THE EFFECT OF APPLYING TASK-BASED LANGUAGE TEACHING (TBLT) ON THE STUDENTS' ACHIEVEMENT IN WRITING NEWS ITEM

SKRIPSI

Submitted in Partial Fulfillment of The Requirments
for The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

PANCA YULIANA
NPM : 1402050350

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3Telp. (061) 6619056 Medan 20238
Webside : http://www.fkip umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, 18 Oktober 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Panca Yuliana
NPM : 1402050350
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Task-Based Language Teaching (TBLT) on The Students' Achievement in Writing News Item

Ditetapkan : (A) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

PANITIA PELAKSANA

Ketua, Sekretaris,

Dr. Elfrianto Nasution, S.Pd., M.Pd. **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS., M.Hum. 1.
2. Dr. T. Winona Emelia, M.Hum. 2.
3. Imelda Darmayanti Manurung, SS., M.Hum 3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	: Panca Yuliana
N.P.M	: 1402050350
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item

sudah layak disidangkan.

Medan, Oktober 2018

Disetujui oleh:

Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum

Diketahui oleh:

Wakil Dekan I	Ketua Program Studi
Dra. Hj. Syamsuyurnita, M.Pd	**Mandra Saragih, S.Pd, M.Hum.**

ABSTRACT

Yuliana Panca, 1402050350 The effect of Applying Task-Based LanguageTeaching (TBLT) on students' achievement in Writing News Item". Skripsi English Deparment of Faculty of Teacher Training in Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018

This is an experimental research which discuss the application of Task-Based Language Teaching in teaching writing. The objective of this research was to find out the effect of applying Task-BasedLanguage Teaching (TBLT) on students' achievement in writing news item. This research was conducted at SMA Alwasliyah Gedung Johor Medan Jalan. Karya Jaya No.267 on odd semester at academic years 2018/2019. By using total sampling technique, class XI IPS A, with consists of 26 students and XI IPS B, with 25 students were taken as sample. The sample was divided into 2 classes, the experimental group which consisted of 26 students taught by using TBLT and the control group consisted of 25 students without TBLT. Quasi experimental technique were applied as the research design. In oder to gain the data, an essay test of writing consists of 3 title were administrated to the students. The data were analyzed by using t-test formula.Then, the result showed that tobserve (11,86) was higher than t_{table} (2.00) and the degree of freedom (df= 49) for two-tailed test (11,86 > 2.00). It meant that the null hypothesis (H_o) was rejected andalternative hypothesis (H_a) was accepted. In conclusion, the students' achievement in writing news item by using TBLT was more significant than without TBLT.

ACKNOWLEDGEMENTS

In the name Allah the most Almighty, the most Gracious and the most Merciful. Praise to be Allah, firstly, the researcher would like to express thanks to Allah the most Almighty for giving her ideas and inspiration in finishing and completing the study. Secondly, bless and peace be upon the prophet Muhammad Salallahu'alaihi Wassalam as the figure of good civilization, intellectual, braveness, and loving knowledge.

This study entitled "The effect of Applying Task-Based Language (TBLT) on students' achievement in writing news item". It was not easy for the researcher in finishing this study. There were many difficulties and problems faced by her, physically and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore, she would like to thank especially to her dearest and lovely great parents, Karsun and Ibunda Gusti Wati Lubis, million greateful words would never be enough to endless love, care, attention, pray, encouragement and hearth they have given. The researcher also would like to express her gratitude and appreciation to:

1. Dr. Agussani, M.AP., the rector of University of Muhammadiyah Sumatera Utara who have been leading in campus and for his valuable guidance.
2. Dr. Elfrianto Nasution, M.Pd., the Dean of FKIP UMSU who had encouraged the researcher and thaught the educational material for the researchers in FKIP UMSU.

3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum., the Head and secretary of English Education Program for their assistance and administrative help in the processof completing the necessary requirements.
4. Imelda Darmayanti Manurung, SS., M.Hum., the supervisor which had given the suggestion, ideas, comments and guidance during writing the study from the beginning untul the end.
5. All the lectures of FKIP UMSU who has given their valuable thought in English teaching during her academic years at FKIP UMSU.
6. The digital Library of UMSU, that have provide many references for the researcher.
7. Her beloved big especially the researcher's younger brother, older brother, and older sister.
8. Her lovely friends, Azis, Elsa, Widi, Iki, Humaira, Titin, Risna, Suci, Ammy, Nelly who always gave support and motivation in finishing her study at FKIP UMSU.
9. Her beloved person Mhd. Farhan and her bestfriends Dinny Royza and all who has given me support in prayer and material.
10. All friends at during study in FKIP UMSU, C Morning Class of English Department for the motivation and cheerful that has we passed though together.

Medan, 2018

The Researcher

Panca Yuliana

TABLE OF CONTENT

ABSTRACT ..... **i**

ACKNOWLEDGEMENT ..... **ii**

TABLE OF CONTENT ..... **iii**

CHAPTER I INTRODUCTION

A. Background of The Study 1

B. Identification of The Problem 3

C. Scope and Limitation 4

D. The Formulation of The Study 4

E. The Objective of the Study 4

F. The Significance of the study 4

CHAPTER II REVIEW OF LITERATURE

A. Theoritical Framework 6

1. Definition of Writing 6

1.1 Writing Process 8

1.2 Text 8

1.2.1 Types of the Text 9

1.3 News Item 12

2. Definition of Task – Based Language Teaching 15

2.1 Framework of Task 19

2.2 Procedure of Task 20

2.3 Steps of Task – Based Language Teaching 22

2.4 Types of Task – Based Language Teaching 22

2.5 Strategies of Task – Based Language Teaching 24

2.6 The Main Charachteristic of TBLT 25

2.7 Advantage and Disadvantage of TBLT 26

2.8 Teacher and Learner Roles in TBLT 27

B. Previously Related Study 28

C. Conceptual Framework 29

D. Hypothesis 31

CHAPTER III METHOD OF RESEARCH

A. Location 32

B. Population and Sample 32

C. Research Design 33

1. Pre-test 34

2. Treatment 34

3. Post-test 35

D. Instrument of Research 36

E. Technique of Collecting Data 39

F. Technique of Data Analysis 39

CHAPTER IV

A. Data Description 42

1. The data of Experimental Class 42

2. The data of Control Class 44

B. Data Analysis 45

C. Hypothesis Testing 47

D. Data Interpretation..... 48

CHAPTER V

A. Conclusion 50

B. Suggestion..... 50

LIST OF TABLE

APPENDICES

REFERENCES

LIST OF TABLES

Table 3.1 Population.....32

Table 3.2 Sample.....33

Table 3.3 Research Design 34

Table 3.4 The Procedure of Research in Experimental Class.....35

Table 3.5 The Procedure of Research in Control Class.....35

Table 4.1 The Student's Score of Experimental Class 42

Table 4.2 The Student's Score of Control Class.....44

Table 4.3 The Result of Calculation of Post Test at Experiment and Control Class 45

