

**THE EFFECT OF USING TASK-BASED LANGUAGE METHOD ON THE
STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT**

SKRIPSI

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English Education Program*

By

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ABSTRACT

Widiana, NPM: 1502050127. “The Effect of Using Task-Based Language Method on the students’ achievement in Writing recount Text”. Skripsi. English Department, Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan, 2019.

The objective of the research was to find out the effect of using task-based language method on the students’ achievement in writing recount text. This research was conducted at SMP MUHMAMMADIYAH 05 MEDAN, Jl. Bromo Gg. Aman No.38 kecamatan Medan Denai Kota Medan Sumatera Utara of 2019/2020 academic year. The population of this research was from at Eight grade of Muhammadiyah 05 Medan in academic year 2019/2020, which consist of two classes which VIII -A consist of 35 students, and VIII-B 34 students, so the total population are 69 students. By using Purposive Sampling Technique it was chosen 2 classes; VIII -A (26) and VIII-B (26), with 52 students. VIII -A class was Experimental class taught by using task-based language method and VIII-B class was Control class taught by using conventional Method. Written Test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t_{observer} was 49.00 t_{table} was 2.024. The fact showed that t_{observer} was higher than t_{table} . (The null hypothesis or H_0 was rejected and the alternative hypothesis or H_a was accepted). The result of this research concluded that there was a significant effect of using task-based language method on the students’ achievement in writing recount Text.

Key Words : *Taks-Based Language Method, Recount Text, Achievement.*

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This study entitled "The effect of Task-Based Language Method on students' achievement in writing recount text". With yhe purpose for submitting in partial fulfillment of requirement to obatin the degree of sarjana pendidikan from english departement. In writing this study, there were so many problems, obstales, and difficulties certainly, and it was impossible for the researcher for fifishing this study without help from many people around her. It was difficult for the researcher to accomplish hthis study.

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The researcher realizes that this study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most almighty always bless all of us.

Medan, 2019

The Researcher

Widiana

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CHAPTER I

INTRODUCTION

A. The Background of the Study

From the curriculum 2013 have four skill that students should be have in learn english, they are reading, writing, listening, and speaking. Writing is the one of skill english. Writing is process making ideas outlined in paragraph. Process writing is different with process speaking, listening and reading. Because, in writing the writers making ideas outlined in paragraph.. So, the readers can undersatand experienced, event,idea that written. In writing the students focus with the idea so they can make Sentence or text, the students make topic sentence, body paragraph and conclusion.

According to Pardiyon(2007) Recount text is the telling the reader what happened in past. Retail events that have been experinced to the reader. In teaching writing in recount text, the teacher usually teacher the students by explaining the material based on the student worksheet. The teacher spaced uses technique in teaching writing. In explaining the material, the students try to do the task on the worksheet or guidance book. The teacher asks the students to analyze the generic structure of the text and in the end the students make recount text based on their experiences. Then students get bored with this teaching learning process. So, the using of technique is in learning process important to imroved imagination students' in make a good composition in writing.

Based on the researcher experience of observation in SMP Muhammadiyah 05 Medan especially class Eight. Many students in this school

mentioned were not understand in writing, because there where some skill they must had and they become problem for them. The problem in writing were comprehension or conceptual of ideas. Students makes gramatical mistake, and also they had lack vocabulary to organize the sequence of paragraph well. These all caused their inability to understand the text itself. Some difficulties that has found on students in writing is process language or ability writers in make idea and message in the wrtten form. Besides that writing, as one of ability in english has important roles in human communication In the fact, SMP Muhammadiyah 05 Medan at has found most of students in Eighth grade got low writing result that their mean score is 68, beside KKM is 7,5.

The writer choose an achieve which is based on the effect of task as the core unit planning and instuction in teaching writing. So the approach is known as Taks-Based Language Method is more effective than the other approach to improve learner writing competence. It was not only showing the improvement on writing competence seen from the test scores, but also from the lenght of the students study and awareness of collation and word accuracy.

Based on the explanation above, the reaearch fell the be excited in conduction experiment research by Task-Based Language Method. Therefore, research entitle“*The Effect of Using Task-Based Language Method on Students’ Achievement in Writing Recount Text*”.

B. The Identification of the study

1. The students ability in writing recount text is low.
2. The students difficult to find out the ideas what they write.
3. The students are lack vocabulary.

C. The Scope Of Limitation

The scope of the study is about writing, which was limited on writing recount text by Taks-Based Language Method.

D. The formulation of the study

The problem of the study was formulated as is there any effect of problem based learning to the students' writing ability in recount text?

E. The Objectives of the Study

The objectives of the study is stated as follows: to investigate the effect of using task-based language Method on the students' achievement in writing recount text.

F. The Significance of the Study

Theoretically, the research findings of the study one expected to enrich the readers knowledge in writing process.

Practically,

a. The students,

This research hopefully gives advantages for all of the student who learned english aware that important of writing when they are going to make recount text.

b. The english teacher

it is useful for the teacher as a feedback in teaching english that showing the students progress them to increase and make the new method for teaching learning process, show the students effect that for students, teacher must have a variety of assessments to be apply in overcoming the students.

c. The researcher

For the researcher, who have interesting in this study to get information in teaching english.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical framework

1. Writing

Coffin, Curry, Goodman, Hewings, Lillis and Swan (2003) suggest, the main point of teaching and learning process in higher educational level is writing. Moreover, writing is also the centre of a range of purposes fulfillment based on the various contexts where writing should be done. The purposes of writing as a higher educational context changer can be divided into three, assessment, learning and entering particular disciplinary communities.

Ken Hyland (2002: 7) stated that “Writing is disembodied”. It is make disappear from contextual and the someone experience of the writer because sense can be decoded skill in text and recovered by decoding skills.”Writing is the fore treated like an object and its rules imposed on passive user. This view of writing I alive and kicking in much teaching of bussiness writing and, indeed is implicit in some notion of learning in western education system”.

2. Writing Process

Writing is a process; there some steps that should be pass by of the in order to have a good writing. Based on Harmer (2001: 4-5) suggested that the process has for main elements:

a. Planning

In this stage, the writers have to think about three main issues: the purpose of the writing, the readers or audience of writing, and the content structure of the writing.

b. Drafting

This is the first version of a piece of writing and will produce final version.

c. Editing

This stage is very useful, the writer have to reread the draft and correct their mistakes.

d. Final version

After editing the draft and making some changes, the writers can produce their final writing.

3. Writing Assesment Criteria

To know students ability in writing there was some scoring the test. Hughes (2003) classified that there is five scoring components scales namely: a) content, b) organization, c) vocabulary, d) language use, and e) mechanism. The specific criteria are described in detail by the following stages:

1. Content

The sentences of the content depended on the students' capability to write their ideas information in the form of logical sentences.

Table 2.1
Content

30-27	Excellent to very good. For the students with some knowledge and subject adequate or range limited development. Mostly relevant to topic sentences but lack the details.
22-26	Good to average. For the students with some knowledge of the subject, adequate ranges limited out, but lack details.
21-27	Fair to average. For the students with their knowledge of the subject, little substance in adequate development of subject.
16-13	Very poor. When the students do not know knowledge of the subject non substantive, not pertinent to evaluate.

2. Organization

The Organization refers to the students' ability to write ideas of information in good logical, topic supporting sentences be clearly state. The criteria as follows:

Table 2.2
Organization

20-18	Excellent to very good. Where the students is ready to provide fluent expression, ideas clearly stated. Sentences are organized logical sequence cohesive.
17-14	Good to average. Somewhat rough – loosely organized but the main ideas stand out.
13-10	Fair to poor. Non fluent ideas confuse or disconnect, lack the logical acquently not development.
9-7	Very poor. Does not communicative an organization or not enough or evaluate.

3. Vocabulary

The good writers have to enrich their vocabularies for their writing's quality. But it is not enough without chosen the correct vocabulary to the text. Jacobs states vocabulary into four descriptors: sophisticated range, effective word/

idiom choice and usage, word form mastery, and appropriate register. The criteria as follows:

Table 2.3
Vocabulary

20 – 18	Excellent to very good Sophistical range-effectives word forms, etc.
17-14	Good to average Adequate range – accossional errors of word form, choice, usage that meaning not obscured.
13-10	Fair to poor Limited range – frequent errors of word form, choice, usage meaning confused of obscured.
9-7	Very poor Lack of essential translation, title knowledge of English vocabulary word form or not enough to evaluation.

4. Language use

Language use reffered to someone capability in writing, simple complex or composed sentences correctly and logically. It also refer to the ability in using agreement in sentences and some other words such as a nouns, adjective, verbs and the time signal.

Table 2.4
Language Use

25-22	Excellent to very good Effective complex construction, few errors of agreement, tense, number, word, function, articles, pronouns, preposition.
21-18	Good to average Effective but simple construction – minor problems in complex construction – several errors of agreement, tense, number, word function, articles, pronouns, preposition, but meaning seldom obscured.
17-11	Fair to poor Major problem in simple/complex constructions – frequent error negative, agreement, tense, number, word function, articles, pronoun, preposition, and fragments non – on, delections – meaning confused or obscured.
10-5	very poor Virtually no mastery of sentence construction rules – dominated

5. Mechanism

Mechanism refers to the students' ability in using word appropriately, using function correctly. Paragraph and the text can be read correctly.

