

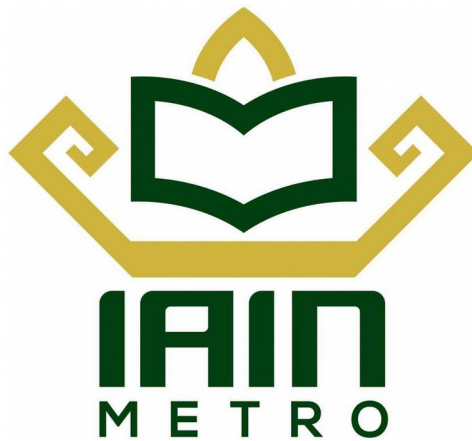
AN UNDERGRADUATE THESIS

**INCREASING THE WRITING SKILL
THROUGH IMPLEMENTATION OF
TASK BASED LANGUAGE TEACHING APPROACH
AT ELEVENTH GRADERS SMK WIRATAMA KOTAGAJAH
ACADEMIC YEAR 2016/2017**

By :

ARMAWATI

STUDENT NUMBER: 1291387



**TARBIYAH FACULTY
ENGLISH DEPARTEMENT**

**STATE ISLAMIC INSTITUTE OF METRO
1438 H/2017 M**

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By:
ARMAWATI
Students' Number: 1291387

TARBIYAH FACULTY
ENGLISH DEPARTEMENT

Sponsor : Drs. Kuryani Utih, M.Pd
Co-sponsor : Syahreni Siregar, M.Hum

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ABSTRACT

BY:ARMAWATI

Approach is one way that is used by the teacher to apply a method in teaching and learning process in order to make the students understand about the materials. So, as a teacher should be able to help the students to skill the material by providing the appropriate approach in teaching and learning process. The main purpose of this research is to investigate the students' writing skill of SMK Wiratama Kotagajah which found in writing skill and to know what extend the task based language teaching approach could help the students' learning process. The writer tries to attest that task based language teaching approach can be one of the teaching approach to increase the students' writing skill.

In this research is classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 19 students in XI PBS class of SMK Wiratama Kotagajah. In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The purpose of pre-test and post-test are to know how far the students' writing skill before and after being given the treatment. The research is conducted collaboratively with an English teacher of SMK Wiratama Kotagajah.

The result of this research showed that task based language teaching approach had positive role in increasing the writing skill at the eleventh graders of SMK Wiratama Kotagajah. It can be proved by the students' average score from pre test to post test. The average score in pre test was 5.26 and in post test was 68.42 became 84.21. It means that the implementation of task based language teaching approach in writing can increasing the students' writing skill.

**MENINGKATKAN KEAHLIAN MENULIS
MELALUI PENERAPAN
PENDEKATAN MENGAJAR BAHASA BERDASARKAN TUGAS**

ABSTRAK

**OLEH:
ARMAWATI**

Pendekatan merupakan salah satu cara yang digunakan guru dalam menerapkan sebuah metode di dalam proses belajar mengajar agar siswa memahami setiap materi. Guru harus mampu membantu siswa dalam pemahaman materi, yaitu dengan penyediaan pendekatan yang tepat. Tujuan utama dari penelitian ini adalah untuk mengkaji keahlian menulis siswa SMK Wiratama Kotagajah yang terdapat dalam keahlian menulis dan untuk mengetahui sejauh mana pendekatan mengajar bahasa berdasarkan tugas dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa pendekatan mengajar bahasa berdasarkan tugas dapat menjadi salah satu pendekatan pembelajaran untuk meningkatkan keahlian menulis siswa.

Dalam penelitian ini, penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 19 siswa kelas sebelas PBS SMK Wiratama Kotagajah. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Tujuan test tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberikan perlakuan. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMK Wiratama Kotagajah.

Hasil dari penelitian ini menunjukkan bahwa pendekatan mengajar bahasa berdasarkan tugas memiliki peran positif dalam meningkatkan keahlian menulis siswa kelas XI PBS SMK Wiratama Kotagajah. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 5.26, dan post test 68.42 menjadi 84.21. Ini berarti penerapan pendekatan mengajar bahasa berdasarkan tugas dapat meningkatkan keahlian menulis siswa.