LIST OF APPENDICES

APPENDIX 1 Lesson Plan Experimental Class

APPENDIX 2 Lesson Plan Control Class

APPENDIX 3 Instrument of Research

APPENDIX 4 Students Answer Sheet

APPENDIX 5 The Attendance List of Experimental Class

APPENDIX 6 The Attendance List of Control Class

APPENDIX 7 Form K- 1

APPENDIX 8 Form K- 2

APPENDIX 9 Form K- 3

APPENDIX 10 Surat Pernyataan Plagiat

APPENDIX 11 Lembar Pengesahan Proposal

APPENDIX 12 Lembar Pengesahan Skripsi

APPENDIX 13 Surat Keterangan Hasil Seminar

APPENDIX 14 Surat Keterangan Izin Riset

APPENDIX 15 Berita Acara Bimbingan Proposal

APPENDIX 16 Berita Acara Bimbingan Skripsi

APPENDIX 17 Student's Documentation

APPENDIX 18 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of The Study

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly. Writing activity has give important contribution to human. Harmer (2007:118) states that writing is an enabling activity where teachers have students write sentences in preparation for some other activity. Beside that, writing is used as a practical tool to help students practice and work with language they have been studying. It means that students can practice their language through writing as the form of written language. In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Based on the syllabus of junior and senior high school curriculum requires students to be able to write some kinds of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical aprocedure text in the dailycontext. This curriculum obviously indicates that writing receive bigger attention but it need to be segmented by the teacher into some indicators of specific learning activities. The Standard of Competencies and Basic

Competencies are stated clearly so that the teacher should be able to set up the objectives of teaching writing. Basic Competencies apparently can guide the teachers in deciding what writing activities they have to do in order torealize the basic competencies. More importantly, writing activities are directed to writing for communication, not writing for exercise only. It also provides opportunities for teachers to help studentsto develop their writing.

Those competences should be achieved by the students to fullfill the minimum criteria standard of competence. But in fact, students' ability in writing is relatively low. Based on researcher experiences in SMA Alwasliyah grade XI english, students' ability of such skill is quite low, especially in writing News Item. Students often failedin writing because they faced some problems such as they got difficulties to find out ideas and encouraging to learn to think more about the knowledge they have. Therefore, they did not give much attention and enthusiasm on writing especially in writing News Item.

In teaching writing especially in news item, the teacher usually teaches the students by explaining the material based on the student worksheet. The teacher seldom uses technique when teaching writing. After 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 news item based on their experiences. Of course students get bored with this teaching learning process. Eventually, the technique is important to explore the students' imagination to make a good composition in writing.

Consider the above situation, the writer choose an approach which is based on the use of task as the core unit of planning and instruction in teaching writing. So this approach is known as Task-Based Language Teaching (TBLT). TBLT is very effective way to teach writing news item because TBLT involves many various tasks that can help the students understand procedure of news item easily. The tasks are done in pairs or in group. These ways are effective because TBLT is students-centeredness. The students can interact each other and communicatethe language they are discussing. Beside, TBLT has authenticity. The task give to students should be clear and authentic to the life reality and have some information transfer so the students connect it to their real life. It is very interested in conducting study which can improve my writing as well as students' achievement on mastering conditional sentences. It is expected that by applying this approach, students can interact in English which is not only as an academic subject that should be passin the examination but also as a real means of interaction.

Based on the problem above, the researcher carry out with The title "The effect of applying Task-Based Language Teaching (TBLT) on students' achievement in writing news item" .

B. The Identification of the Problem

The problem of the study were formulated as follows :

1. The students ability in writing was still low
2. Students got difficulties to find out the ideas what they write.

3. Many students at senior high school found difficulties encouraging to learn to think more about the knowledge they have.

C. The Scope of Limitation

The scope of the study is about writing,which was limited on writing news item by applying TBLT.

D. The Formulation of The Study

The problem of the study is formulated as the following : is there any significant effect of applying task-based language teaching on the students' achievement in writing news item.

E. The Objective of The Study

The objectives of the study is stated as follows : to investigate the effect of applying Task-Based Language Teaching on the students' achievement in writing news item.

F. The significance of The Study

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

Practically, the research findings of the study are expected to be useful for

a) the students,

This research hopefully gives advantage for all of students who learned English to aware that important of writing when they are going to make News Item.

b) the english teachers,

The result of this study can give beneficial to English teachers that writing is very important in Learning English, especially making News Item.

c) the researcher

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

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

1. Writing

Writing is a form of manifestation of linguistic competence that is expressed in the form the use of writen language, other than in the form of oral language. In addition to the use of language activity in the form of speaking and reading, the activity of writing is one of the manisfestation of the use of language as a communication media. Based on Carrol, Wilson, and Forlini (2003: 3) said that "Writing is one of the most powerful communication tolls we will use today and for the rest of our life. We will use it to share our thoughts and ideas with others and even to communicate with ourselves". The use of English as a foreign language, such as the Indonesian people, will always find that the writing is not easy as speaking, althought both are considered a form of active manisfestation of language (encoding).

Ken Hyland (2002: 7) stated that "Writing is disembodied". It is removed from contextual and the personal experience of the writer becouse meaning can be encoded in text and recovered by anyone with the night 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 westrn education system. Cadric Cullingford (1995: 60) asserted that writing is an instrument to help thought as well as being the final form of that thought. When pupil stars to see that they can write more than one draft and that their first draft does not have to be perfect, they

begin to understand two things. First, they understand the utility of writing, that it can help them. Secondly, they realized that even if the final product is not perfect, they have improved what they are doing by thinking about it.

Harris (1968: 68) stated that "Writing process is a sophisticated skill combining five general components: contents, organization, grammar, vocabulary and mechanics". Heaton (1998: 135) stated that "Writing is the ability to use structure. Writing refers to the skill of using graphic symbols which have to be arranged to certain convention". It means writing is the act of skill in forming graphic symbol and combining a number a of drivers elements. It also one's ability in using grammar to express one's ideas in the form of written communications. In other words it can be said that writing is expressing ideas, feeling and desires through graphic symbol. Daniel J. Moran (2004) stated that "Traditionally, instruction in the proceed of writing and instruction in grammar and punctuation proceed as two separate activities". Becouse the writing activity is a management nightmare, however, teacher tend to make few writing assignments. When students do write original compositions, teacher, may cover the papers in jumble of red. Since they generally do not return the correction until many days later, writers may not learn how well they have done until it is too late to matter. In some programs, students learn to use copy editing marks: with the teacher guidance, the edit writing and apply the change in their rewrites. But, even those students do not write or edit their own work themselves nearly often enough those students do not write or edit own work themselves nearly often enough to learn how to writing effectively.

