcher used the task based language teaching method, he gave task to students and he

asked students to understand the materila and work on the task given. The task was related to the material of "asking and giving opnion".

Before entering into the material that students will learn, researcher gave pre-test to the students. Researcher distributed worksheets to students, then students were given time to work on the test. Students received the worksheets procvided by researcher and immedietely worked on the questions. After pre-test finished, the researcher provided an explanation about "asking and giving opinion". That was learned onthat occasion. Then, students (in pairs) came forward to get a theme related to asking and giving opinion from researcher. The researcher gave direction if students confused. After students understood what they should do, they followed the instructions from the researcher to practice the material they had been learned, about asking and giving opinion.

After all was over, the researcher gave an example of dialogue in their books and explained it. While researcher was giving an explanation to the students, he was asking the students to choose which expression of asking and giving opinion to be written on a paper. Students read the dialogue and did the instruction from researcher to write down the expression of

asking opinion and giving opinion. In this case, they did not forhot to add explanation which expressioon of asking and giving opinion and vice versa.

Finally, researcher evaluated the process of teaching and learning activities by checking yhe result of what had been done by students and provided re-explanation to students. Then, students listened to the explanation and researcher closed the learning process.

At the second meeting, the researcher came to the classroom, the researcher greeted and checked the students atendance list by mentioning the names of the students one by one. Then, the researcher tried to repeat the quuestin about giving opinion to students by showing them some objects arounf the class. Several students answered and gave their opinions on each object. After that, the researcher gave an example about giving opinion to students. The results of the answers given by students have increased and many of the students still remember about giving opinion.

Moreover, the researcher distributed a worksheet containing colomns. In that colomn, students were given an assignment to observe object around the class. After that, students were instructed to write 2 object around the class to be written on each worksheet and

they were given the task to give their opinions about those two objects and write them on their worksheet.

Students listened to the researcher commands and observed their surroundings, such as objects in the class. Then, students gave their opinions about those object and wrote them on their worksheets. The researcher gave a conclusion and students were given the opportunity to ask questions. Then students asked their difficulty to the researcher. Moreover, at the end of lesson, the researcher closed the learning process.

It can be assumed that at the second meeting, researcher tried to give assinments directly. In this method, the researcher looked at students creativity when they were given the task to observe object around them. In cycle 1, many students had not reached the minimum score which had been determined by researcher. Basic minimum standart was 75. From 24 students, there were 15 students got score under KKM and 9 students succeeded.

No	Score	Level
1.	79	highest
2.	68.8	avarage
3.	60.5	lowest

Table 3.1 Analitic scale for rating compositing tasks.

Based on the table model of rating scale for writing task composition, it meant that many students got rating fair to poor because they still confused. Therefore, the avarage score was 68.8. From the acting and observing stage, the researcher made a reflection. The reflection details were as follows: the result of observation was 72%. It showed that during teaching process the students had good achievement but they did not pay attention to the teacher explanation and the result of questionnaire score was 66.7%. It showed that students less interested and did not pay attention to teacher explanation.

From the result of test in cycle 1, there was 68,8% score avarage from all students. At the third meeting, the researcher came to the class and checked the attendeance list by mentioning the name of the students one by one. After that, the researcher asked the material that had been obtained by the students at the previous meeting in order to recall their understanding related to lessons that had been learned by students so that students could remember the previous material. Students answered some question from researche and reclaimed the material they learned earlier.

The researcher continued the material of the previous meeting and gave a picture about animals to the students. Then, the researcher asked students to observe the picture about animals and instructed them to give their opinion about

the animals in the picture. The researcher asked students to write opinions that they mentioned earlier on paper. Students looked at the picture and gave their opinion about the picture. After that, students wrote their opinions about the picture on the worksheet.

After students completed their assignments, researcher collected the result of these activities and students collected their assignments an return to their seats. Then, researcher gave an evaluation to students by explaining a little about what they have just learned. Using picture as an assignment at this third meeting, researcher hopes this method can increase students interest in writing and learning.

At the fourth meeting, researcher came to the classroom. Before starting teaching and learning activities, the researcher checked the attendance list of students by mentioning their name one by one. At this last meeting, the researcher provided motivation for students about English learning. After that the researcher started giving opinion mterial to review the material at the previous meeting. After reviewing the previous material, the researcher gave the assignment sheet to the students. On their assigmentm students were assigned to give their opinion about the picture on their assignment, students were assigned to give their opinion about

the picture on their assignment sheet, then they stated their opinions on the assignment sheet provided.

Students listened to the explanation of researcher and received worksheets given by researcher. Then, students observed their worksheets. There was a picture of an object and students wrote their opinions about the picture on the worksheet.

At the end of the lesson, the researcher summarized the result of the activities in the classroom during the learning process. Then, researcher apologized to the students if there were some mistakes that were done by researcher while doing the research in the class. The researcher stated his hope that all students could improve their writing achievement.