MOTTO

يُسْرًا أَعْتَبَ الْكُفْرَ

“ Verily, with every difficulty there is relief “

(QS. Alam Nasyrah : 6)

CHAPTER I

INTRODUCTION

A. Background of The Study

Language has very important role in human's life, which is used as means of communication. By using language, we can communicate ideas, feeling, and expectation to the other interaction among them.

In Indonesia, English is foreign language. In our education system, it is a compulsory subject from elementary school until university level. As a foreign language, this language is not easy to master because it has different structure, pronunciation and others. Moreover, the purpose of teaching and learning of foreign language is the students can communicate in oral and written form.

English languages have four skills: there are listening, speaking, reading, and writing. Besides, Writing is one of skills emphasized besides the others. This emphasis is reasonable, as the graduates of State Junior High School are prepared to continue their study to Senior High School in which most of learning activity is writing. Moreover, writing is not only for communication each other but also for expressing ideas. Many students feel hard to learn writing. Writing has become one of the skills which Indonesian students are not found of based on the writer's pre-survey. The students' problem is to make the start of the writing. The problems are not only about how to write down their ideas. Writing skill can be interpreted as a skill used to

communicate the mind or idea by using written symbols, and another person who read it will understand what the writer means.

In fact, there are some approach in writing. One of them that will be applied in this research is Task Based Language Teaching Approach. Task Based Language Teaching Approach is to foster students' independence when writing. The students make predictions encourage use of context clues and establish a purpose for writing by Task Based Language Teaching and also found to be useful to increasing of achievement and enhancing of motivation for learning.

In conducting the process of teaching and learning English in the classroom, the teacher must be creative in their ways to teach the lessons to their students. The approach of teaching should be easy, enjoyable, motivate, stimulate and to increase the students ability. Moreover, the students are easier to understand the material. The most of writing approach has been used in the classroom, but the result show that some student's English achievement is still low. The students found it hard to understand of the material, especially in writing.

The result of the data that have been obtained, by giving questions to the students in the class and the researcher find out some students at the eleventh graders of SMK Wiratama Kotagajah in the academic year 2016/2017 still have a problem with their writing skill. The researcher knows that task based language teaching approach can be used for teaching, motivating and increasing the students writing skill. Therefore, the researcher can be

concludes by using task based language teaching approach can easily to understanding and they make it based their own life.

The table below is the result of pre-survey that had been conducted in SMK Wiratama Kotagajah.

Table 1
The Data Writing Skill of Pre-Survey to the Eleventh Graders of SMK Wiratama Kotagajah at the First Semester

No	Grade	Explanation	Frequencies	Percentage
1	75-80	Fair	2	10,52%
2	35-74	Bad	17	89,47%
	Total		19	100%

Source: The Teacher's Graded Book of English at the First Semester of the Eleventh Graders of SMK Wiratama Kotagajah at the First Semester.

Based on the result of pre-survey data above, it can be seen the minimum passing grade is 7,5. From the research, only 2 student have good score, 7 students have fair score, many students have bad score around of 10 students. It can be seen that the students' writing skill is still bad. It can be from established from 10 students of 19 students into the bad categories, because the students failed with the highest passing grade 7,5. It means that the result of pre-survey data is so far from the target of the passing grade.

From the data above, the researcher concludes that the students still have a problem's in writing skill. It is because of the students did not understand how to write. The researcher intends to increase of the students find difficulties to develop the writing skill. Therefore, the researcher uses Task Based Language Teaching Approach to increase student's writing skill.

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follow:

1. The students can't respond active in the teaching material.
2. The students have low vocabulary.
3. The students need method as teaching aids.
4. The students are not interested in writing material.
5. The students have difficulty to express their ideas in writing material.
6. The students have low motivation in learning english.