1.1 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:

1) 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.

2) Drafting

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

3) Editing

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

4) Final version

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

1.2 Text

Definition of 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.

Anderson and Anderson (1997:1) state that texts are divided into two maincategories. They are:

a) Literacy texts

It is constructed to appeal the emotion and imagination. There are three main text types in this category: narrative, poetic and dramatic.

b) Factual texts

It presents information or ideas, aim to show and tell or persuade the audience. Factual texts include recount, response, explanation, discussion, information report, exposition and procedure.

Basically,the texts are categorized in two main parts in which each text has different meaning and function. So, we can use the texts above based on our need.

1.2.1 Types of The Text

1. Descriptive text

According to Anderson and Anderson (1997: 26) a description text describes a particular person, place or thing. Its purpose 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 subject rather than a general group.

2. **Procedure text**

Procedure text is one of the texts in genre based approach. In this research,procedure text is a piece of writing that tells us information of making or doing something through several steps or directions.

3. **Narrative text**

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

4. **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. The structure of the report is as follows.

5. **Recount text**

Text recount is a form of text that is usually used to tell the events of thepast. The main feature of the recount text is a past sentence or past tense.

6. **Review Text**

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

7. **Spoof Text**

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

8. **Announcement Text**

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

9. **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.

10. **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.

11. **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.

12. **Descriptive Text**

    Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

13. **Explanation Text**

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

1.3. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. It means if there is an important event that should be known by many people, then this event deserves news. Well, the news text is called the news item text. However, if there are events that people do not deserve, then they are not definitely worth to be news.

News Item Text informs newsworthy or important events to readers, listeners or viewers (Gerot & Wignell, 1995; Doddy, et al., 2008). Based on Gerot & Wignell (1995), a news item text has a schematic structure: newsworthy event(s), background events and sources. Gerot & Wignell (1995) further state that the language features of News Item text are the short and telegraphic information conveyed in the text, the use of material and verbal process, and the focus on circumstances.

Generic Structure of News Item Text

1. Main Events / Newsworthy event(s): it recounts the event in summary form.
2. Elaboration / Background event(s): they elaborate what happened, to whom, inwhat circumstance
3. Resource of Information (Source) : it contains comments by participants in,witnesses to and authorities expert on the event

The Characteristics / LanguageFeature of News Item

1. Focusing on circumstances (using a simple language in writing the text)
2. Using saying verbs: "….", She said, informed, told, reported.

3. Sometimes at the beginning of news, the scene is mentioned : Jakarta – … .. / Kuala Lumpur – …
4. Using Past tense in explaining news events. But if it is a fact that until now still happen or still in the form of fact, then can use simple present tense.
5. Short, telegraphic information about story captured in headline.
6. Using adverbs: time, place and manner.
7. Uses of material processes to retell the event.

Purpose of News Item

1. News Item Text is used to inform readers about events of the day which are considered newsworthy or important.
2. To inform the readers about newsworthy or important events of the day. To present information the readers about newsworthy or important events of the day.

Examples and structures analyze of the text

Town 'Contaminated	
Newsworthy events	Moscow – A Russian journalist *has uncovered* evidence of another Soviet nuclear catastrophe, which *killed* 10 sailors and *contaminated* an entire town.
Background Events	Yelena Vazrshavskya is the first journalist to speak to people who witnessed the explosion of a nuclear submarine at the naval base of shkotovo – 22 near Vladivostock.
	The accident, which *occurred*13 months before the Chernobyl disaster, *spread* radioactive fall-out over the base and nearby town, but was covered up by officials of the Soviet Union. Residents were told the explosion in the reactor of the Victor-

	class submarine during a refit had been a 'thermal' and not a nuclear explosion. And those involved in the clean up operation to remove more than 600 tones of contaminated material were sworn to secrecy.
Sources Information	A board of investigators **was** later **to describe** it as the worst accident in the history of the Soviet Navy.

Example of Procedure

Indonesian Maid beheaded

An Indonesian housemaid has been executed in Saudi Arabia after being convicted of killing her employer, the Saudi Interior Minister said.

The woman was beheaded in the Southern Asir province in what was the second execution in the country.

The maid was earlier found of suffocating her female boss and stealing her jewellery. Rape, murder and other serious crimes can carry the death penalty in the conservative desert kingdom.

Last year, Saudi Arabia, which follow a strict intepretation of Syaria, Islamic law executed more than 130 people. (*Taken from: www.news.bbc.co.id*)

Generic Structure Analysis

a. **Main event**:an Indonesian maid was beheaded in Saudi Arabia.
b. **Background 1**; the maid was found guilty of suffocating her bos.
c. **Background 2**; serious crimes can carry death penalty in Saudi Arabia.

d. **Background 3**; Saudi Arabia executed more than 130 people last year.

e. **Resource;** the Saudi Interior Minister statement**.**

Language Feature Analysis

a. **Focussing circumtances :** law of serious crimes**.**

b. **Using material process :** behead, execute, carry, etc

2. Definition of Task – Based Language Teaching

Task-Based Language Teaching (TBLT) 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 TBLT, Nunan (2004: 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.

Skehan (1998) as quoted by Ellis (2000) states that the pedagogic task as a work plan (learning) has four main characteristics. First, the meaning of the expressed language is important and a priority. Second, there is a goal to be accomplished from the given task. Third, the design of learning activities on the given task should be evaluated. Fourth, the design of learning activities should be related to daily activities. These four characteristics clearly emphasize the

acquisition of the meaning of the language used to be contextual and related to real life.

Furthermore Ellis (2000) asserts that the tasks of a work plan (study) consist of: (1) some input or information on which the learner is required to implement it, and (2) its instructional objectives reflect the outcomes that the learners must achieve. In other words, the task as a work plan has four characteristics. First, the task is more emphasis on the acquisition of the meaning of language than the acquisition of language rules (forms). Second, the task requires the learner to obtain communicative ability as a goal and learning outcomes. Third, the task of enhancing linguistic abilities through the context of natural communication. Fourth, the task is designed as a class activity related to daily activities.

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:

1. Sort (listing)

   In this type, the learner is involved in the idea process and fact-finding process.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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:

1. Instructions must be logical in students to develop their linguistic skills and abilities.
2. Instruction should guide students to focus on meaning.
3. Instruction must convince students to focus on the rules (form) of language.
4. instruction focuses on developing implicit and explicit knowledge of second language acquisition.
5. instruction should include a permanent student learning syllabus.
6. Language learning should include extensive input on a second language.
7. Language learning should lead to learning outcomes.
8. interaction in a second language is important to improve the language skills of the two students.
9. instruction must take into account individual differences.
10. The assessment of students' language proficiency should be based on the production of a free and controlled language.

