

**The effectiveness of task – based teaching  
upon writing ability**

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**CHAPTER I  
INTRODUCTION**

**A. The Background of the Study**

English is an international language that taught formally in the schools in Indonesia from the junior high school until the university level. There are many language skills which are needed in order to mastery the English, such as listening, speaking, reading and writing.

For the first grade students of Junior High School that English is firstly introduced, of course some students still find some difficulties in learning English. Even, for the students that have ever taught English before, sometimes they still have difficulties especially in writing.

Writing is one of the important English language skills beside the three other English language skills such as listening, speaking and reading. Learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners. A lot of students often feel difficulties in English, especially in writing.

The reality shows many cases of writing difficulties. For example in some examinations of writing, they can cross all the number in the objective test although they still make many mistakes. But, in the essay test, which they must write the answer, almost of them make mistakes. Worse, some of them don't write anything. Secondly, in creating a sentence or a paragraph, they can do it by copy it from the teacher or from a book. When the teacher asks them to write by them self, most of them can not do it. Third, the other thing that can be found in the English class is the anxiety of the students when there is a question or command to make a paragraph in an examination. There are a little students can do it well.

The old curriculum for the school in Indonesia used the traditional way to teach English. The students were taught about language and how to know about language not to use the language. This condition made the students know about the structure, the vocabulary and the other English elements. On the other hand, they can not use English well in the real communication. Neither spoken nor written ability.

In the new curriculum, the ultimate objective of English instruction in the school is to develop the English communicative competence that covers the four skills. They are listening, speaking, reading and writing. The students are taught not only study the language but also elaborate their skill of using English for communication both spoken and written.

The reasons of developing writing ability by teaching writing to the students include reinforcement, language development, style and writing as a skill. The most important reason for teaching writing is that it is the basic skill just as

important as listening, speaking and reading. Since the students don't automatically possess writing ability, they have to learn and practice it. In writing activity, the students need not only the correct application of linguistic aspects but also the ability to organize ideas or thoughts well.

Therefore, writing is an important skill. The technique used in teaching writing must be suitable and effective. When a question is asked, "is the new curriculum can be used smoothly in teaching and learning process?", the answer is many teachers in some Junior High school still have difficulties how to handle the students by the newest curriculum. As the solution they still use the old curriculum although many cases of students' difficulties in English especially in writing still happened

There are many techniques in teaching writing English as a second or foreign language. The most important is the technique used can build the students' confidence that they can write well and writing is interesting. One of the techniques is task-based teaching. It can be used to teach both spoken and written language. An emphasis on teaching and learning process by communicate through interaction in the target language. Task is also defined as a teaching technique that uses activities or the real world to teach foreign language.

English might be an uninteresting subject for some students. It may be caused by the fact that some English teachers do not create an interesting circumstance in the classroom. Suyanto (2005:4) says :

Pada hakikatnya menurut Curtin dan Pesola (1994) anak-anak akan belajar bahasa asing dengan baik apabila proses belajar terjadi dalam konteks yang komunikatif dan bermakna bagi mereka. Untuk anak-anak, konteks ini meliputi situasi sosial, kultural, permainan,

nyanyian, dongeng, dan pengalaman – pengalaman kesenian , kerajinan, dan olah raga.

From the theory above, it can be seen that the task-based teaching can be used to help the students to learn and provide the enjoyable English classroom. It can be said that task-based teaching is teaching language using tasks as the stimulus to use the target language in natural context. The tasks themselves are motivating. The performance of the task itself a worthwhile activity and ensures that students have used their English.

Considering the facts of the writing ability of the students and the way of teaching used by the teachers, this study is conducted to explore the use of task-based teaching in developing students' writing ability. The study is also aimed to create a different atmosphere in the classroom. So, the students feel more interested in learning English especially in writing and it prevents the students from being bored. Finally, if the result is positive, it is hoped that task-based teaching can be chosen as the suitable and enjoyable alternative technique in teaching English especially in writing.

## **B. The Problem Identification**

Based on the explanation in the background of the research, it can be identified some problems such as:

1. Why students in the first grade of Junior High School still get difficulties in writing.

2. Whether or not students feel a good environment in teaching and learning process.
3. Whether or not the teacher creates a good atmosphere in the class which is support teaching and learning process.
4. Whether the teacher needs effective and helpful technique in teaching English writing for the students.
5. Whether or not using task-based teaching is effective and helpful in teaching English writing
6. How well the student's writing ability after receiving the treatment using task-based teaching.
7. Whether or not the using task-based teaching has a different with structure-based upon students' writing ability.

### **C. The Limitation of the Problem**

It's nearly impossible to discuss all of the problems, so the research needs to be limited. It is only focused on the using task-based teaching to develop writing ability of the first grade students of Junior High School, compared with structure-based teaching.

### **D. The Problem Statement**

In order to be operational, the problem is formulated as follow: "is there any difference in writing ability between the students taught using task-based

teaching and the students taught using structure-based teaching? If there is a difference, which group is better?”

#### **E. The Objective of the research**

The objective of this research is to find out whether or not the use of task-based teaching is effective to elaborate the students' writing ability.

#### **F. The Benefit of the Research**

After carried out the research, the writer hopes that this research gives some benefits. The result of the research can be taken as a contribution for the better teaching. The teacher may use task-based teaching technique in teaching English, especially, in teaching English writing. Task-based teaching makes the students more active to use the target language. They use the target language in the activities of teaching and learning process. Besides, the students increase their creativity to catch the aim of teaching and learning process. So that, the students will not fell stressed and bored in English lesson and they will not think that writing is difficult.