

**THE EFFECT OF CONDUCTING TASK-BASED INSTRUCTION ON
STUDENTS' ABILITY IN WRITING A NEWS ITEM TEXT AT
SMAN 4 PADANG**

THESIS

*Submitted as a Partial Fulfillment to obtain the Strata One (S1) Degree
at the English Department of FBS UNP Padang*



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2012


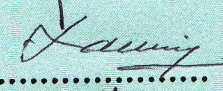

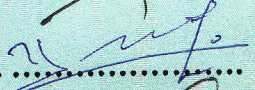

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

*Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang*

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AT SMA NEGERI 4 PADANG**

Padang, Januari 2013

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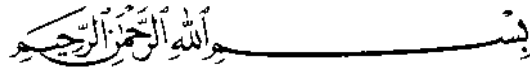
ABSTRAK

Rahmi, Essa Almallia. 2012. "The Effect of Conducting Task-Based Instruction on Students' Ability in Writing News Item Text at SMA Negeri 4 Padang". *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kemampuan menulis siswa sekolah menengah dalam bahasa Inggris masih dirasakan rendah. Beberapa masalah dari sudut pandang guru dan siswa ditemukan selama proses pengajaran dan pengevaluasian. Siswa SMA, pada umumnya, mengalami kesulitan dalam menulis (*writing*) terutama dalam menulis teks *news item (news item text)*. Hal ini disebabkan karena mereka kesulitan dalam menghasilkan ide untuk dikembangkan. Untuk mengetahui pengaruh penggunaan *task-based instruction* terhadap kemampuan siswa dalam menulis (*writing*) sebuah teks berbentuk *news item (news item text)*, perlu dilakukan sebuah penelitian. Tujuan dari penelitian ini adalah untuk melihat sejauh mana pengaruh penggunaan *task-based instruction* terhadap kemampuan siswa SMAN 4 Padang dalam menuliskan sebuah teks berbentuk *news item (news item text)*. Penelitian ini dilakukan dengan metode eksperimen di mana kemampuan siswa dalam menulis teks berbentuk *news item (news item text)* sebagai variabel terkontrolnya dan *task-based instruction* sebagai variabel pengontrolnya. Hasil penelitian menunjukkan tidak terdapat perbedaan yang signifikan antara kedua kelas, kelas kontrol dan kelas eksperimen. Hal ini bisa dilihat dari hasil tes menulis berbentuk esai yang diberikan kepada kedua kelas itu pada awal dan akhir penelitian. Hasil tes menulis kedua kelas itu tidak terlalu jauh berbeda. Oleh karena itu, dapat disimpulkan bahwa *task-based instruction* pada proses menulis tidak banyak berpengaruh terhadap kemampuan siswa dalam menulis teks berbentuk *news item (news item text)*.

Kata kunci: writing, task-based instruction, news item text

ACKNOWLEDGEMENTS



Alhamdulillah 'Alamiin, thanks to Allah SWT, the Lord of the Universe, that under His blessing and great guidance, I was able to complete this thesis as one of the requirements of achieving the Strata One (S1) degree at the English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this thesis, I had worked with a great number of people. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgments.

In the first place I would like to record my gratitude to Drs. Jufri, M.Pd as my first advisor who had given his charm ideas, suggestion and guidance from the earliest stage of this thesis accomplishment. I also record my gratitude to Drs. Saunir Saun, M.Pd., as my second advisor who had given his ideas, suggestion and correction during the accomplishment of this thesis.

It is also a pleasure to pay tribute to my reviewers in my thesis proposal seminar as well as my examiners in my thesis comprehension test, Rusdi Noor Rosa, S.S., M. Hum., Yuli Tiarina, S.Pd. M.Pd., and Havid Ardi, S.Pd. M. Hum. I'd like to thank them for their beneficial time, contribution of thoughts and ideas toward the development of this thesis. Moreover, my next sincere acknowledgement goes to Dr. Kurnia Ningsih, M. A., and Dra. An. Fauzia R. Syafei, M. A., as the head and the secretary of English Department. Furthermore, I would like to address my great gratitude to all of English Department lecturers who had taught me during my study in the Department and had shared their inspirational experience to me.