In other 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 principles to be used.

2.1 Framework of Task

The TBLT 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.

Pre- task

Pre- task introduces the class to the topic and it is related with the words and phares. 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 (Prabhu 1987). http://www.google.co.id/.

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 teacher"s guidance while planning their reports on the task.

There are three components of a task cycle, as presented by:

1. **Task**

   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 news item.

2. **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

3. **Report**

   Report is the natural condition of the task cycle. In this stage, learners tell the class about their findings. Some groups present their reportsto the class or exchange write reports and compare the result.

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).

2.2 Procedure of Task

According to Jane Wills (1996), in TBLT 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:

1) **Pre-task activityan 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

2) **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
3) **Language Focusand 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.

The main advantages of TBLT are that language is used for a genuine purpose, meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form (as in the PPP model). Whereas the aim of the PPP model is to lead from accuracy to fluency, the aim of TBLT is to integrate all four skills and to move from fluency to accuracy plus fluency. The range of tasks available (reading texts, listening texts, problem-solving, role-plays, questionnaires, etc) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners.

2.3 Steps of Task – Based Language Teaching

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

2.4 Types of Task – Based Language Teaching

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

1. **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.

2. **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.
3. **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.

2.5 Strategies of Task – Based Language Teaching

The following scheme proposes five different strategy types : cognitive, interpersonal, lingustic, 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 fornming the simple past tense).
Taking Notes	Writing down the important information in a text in your own words.
Concept Maping	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 identity 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).

2.6 The Main Characteristic of Task – Based Language Teaching

1. 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
2. Give students the opportunity to use the context of their daily experience as an important element that can support learning in the classroom. Other research

   Zhu (2007) - Integrating the Task Based Teaching Approach into Grammar Teaching.

2.7 Advantage and Disadvantages of Task – Based Language Teaching

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, often provides for practical extra-linguistic skill building and are likely to be familiar to the students such as visiting the doctor.

1. Task-based language teaching offers the opportunity for ‘natural’ learning inside the classroom.
2. TBLT emphasizes meaning over form but can also cater for learning form.
3. TBLT is intrinsically motivating therefore students are more likely to be engaged, which may further motivate them in their language learning.
4. TBLT 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.
5. TBLT caters to the development of communicative fluency while not neglecting accuracy.
6. TBLT depends on the purpose of the activity and can be used alongside a more traditional approach.
7. TBLT develops communicative abilities.

While, the disadvantage of using TBLT can be expalined as follow :

1. There is no acquisition of new grammar or vocabulary features
2. Everything is left to the teacher

3. Not all students are or will be motivated by TBLT Some students need more guidance and will not or cannot notice language forms (grammar) or other elements of accuracy
4. Students typically translate and use a lot of their L1 rather than the target language in completing the tasks.

   (Broady, 2006)

2.8 Teacher and Learner Roles in Task – Based Language Teaching

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

1. Teacher Roles

a) Selector and sequencer of task : A central role of the researcher is in selecting adapting, and/or creating themselves and then forming these in keeping with learners needs, interest, and language skill level.

b) Preparing learners for tasks. Some sort of pre-task preparation or cuing is important for learners. Such activities might include topic introduction, clarifying task instructions, helping students learn or recall useful and phrase to facilitate task accomplishment, and providing partian demostration of task procedure.

c) Consiousness-raising: the teacher employs a variety form – focusing technique, including attention – focusing pre- task activities, text exploration, guided exposure to parallel tasks, and the use eg highlighted material.

2. Learners Roles

Group participant: many tasks will be done in pairs and small groups. For the students more accustomed to whole-class and/or individual work.

a. Monitor: in TBLT, tasks are employed as a means of facilitating learning. Class activities have to be designed so that students have the opportunity to notice how laguage is used in communication
b. Risk – taker and innovator: many task will require learners to create and interpret messages for which they lack full linguistic resources and prior experience. In fact, it it said that to be the point of such tasks. 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).

B. Previously Related Study

There is some research had been conducted related this study. The first research, Guntur Sopyan (2016: 47) 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 tobs> ttable (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.

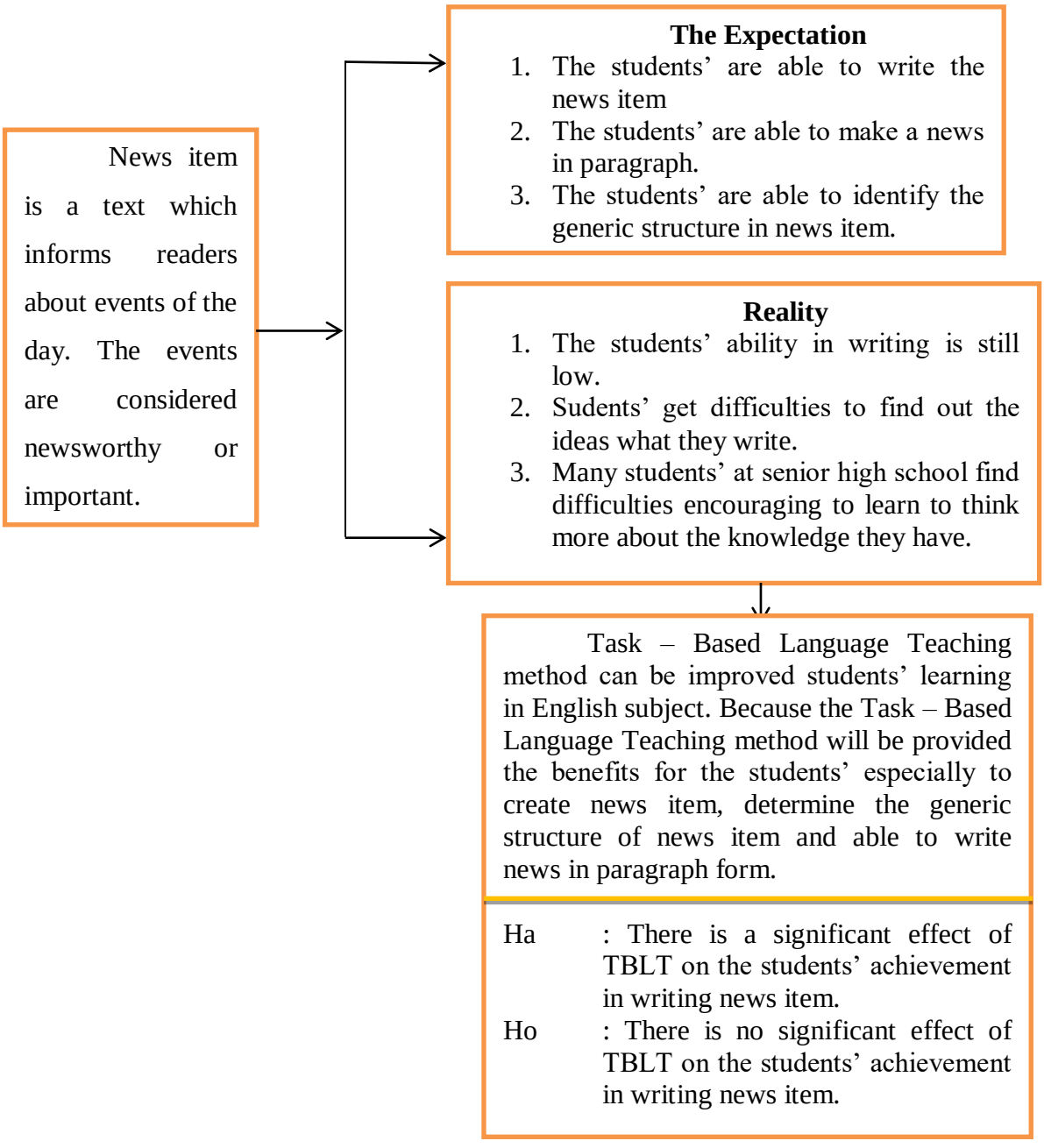
The second research in journal of Guvenc (2010) vol.6 No. 5 entitled: The Effect of Using Learning Journals on Developing self Regulated Learning and Reflective Thinking among Pre-Service Teacher in Jordan. The study to investigate the effects of cooperative learning and learning journals on teacher candidate students' self regulated learning. Eighty-four university students (52 girls and 32 boys) participated in this research. A quasi pre-test/post-test experimental design with control group is utilized. Both groups will be taught by cooperative learning. The experimental group write their reflection in learning journals. The research has concluded that there is a difference between the experimental and control groups in favor of the students of the experimental group who have been affected more positively on self efficacy for learning and performance, elaboration, organization, critical thinking, and meta-cognitive control strategy dimensions of self-regulated learning.