C. Problem Limitation

Based on the problems above, the writer limits the problems in the fifth problem that the students have difficulty to express their ideas in writing material. So, the writer focus on students writing skill at Eleventh graders SMK Wiratama Kotagajah Academic Year of 2016/2017.

D. Problem Formulation

The problems that will be studied in this research are formulated as follows:

“ Can the Implementation of Task-Based Language Teaching Approach Increase the Students' Writing Skill at Eleventh graders of SMK Wiratama Kotagajah Academic Year of 2016/2017? “

E. Objectives and Benefits of The Study

1. The Objectives of the study

In according with problem formulation, the objective of present research is hopefully able to find out whether the implementation of task based language teaching Approach can increase students' writing skill.

2. Benefits of the study :

a. For Students

By using task-based as instructional approach, it is hoped that the students can be as motivation in learning English, particularly writing.

b. For Teachers

This study hopefully able as effective motivation overcome the problems that faced by the English other teachers in Indonesia.

c. For the other researcher

As prior knowledge who the researcher got in her study.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concept of Writing Skill

1. The Concept of Writing

a. Definition of Writing

Language, both an important tool in human communication and a significant reflection of social development, undergoes rapid changes during the histories. As Sapir puts, “Languages, like cultures, are rarely sufficient in to themselves. The necessities of intercourse bring the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant languages.”¹

It means that language is very important role in human’s life for communication. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way.

Started that writing is a language skill that is used for indirect communication. The students can communicate their ideals and thought to others through a written form such as letter, message, or invitation for communication. It is also important that communication will be successful if the reader understands what the message means

¹Yingying Shen, “Borrowed Words in English and Chinese Vocabulary” , *English Language Teaching*, Vol. 2, No. 1 March (2009). P.62.

because writing is drawing the graphic symbols that represent one language in order that people can understand it.

According to H. Douglas Brown, that writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.²

Then, Abdel Hamid Ahmed says that writing is defined as a reflective activity that requires enough time to think about the specific topic and to analyse and classify any background knowledge.³

And Hamid Marashi says that Writing is an important and, at the same time, demanding activity, particularly in a foreign language context in which learners are exposed to language just for few hours a week.⁴

Furthermore, Sanggam Siahaan argue that writing is the written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.⁵

From the statement above that writing is an activity used to write one particular topic to learn to analyze and classify the background knowledge.

²H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Addison Wealey Longman, 2001), P.344.

³Abdel Hamid Ahmed, “ Students’ Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives”, *Literacy Information and Computer Education Journal (LICEJ)* Vol 1. Issue 4 December (2010), P.211.

⁴Hamid Marashi, “ The Impact of Using Task-based Writing on EFL Learners’ Writing Performance and Creativity “ *Theory and Practice in Language Studies*, Vol. 2, No. 12 December (2012), P. 2500.

⁵Sanggam Siahaan, *The English Paragraph*, (Yogyakarta:Graha Ilmu, 2008), P. 2.

In short, writing is an activity of using language in written consisting of a sentence or clause or even only a phrase to express thoughts to the reader in a written form so that it will be easily understood by the reader.

The purpose of writing is to give information from the written to the reader and convey the message or information accurately, effectively, and correctly, in order to attain the purpose, the writer should be able to communicate her ideals or thought into the written language clearly so it can understand by the reader.

In conclusion, it can say that writing is an important means of indirect communication. Writing is one of language skills and indirect communication that conveys meaningful and expressive information from the writer to the readers in form, of written language. By writing, language learners can express their feelings, ideals, thoughts, emotions, attitudes, etc.

b. The Types of Writing

The various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.⁶

1) Exposition Explains. How things work an internal combustion engine. Ideas a theory of economics. Facts of everyday life how

⁶ Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York: Berkley edition, 2000), P.6.

many people get divorced. History why Custer attacked at the Little Big Horn. Controversial issues laden with feelings abortion, politics, religion. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like *therefore, however, and so, besides, but, not only, more important, in fact, for example*.