**Table 2.5
Mechanism**

5	Excellently very good Demonstrate mastery of conventions – few errors or spelling, punctuation, capitalization, paragraphing.
4	Good to average Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning confuse or obscure.
3	Good to poor Frequent errors of spelling, punctuation, capitalization paragraphing, - poor handwriting – meaning confuse or obscure.
2	Very poor No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible or not enough to evaluate.

Based on these indicators, then the students' writing ability are classified in quantitative and qualitative system. Scales are as follows:

**Table 2.6
Qualitative and Quantitative form**

Skill	Skill
Qualitative form	Quantitative form
Excellent to very good	90-100
Good to average	70-80
Fair to poor	30-60
Very poor	0-29

4. Text

According to Feez and Joyce (1998: 4), a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. The

definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not.

5. Types of The Text

a. Descriptive text

Description text is text that describes a something like particular person, place or etc. Its purpose of the descriptive text is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific rather than a general group.

b. Procedure text

Procedure text is text that provided instruction on how to make something for the reader. In this research procedure text is a piece of writing that tells us information us information of making or doing something through several steps or direction.

c. Narrative text

Narrative text is a text that serves to tell a story in the past and aims as entertainment.

d. Report Text

Report is a text that contains any information that occurs within a scope. The general purpose of the report text is to provide an overview of what has just happened through systematic observation and analysis.

e. Recount text

Recount text is a form of text that is usually used to tell the events of the past.

The main feature of the recount text is a past sentence or past tense.

f. Review Text

Review is a text that contains comments and evaluations about a particular item or product.

g. Spoof Text

Spoof text is a text that contains an event or a funny experience that has been experienced by someone.

h. Announcement Text

Announcement is a text that contains an announcement of an event or public notice.

i. Advertisement Text

Advertisement text in English is a text that contains an advertisement containing information about a product or event. So, advertisement text serves to promote a particular advertising product with a persuasive intent.

j. Anecdote text

Anecdote text is a text to tell the odd things that usually happen in the past. In addition, anecdote text also serves to entertain the reader through his story.

k. News Item text

News item text in English is a text that presents a new news with the aim to provide the most updated information that occurs.

1. Explanation Text

Explanation text is a text that describes the occurrence of an event clearly and completely, and in detail.

6. Recount Text

According to Knapp(2005:287), recount text, basically it is written out to Make a report about an experience of a series of related event. A recount is written out to Inform an event or to entertain people. Recount text is text function as for telling an incident In the past. Recount Text is a text that tells the experience in past event. The purpose of recount text is to inform or entertain. There is no compication from the participant that differentiative from narrative.

The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda,2008:9).”Recount tells a series of event and evaluate their significance in some way. It is also give the audience a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events”.

Generic Structure of Recount Text

1. **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
2. **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.

3. **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story.

Language features of Recount text

1. Introducing personal participant; I, we, my group, etc.
2. Using chronological connections; then, first, after that, etc.
3. Using linking verb; was, were, saw, heard, etc.
4. Using action verb; buy, go, speak, etc.
5. Using simple past tense

7. Types of Recount Text

According Barwick (1999:4-5) there are different types of recount with varying level of language and content according to the audience and purpose.

a. Personal Recount

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive emotions and anecdotes added and may be take the form of an oral story, a letter or a diary or a entry. It is written in the first person using personal pronouns, I and We. Details of who what, when, where, and sometimes why are include but the sequence of recounting may change.

b. Factual Recount

A factual recount documents a series of events sequentially and evaluate their significance. This can be presented as a historical recount, science experiment, traffic, report sport report or in a film, television and video. At this stage recount

involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place, and manner and travelling with appropriate explanations and justification assists readers to accurately reconstruct what happened. The focus is on language that shows the time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement). This recount is usually written in third person using pronoun he, she, and they. It may be written in the passive voice.

c. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

d. Procedural Recount

Procedural Recount is recorded in an oral or written form from the sequential steps needed to achieve a result. This is written after the completion of a procedure. Procedural recounts are found in information books, television, films, and books that explain how things were made. This focuses us on the accurate order of sequence, the selection of the context language for the topic and use of time conjunction. Diagrams and drawings are often included to assist with the clarification of the stages.

e. **Critical Recount**

A critical recount looks at an issues and comments and evaluate negatives and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronological. It is generally written in the first or third person using me or we but may be written in the passive voice. For the example, a recount text explanation in Antartica may be crtically assess the damage caused to the enviromental and ecosystem by this explanation.

8. Description of Task- Based Language Method

Task-Based Language Method is a language teaching method that uses tasks as the core unit for planning and constructing instructional materials in language teaching (Richards & Rodgers, 2001: 223). In other words, the main point of language teaching is the use of tasks as a means of achieving the goal of teaching. Based on the above definition TBL, Nunan (2006: 1) distinguish the tasks in two types, namely: task as targets and pedagogical tasks. Targeted task refers to the use of language in everyday activities beyond the realm of learning, whereas pedagogical task refers to the use of language in the classroom teaching-learning process in the form of tasks or exercises.

Oxford (2006) suggests that there are three pedagogical task perspectives in the second language teaching and learning process. First, the task serves as a common activity or exercise of a second language. In this perspective, teachers use and discuss exercises or tasks that exist in textbooks as class assignments without emphasis on learning outcomes (value). Second, the task describes

instructional goals that are oriented toward the learning outcomes of a second language. This perspective focuses on the learner completing the demands of the curriculum content through teacher teaching procedures. Third, the task is a framework of behavior in learning in the classroom. This perspective considers the task as a planned activity for learners to gain learning as well as to showcase language skills. Although these three perspectives seem to support the use of language, tasks are still perceived as activities that force learners to develop their language skills. Although it is assumed as coercion, tasks are still considered beneficial to facilitate learners in learning aspects of languages, increasing their motivation to speak, and promoting their ability to negotiate meaning while communicating and collaborating with other learners (Hatip, 2005). Therefore, Willis (2000: 26-28) and Hatip (2005) stated that there are six types of tasks that are considered to support the success of language learning, namely: The first is Sort (listing) In this type, the learner is involved in the idea process and fact-finding process. The second, Organizing and sorting (ordering and sorting) In this type, the learner is involved in the sorting process, ranking, categorizing, and classifying things in different ways. The third, Comparing (comparing) In this type of learners learn to identify key points on certain information from different sources by activating the process of matching and seeing the similarities and differences of the information. The fourth, Solving problems (problem solving) In this type, the learner is involved in the process of analyzing real situations or hypotheses, weighing reasons and making decisions. The fifth, Share Personal experience (sharing personal experiences) In this type, learners are required to

activate their ability to narrative, describe, explain attitudes and opinions and respond to opinions. And the last, Creative tasks (creative tasks This type of task includes combining sort types, organizing and sorting, comparing, and troubleshooting. In this type, learners learn to showcase their abilities through different types of tasks.

Referring to the perspective and type of instructional tasks, Ellis (2005) explains how the principles of task-based instruction can be directed to students' learning interest: The first, Instructions must be logical in students to develop their linguistic skills and abilities. The second, Instruction should guide students to focus on meaning. The third, Instruction must convince students to focus on the rules (form) of language. The fourth, instruction focuses on developing implicit and explicit knowledge of second language acquisition. The fifth, Instruction should include a permanent student learning syllabus. The sixth, Language learning should include extensive input on a second language. The seventh, Language learning should lead to learning outcomes. The eight, Interaction in a second language is important to improve the language skills of the two students. And the last, Instruction must take into account individual differences.

In others words, teaching a second language using a task-based educational science is very useful during the teaching learning process considering characteristics, types and the task principle to be used.

9. Framework of Task

The TBL framework consists of three main phases, provides 3 basic conditions for language teaching (Wills, 1996:18). There are pre- task, task-cycle and language focus.

a. Pre- Task

Pre- task introduces the class to the topic and it is related with the words and phrases. In the pre- task, the teacher explores the topic with the class, highlights useful words and phrases, help students understand task instructions, and prepare the task. The use of pre-task is a key feature of the Communicational Teaching Project.

b. Task Cycle

This task cycle offers learners the chance to use whatever language they already know in order to carry out the task and when to improve their language under the teachers guidance while planning their reports on the task. There are three components of a task cycle, as presented by: the first, Task which In this task stage, students use whatever they can master, working simultaneously, in pairs or small groups to achieve the goal of the task. In this phase, students do the task in pairs or small groups. In this stage, the teacher provides the various tasks to the students related to writing recount text. The second, Planning In the planning stage, the students prepare the report to the whole class (orally or in writing); describing how they do the task, what will be decided or discovered. The third, Report is the natural condition of the task cycle. In this stage, learners tell

the class about their findings. Some groups present their reports to the class or exchange write reports and compare the result.

c. Language focus

Language focus allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Wills, 1996, p.75).

10. Procedure of Task

According D.Wills (1996), in TBL the traditional PPP (presentation, practice, production) lesson is reversed. The students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. He presents a three stage process for task work:

- a. Pre-Task activity an introduction to topic and task : in this stage the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task
- b. Task Cycle: Task Planning Report : Here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached.

- c. Language Focus and Feedback : they present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point.

11. Steps of Task – Based Language Method

According to Willis, 1996 task-based language method have a steps in learning process. They are:

- a. The teacher divide the students' into several group.
- b. The teacher tell to the students about the title and make them forming long lines.
- c. The teacher give them a matter and ask them to understand about the content of the task.
- d. Give them times for discuss that material.
- e. After finished that task, present their presentation in front of the class. In here the teacher just as a supervisor.