So, the differences among previous research above with this research is in this research, the researcher just focused on the effect of applying task-based language teaching on the students' achievement in writing news item.

C. Conceptual Framework

Writing is a process of transfering ideas into symbols such as letters,words, phrases, sentences and paragraph. Involving certain rules of grammar, spelling, and other elements in the language. Writing is very crucial human's life. People write through out their life. A researcher should be using task-based language teaching in teaching writing.

The researcher will be conducted to determine whether the TBLT can increase students' learning outcomes in English subject (Writing), especially writing news item. writing news item describes the condition that is necessary for a particular result to occur. It has three generic structure toanalyze text namely a main events, elaboration, and resource of information (source).



D. Hypothesis

Ha : There is a significant effect of Task – Based Language teaching on the students' achievement in writing news item.

Ho : There is no significant effect of Task – Based Language teaching on the students' achievement in writing news item.

CHAPTER III

METHOD OF RESEARCH

A. Location

This reasearch was conducted at SMA Alwasliyah Gedung Johor Medan Jalan. Karya Jaya No.267 on odd semester at academic years 2018/2019. The reason for choosing this school because based on the reasearch's observation that there is problem with the students ability, especially in writing news item such as make a paragraph and determine about the generic structure.

B. Population and Sample

The population of this study was taken from the students of first grade, the population of this research which consists of 2 classes. There are XI-A (26 students) XI-B (25 students). So, the population consist of 51 students, by using:

Table 3.1
Population

Class	Population	Group
XI- IPS A	26	Experimental
XI- IPS B	25	Control
Total	51	

Total sampling technique, class XI- IPS A was choosen as experimental group, and XI- IPS B as control group.

By using total sampling technique, both which on experimental group and control group choosen by using the total sampling technique. The sample :

Table 3.2
Sample

No	Class	Number of Students	Group
1	XI- IPS A	26	Experimental
2	XI- IPS B	25	Control
Total		51	

C. Research Design

This study is a quantitative method. The design of this study is quasi – experimental. Quasi – experimental design of this study to see the effectiveness of TBLT towards students' writing skill in news text. According to Millan (2006), the purpose of quasi experimental designis to determine cause and effect between independent and dependent variable. A common situation for implementing quasi-experimental studyinvolves several classes or schools that can be used to determine the effect of curricular materials or teaching methods. In this study, TBLT is the independent variable which may cause / influence students'writing skill in news text as the dependent variable.

Pre-test and post-test on the control and experiment class, to see the effectiveness of the TBLT by looking pre-test, and post-test measurement and comparing the gained scores between both classes is applied in this research. The effectiveness can be seen from the improvement of students' score of experiment classin the post-test. The experiment class will be given the technique by usingTBLT in the classroom and the controlled class without using TBLT.

This research was applied experimental research in which the sample is divided into two groups; an experimental group and a control group. The experimental group is the group which received treatments; Task-Based Language Teaching. The control group, on the other hand, is a group which a treat without special treatment.

Before giving the treatment to the experimental group, this was given pre-test to both groups. Pre-test is give in order to know the students' achievement in writing news item before the treatment.

Table 3.3
Research Design

No	Class	Group	Pre-test	Treatment	post-test
1	XI- IPS A	Experimental Group	✓	Using Task-Based Language Teaching	✓
2	XI- IPS B	Control Group	✓	-	✓

a. Pre-test

Pretest was conducted in the beginning of the research before the treatment. In addition, pre-test was given to analyze students' in writing. It was given to the experimental group and control group to collect the data whether those groups had the same ability or not. Pre-test is done by giving essay form paragraph. Pre-test was given to 51 students as the sample.

2. Treatment

The treatment is conduct after the pre-test. The experimental group is taught by using Task- Based Language Teaching while the control is taught without using special treatment.

The steps of treatment of experimental and control groups were shown as

Table 3.4
The procedure of Research in Experimental Class

No	Teacher's Activities	Students' Activities
1	The teacher greeted the students to open the class	The students give attention to the teacher
2	The teacher explained about something description	Students give attention to the teacher explanation
3	The teacher introduce and explains how to using TBLT	Students gave attention to the teacher's explanation about TBLT
4	The teacher give instruction to the students	Students are ready to start the lesson

Table 3.5
The procedure of Reasearch in Control Class

No.	Teacher's Activities	Stidents' Activities
1	The tecaher greeted the students to open the class	The students gve attention to the teacher
2	The teacher explain about writing news item	Students give attention to the teacher's explanation and wrote the explanation
3	The teacher explain about the and gave some example of news item	Students give the attention to the teacher's expalantion and write it
4	The teacher ask the students to translate new words	Students find the new words and open the dictionary to translate the new words
5	The teacher gave the test which related the material	Students do their exercise

3. Post-test

The procedure of pre-test and post-test is the same. Pre-test is done in the beginning of the study. In contrast, post-test was given after the whole treatments had been done. In addition, post-test is aimed to analyze whether or not the treatments effectiveness the sample in the experimental group.