- 2) Description deals with perceptions—most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.
- 3) The subject of *narration* is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.
- 4) Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of *argument*, offering evidence or logical proof. Another form of persuasion is *satire*, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of *eloquence*, appealing to ideals and noble sentiments. Writing that is primarily *entertaining* includes fiction, personal essays, sketches. Such prose will receive less attention here. It is

certainly important, but it is more remote from everyday needs than exposition or persuasion.

c. The Process of Writing

Jeremy Harmer said that there are four the process of writing,they are :⁷

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought at some level of consciousness about what food is needed before writing it on the piece of paper.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (amongs other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language

⁷Jeremy Harmer,*How to Teach Writing*, (Malaysia:Pearson Education Limited, 2004), P.5.

whether, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which they have decide to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. The first “ go “ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

Once writers have produced a draft they than, usually, read, through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process.

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's

reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Based on the explanations above, in this research the writer focus on the planning of the writing which identify the several topics and encourage gathering information on the topic from many perspectives in the writing activity by using approach in task based language teaching.

d. The Writing Skill

1) Definition of Writing Skill

According to I.S.P Nation that Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading.⁸

⁸I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York:Routledge, 2009), P.113.

In addition, Yadollah Alidoost says that in terms of skills, producing a coherent, fluent, and extended piece of writing is probably the most difficult thing there is to do in language.⁹

Then, Luu Trong Tuan says that writing skill is deemed to be difficult for EFL students in the language learning. The difficulties include those in generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and putting such ideas into an intelligible text.¹⁰

Based on the statements, the writer can put forward that writing is one of process that person does, not only involve, the ability to write correct and appropriate sentences, but also the skill to think creatively including all information which is not necessary.

2) The Function of Writing Skill

Writing skills are important to learners who need them in their every day communications in school and even after school. When writing skills are needed in everyday communications be it in school or after school, they take an instrumental or a functional role and are therefore referred to as functional writing skills.

The functional writing skills are defined to include writing of minutes, agenda and notifications, reports, e-mail, memoranda,

⁹Yadollah Alidoost, “ The Effect of Picture Story in Creating Textual Coherence in Narrative Genre “. *Theory and Practice in Language Studies*, Vol. 4, No. 2 February (2014), P. 359.

¹⁰Luu Trong Tuan, “ Teaching Writing through Genre Based Approach.” *Theory and Practice in Language Studies*, Vol 1, N0.11 November (2011). P. 1471.

notices, advertisements, business letters diaries and completion of forms, packing lists, shopping lists, journals, recipes, directions, instructions, thank you notes, posters among others. Much of the world's commerce is today known to be conducted to a significant extent in the written medium of communication. To be able to operate effectively in commerce, one has to be equipped with functional writing Lunsford and Connors, Writing is neither easy nor a spontaneous activity. It requires some conscious mental effort: 'we think out' our sentences and consider various ways of combining and arranging them. One may write several versions of a text before being satisfied with the result - this is because writing involves the encoding of a message. Since reading involves the decoding or interpretation of a message, other than when we write for ourselves e.g. shopping list, the reader is one who is absent physically. Learners need to be taught that they should ensure what they write will be understood without any further help.¹¹

3) The Measure of Writing Skill

¹¹Paul Onsare Onchera and Beatrice N. Manyasi, "Functional Writing Skills for Effective Communication: The English Language Classroom in Kenya", *Journal of Emerging Trends in Educational Research and Policy Studies*, 2013. P. 843.

According to Heaton the criteria of each writing score are: content (13-30), organization (7-20), vocabulary (7-20), language use (5-25) and mechanic (2-5). So the total of the score of writing skill is 100. There are five measure of writing skill as follow:

Writing performance	Score	Criteria	Criteria
Content	30-27	Excellent to Very Good	Knowledgeable, substantive development of thesis, relevant to assigned topic
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks 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 pertinent, or not enough to evaluate
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/supported, complete, succinct, well organized, logical sequencing, cohesive.
	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, an idea confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, or not enough to evaluate
	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 but

Vocabulary	13-10	Fair to Poor	meaning not obscured. Limited range, frequent errors of work/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, r not enough to evaluate
Grammar	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	Effective but simple constructions, minor problems in complex construction, 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 obscured.
	10-5	Very Poor	Having no mastery in syntax rule, there are many mistakes and uncommunicative

Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, 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	Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. ¹²

In conclusion, there are some criteria to measure the students' writing skill and it has each writing score and level of score for each criteria. And all of the score criteria it can be the total score of students' writing skill.