12. Types of Task – Based Language Method

Willis (1996), a TBL proponent, in her book *A Framework for Task-Based Learning* suggests a model for the use of TBL in the classroom. This consists of:

- a. Information- gap activities are those that involve the transfer of information from one person to another, from one form to another or from one place to

another. For example, two students might have different schedules, but they want to find time to get together to have tea. They need to get relevant information from each other to determine when they are both free, as well as when the available times coincide with when a tea house is open. This type of activity allows students to request information, ask for clarification and negotiate both meaning, particularly when misunderstandings occur, and appropriate conclusions to the task.

b. Reasoning-gap activities are those in which you ask your students to derive some information from that which you give them. They are required to comprehend and convey information, much as in an information gap activity, but the information that they are asked to convey is not exactly the same that they comprehend. They are asked to use reason and logic to decide what information to convey and what resolution to make for the problem at hand. For example, you might ask your students to make a decision between speed and cost or cost and quality, given a certain situation and various constraints.

c. Opinion-gap activities are those that ask students to convey their own personal preferences, feelings or ideas about a particular situation. On a higher level, you might ask them to take part in a discussion or debate about a political or social issue. On a lower level, you might ask them to complete a story. In these types of activities, there is no right or wrong answer, and, therefore, there is no objective means by which to judge outcomes, outside of whether what the students do or say addresses the task at hand. You might require them to speak or write for a

certain amount (words or time) and you might ask them to use certain constructions. Otherwise, assessment is subjective rather than objective.

13. Method of Task – Based Language Method

The following scheme proposes five different method types : cognitive, interpersonal, linguistic, affective, and creative.(Nunan 1999).

Cognitive	
Clasifying	Putting things that are similar together in groups. (Exampel : Study a list of names and classify them into male and female)
Predicting	Predicting what is to come in the learning process. (Example : Look at the unit title and objectives and predict what will be learned.
Inducing	Looking for patterns and regularities. (Example : Study a conversation and discover the rule for fornmng the simple past tense).
Taking Notes	Writing down the important information in a text in your own words.
Concept Mapping	Showing the main ideas in a text in the form of a map
Inferencing	Using what you know to learn something new.
Discriminating	Distinguishing between the main idea and supporting information.
Diagramming	Using information from a text to label a diagram.
INTERPERSONAL	
Co-operating	Sharing ideas and learning with other students. (Example : Work in small groups to read a text and complete a table).
Role Playing	Pretending to be somebody else and using the language for the situation you are in. (Example : You are a reporter. Use trhe information from the reading to interview the writer).
LINGUISTIC	
Conversational Patterns	Using expressions to start conversations and keep them going. (Example : Match formulaic expressions to situations).
Practising	Doing controlled exercises to improve knowledge and skills. (Example : Listen to a conversation, and practice it with a partner).

Using Context	Using the surrounding context to guess the meaning of an unknown word, phrase, or concept.
Summarizing	Picking out and presenting the major points in a text in summary form.
Selective Listening	Listening for key information without trying to understand every word. (Example : Listen to a conversation and identify the number of speakers).
Skimming	Reading quickly to get a general idea of a text. (Example : Decide if a text is a newspaper article, a letter or an advertisement).
AFFECTIVE	
Personalizing	Learners share their own opinions, feelings and ideas about a subject. (Example : Read a letter from a friend in need and give advice).
Self-Evaluating	Thinking about how well you did on a learning task, and rating yourself on a scale.
Reflecting	Thinking about ways you learn best.
CREATIVE	
Brainstorming	Thinking of as many new words and ideas as one can. (Example : Work in a group and think of as many occupations as you can).

14. The Main Characteristic of Task – Based Language

The main character of Task-Based Language Method thereare authenticity or meaningful tasks related to real-life everyday, Equip students to learn not only focus on the language, also slowly on the learning process. And give students the opportunity to use the context of their daily experience as an important element that can support learning in the classroom. Integrating the Task Based Teaching Approach into Grammar Teaching.

15. Advantage and Disadvantages of Task – Based Language Method

Task-based language is advantages to the student because it is more student-centered, allows for more meaningful communication they are:

- a. Task-based language offers the opportunity for ‘natural’ learning inside the classroom.
- b. TBL emphasizes meaning over form but can also cater for learning form.
- c. TBL is intrinsically motivating therefore students are more likely to be engaged, which may further motivate them in their language learning.
- d. TBL is compatible with a learner-centred educational philosophy but also allows for teacher input and direction by allowing the learner to pick out the language to use for the task.
- e. TBL caters to the development of communicative fluency while not neglecting accuracy.
- f. TBL depends on the purpose of the activity and can be used alongside a more traditional approach.
- g. TBL develops communicative abilities.

While, the disadvantage of using TBL can be explained as follow

- a. There is no acquisition of new grammar or vocabulary features.
- b. Everything is left to the teacher .
- c. Not all students are or will be motivated by TBL Some students need more guidance and will not or cannot notice language forms (grammar) or other elements of accuracy.
- d. Students typically translate and use a lot of their L1 rather than the target language in completing the tasks. (Broady, 2006).

16. Teacher and Learner Roles in Task – Based Language Method

In effect Task – Based Language Teaching, teacher and learners should follow these roles below :

a. Teacher Roles

1. Selector and sequencer of task : research should be able to sort out the students in accordance with the ability. So, the research can improve ability the ability in writing.
2. Preparing learners for tasks: research should be able Some sort of pre-task preparation or cuing is important for learners. Activities might include topic introduction, clarify task instructions, and help students learn.
3. Consciousness-raising: in this stage the teacher employs a variety form focusing technique, including attention–focusing pre-task, text exploration and the use material highlighted.

b. Learners Roles

1. Group participant: Here the assignments can be done in groups or individually. The division of tasks can be seen from the number of tasks that will be done by students.
2. Monitor: The teacher provides facilities to students in doing the given task. So premises facilities provided by teachers can find out communication skills in learning.

3. Risk – taker and innovator: The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners may need to be developed”. (Richard and Rogers.2001). so, Educators need to ask for a consultation to find out how linguistic their skills linguistics.

B. Relevant of Study

There is some research had been conducted related this study. The first research, Guntur Sopyan (2016) conducted a research entitled “The Effect of Applying Dialogue Journal Writing on The Students’ Achievement in Recount Text”. The study aims to find the result of the effect of applying dialogue journal writing on the students’ achievement in recount text. The result of this study is $t_{obs} > t_{table}$ ($p=0,05$) $df = 75$, or $3,9406 > 1.66$. It meant that there is significant effect toward the students’ achievement in writing recount text.

The second research in journal Doni Ramli (2013) conducted a research entitled An analysis on the students’ error in writing recount text. The purpose of the study is to know the errors in writing recount text of the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. The method used in this research is a descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are measurement technique and direct observation technique. The tool of collecting data are written test. Based on the finding in this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors

grammar and 36 or 13.9% errors at mechanics.

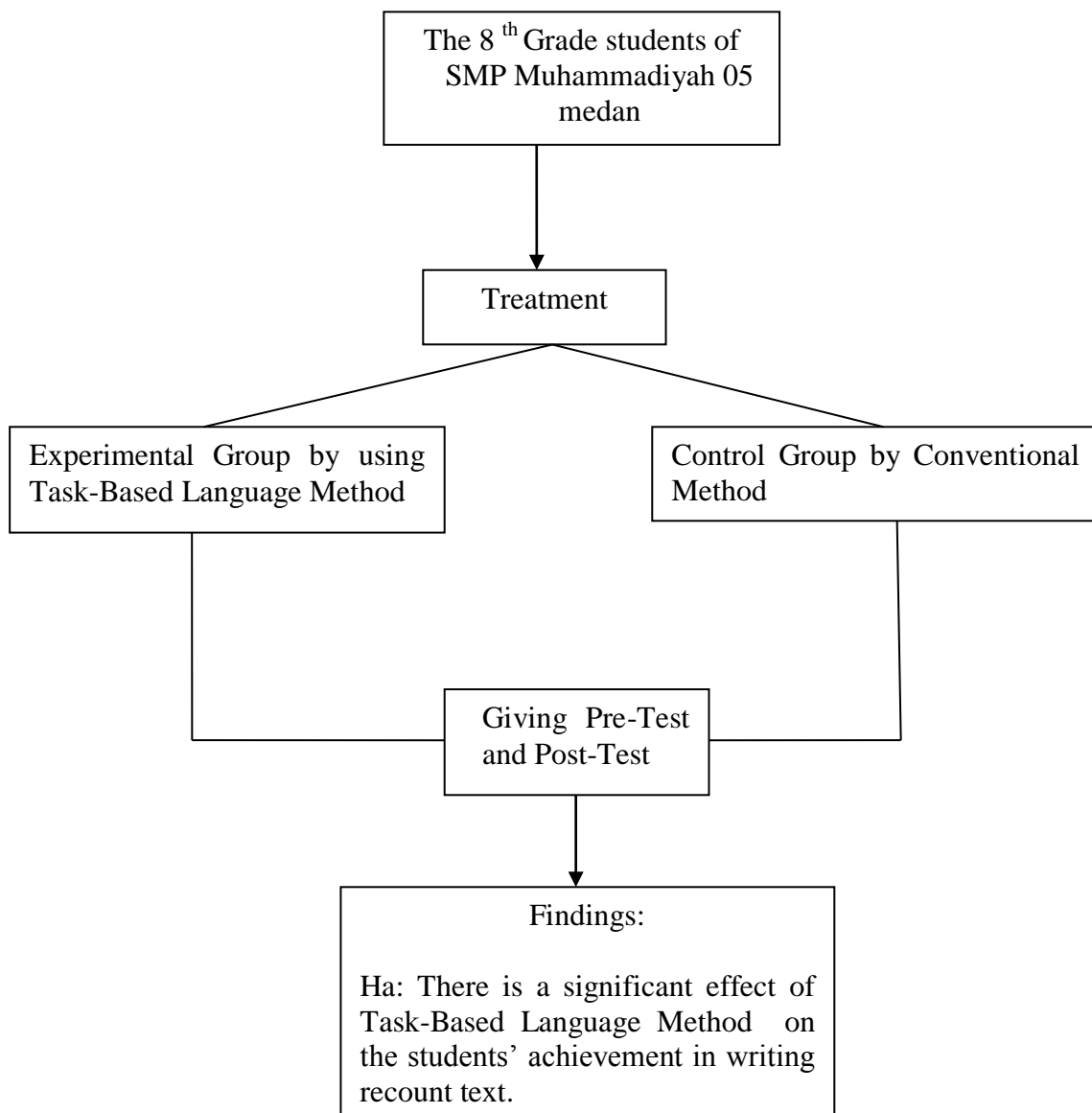
Therefore, the differences among previous research above with this research is in this research, the researcher just focused on the effect of using task-based language teaching on the students' achievement in writing recount text.