At the last meeting, researcher gave assignments directly, different from the third meeting because at this fourth meeting researcher gave a picture that they often encountered. Moreover, researcher assigned students to give their opinion from the picture and put it on their worksheet.

From the acting and observing stage, students took reflection. The reflection detail was as follows: the result of observation score was 80%. It showed that the students were more active than the

first meeting and the result of questionnaire score was 73,7%. It showed that the students enjoyed and interested in learning writing.

From the result of test cycle 2 who reached the minimum score based on KKM was 100%. They had already passed the KKM namely 75. The score average from all students was 77,8%.

The average result of Achievement aspect

No	Aspect	Cycle 1	Cycle 2
1	Observation	72%	80%
2	Questionaire	66,7%	75,1%
3	Test	68,8	77,8

Based on the table above, the researcher stated that the classroom action research was done in two cycle. The description in the cycle 1, it was concluded that the TBLT strategy to pass students achievement. Then in the cycle 2, all of students got score more 75. The score reached on the criteria of success.
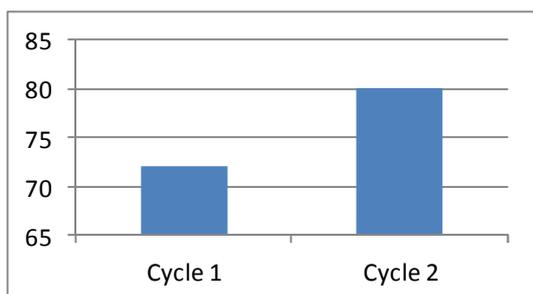

Chart 4.1 Observation Progress

Based on the result of observation the cycle 1, the total score of the observation was 72%. Some students were shy to ask questions about the lesson that they did not understand. In the cycle 1, it may be the first time students learn with a

researcher, so they are not accustomed to students learning with researcher because previously more often studied with their teachers at school, this is the reason why students were less active in asking questions, and felt embarrased when they were asked by researcher. The evaluation of the teaching and learning process was the content did not show knowledge of subject, many students less of vocabulary. In the cycle 2, the students were better than previous cycle. It showed that the students were very active to ask question about writing. Many of them interested in this strategy to learn about writing.
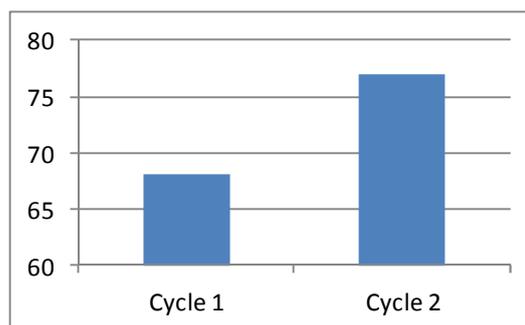

Chart 4.2 Questionnaire Progress

After the researchers analyzed the results of this study in cycle 1, the results of the tests in this cycle did not meet the criteria and some students were still confused about how to make an opinion. Beside that, the lack of study habit with the researcher made them less confident.

In cycle 2, students began to be braver and more active than in cycle 1, so that their interest and enthusiasm increased and researcher tried to teach more fun so that students enjoy learning with this

method. At the end, their interest in learning to write increased. So that the test results in this cycle also increased than in the previous cycle, some students had ability to make an opinion.

The result of a test in cycle 2, students could do it better than in the previous cycle. It meant that the TBLT strategy could be applied well in cycle 2. So, the students could enjoy learning about writing. Students can writing to inform, writing to explain, and writing to tell. Of these four goals the teacher should be able to master the four objective or writing and applied to students.

In cycle 1, some students still confused about the material delivered. From the results of the questionnaire, several students did not like learning English, especially in writing. and the application of TBLT strategy did not make all students understand. They shied to ask question about how to apply TBLT strategy in learning writing.

In cycle 2, the students responded and interested toward the application of TBLT strategy in writing skill because many students reached the basic minimum standart. It meant that all students understood the material by implementing TBLT strategy. The researcher concluded that the result from observation, questionnaire, and test in cycle 2 is better than cycle 1. The students were more interested in writing and understood the material easily using TBLT strategy.

CONCLUSION

Based on the result of the research, it can be concluded that TBLT strategy could improve students writing skill. TBLT strategy can enhance writing achievement, because the students more active and interest to learn writing. The students enthusiastic to learn writing by using TBLT strategy. They follow the instruction from researcher to practice the material that they are learn. It can be seen in cycle 2, students interest in learniing to write increases in this cycle, different from cycle 1, this shows that the TBLT method can be applied to enhance students' writing achievement. The researcher has suggestion for English teacher, studenys and the next researcher as follows : teacher should be creative in choosing strategy. If the students felt easy to accept the material, so the teacher should use appropriate strategy of teaching, the students should study hard in English lesson in the purpose to have good skill in writing. The students an use English to be habit in writing all lesson, the researcher hopes that result of this study will useful for the next researcher. The next

researcher can develop tis strategy to get better result in writing skill.

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