B. The Concept of Task Based Language Teaching Approach

1. Definition of Task Based Language Teaching

According to Abdullah Sarani and Leila Farzaneh Sahebi says that task-based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.¹³

¹² J. B.Heaton.*Writing English Language Tests*.Longman Group UK Limited.(London 1998).P 146

¹³ Abdullah Sarani and Leila Farzaneh Sahebi, "The Impact of Task-based Approach on Vocabulary Learning in ESP Courses" *English Language Teaching*, Vol. 5, No. 10 August (2012). P.118.

Ali Shehadeh and Cristine A. Coombe defined task based language teaching as an approach to second or foreign language education that integrates theoretical and empirical foundations for good pedagogy with a focus on tangible learning outcomes in the form of tasks that is, what learners are able to do with the language.¹⁴

From the quotation above, task is the part of important of planning, instruction, and focus on tangible learning outcomes in the form of tasks.

Futhermore Fatemeh Ahma dniay Motlagh, Alireza Sharif Jafari, and Zohreh Yazdani says that Task Based Language Teaching is a teaching approach which is based on the use of communicative and interactive tasks in order to plan and deliver instruction.¹⁵

And Scott Roy Douglas and Marcia Kim says that Task based language teaching is an approach to language teaching that provides opportunities for students to engage in the authentic use of the target language through tasks.¹⁶

From the statement above, task based language teaching is an approach in language teaching which based on communicative and interactive on the target language through tasks.

¹⁴ Ali Shehadeh and Cristine A. Coombe, *Task Based Language Teaching in Foreign Language Contexts*, (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2012), P.216.

¹⁵ Fatemeh Ahmadniay Motlagh, Alireza Sharif Jafari, and Zohreh Yazdani “A general overview of task-based language teaching (TBLT), from theory to practice”, *International Journal of Language and Linguistics*, (Iran: science publishing group), Vol. 2, No. 5-1, 2014, P.1.

¹⁶ Scott Roy Douglas & Marcia Kim, “Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context”, *Tesl Canada Journal*, (Canada: Revue Tesl Du Canada), Volume 31, special issue 8, 2014, P.3.

Then Tan Zhuxiu says that Task based language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching, which focuses on the use of authentic language and on asking students to do meaningful tasks using the target language.¹⁷

Moreover Michael Thomas and Hayo Reinders says that task based language teaching is identified with a functional emphasis on information, exactitude, mundane subject matter, usefulness and one-off activities rather than creativity, indeterminate meanings and pleasure.¹⁸

In condition Kerwin A. Livingstone says that Task-Based Language Teaching is based on the use of tasks as the central axis of planning and instruction in language teaching.¹⁹

From the quotation above, task based language teaching is based on the use tasks which one focus on activities of the task in language teaching.

2. The Principles of Task-Based Language Teaching

There are seven the principles of task based as follow :²⁰

a. Scaffolding

¹⁷Tan Zhuxiu, "Theoretical Considerations on the Implementation of Task-Based Language Teaching in China", *International Journal of English Language, Literature, and Humanities*, Volume IV, Issue IV, April 2016, P. 398.

¹⁸Michael Thomas and Hayo Reinders, *Task Based Language Learning and Teaching With Technology*, (New York: Continuum International Publishing Group, 2010), P.228.

¹⁹Kerwin A. Livingstone, "Task-Based Language Teaching As A Suitable Didactic Method For The Teaching And Learning Of Second And Foreign Languages", *Baraton Interdisciplinary Research Journal*, (America: BIRJ), (2012) 2(2), P.65.

²⁰David Nunan, *Task-Based Language Teaching*, (New York: Cambridge University Press, 2004), P.35.