C. Conceptual Framework

Coffin, Curry, Goodman, Hewings, Lillis and Swan (2003) suggest, the main point of teaching and learning process in higher educational level is writing. Moreover, writing is also the centre of a range of purposes fulfillment based on the various contexts where writing should be done. The purposes of writing as a higher educational context changer can be divided into three, assessment, learning and entering particular disciplinary communities.

. A research should be using task-based language method. According to Richards & Rodgers (2001) Task-Based Language Method is a language teaching method that uses tasks as the core unit for planning and constructing instructional materials in language teaching

The researcher was conducted to determine whether the TBL can increase students' learning outcomes in English subject (Writing), especially writing recount text. A recount text is text tell about past event.



D. Hypothesis

1. If alternative hypothesis (Ha) would accept and hypothesis nol (Ho) would not accept, there is significant effect of using Task-Based Language Method on the students' achievement in writing recount text.
2. If hypothesis nol (Ho) would acceptt and alternative hypothesis (Ha) would not accept, there is no a significant effect of using Task-Based Language Method on the students' achievement in writing recount text.

Ha : There is a significant effect of Task-Based Language Method on the students' achievement in writing recount text.

Ho : There is no significant effect of Task-Based Language Method on the students' achievement in writing recount text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at Muhammadiyah 05 Medan Jalan Bromo Gg. Aman No.38 kecamatan Medan Denai Kota Medan on odd semester at academic years 2019/2020. In learning process the student seen a teacher do not give the media and also interesting facility for students. They had low mastery of writing recount text.

B. Population and Sample

1. Population

The population of this research was taken from at Eight grade of Muhammadiyah 05 Medan academic year 2019/2020, which consist of two classes which VIII -A consist of 35 students, and VIII-B 34 students, so the total population are 69 students.

2. Sample

The sample in this research was VIII-A students who consist of 26 students as the experimental group and VIII-B students who consist of 26 students as the control group chosen by using Purposive Sampling Technique.. The table of sample can be seen below in table 3.1

Table 3.1
The Sample and Population

No	Class	Population	Sample
1	VIII- A	35	26
2	VIII- B	34	26
TOTAL		69	52

C. Research Design

The experimental research design was applied in this research. The experimental was divided with two different groups, experimental that consists of 26 students and control group consists of 26 students. The experimental group was taught by using Task-Based Language Method. It required students to make imagination to what other students are doing in the classroom, using material and finally in their own. While control group was taught by conventional method, namely starting the material. The explanation of research design can be seen in table 3.2 below :

Table 3.2
Design of Research

Class	Pre-Test	Treatment	Post-Test
Experimental Group	✓	✓	✓
Control Group	✓	✓	✓

VIII-1 was experimental group who was taught by Task-Based Language, and VIII-2 who was taught by using conventional method in writing.

1. Pre-test

Pre-test was conducted to find out the students' ability in writing before having a treatment. Both group, the experimental and control group was given pre-test. A pre-test is administrated to the experimental group and control group was given a same test. The pre-test is useful to know the mean score of experimental and control group.

2. Treatment

Treatment was given to the students after the pre-test administrated. Both of groups were taught the same material by using different way. The experimental group was taught by using Task-Based Language Method and the control group was taught by conventional method.

3. Post-test

Post-test was given to the students after having a treatment. The post-test is same as the pre-test. The post-test is the final test in this research. Especially in measuring the treatment, whether it is significant or not. It means to know whether the treatment is given effect to the students' ability in writing especially how recount text. In the experimental and control group, a post-test is also administrated. The administrating of the post-test is meant to find out the difference of scores of both experimental and control group before and after giving the treatment.

D. Instrument of the Research.

To collect research data was the test as the instrument of this research. The test was written test. In this case, the students wrote a recount text. To make sure the test was good, the researcher examined its validity, reability, and difficulty level.

1. Validity

The validity of each test was calculated by using person's product moment formula as follows:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \Sigma x^2 - (\Sigma x)^2\} \{N \Sigma y^2 - (\Sigma y)^2\}}}$$

Where:

R_{xy} = the correlation of the scores on the two halves of the test,

N = the number of the students in each group,

X = the score of each text,

Y = the sum of all text' score,

XY = the multiplication of the X and Y scores,

ΣX = the sum of total X score in each group,

ΣY = the sum of total score from each students,

ΣXY = the sum of multiple of score from each student with the total score,

ΣX^2 = the sum of the square score in each text, and

ΣY^2 = the sum of all texts' square

2. Reliability

The reliability of each test was calculated by using person's product moment formula as follows:

$$r = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[N(\sum x^2) - (\sum x)^2][N(\sum y^2) - (\sum y)^2]}}$$

Where:

r = the reliability of the test

$\sum X$ = sum of the X scores

$\sum Y$ = sum of the Y scores

$\sum x^2$ = sum of the squared X scores

$\sum Y^2$ = sum of the squared Y scores

$\sum XY$ = sum of the products of paired X and Y scores

N = number of paired scores

3. Difficulty Level

The difficulty level of a test was indicated by the percentage of the student who gets the item right. The more difficult an item was, the fewer were the students who selected the correct option. To know the difficulty level, the writer used the formula:

$$TK = \frac{B}{JS}$$

Where:

TK = The difficulty of the index

B = The number of the students who answer an item correctly

JS = The total number of the students

E. Technique of Collecting Data

The data was collected by giving the test to the students. Several steps are used to collect the data :

1. Give the pre-test.
2. Apply the treatment, which Task-Based Language to the experimental group, while the control group is taught by using conventional method.
3. Give post-test to both of the classes.
4. Collect the students' answer sheets.

F. Technique of Data Analysis

There were some steps in analysing the data as follows:

1. Correcting the students' answer.
2. Scoring the students' answer.
3. Listing the students' score into tables, first for the experimental group's score and the second for the control group's score.
4. Calculating the total of the score.

- a. Coefficient of correlation :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2015:255})$$

- b. Test of Significant :

$$t = \frac{r_{xy} \sqrt{n-2}}{\sqrt{1-r^2}} \quad (\text{Sugiyono, 2015:259})$$

- c. Test of Linear

$$Y = a + Bx$$

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2} \quad (\text{Sugiyono, 2015:262})$$

d. Test of The Effect

$$D = (r_{xy})^2 \times 100 \%$$

e. Test of Sample Related

$$t = t = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiyono, 2015:273})$$

Note :

t = test

X_1 = Average of variable 1 (Experimental Group)

X_2 = Average of Variable 2 (Control Group)

S_1^2 = Standard deviation square (variants) of sample 1 (Experimental Group) and sample 2 (Control Group)

n = Total of Sample

n_1 = Number of cases for variable 1 (Experimental Group)

n_2 = Number of cases for variable 2 (Control Group)

l = Number Consonant

r = Correlation of product moment between X_1 and X_2

G. Statistical Hypothesis

Based on the literature and framework above , in this study the researcher formulated two alternatives of hypothesis as tentative answer to the problem in the research as following:

- H₀ : There was no a significant effect of Task-Based Language Method on the students' achievement in writing recount text.
- H_a : There was a significant effect of Task-Based Language Method on the students' achievement in writing recount text.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The finding of the research showed that there was a difference between both of classes. Based on the calculation, t-observed (49.00) was higher than t-table (2.024) with the degree of freedom (24) at the level of significance (0.05). It also found that the students who were taught by effect of Task-Based Language Method on the students' achievement in writing recount text (experimental class) got higher scores than the students who were taught by conventional method (control class). So, the researcher concluded that the alternative hypothesis (H_a) was accepted and null hypothesis was rejected (See appendix 10). It meant that there was a significant effect of Task-Based Language Method on the students' achievement in writing recount text.