D. The Instrument of Research

According to Hughes (1989), to be valid a test must provide consistently accurate measurements. It must therefore be reliable. Reliable based on Heaton (1988), if the test administer to the same candidates on different occasions, then, to the extent that it produces differing results, its reliable. To make the test more valid, direct long was given for the test of writing. First, the writer write explicit specifications for the test which take account of all that is known about the constructs that are to be measured. The score was writen also included a representative sample of the content of these in the test. Second, was used direct testing. It is reference should be made to the research literature to confirm that measurement of the relevant underlying construct has been demontrated using the testing techniques that are be employed. As a writing test, candidates is required to write down a news text based on the TBLT. There are some requirements : minimal three paragraphs, each paragraph consists of eight sentences and the candidates must think the cohesive, unity, and clarity in their writing.To administered the writing test, was used as analytic score in order to be more reliable in scoring students' writing. The following rating scale desived by Jacob, et al.'s (1981).

Scoring Element	Scale	Quality	Description
Content	30 – 27	Excellent to very good	Knowledge–substantive – thorough development of thesis–relevant to assigned topic.
	26 - 22	Good to Average	Some knowledge of subject–adequate range–limited development of thesis-mostly relevant to topic, but lack detail.
	21 – 17	Fair to Poor	Limited knowledge of subject–little substance-inadequate development of topic.
	16 – 13	Very Poor	Does not show knowledge of subject-non substantive-not partient-or not enough to evaluate.
Organization	17 – 14	Good to average	Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	Fair to Poor	Non fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 - 7	Very Poor	Does not communicates – no organization – or not enough to evaluate.
	20 – 18	Excellent to Very Good	Shophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	17 - 14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured.
	13 - 10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice usage – meaning confused or obscured.
	9 – 7	Very Poor	Essentially translation – little knowledge of english vocabulary, idioms, word form – or not enough to evaluate.
Vocabulary	20 - 18	Excellent to Very good	Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	17 - 14	Good to Average	Adequate range – occasional errors of word/idiom form, choice, usage – meaning confused or obscured.
	13 – 10	Fair to Poor	Limited range – frequent errors of word/idiom form, choice usage – meaning confused or obscured.

	9 -7	Very Poor	Essentially trasnlation – little knowledge of english vocabulary, idioms, word form – or not enough to evaluate.
Language Use	25 - 22	Excellent to Very Good	Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21 – 18	Good to Average	Effective but simple constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to Poor	Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run – ons, deletions – meaning confused or oscured.
	10 – 15	Very Poor	Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions – few errors of spelling, puntuation, capitalizations, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraphing–poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions – dominated by errors of spelling, puntuation, capitalization, paragraphing– handwriting illegible – or not enough to evaluate.

Score :

Content:_ + Organization:_ + vocabulary:_ + Language Use: _ + Mechanics: _ +

= (Total score)

Categorization	Score
Excellent	80 – 90
Good	70 – 80
Fair	60 – 70
Poor	50 – 60

E. Techinique of Collecting Data

In collecting the data, the writer used writing test was administrated to the students'. Test as the instrument of the study. The students were asked to write news text . The students had to make a news item that consists of maximum two paragraphs. Each paragraph consists of eight sentences. Determine of the generic structure. They must think the cohesive, unity, and clarity in their writing.

F. Technique of Data Analysis

After collecting the data, these following steps were implemented to analyze the data :

The technique of data analysis that used (Anas Sudijino,2010), in this study is statistical analysis with t-test, the formula as follows :

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X1^2 + \sum X1^2}{N_1 + N_2}\right)\left(\frac{N1+N2}{N1 \,.\, N2}\right)}}$$

With the Explanation :

M_1 = the average score of experimental class

M_2 = the average score of control clas

X_1 = Sum of the squared deviation score of control class

X_2 = sum of the squared deviation score of experimental class

N_1 = the numbers of experimental class

N_2 = the number of control class

2 = consonant number

First of all to adjust to the symbol used in this formula: we give the symbol I X_1 variable I, we give symbol X_2 Variable II. We give the variable score deviation x_1, and we give the x_2 variable variable deviation.

1) Calculate the Mean of the variable $X_1$by using the formula:

$$M_1 = \frac{\Sigma X_1}{N_1}$$

2) Calculate the Mean of the variable $X_2$by using the formula:

$$M_2 = \frac{\Sigma X_2}{N_2}$$

3) Calculate the Deviation of the variable score X_1, by using the formula :

$$x_1 = X_1 - M_1$$

Note : the amount of x_1 or $\Sigma x1$, must be equal to zero.

4) Calculate the Deviation of the variable X_2, by using the formula :

$$x_2 = X_2 - M_2$$

5) Squaring x_1, then adding up, obtained Σx_1^2

6) Squaring x_2, then adding up, obtained Σx_2^2

7) Calculate t_o

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X1^2 + \sum X1^2}{N_1 + N_2}\right)\left(\frac{N1 + N2}{N1 \,.\, N2}\right)}}$$

8) Provide an interpretation of t_o by using the "t" value table, in the same way as mentioned earlier.
9) The conclusion

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Description

The data were collected from students pre-test and post-test of both classes and the data which is obtained is described into two tables. Thetable 4.1 that showed the students' score and achievement in experiment class and the table 4.2 showed the students' score and achievement in control class. Each table has four columns; the first column showed the number of students, the second column showed the name of students, the third and fourth columns howed pre-test and post-test scores.

1. The Data of Experiment Class

Table 4.1
The Student's Scores of Experiment Class
(Using Tas-Based language Teaching)

No.	Students (X)	Pre-Test	Post-Test
1.	**ASH**	57	88
2.	**AS**	52	82
3.	**APA**	57	80
4.	**AW**	58	87
5.	**AMP**	55	82
6.	**CP**	53	80
7.	**DS**	51	85

8.	**DN**	51	85
9.	**HR**	46	82
10.	**ILG**	54	83
11.	**IS**	52	87
12.	**LAS**	51	85
13.	**MB**	52	87
14.	**MF**	55	90
15.	**MF**	53	84
16.	**MF**	54	87
17.	**NR**	60	84
18.	**NM**	60	83
19.	**QSB**	55	85
20.	**RW**	55	86
21.	**RP**	55	85
22.	**RD**	57	84
23.	**SAR**	52	85
24.	**TM**	51	85
25.	**WY**	52	85
26.	**WL**	51	84
		∑ **X** = 1399	∑ **X** = 2192
		M = 53.80	**M**= 84.30

Mean of pre-test

$$X = \frac{\sum x}{N} = \frac{1399}{26} = 53.80$$

Mean of post-test

$X_1 = \frac{\sum x_1}{N_1} = \frac{2192}{26} = 84.30$

According to the result of pre-test and post-test from the experiment class,it shows thatthe lowest score of pre-test was 46 and the highest score was 60. And the lowest score of post-test is 80(Good) and the highest score is 90 (Excellent). The average of pre-test is 53,80 and post-test 84,30. The average of post-test from the students who got treatment using Task-Based Language Teaching was higher than 25 the students from control class. In this class, student who did not pass the minimum score was one student.

