

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, object of the study, significance of the study, scope and limitation of the study and definition of key terms.

A. The Background of the Study

Joy Wingersky (1992) state that writing is a process through which you discover, organize and write your thoughts to communicate with a reader. When you speak, you have tone of voice and facial expression to help you get your point across. You also have the chance to clarify miscommunication quickly. When you write, you have only words and punctuation to form your message, but you do have the opportunity to organize your thoughts and words until you are happy with the finished product.

In addition, writing is a developmental process that can be observed and encouraged. It takes time for students to achieve competency as they move through characteristic stages from scribbling to conventional spelling. According to Zamel (1983) writing is "non- linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning. To this effect, students will be asked to revise their drafts on the basis of their teacher comments as well as peers` comments because revision is a process in which ideas get re-organized and re-formulated. Writing

success can be achieved when writing is viewed as a recursive process that includes forming intentions, composing drafting publication and response.

In other words, writing is an activity which should be done with great care and should be taught to communicate with a reader effectively. These imply that writing is a difficult skill which needs to be thoroughly practice. The ability to write well is not a naturally acquired skill. However one way to resolve this problem is to use Task Based Approach as it creates a free instructional environment in which students and teacher work together and collaborate in a relaxed atmosphere.

Task-based language teaching is an approach rather than a method which creates a natural context for using the target language in the classroom. It allows students to explore their ideas and choose their own words and thus become active learners. It also gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects. The lesson is based on the completion of a task and the language studied is determined by what happens as the students proceed with the work. It is an approach that offers students material that they have to actively engage with in the process of their learning, enabling them to explore their ideas freely and use their own words without worrying about mistakes in grammar, vocabulary or other mechanical aspects of writing. When they practice to write continually and complete their tasks, they can build their vocabulary and improve their handling of grammar, spelling, punctuation, and useful expressions. The familiarity of the topic and the enjoyment of the task are a solution to students' writing difficulties.

The idea of getting learners to acquire English through Task-Based Strategies, which refers to Task-Based Approach was developed by Hanna (2017), that study the effectiveness of task-based materials in improving writing class for university. The results of data analysis showed that there were significant differences of writing skill to those who taught using developed task-based materials. It can be drawn a conclusion that the use of developed task-based materials brings significant effects toward writing performance.

This study is intended to investigate the possible effects of applying task-based syllabuses in the form of one from three task types in writing skills on the part of Indonesian English learners. Prabhu (1987) distinguishes three main types of tasks "based on the type of cognitive ability involved. They are information gap activity, reasoning-gap activity, and opinion-gap activity. The researcher chose one of them, which is information gap activity. An information-gap activity involves the exchange of information among participants in order to complete a task. For example, an information-gap activity might involve a student describing a picture for another student to draw or students drawing each others' family trees after sharing information.

The researcher did an observation at MTs Sunan Ampel Pare. The researcher found problems that faced at class VIII Reguler 3 of MTs Sunan Ampel Pare. By the interview of the English teacher, there were some reasons why the researcher chooses writing skill for this research. Mr. Luthfi shared that the writing ability of the students of VIII Reguler 3 class is low, the students got some problems in selecting appropriate vocabulary, organizing information,

generating ideas, making grammatical sentence, punctuation, spelling and mechanics in writing. The explanation above is supported by the result of interview. The interview is conducted to know students' opinion about writing skill. When they are asked about writing, most of them answer that writing is very difficult than other skills. They are difficult in using right grammars, making good paragraphs, lack of vocabularies, content and also punctuations. There are many factual problems faced in the classroom. The teacher usually asks students to write certain topic without any correct guidance. They do not give an example how to make a good sentence with the right process in writing. The teacher explained the material, and he rare asks the students to discuss the material. The teacher gives little explanation but does not compare the text given to the other types in order to make the students deeply understand the material/ topic.

Those make the researcher eager to conduct a study about writing and implement a writing strategy for the students under the study. The students' knowledge in writing skill is not too good. From here we can find out what is the difficulty of students in writing skills. Activities in students' writing skills are also still minimal, so it is necessary to have an easy way to improve it. In order to know task based approach of teaching writing in MTs Sunan Ampel Pare.

The main purpose of this study is to examine the effect of task based approach on the improvement of students' writing skills in descriptive text. More specifically, the study has the objectives to help students to write a well unified descriptive text, assisting them to put ideas in a coherent way, enabling the students to connect ideas by using transitional words and conjunctions.

Based on the background above, this thesis is given the title **“Improving students’ writing skill through Task-Based Approach.”**

B. Problem of the Study

Based on the background above, the problem of the research formulated as follows:

“How can Task-Based Approach improve students’ writing skill?”

C. The Objective of the Study

From the previous discussion in the background of the study, the objectives of this study are as follows:

“To improve students’ writing skill through Task-Based Approach.”

D. The Significance of the Study

In this case the result of the study will be reference for the further researcher. Practically the researcher hopes that the result of this study will be useful also for the readers, researchers, teachers, and students.

1. For the Readers

The result of this study is expected to be useful for readers. They will know one of the influences of through Task-Based Approach to the students’ writing skill. So, they can take this study as their reference for their knowledge and someday it will be useful if they want to practice it.

2. For the English Teacher

The result of this study is useful for English teachers at Junior High School level to get information about teaching writing using Task-Based Approach.

3. For the Students

The result of this study will give an input to the students to improve their in writing skill.

4. For the other researcher

For the further researchers who are interested in teaching writing at junior high school level can get the basic information from this study to do the further research.

E. The Scope and Limitation of the Study

The scope of this study is to improve how students' skill in writing through Task-Based Approach. The researcher only focuses on students' writing skill at the VIII Regular 3 of MTs Sunan Ampel Pare in academic year of 2019/2020 which is still low in writing, especially in descriptive text and they need an improvement for it. The researcher tried to improve the students' writing ability by using task-based approach.

F. The Definition and Key Terms

To avoid confusion, the researcher will give the definition of some key terms, as follow:

1. Improving

Improving is to change the score of students before action research and after action research.

2. Writing

Writing is the ability to express one's ideas in written form is a foreign language. It means that writing is an activity to express our ideas in written form.

3. Task-Based Approach

Task-based instruction is a way of designing teaching syllabuses which consists of a set of communicative tasks, and a way to involve learners in comprehending, manipulating, producing or interacting in the target language. In this study the form of task is group discussion.