B. Discussion

In this research, the writer effect of Task-Based Language Method on the students' achievement in writing recount text.. In the previous chapter, the reseacrher had explained that writing was not as easy as people thought. It was not easy to have a ability to write text from the printed page and interpret the informations appropriately. Therefore, the teacher should have a new method which could attract the students' attention in teaching writing as a solution of the problem. The effect of Task-Based Language Method on the students'

achievement in writing recount text help the students write text. the teacher should help and support the students to understand the content of the text until they could give their best answers to the questions given with their writing ability independently.

When the research was conducted, Task-Based Language Method on the students' achievement in writing recount text. in experimental class, while control class was taught by conventional method. The research was started on 15th August 2019 and ended on 22nd August 2019. The description of the result gotten was explained below:

1. The Score of Pre-Test and Post-Test in Experimental Class

a. Pre-Test

From the result of pre-test, the total score of students was 1685 and the number of students who took the test was 26 students. The mean score of pre-test was 64.80. From 26 students, there were 25 students who got the score under 75. This showed that all of the students' in writing recount text were low and their score had been to be standard (See appendix 6). The data could be detailed into diagram below:

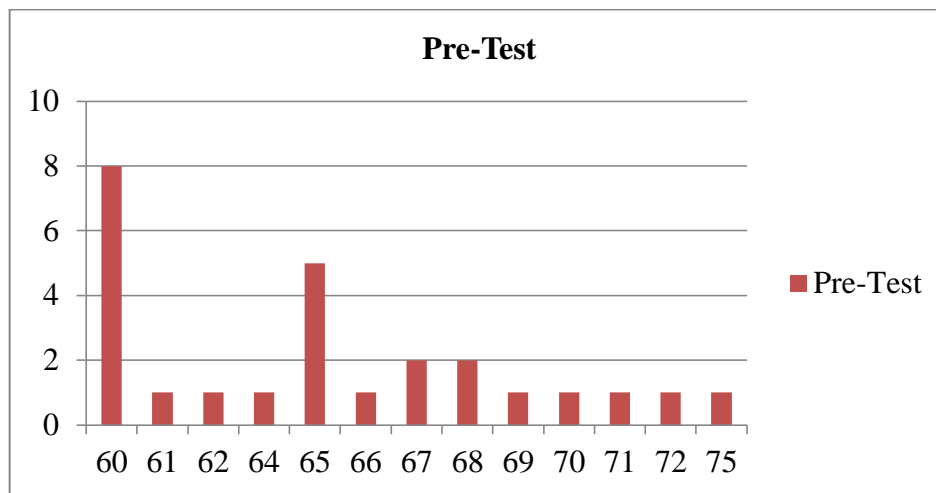


Figure 4.1 Diagram of Pre-Test in Experimental Class

b. Post-Test

After the researcher gave the treatment of Task-Based Language Method on the students' achievement in writing recount text, a post-test was given to the students in experimental class. Based on the result of post-test, the total score of students was 2140. The mean score of post-test was 82.30. From 26 students, all of the students got score higher than 75 (See appendix 6). This showed that there was an Task-Based Language Method on the students' achievement in writing recount text. The data could be detailed into diagram below:

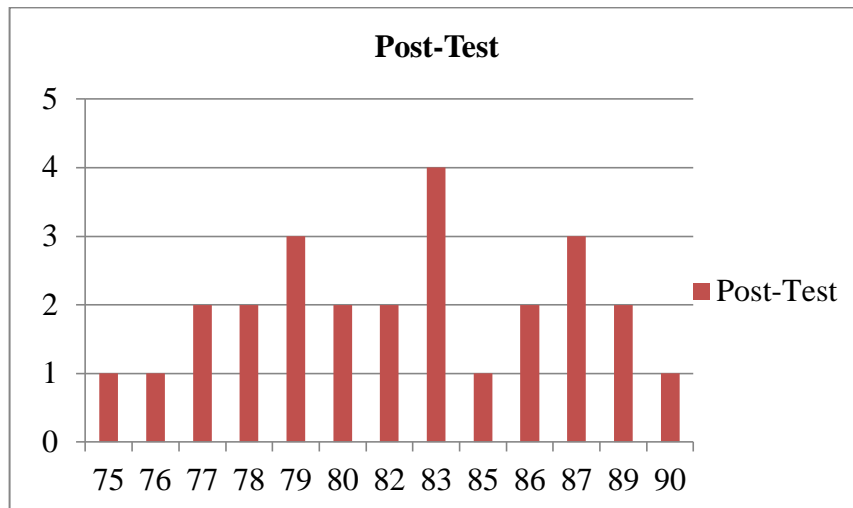


Figure 4.2 Diagram of Post-Test in Experimental Class

From the pre-test and post-test result, it was concluded that most of students that were taught by effect Task-Based Language Method got a better result than those were not taught by writing recount text. It could be said that there was a significant difference between students' scores. From the data, there were 26 students had their scores increased and no one of them had their scores decreased or constant. The increasing scores showed that effect Task-Based Language Method on the students' achievement in writing recount text.

2. The Score of Pre-Test and Post-Test in Control Class

a. Pre-Test

Based on the result of pre-test, the total score of students in control class was 1624 and the number of students who took the test was 26 students. The mean score of pre-test in control class was 62.46. The lowest score of pre-test was 52

and the highest score was 77 (See appendix 7). The data could be detailed into diagram below:

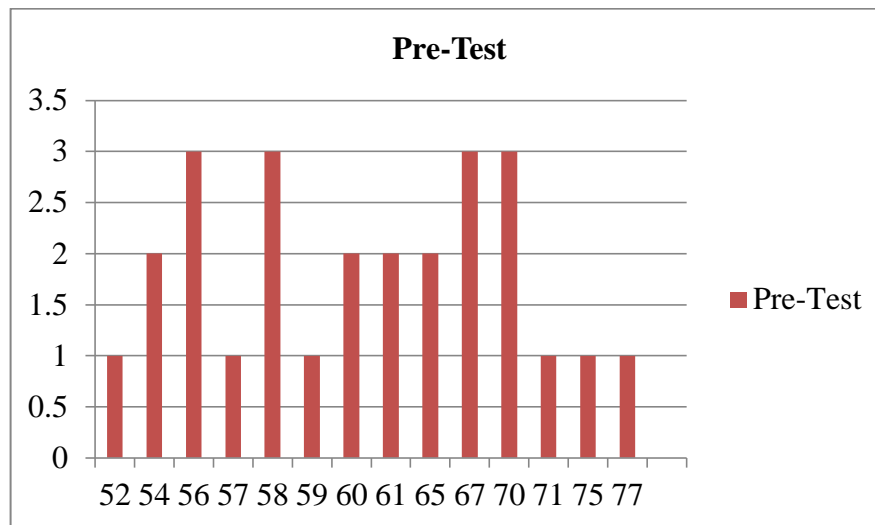


Figure 4.3 Diagram of Pre-Test in Control Class

b. Post-Test

After researcher gave pre-test to the students in control class, the students were given the post-test. Based on the result of the post-test, the total score was 1872 and the number of students who took the test was 26 students. The mean score of post-test was 72. The students' writing recount text was better than previously, but they still had difficulty on finding out the implicit informations in writing recount text. From 26 students, there were 10 students who got the highest score, which were 75. While 16 students got score under 75 (See appendix 7). The data could be detailed into diagram below:

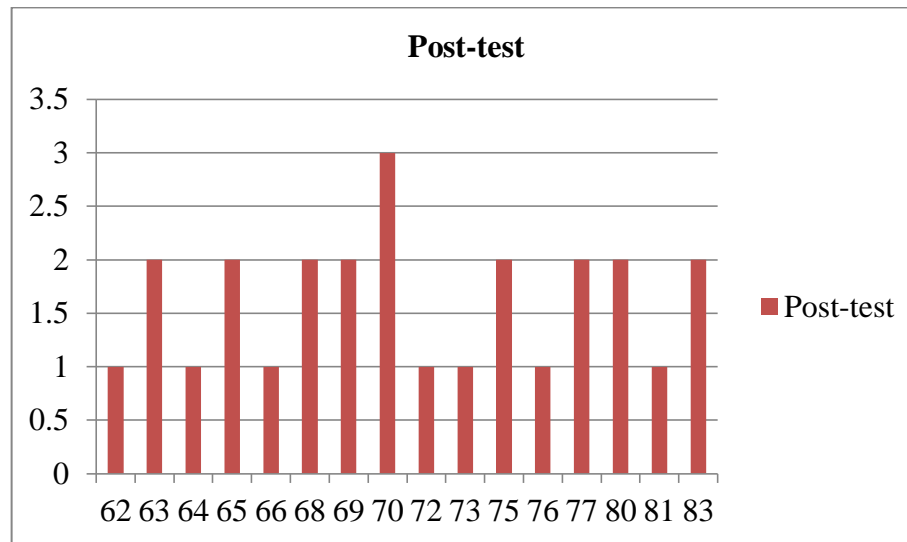


Figure 4.4 Diagram of Post-Test in Control Class

Based on the test which was given to the students in control class, the students' mean score was 62.46. After the pre-test, the researcher conducted the post-test without treatment of Task-Based Language Method. Consequently, the students' mean score of the post-test in this group was 72. It could be seen that the difference between the mean score of the pre-test and post-test of this group was 9.5.

3. The Difference Score of Experimental Class and Control Class

The data showed that in experimental class that the highest score was 90 while the lowest score in experimental class was 75 with the total score was 2140 (See appendix 6). From the control class, the highest score was 83 and the lowest score in control class was 62 with the total score 1872 (See appendix 7).