A great thanks is also addressed to my beloved parents; my mother (Inayati, AS. SH) and for my father (Elmi Effendi, SM. HK) for their love and support mentally and financially and for always having extra times to listen how I spend my time every day. I'd like to thank my dearest brothers for their support and always ready to pick me up wherever I want. I'd like also to thank Abdul Sani's family, my beloved grandmother and grandfather, aunties, uncles, and cousins who always support me in

different ways during the accomplishment of this thesis. It is a pleasure to express my gratitude to my best girls indeed, who always know how to motivate and always be there whenever I call. I'd like to thanks 'anak janjang sore', and '4Maret' crews, for such a great times. Special thanks to the object of my affection, for all of his support, time and love.

This thesis would never have been completed without corporation given by the school's members where this research was conducted. I'd like to thanks Drs. Yunisra, M. Kom., as the headmaster of SMA N 4 Padang who permitted me to conduct the research in SMA N 4 Padang. I would also like to express my gratitude to Drs. Asrul Rivai as the vice headmaster of SMA N 4 Padang who helped me with the administration of the research, and also Dra. Fillya Delfila, and Neldawati, S.Pd the teachers who helped me in scoring the students pre-test and post-test during this research. It is also a pleasure to thank the participants of this research, the students of XI.1 and XI.2 in SMA N 4 Padang.

I would also like to thank everybody who was give contribution to the successful realization of this thesis such as English Department librarians and officers, for lending me the sources and materials. I would like to express my apology that I could not mention personally one by one. Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.

Padang, April 2012

Essa Almallia Rahmi

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Writing is important for the English students to develop. This is because writing is needed in many aspects of students' life. First, it is needed to share ideas. Writing will help the students to deliver their point of view about something in written form. Second, it is also needed to give information. Students can write announcement, memo, caution, and any other written form to give information to people. Third, writing is also important for students to write a formal or informal letter. Then, this skill is needed to do writing assignments, such as exercises, final project, paper, thesis, dissertation, etc. These are the reasons why writing is an essential skill to be required.

In the process of teaching and learning, it is believed that the teacher influences the students' ability in writing. It might be from the materials and techniques. The teacher should be very careful to choose the materials based on the topics and students' needs. Inappropriate techniques used in the classroom will give an unexpected feedback from the students.

Teaching English considers writing as an essential skill that has to be taught by the teachers and learnt by the students. There are many causes of the low ability of writing. From the students' point of view, writing is difficult because it is a complicated process. They should consider about the ideas that will be generated in a

text. They are worry about the text grammatically. It includes difficulties in generating the ideas and lack of knowledge about the language itself such as the vocabulary and the grammar.

It can be seen that, the purpose of learning English to Senior High School students has not achieved yet. Referring to the English curriculum of 2006, it is stated that teaching writing is demanded to develop students' skills so that they can communicate in spoken and written language in informational level. In this level, the students are provided with the ability to deal with higher standard education, university.

Moreover in *KTSP*, there are some kinds of monolog texts which have to be learned by Senior High School students. Monolog texts are chosen because the text is one of basic competencies that have to be mastered by the students in writing skill. One of the monolog texts is news item text. The function of news item text is to inform readers about events of the day which are considered newsworthy or important. The purpose of learning this text is to make the students able to produce written news item text.

Actually, the curriculum that is applied in Indonesia has explained the guidance of using the process approach in the teaching writing. However, the detail procedure to do it has not stated clearly. As a result, the teachers do not have clear guidance how to teach writing using the process approach as explained in the curriculum. Sometimes, they often skip one of the steps in the writing process. This

is also affect students' ability in writing that is difficulty in producing an essay. Based on the phenomenon above it is suggested to conduct task-based instruction as an approach to teach writing.

Nunan (2004:12) says task-based instruction is an experiential learning, which emphasize process rather than product and it fits perfectly in teaching writing which have writing process. Task-based instruction have some principles ; scaffolding, task dependency, recycling, active learning, integration, reproduction to creation, and reflection to ease the language learners in writing.

The concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment. The fact is that tasks have treated as units of teaching and designed whole courses around them. This shows how important the task is. Task-based instruction is an approach to help the students in generating their ideas by completing some tasks which engage them with the language that they will use in producing a text.

In the purpose of improving the learners' ability in writing, the use of conducting task-based instruction are expected to be able to advance the learners quality of writing, especially in writing news item text.