2. The Data of Control Class

Table 4.2
The Student's Scores of Control Class
(Without Tas-Based language Teaching)

No.	Students (X)	Pre-Test Score	Post-Test Score
1.	**ANM**	52	75
2.	**AT**	71	78
3.	**BSA**	53	72
4.	**CM**	52	80
5.	**CRK**	50	75
6.	**DR**	51	78
7.	**EP**	51	72
8.	**HK**	53	79
9.	**JSB**	54	79

10.	**LS**	53	78
11.	**MTM**	50	72
12.	**MFL**	51	75
13.	**MHN**	52	77
14.	**NB**	52	77
15.	**ND**	50	72
16.	**PD**	56	78
17.	**RMN**	55	80
18.	**RA**	53	72
19.	**SP**	50	70
20.	**SNAS**	55	77
21.	**SWS**	52	75
22.	**SG**	51	73
23.	**TQ**	54	78
24.	**WS**	50	70
25.	**YS**	52	73
		$\sum$ **X** = 1323	$\sum$ **X** = 1885
		M =52.92	**M** = 75.4

Mean of pre-test

$$X = \frac{\sum x}{N} = \frac{1323}{25} = 53.80$$

Mean of post-test

$$X_1 = \frac{\sum x_1}{N_1} = \frac{1885}{25} = 75.4$$

Based on the table 4.2above, it shows that the lowest score in pre-test 50 and the highest score is 71 with the average of pre-test score is52,92. And the lowest score in post-test 70 and the highest score is 80. Beside that, the average of post-test score increased with the value 75,4. The highest score of post-test was 87 (Excellent) ; the lowest score was 77 (Good).

B. Data Analysis

After getting the data pre-test and post-test score of two classes, then the researcher analyzed it by using t-test, the result calculating of post-test at the experiment class and control class would be described in the following table:

Table 4.3

The result calculation of post-test at experiment class (X_1^2) and at control class (X_2^2).

No.	Score		X_1	X_1	X_1^2	X_2^2
	X_1	X_2				
1	88	75	3.7	-0.4	13.69	0.16
2	82	78	-2.3	2.6	5.29	6.76
3	80	72	-4.3	-3.4	18.49	11.56
4	87	80	2.7	4.6	7.29	21.16
5	82	75	-2.3	-0.4	5.29	0.16
6	80	78	-4.3	2.6	18.49	6.76
7	85	72	0.7	-3.4	0.49	11.56
8	85	79	0.7	3.6	0.49	12.96
9	82	79	-2.3	3.6	5.29	6.76
10	83	78	-1.3	2.6	1.69	11.56

11	87	72	2.7	-3.4	7.29	0.16
12	85	75	0.7	-0.4	0.49	2.56
13	87	77	2.7	1.6	7.29	2.56
14	90	77	5.7	1.6	32.49	11.56
15	84	72	-0.3	-3.4	0.09	6.76
16	87	78	2.7	2.6	7.29	21.16
17	84	80	-0.3	4.6	0.09	11.56
18	83	72	-1.3	-3.4	1.69	29.16
19	85	70	0.7	-5.4	0.49	2.56
20	86	77	1.7	1.6	2.89	27.4576
21	85	75	0.7	-0.4	0.49	0.16
22	84	73	-0.3	-2.4	0.09	5.76
23	85	78	0.7	2.6	0.49	6.76
24	85	70	0.7	-5.4	0.49	29.16
25	85	73	0.7	-2.4	0.49	5.76
26	84	-	-0.3	-	0.09	-
∑	**2192**	**1885**			**138.74**	**238**

After that calculated them based on t-test formula :

1. The average score of experiment class :

$$X_1 = \frac{\sum x_1}{N_1} = \frac{2192}{26} = 84.30$$

2. The average score of control class :

$$X_2 = \frac{\sum x_1}{N_1} = \frac{1885}{25} = 75.4$$

3. Sum of squared deviation score of experimental class :

$\sum X_1^2 = 138.74$

4. Sum of squared deviation score of control class :

   $\sum X_2^2 = 238$

5. Determining t-table (t_t) by using formula :

   $Df = N_1 + N_2 = (26 + 25)-2 = 49$

Because the value of 49 is unavailable in the t-table, the researcher used the closer to 49 that is 51 as degree of freedom (df).

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X1^2 + \sum X1^2}{N_1 + N_2}\right)\left(\frac{N1+N2}{N1 \,.\, N2}\right)}}$$

$$t_o = \frac{84.30 - 75.4}{\sqrt{\left(\frac{138.74+238}{26+25-2}\right)\left(\frac{26+25}{26.25}\right)}}$$

$$t_o = \frac{8.9}{\sqrt{\left(\frac{376.74}{49}\right)\left(\frac{51}{650}\right)}}$$

$$t_o = \frac{8.9}{\sqrt{(7.68)(0.07)}}$$

$$t_o = \frac{8.9}{\sqrt{0.5376}}$$

$$t_o = \frac{8.9}{0.75}$$

$t_o = 11.86$

From the result of the calculation above, it is obtained that the value of to (t observation) is 11.86 . After found the data, the researcher compared it with t_t (t table) both in degree significance 5% and 1%.

C. Hypothesis Testing (t-test)

Data obtained from both pre-test and post-test are analyzed and calculated by using t-test formula. The data obtained from experiment class and control class are calculated with the assumption as follow:

If $t_o < t_t$: the alternative hypothesis (H_a) is rejectedand null hypothesis (H_o) is accepted. It means there is no significant effect ofapplying Task-Based Language Teaching on the students' achievement in writing news item.

If $t_o > t_t$:the alternative hypothesis (H_a) is acceptedand null hypothesis (H_o) is rejected. It means there is significant effect of applying Task-Based Language Teaching on the students' achievement in writing news item.

From the result of the calculation above, it is obtained that the value of to (t observation) is 11,86and the degree freedom (df) is 49. There is no degree of freedom for 49, so the researcher used the closer df from 49 is 50. In degree of significance 5% from t table is 2, 00. In degree of significance 1% from t table is 2,67.

After got the data,the researcher compared it with t_t (t_{table}) both in degree significance 5% and 1%. Therefore, to : $t_t = 11,86 > 2, 00$ in degree of significance 5% and to : $t_t = 11,86 > 2,67$ in degree of significance 1%. Since to score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It

means there is significant effect of applying Task-Based Language Teaching on the students' achievement in writing news item.