It could be said that there was a significant difference between the students' score from both of classes. The students who were taught by giving

treatment got a better result than those were taught without giving treatment. From the data, there were 26 students had increasing score, 0 student was constant, and 0 student was decreased. The increasing score showed that the students had writing recount text.

4. Validity Test

The data of validity test was presented in the calculation of validity (See appendix 10). In gaining the validity test, the result of validity calculation was 89.43. It showed that the validity of the test was very high. It could be seen in the following range of validity based on Arikunto's statement. If validity result was 89.43-123.4, it meant the validity was low. The validity between 89.43-123.4 was sufficient. If it was 89.43-123.4, it meant that the validity result was high, and the last value of validity 89.43-123.4, was very high.

5. Reliability Test

From the data that presented in calculation of reliability test (See appendix 10) Person's product moment was used to find out the reliability of the test. Based on the calculation, the result of reliability test was 5.965. Reliability test was good if the value was $> 0,90$. It was considered high if the value 5.965-0,90. If the value was 5.965-0,90, then it was sufficient. Lastly, $< 0,50$ was regarded low. If the result was low, then the possibility of one or some items was not reliable. It meant that the result of reliability test in this research was perfect.

6. Statistical Hypothesis Test

The last step in analyzing the data was using statistical hypothesis test. It was used to know whether there was any significant effect of using Task-Based Language Method on the students' achievement in writing recount text. With the criteria examination, H_a was accepted if $t_{\text{observer}} > t_{\text{table}}$ where t_{observer} was gotten by distribution with $dk = n - 2$. $dk = 26 - 2 = 24$. $\alpha = 5\% = 0,05$. To know the statistical hypothesis of this research, the researcher used t-test formula. The result of the statistical hypothesis showed that there was a difference of output between both of classes. Based on the calculation, t_{observed} (49.00) was higher than t_{table} (2.024) with the degree of freedom (24) at the level of significance (0,05). It also found that the students who were taught effect of Task-Based Language Method on the students' achievement in writing recount text (experimental class) got higher scores than the students who were taught by conventional method (control class). So, it was concluded that the alternative hypothesis (H_a) was accepted null hypothesis was rejected. It meant that there was a significant effect of Task-Based Language Method on the students' achievement in writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found there was a significant effect of using task-based language method on the students' achievement in writing recount text. Task-based language method was one of resolution to help students more active and develop the students' achievement in writing recount text. It proved from the total scores of pre-test and post-test, 1.745 and 2.187 respectively. It was found that was t-test higher than t-table or $49.00 > 2,024$ with $df = 24$ in significance level 5% .

B. Suggestion

Referring to the conclusion above, some suggestion were stated as the following :

- a. The English teachers are suggested to use task-based language method in teaching writing skills. By task-based language method, the teachers easily teach writing interestingly because this method can help the teacher easily to manage students in the class, it also can make the students enjoy, active, and learn new vocabulary easier.

The students are suggested to do a lot of practices to master writing. After they learn writing skills with using task-based language method, they can add knowledge about writing skill and increase their knowledge about recount text.

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Rencana Pelaksana Pembelajaran
(Experimental Group)

Sekolah : SMP Muhammadiyah 05
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII
Materi Pokok : When I was a Child / Recount text
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KI	Kompetensi Dasar	Indikator
3	3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaannya.	3.1.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau 3.1.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau.

4	4.1. Menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.	1.4.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan. 1.4.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis 1.4.3 Siswa mampu menangkap tentang kegiatan/peristiwa, kejadian
---	---	--

C. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsure kebahasaan dan struktur teks pada teks recount.

D. Metode Pembelajaran

Metode : Task-Based Language Method

E. Media, Alat dan sumber Pembelajaran

1. Media : worksheet, gambar
2. Sumber belajar : Buku siswa “ When English Rings a Bell Kelas 8 “

F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	Siswa	Guru	
Pendahuluan	1. Membahas salam 2. Berdoa 3. Menunjukkan kehadiran 4. Membentuk kelompok yang beranggotakan 4 orang 5. Memperhatikan tujuan	1. Mengucapkan salam dan meminta salah satu siswa memimpin doa. 2. Memberikan motivasi	10 menit

	pembelajaran	<p>dan apersepsi.</p> <p>3. Memeriksa kehadiran siswa</p> <p>4. Meminta siswa untuk mempersiapkan kerja dalam kelompok yang beranggotakan 4 orang.</p> <p>5. Menginformasikan tujuan pembelajaran</p>	
Kegiatan Inti	<p>1. Observing Mengamati gambar Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks.</p> <p>2. Questioning Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar.</p> <p>3. Collecting Data Mengumpulkan berbagai informasi yang ada didalam gambar yang telah mereka dapatkan Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks. Mencari informasi fungsi sosial teks</p> <p>4. Associating Menuliskan kalimat-kalimat yang berkaitan dengan gambar</p> <p>5. Communicating Secara bergantian membacakan kalimat-</p>	<p>Menunjukkan gambar yang berkaitan dengan teks</p> <p>Memancing siswa untuk bertanya</p> <p>Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya dari kelompok untuk melengkapi informasi.</p> <p>Guru meminta siswa menuliskan kalimat-kalimat dalam bentuk past tense.</p> <p>Guru meminta siswa menulis teks dalam bentuk past tense didepan kelas secara bergiliran</p>	60 Menit

	kalimat yang ditulisnya dalam bentuk kalimat past tense .		
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa membuat rangkuman/simpulan. 2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. 3. Guru memberi umpan balik terhadap proses dan hasil pembelajaran 4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram 5. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik 6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 		10 menit

G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa :

NIS :

Kelas :

				Skor		
No	Aspek penilaian	1	2	3	4	5
1	Tanggung jawab					
2	Peduli					
3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

2. Pengetahuan :

Penilaian pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komulatif	Memahami tujuan komunikatif	60-100

3. keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis dan berbicara

		Aspek Penilaian		
Nama	Tata bahasa	Pronunciation	intonation	Rata-rata nilai

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	Ketepatan pengucapan kata Kelancaran pengucapan	60-100
Intonation	Ketepatan penekanan kata stressing	60-100
Tata bahasa	Kekompakan menghargai teman	60-100

Medan, May 2019

Researcher

Widiana

1502050127

Known by,

Headmaster of SMP Muhammadiyah 05

English Teacher

Drs. Luqman

Zarina Elfida S.Pd

Rencana Pelaksana Pembelajaran
(control Group)

Sekolah : SMP Muhammadiyah 05
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII
Materi Pokok : When I was a Child / Recount text
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti :

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotongroyong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

KI	Kompetensi Dasar	Indikator
3	3.1.Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau, sesuai dengan konteks penggunaannya.	3.1.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi di waktu lampau 3.1.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang

		dilakukan/terjadi di waktu lampau.
4	4.1.Menangkap makna teks recount lisan tertulis,pendek dan sederhana tentang kegiatan, kejadian,peristiwa.	1.4.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan. 1.4.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis 1.4.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian

C. Materi Pembelajaran

Teks lisan dan tulis untuk menyatakan dan menanyakan tentang unsure kebahasaan dan struktur teks pada teks recount.

D. Metode Pembelajaran

Metode : Conventional Method

E. Media,AlatdansumberPembelajaran

1. Media : worksheet,gambar
2. Sumberbelajar : Buku siswa “ When English Rings a Bell Kelas 8 “

F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi		Alokasi Waktu
	Siswa	Guru	
Pendahuluan	1.Membahas salam 2.Berdoa 3.Menunjukkan kehadiran 4.Membentuk kelompok	1.Mengucapkan salam dan meminta salah satu siswa	10 menit

	<p>yang beranggotakan 4 orang</p> <p>5. Memperhatikan tujuan pembelajaran</p>	<p>memimpin doa.</p> <p>2. Memberikan motivasi dan apersepsi.</p> <p>3. Memeriksa kehadiran siswa</p> <p>4. Meminta siswa untuk mempersiapkan kerja dalam kelompok yang beranggotakan 4 orang.</p> <p>5. Menginformasikan tujuan pembelajaran</p>	
Kegiatan Inti	<p>2. Observing Mengamati gambar Menirukan kalimat-kalimat yang diucapkan/dicontohkan oleh guru yang tertulis pada teks.</p> <p>2. Questioning Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan gambar.</p> <p>3. Collecting Data Mengumpulkan berbagai informasi yang ada didalam gambar yang telah mereka dapatkan Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks. Mencari informasi fungsi sosial teks</p> <p>4. Associating Menuliskan kalimat-kalimat yang berkaitan dengan gambar</p>	<p>Menunjukkan gambar yang berkaitan dengan teks</p> <p>Memancing siswa untuk bertanya</p> <p>Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya dari kelompok untuk melengkapi informasi.</p> <p>Guru meminta siswa menuliskan kalimat-kalimat dalam bentuk past tense.</p> <p>Guru meminta siswa menulis teks dalam bentuk</p>	60 Menit

	<p>5. Communicating Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense .</p>	past tense didepan kelas secara bergiliran	
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa membuat rangkuman/simpulan. 2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan. 3. Guru memberi umpan balik terhadap proses dan hasil pembelajaran 4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogram 5. Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik 6. Menyampaikan rencana pembelajaran pada pertemuan berikutnya. 		10 menit

G. Penilaian hasil pembelajaran

1. sikap

Penilaian Sikap

Nama Siswa :