B. Identification of the Problem

Based on the background stated previously, low ability in writing comes from different aspects. It can be from the students, who see writing is difficult. The students should consider about the ideas that will be generated in a text. They worry

about making mistakes in using of tenses, punctuations, appropriate vocabulary, etc. Another aspect might be from the materials, media, and approaches used by the teacher.

The process of teaching and learning in Senior High School has been improved in the purpose of improving the learners' achievement in writing. Yet, it seems not enough. It has been found that many learners still do not know how to organize their writing well. Task-based instruction is an approach to help the students in generating their ideas by completing some tasks which design to involve the students actively in learning process, especially in producing a text. By applying task-based instruction, the problems related to generating idea in teaching writing can be solved. Furthermore, students' effort and teachers' feedback during the teaching writing process can be seen and evaluated.

C. Limitation of the Problem

Based on the identification of the previous problem, this research was limited to the effect of conducting task-based instruction on the improvement of students' writing ability in Senior High School. This research is going to see whether the task-based instruction is able to improve students' writing ability or not.

The discussion of the problem was limited to the effect of using task-based instruction toward students' ability in writing a news item text. There are three aspects in news item text: newsworthy event, background event and sources. Language feature also consist several aspects: using past tense, using action verbs,

using saying verbs, and using passive sentence. News item text was chosen because the students usually find this text around their environment.

D. The Formulation of the Problem

The problem of this research was formulated in the following question: “ Does Task-Based Instruction give a better result toward the students’ ability in writing than conventional teaching? “

E. The Purpose of the Research

The purpose of the research can be generalized as to figure out whether the conducting the task-based instruction gives a better result on students’ writing ability in Senior High School or not.

F. Significance of the Research

It is expected the result of the research can give the contribution to English language teaching and learning process, especially in writing, both practically and theoretically. Practically, the result of this research can give the English teacher information toward to use task-based instruction as alternative to teach writing news item text for Senior High School students. Theoretically, it is hoped that the result of this research later will be useful to develop the theory teaching writing skill. Finally, it is also hoped that the result can be beneficial as useful information for the next researcher or writer who conducts further research or write a paper about task-based instruction.

G. Hypothesis

Based on those definition of task-based instruction, it is expected that task-based instruction can be used to develop students' ability on writing news item text at SMAN 4 Padang.

The hypothesis of this statement are:

H₀= the students who are taught by using task-based instruction will not significantly get better score in writing news item text.

H₁= the students who are taught by using task-based instruction will significantly get better score in writing news item text.

H. Definition of the Key Term

1. Task-based instruction : any structured language learning which has a particular objective, appropriate content, a specific working procedure, and a range of outcomes for those who undertake the task.
2. Assessment : Assessment is a way to see the effectiveness instructional by looking at the development of students' learning starts from the beginning, identification of the goal, up to giving judgment at the end of learning program.
3. News Item Text : The text which inform readers about events of the day which are considered newsworthy or important.
4. Writing ability : One of the productive skills which deliver the ideas through written form.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings in chapter IV, it was concluded that the task-based instruction on students' writings quality did not give any significant improvement. The alternative hypothesis cannot be accepted because the posttest scores showed that the mean score of the experimental group was higher than the control group, but was not significant enough. Besides, it has been proven by using statistical analysis that conducting task-based instruction in the teaching and learning process did not give any significant effect on students' writing quality. This finding can be seen from the data that showed the value of t -calculated (0.28) was lower than the value of t -table (2.021). Based on the data, it was concluded that the students who were taught by conducting task-based instruction have similar ability in writing than those students who applied traditional assessment or without conducting task-based instruction.

B. Suggestions

Considering the result of this research which was contradict with the assumption that task-based instruction brings significant effect on students' writings quality, it is suggested to further researchers to do a research longer than a month to see students' development. Then, to verify that task-based instruction is an appropriate approach to be applied, further researchers are also suggested to design the tasks in the process of teaching and learning to be more creative, so the students can involve more active in

doing the tasks. For English teachers who want to apply the task-based instruction, it is suggested to conduct the treatment in a long-time schedule and continuously review the treatment to see the effect on students' ability.

Moreover, it is suggested for the teacher to choose the topic that suitable with the interest and the level of the students. It is hoped that the effect of conducting task-based instruction can be seen through applying it in a long time using the interesting topic and tasks. In addition, for the further researcher who wants to use the instrument of this research, it is suggested to review of the instrument first to get the better result.

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