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly. A basic role for an educator is to provide a supporting framework within which the learning can take place. This is particularly important in the case of analytical approaches such as Task Based Language Teaching in which the learners will encounter holistic ‘chunks’ of language that will often be beyond their current processing capacity. The ‘art’ of task based language teaching is knowing when to remove the scaffolding. If the scaffolding is removed prematurely, the learning process will ‘collapse’. If it is maintained too long, the learners will not develop the independence required for autonomous language use.

b. Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before. The task dependency principle is illustrated in the instructional sequence above which shows how each task exploits and builds on the one that has gone before. In a sense, the sequence tells a ‘pedagogical’ story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence. Within the task-dependency framework, a number of other principles are in operation. One of

these is the receptive-to-productive principle. Here, at the beginning of the instructional cycle, learners spend a greater proportion of time engaged in receptive (listening and reading) tasks than in productive (speaking and writing) tasks. Later in the cycle, the proportion changes, and learners spend more time in productive work. The reproductive-to-creative-language principle is also used in developing chains of tasks. This principle is summarized separately below.

c. Recycling

Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle. An analytical approach to pedagogy is based on the assumption that learning is not an all-or-nothing process, that mastery learning is a misconception, and that learning is piecemeal and inherently unstable. If it is accepted that learners will not achieve one hundred per cent mastery the first time they encounter a particular linguistic item, then it follows that they need to be reintroduced to that item over a period of time. This recycling allows learners to encounter target language items in a range of different environments, both linguistic and experiential. In this way they will see how a particular item functions in conjunction with other closely related items in the linguistic ‘jigsaw puzzle’. They will also see how it functions in relation to different content areas. For example, they

will come to see how ‘expressing likes and dislikes’ and ‘yes/no questions with do/does’ function in a range of content areas, from the world of entertainment to the world of food.

d. Active learning

Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the language. These opportunities could be many and varied, from practising memorized dialogues to completing a table or chart based on some listening input. The key point, however, is that it is the learner, not the teacher, who is doing the work. This is not to suggest that there is no place at all for teacher input, explanation and so on, but that such teacher-focused work should not dominate class time.

e. Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning. Until fairly recently, most approaches to language teaching were based on a synthetic approach in which the linguistic elements the grammatical, lexical and phonological

components were taught separately. This approach was challenged in the 1980s by proponents of early versions of communicative language teaching who argued that a focus on form was unnecessary, and that all learners needed in order to acquire a language were opportunities to communicate in the language. This led to a split between proponents of form-based instruction and proponents of meaning based instruction, with proponents of meaning-based instruction arguing that, while a mastery of grammar is fundamental to effective communication, an explicit focus on form is unnecessary. More recently, applied linguists working within the framework of systemicfunctional linguistics have argued that the challenge for pedagogy is to ‘reintegrate’ formal and functional aspects of language, and that what is needed is a pedagogy that makes explicit to learners the systematic relationships between form, function and meaning.

f. Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks. In creative tasks, learners are recombining familiar elements in novel ways. This principle can be deployed not only

with students who are at intermediate levels and above but also with beginners if the instructional process is carefully sequenced.

g. Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing. Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Strictly speaking, learning-how-to-learn does not have a more privileged place in one particular approach to pedagogy than in any other. However, I feel this reflective element has a particular affinity with task-based language teaching. Task based language teaching introduces learners to a broad array of pedagogical undertakings, each of which is underpinned by at least one strategy. Research suggests that learners who are aware of the strategies driving their learning will be better learners. Additionally, for learners who have done most of their learning in ‘traditional’ classrooms, task based language teaching can be mystifying and even alienating, leading them to ask, ‘Why are we doing this?’ Adding a reflective element to teaching can help learners see the rationale for the new approach.