NIS :

Kelas :

				skor		
No	Aspek penilaian	1	2	3	4	5
1	Tanggung jawab					
2	Peduli					

3	Kerja sama					
4	Cinta damai					

Keterangan :

1=Sangat kurang 2=Kurang 3.Cukup 4=Baik 5.=Amat baik

2. Pengetahuan :

Penilaian pengetahuan

Nama	Kosa kata	Ketepatan makna	Memahami tujuan komunikatif	Rata-rata nilai

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Kosa kata	Ketepatan pemilihan kata	60-100
Makna	Ketepatan makna	60-100
Tujuan komulatif	Memahami tujuan komunikatif	60-100

3. keterampilan

Rubrik penilaian keterampilan

Kegiatan : Menulis dan berbicara

		Aspek Penilaian		
Nama	Tata bahasa	pronunciation	intonation	Rata-rata nilai

Pedoman Penskoran

Aspek Penilaian	Deskripsi	Nilai
Pronunciation	Ketepatan pengucapan kata Kelancaran pengucapan	60-100

Intonation	Ketepatan penekanan kata stressing	60-100
Tata bahasa	Kekompakan menghargai teman	60-100

Medan, May 2019

Researcher

Widiana

1502050127

Known by,

Headmaster of SMP Muhammadiyah 05

English Teacher

Drs. Luqman

Zarina Elfida S.Pd

Instrument of Pre-test

Name :

Class :

Direction :Write down a recount text from your experience. Write down your own
word

Instrument of Post-test

Name :

Class :

Direction : Write down a recount text from your experience. Write down your own word

LIST OF ATTEDANCE
Experimental Group

No	Name Student	Pre-test	Treatment	Post-test
1	Abi Luthfi			
2	Adinda			
3	Agus Stiawan			
4	Delpi Eka			
5	Al –Fajri			
6	Andi Muliadi			
7	April			
8	Azra			
9	Ali Sultan Azmi			
10	Dimas			
11	Dinda			
12	Elvira			
13	Fadil			
14	Farel			
15	Gilang			
16	Hasbi			
17	Kesi			
18	M. Reihan			
19	M.Aldi			
20	M. Rizky Aswadi			
21	Natasya			
22	Salsa Cantika			
23	Salwa Zahrani			
24	Vivi			
25	Zahara			
26	Zahratul			

LIST OF ATTEDANCE

CONTROL GROUP

No	Name Student	Pre-test	Treatment	Post-test
1	Adam nabila Rizal			
2	Al-Fariji			
3	Adwi Rahman			
4	Amanda			
5	Annisa Syahra			
6	Cut Chairani			
7	Damar Anggreawan Law			
8	Faradila Arfan			
9	Fahrif Sofyan			
10	Ihsan Hamsyah			
11	Khalid mustafa			
12	Nadia Septi Hartono			
13	Nazwa Shintia			
14	Nia Ramadhani			
15	Noer Dea			
16	Faris Rangga			
17	Ramon			
18	Rehan			
19	Rizky Arafı			
20	Rosihan Akhyar			
21	Salwa Mutiara			
22	Sri Wahyuni			
23	Syahid Hidayatul			
24	Vina Ranti			
25	Wahyu Pratama			
26	Zahwa Fazira			

APPENDIX VI**Score Pre-Test and Post-Test Experimental Group**

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	AB	65	90
2	AD	60	89
3	AS	60	82
4	DE	60	86
5	FA	60	89
6	AM	60	77
7	AP	60	80
8	AZ	60	83
9	ASA	64	87
10	DI	66	75
11	DN	65	77
12	EL	60	78
13	FA	65	79
14	FR	62	78
15	GI	68	80
16	HA	61	76
17	KS	75	87
18	MR	69	82
19	MA	70	83
20	MRA	67	85
21	NA	68	86
22	SC	67	79
23	SZ	65	83
24	VV	65	79
25	ZA	71	83
26	ZH	72	87
Total		T₁ = 1.685	T₁ = 2.140

APPENDIX VII
Score Pre-Test and Post-Test Control Group

No	Students' Initial	Score of Test	
		Pre-Test	Post-Test
1	ADR	58	65
2	AF	59	70
3	AR	77	80
4	CC	58	64
5	DAL	57	62
6	FA	67	76
7	FS	52	80
8	IH	61	66
9	KH	65	80
10	NSH	56	73
11	NH	61	69
12	NR	70	81
13	ND	56	70
14	FR	54	68
15	RH	71	77
16	RA	56	70
17	RE	70	83
18	RA	54	63
19	SM	67	75
20	SW	60	63
21	SH	67	69
22	VR	70	77
23	WS	58	65
24	WP	60	68
25	YA	65	75
26	YP	75	83
Total		T₁ = 1.624	T₁ = 1.872

APPENDIX VIII

The Difference of Score of Pre-Test and Post-Test in Experimental Group

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	AB	65	4225	90	8100	25
2	AD	60	3600	89	7921	29
3	AS	60	3600	82	6724	22
4	DE	60	3600	86	7396	26
5	FA	60	3600	89	7921	29
6	AM	60	3600	77	5929	17
7	AP	60	3600	80	6400	20
8	AZ	60	3600	83	6889	23
9	ASA	64	4096	87	7569	23
10	DI	66	4356	75	5625	9
11	DN	65	4225	77	5929	12
12	EL	60	3600	78	6084	18
13	FA	65	4225	79	6241	14
14	FR	62	3844	78	6084	16
15	GI	68	4624	80	6400	12
16	HA	61	3721	76	5776	15
17	KS	75	5625	87	7569	12
18	MR	69	4761	82	6724	13
19	MA	70	4900	83	6889	13
20	MRA	67	4489	85	7225	18
21	NA	68	4624	86	7396	18
22	SC	67	4489	79	6241	12
23	SZ	65	4225	83	6889	18
24	VV	65	4225	79	6241	14
25	ZA	71	5041	83	6889	12
26	ZH	72	5184	87	7569	15
Total		$\sum T_1 =$ 1.685	$\sum T_1^2 =$ 109.679	$\sum T_2 =$ 2.140	$\sum T_2^2 =$ 176.620	$\sum (X_1) =$ 455

The data in the appendix 8 showed the differences scores between pre-test and post-test in the experimental group. From the result of the test previously, the data was calculated to find out whether communicative approach by using Task-Based Language Method had significant on the students' achievement in writing recount text. The collected data were analysis T-test Formula. In the experimental group, pre-test and post-test was 1685 and 2140. The differences of the pre-test and post-test were $T_1 - T_2 = 455$

1. The Calculation in Experimental Group

1. The calculation for total in pre-test and post-test in experimental group

a. Mean

$$\begin{aligned} M_1(X_1) &= \frac{\sum(T_2 - T_1)}{N_1} \\ &= \frac{455}{26} \\ &= 17.5 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned} SD_t &= \sqrt{\frac{\sum(T_2 - T_1)^2}{N}} \\ &= \sqrt{\frac{(455)^2}{26}} \\ &= \sqrt{\frac{207025}{26}} \end{aligned}$$

$$=\sqrt{7.962.5}$$

$$= 2.,8217$$

2. The calculation for pre-test in experimental group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1685}{26}$$

$$= 64.80$$

b. Variances

$$S^2 = \sum T_i^2 - \frac{(\sum T_1)^2}{N}$$

$$= 109679 - \frac{(1685)^2}{26}$$

$$= 109679 - \frac{2839225}{26}$$

$$= 109679 - 109.20.$$

$$= 47$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}}$$

$$\begin{aligned}
&= \sqrt{\frac{109679}{26}} \\
&= \sqrt{4.218.42} \\
&= 64.90
\end{aligned}$$

3. The calculation for post-test in experimental group

a. Mean

$$\begin{aligned}
MT_2 &= \frac{\sum T_2}{N} \\
&= \frac{2140}{26} \\
&= 82.30
\end{aligned}$$

b. Variances

$$\begin{aligned}
S^2 &= \sum T_2^2 - \frac{(\sum T_2)^2}{N} \\
&= 176620 - \frac{(2140)^2}{26} \\
&= 176620 - \frac{4579600}{26} \\
&= 176620 - 17613 \\
&= 160.0
\end{aligned}$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T^2}{N}}$$

$$= \sqrt{\frac{176620}{26}}$$

$$= \sqrt{6.793}$$

$$= 82.41$$

APPENDIX IX
The Differences Score of Pre-Test and Post-Test in Control Group

No	Students' Initial	Score				
		Pre-Test (T ₁)	T ₁ ²	Post-Test (T ₂)	T ₂ ²	T ₂ -T ₁ (X ₁)
1	ADR	58	3364	65	4225	7
2	AF	59	3481	70	4900	11
3	AR	77	5929	80	6400	3
4	CC	58	3364	64	4096	6
5	DAL	57	3249	62	3844	5
6	FA	67	4489	76	5776	9
7	FS	52	2704	80	6400	28
8	IH	61	3721	66	4356	5
9	KH	65	4225	80	6400	15
10	NSH	56	3136	73	5329	17
11	NH	61	3721	69	4761	8
12	NR	70	4900	81	6561	11
13	ND	56	3136	70	4900	14
14	FR	54	2916	68	4624	14
15	RH	71	5041	77	5929	6
16	RA	56	3136	70	4900	14
17	RE	70	4900	83	6889	13
18	RA	54	2916	63	3969	9
19	SM	67	4489	75	5625	8
20	SW	60	3600	63	3969	3
21	SH	67	4489	69	4761	2
22	VR	70	4900	77	5929	7
23	WS	58	3364	65	4225	7
24	WP	60	3600	68	4624	8
25	YA	65	4225	75	5625	10
26	YP	75	5625	83	6889	8
Total		$\Sigma T_1 =$ 1.624	$\Sigma T_1^2 =$ 102.620	$\Sigma T_2 =$ 1.872	$\Sigma T_2^2 =$ 135.906	$\Sigma (X_1)$ = 248