D. Data Interpretation

Based on the data analysis in the previous part, in can be seen in the class XI IPS A as experimental class, the highest score of pre-test is 60 and the lowest score is 46. The highest score of post-test is 90 and the lowest score is 80. The mean of pre-test score obtained by students in this class is 53,80 and the mean of post-test is 84,30. The mean of pre-test and post-test score has good enough achievement it seen 84,30 >53,80 . The achievement caused by the experimental class learn writing news item by using Task-Based Language Teaching that not used yet before.

In class XI IPS B as control class, the highest score of pre-test is 71 and the lowest score is 50. The highest score of post-test is 80 and the lowest score is 70. The mean of pre-test and post-test in this class is 52,92 and 75,4. There is not good achievement of the result in this class, it seen from the mean that is 52,92 and 75,4 which achieved 22,48 score. It caused in control class did not learn by using Task-Based Language Teaching.

Based on the calculation above there is achievement students' achievement. The way could be seen after comparing the score of pre-test (before using TBLT) and post-test (after using TBLT) in class XI IPS A as experiment class and XI IPS B as control class. It means that there is significant effect of applying Task-Based Language Teaching on the

students' achievement in writing news item. Here students looked enthusiast and satisfied with their writing. They looked confident with their own writing and they believe that writing has positive effect for their previous experiences.

CHAPTER V

CONLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, the conclusions can be draw as follow. There is a significant effect of applying Task-Based language Teaching on the students achievement in writing news item. This was proven from t observe which is higher than t table (11.86 > 2.00) at $\alpha = 5\%$, and df = 49. So, the null hypothesis (H_0) is rejected. It means that the answer of research problem is proven that there is a significant difference between students' writing skill in news item by using TBLT and without using TBLT.

B. Suggestion

After the writer carried out the research, she would like to give some suggestion related to the research findings and discussion. The result of this study showed that it is effective to be applied in teaching and learning process. There are some points that the writer might suggest:

1. The teacher should be used TBLT as a media to use in their writing. So students can produce better writing.
2. The teachers should motivate their students to keep learning and writing use a media. It is make the students more interested to

create the sentences in writing news text which is unity, cohesiveand clarity based on the TBLT.

3. The teacher should be more creative to find out the various themes of the news text. The news text is not only found at students' guide book, but the teacher can also find it out in the news text collection in internet. It is better if the teacher select the event in news text that is interesting for students.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMTERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

Form : K-1

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

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan dibawah ini:

Nama Mahasiswa : Panca Yuliana
NPM : 1402050350
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS IPK= 3.42

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
27/11 2017	The Effect of Applying Task-Based –Language-Teaching (TBLT) on The Students' Achievement in Writing News Item	27/11
	The Effect of Teacher Certificate on The Quality of English Teaching and Learning Process	
	An Analysis on The Students' Errors in Arranging Words Into Sentence at Standard English Course Medan	

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

Medan, 27 November 2017
Hormat Pemohon,

Panca Yuliana

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekertaris Program Studi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMTERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya :

Nama Mahasiswa : Panca Yuliana

NPM : 1402050350

Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Applying Task-Based-Language-Teaching (TBLT) on The Students' Achievement in Writing News Item	27/11/17

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa inggris.

Disetujui oleh
Dosen Pembimbing

Imelda Darmayanti Manurung, S.S., M.Hum

Medan, 27 November 2017
Hormat Pemohon,

Panca Yuliana

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

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 : Panca Yuliana
NPM : *1402050350*
Program Studi : Pendidikan Bahasa Inggris

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

The Effect of Applying Task-Based-Language-Teaching (TBLT)
on The Students' Achievement in Writing News Item

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Imelda Darmayanti Manurung, SS, M.Hum Acc 28/11-2017

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

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

Medan, 28 November 2017
Hormat Pemohon,

Panca Yuliana

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

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 6245 /II.3-AU /UMSU-02/F/2017
Lamp : ---
H a l : **Pengesahan Proyek Proposal Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa	: Panca Yuliana
NPM	: 1402050350
Program Studi	: Pend. Bahasa Inggris
Judul Skripsi	: The Effect of Applying Task – Based –Language-Teaching (TBLT) on the Students' Achievement in Writing News Item
Pembimbing	: Imelda Darmayanti.,S.S.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal **: 29 Nopember 2018**

Medan, 10 Rab. Awwal 1439 H
29 Nopember 2017 M

Wassalam
Dekan

Dr. Elfrianto ,M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR

SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Panca Yuliana
N.P.M	:	1402050350
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas 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 tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2018
Hormat saya
Yang membuat pernyataan,

METERAI TEMPEL 6000 ENAM RIBU RUPIAH

Panca Yuliana

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama	: Panca Yuliana
NPM	: 1402050350
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item

Sudah layak diseminarkan.

Medan, Juli 2018
Dosen Pembimbing

Imelda Darmayanti Manurung, SS, M.Hum

MAJELIS PENDIDIKAN TINGGI -
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Panca Yuliana
N.P.M	:	1402050350
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 02, Bulan Agustus, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 02 Agustus 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Panca Yuliana
N.P.M	:	1402050350
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item

Pada hari Kamis tanggal 02 bulan Agustus tahun 2018 sudah layak menjadi proposal skripsi.

Medan, 2 Agustus 2018

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
Dr. T. Winona Emelia, M.Hum	**Imelda Darmayanti Manurung, SS, M.Hum**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

YAYASAN AMAL - SOSIAL - AL-WASHLIYAH
MADRASAH ALIYAH SWASTA (MAS) AL - WASHLIYAH
GEDUNG JOHOR MEDAN
Jl. Karya Jaya No. 267 Telp. 061 - 7852412 7864519 Gedung Johor Medan 20144
Izin Depag : Wb / P. P. 03.2/ 941. 93 | N S M 312 12.75 02 249 | STATUS DIAK

Medan, 18 September 2018

No : 027/MA/AW/GJ/IX-2018
Lamp : --
Hal : Riset

Kepada Yth :
Bapak/Ibu
Dekan Fakultas Ilmu Keguruan dan Ilmu Pendidikan
Di
Medan
Assalamu Alaikum Wr. Wb

Dengan hormat,
Dengan ini kami sampaikan bahwa Mahasiswa Universitas Muhammadiyah Sumatera Utara:

Nama : Panca Yuliana
NPM : 1402050350
Program Study : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan riset di MA Al Washliyah Gd. Johor Medan dengan Judul :
" ***The Effect of Applying Task-Based Language Teaching (TBLT) on the Students' Achievement in Writing News Item*** " dari 21 Agustus 2018 s/d 17 September 2018.
Demikian kami sampaikan atas perhatian Bapak / Ibu kami mengucapkan terima kasih.

Medan, 18 September 2018
Kepala Sekolah

Ayunan Sutrom, S. Pdl