The data in the appendix 9 showed the differences scores between pre-test and post-test in the controlexperimental group. From the result of the test previously, the data was calculated to find out whether communicative approach by using coventional had singificant on the students' achievement in writing recount text. The collected data were analysis T-test Formula. In the experimental group, pre-test and post-test was 1624 and 1872. The differences of the pre-test and post-test were $T1-T2=248$

2. The Calculation in Control Group

1. The calculation for total test in pre-test and post-test in control group

a. Mean

$$\begin{aligned} M1(X1) &= \frac{\sum(T2 - T1)}{N1} \\ &= \frac{248}{26} \\ &= 9.5 \end{aligned}$$

b. Standard Deviation (SD)

$$\begin{aligned} SD_t &= \sqrt{\frac{\sum(T2-T1)^2}{N}} \\ &= \sqrt{\frac{(248)^2}{26}} \\ &= \sqrt{\frac{61504}{26}} \end{aligned}$$

$$=\sqrt{2.365}$$

$$= 48.63$$

2. The calculation for pre-test in control group

a. Mean

$$MT_1 = \frac{\sum T_1}{N}$$

$$= \frac{1624}{26}$$

$$= 62.46$$

b. Variances

$$S^2 = \sum T_i^2 - \frac{(\sum T_1)^2}{N}$$

$$= 102620 - \frac{(1624)^2}{26}$$

$$= 102620 - \frac{2637376}{26}$$

$$= 102620 - 10143$$

$$= 92.47$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{\sum T_1^2}{N}}$$

$$= \sqrt{\frac{1836025}{26}}$$

$$= \sqrt{70616}$$

$$= 265,73$$

3. The calculation for post-test in control group

a. Mean

$$MT_2 = \frac{\sum T_2}{N}$$

$$= \frac{2586}{26}$$

$$= 99,46$$

b. Variances

$$S^2 = \sum T_2^2 - \frac{(\sum T_2)^2}{N}$$

$$= 169980 - \frac{(2586)^2}{26}$$

$$= 169980 - \frac{6687396}{26}$$

$$= 169980 - 25720$$

$$= 144.260$$

c. Standard Deviation (SD)

$$SD = \sqrt{\frac{T_2^2}{N}}$$

$$= \sqrt{\frac{169980}{26}}$$

$$= \sqrt{6537}$$

$$= 80.85$$

APPENDIX X
The Calculation Table

No	X	Y	X²	Y²	XY
1	65	90	4225	8100	5850
2	70	89	4900	7921	6230
3	80	82	6400	6724	6560
4	64	86	4096	7396	5504
5	62	89	3844	7921	5518
6	76	77	5776	5929	5852
7	80	80	6400	6400	6400
8	66	83	4356	6889	5478
9	80	87	6400	7569	6960
10	73	75	5329	5625	5475
11	69	77	4761	5929	5313
12	81	78	6561	6084	6318
13	70	79	4900	6241	5530
14	68	78	4624	6084	5304
15	77	80	5929	6400	6160
16	70	76	4900	5776	5320
17	83	87	6889	7569	7221
18	63	82	3969	6724	5166
19	75	83	5625	6889	6225
20	63	85	3969	7225	5355
21	69	86	4761	7396	5934
22	77	79	5929	6241	6083
23	65	83	4225	6889	5395
24	68	79	4624	6241	5372
25	75	83	5625	6889	6225
26	83	87	6889	7569	7221
Total	1872	2140	135906	176620	153969

Testing hypothesis should be done in to know wether the hypothesis accepted rejected.

a. The Equation of Linier Regression

$Y = a + b$ was getting by

$$a = \frac{(\sum Y_i)(\sum X_i^2) - (\sum X_i)(\sum X_i Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$a = \frac{(2140)(135906) - (1872)(153969)}{26(135906) - (1872)^2}$$

$$a = \frac{290838840 - 288229968}{3533556 - 3504384}$$

$$a = \frac{2608872}{29172}$$

$$a = 89.43$$

$$b = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{n \sum X_i^2 - (\sum X_i)^2}$$

$$b = \frac{26(153969) - (1872)(2140)}{26(135906) - 3504384}$$

$$b = \frac{4003194 - 400608}{3533556 - 3504384}$$

$$b = \frac{3602586}{29172}$$

$$b = 123.4$$

$Y = a + bx$

$$= 89.43 + 123.4x$$

b. Coefficient r^2

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\}\{n \sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{26(153969) - (1872)(2140)}{\sqrt{\{26 \sum 135906 - (1872)^2\}\{26(176620) - (2140)^2\}}}$$

$$r_{xy} = \frac{4003194 - 400608}{\sqrt{\{3533556 - 3504384\}\{4592120 - 4579600\}}}$$

$$r_{xy} = \frac{3602586}{\sqrt{\{29172\}\{12520\}}}$$

$$r_{xy} = \frac{3602586}{603879}$$

$$r_{xy} = 5.965$$

c. Examining The Statistical Hypothesis

H_a : $P \neq 0$ there was any significant effect of Task-Based Language Method on the students' achievement in writing recount text..

H_0 : $P = 0$ there was not any significant effect of Task-Based Language Method on the students' achievement in writing recount text

With the criteria examination, H_a was accepted if $t_{\{1 - \alpha\}} < t < t$

$\frac{\{1 - \alpha\}}{2}$ where $t_{\frac{\{1 - \alpha\}}{2}}$ was getting by t distribution with $dk = n - 2$. $dk = 26 - 2 = 24$.

$\alpha = 5\% = 0,05$. In the other way, H_0 was rejected.

$$t_{\text{hitung}} = t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{5.965\sqrt{26-2}}{\sqrt{1-(5.965)^2}}$$

$$t = \frac{2.9228}{\sqrt{3558}}$$

$$t = 49.00$$

$$t_{\text{tabel}} = \left(1 - \frac{1}{2} \cdot a\right) (24)$$

$$= \left(1 - \frac{1}{2} \cdot 0,05\right) (24)$$

$$= t_{0,9975}(24)$$

$$= 2,024$$

The conclusion from the calculating above, it showed that $t_{\text{hitung}} > t_{\text{tabel}}$ or $49.00 > 2,024$. So, H_0 was rejected. It meant that H_a was acceptable or “there was any significant effect of Task-Based Language Method on the students’ achievement in writing recount text.

d. Determining the percentage of the effect of X variable toward Y variable

$$D = (r_{xy})^2 \times 100 \%$$

$$= 5.965^2 \times 100\%$$

$$= 5581 \times 100\%$$

$$= 55,81\%$$

It meant the effect of X variable toward Y variable or the effect of using Task-Baesd Language Method on the students’ achievement in writing recount text was 55,81% and 49,04% was influenced by another factors

Documentation





Yth. Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
UM SUKSESU

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Yang terhormat yang bertanda tangan di bawah ini:

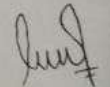
Nama Mahasiswa : Widiana
NPM : 1502050127
Program Studi : Pendidikan Bahasa Inggris
SKS Kumulatif : 154 SKS

IPK = 3,48

Perseorangan Ketua/ Sekret. Program Studi	Judul yang Diajukan	Ditandatangani oleh Dekan Fakultas UMSU
✓	The Effect of Using Task-Based Language on the Student Achievement in Writing Recount Text at MTSS INSAN CITA	✓
	The Effect of Scanning Technique to Improve Students Reading Comprehension	
	The Effect of Scaffolding Method in Teaching Writing Recount Text	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 08 Maret 2019
Hormat Pemohon,


Widiana

Petjelasan:

- buat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan dibawah ini

Nama Mahasiswa : Widiانا
NPM : 1502050127
prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Task-Based Language on the Students' Achievement
in Writing Recount Text at MTSS INSAN CITA

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Hj. Darmawati, S.Pd., M.Pd. *Ace Karsaz*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya at perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

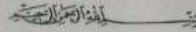
Medan, 13 Maret 2019
Hormat Pemohon,

Widiانا
Widiانا

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



SURAT PERNYATAAN



Saya yang bertanda tangan dibawah ini :

Nama Lengkap : Widiana
N.P.M : 1502050127
Prog. Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Task-Based Language Method on The Students' Achievement in Writing Recount Text

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

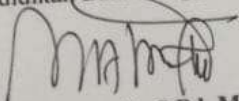
Demikian surat pernyataan ini saya perbuat ta npa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019
Hormat saya
Yang membuat pernyataan,



Widiana

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris


Mandra Saragih, S.Pd, M.Hum

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1. Elementary School at Mis Bambel from 2003 – 2009.
2. Junior High School at SMP Negeri 2 Kutacane from 2009 – 2012
3. Senior High School at SMK Negeri 1 Kutacane from 2012 – 2015
4. Bacherlor's Teachers and Education at University of Muhammadiyah Sumatera Utara (English Department, Faculty of Teachers Training and Education) from 2015 – 2019

Widiana