3. The Goals of Task Based Language Teaching

According to Skehan, Task-based Language Teaching has three main goals: accuracy, complexity, restructuring, and fluency. Skehan elaborates on the three goals of Task Based Language Teaching as follows²¹:

- a. Accuracy: It concerns how well language is produced in relation to the rule system of the target language. It is concerned with a learners' capacity to handle whatever level of intra language complexity he/she has currently attended.
- b. Complexity: Complexity refers to the elaboration or ambition of the target language.
- c. Restructuring: It is the process, which enables the learner to process progressively more complex language. This stage is a little bit further than accuracy. Here the learner expands what he/she realized about the role of language linking with other underlying systems of the language.
- d. Fluency: It refers to the learner's capacity to produce language in real time without undue pausing and hesitation. Here the learner uses his/her language using the above two in order to communicate meaningfully in real life situation.

4. The Benefits of Task Based Language Teaching

²¹Karim Ansari, "Iranian Teachers' Conceptions Of Task-Based Language Teaching: A Case Study Of 40 English Teachers In Gachsaran", *International Journal of Language Learning and Applied Linguistics World*, Volume7(3), November2014, P. 124.

Task-based language teaching provides many benefits to aid foreign language learning. Ellis lists these benefits as follows²²:

- a. Task based language teaching provides the opportunity for natural learning within the classroom context.
- b. It stresses meaning over form; however, it can also emphasize learning form.
- c. It offers learners a fertile input of target language.
- d. It is intrinsically motivating.
- e. It is consistent with a learner-focused educational philosophy but also gives permission for teacher input and guidance.
- f. It contributes to the improvement of communicative fluency while not disregarding accuracy.
- g. It can be deployed together with a more traditional approach.

5. The Advantage of Task-Based Language Teaching

There are six the advantage of task based language teaching as follow:²³

- a. A task-based framework for language learning aims at stimulating language use and providing a range of learning opportunities for students of all levels and abilities.

²²Murat Hismanoglu and Sibel Hismanoglu, "Task-based language teaching: what every EFL teacher should do", *Procedia Social and Behavioral Sciences*, (Turkish:Elsevier), 15 (2011), P.49.

²³Jane Willis, *A Framework For Task-Based Learning*, (Italy:Addison Wesley Longman, 1996), P. 147.

- b. The role of tasks is to encourage learners to activate and use whatever language they already have both for comprehension and for speaking and writing.
- c. The role of the task-planning-report cycle is to stimulate a natural desire in the learner to improve upon that language.
- d. Tasks based on the texts and recordings of spoken language provide learners with a rich exposure to spoken and written language in use. This provides an environment which aids natural acquisition.
- e. The language focus component enables learners to examine that exposure and systematic their knowledge of language structure.
- f. The texts and recordings used in task cycles form a pedagogic corpus of data for use in class. This provides a clear and familiar context for the teaching of grammar and other language features.

6. The Procedure of Implementating Task Based Language Teaching

The process to implement task based language teaching in English classes has been highly discussed among various language theorists. They highlight that there are three main steps to perform a task.²⁴

²⁴Eulices Cordoba Zuniga, "Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University" Creative Commons license Attribution, March 12, 2016, P.16.

First is the “pre-task stage” in which the teacher introduces the topic and provides the instructions such as the content, the objectives for each one of the steps within the task, and the way to present it. Referring to this stage, Willis and Prabu and Littlewood suggest that this stage creates an overview of what the students need to know to accomplish all the requirements of the assignment. Moreover, Skehan indicates that this phase is an overview or introduction about all the rules learners need to follow to complete the tasks correctly. Frequently, this period of task development is used to choose the topic of the task, plan how the students will present their work, or to consider the criteria to evaluate the results of the task and to determine actions to be taken regarding the performance of the students. Ellis suggests the “during task” phase as the next step; he says that two basic things should be done.

First of all, the analysis should be made of how the task is going to be developed, and secondly, the analysis of how the task will possibly be completed. Seedhouse states that it is necessary to guide the learners while they are doing the work, ask the students to show their progress on what they are reading, writing, what videos they are listening to, or check if they are listening to what has been provided to them, and as a final point, provide meaningful feedback to them. Numrich and Junker add that, at this level, learners must be open-minded to make changes to their presentations and reports. Crookes and Gass support this by saying that learners need to be flexible to revise, repeat, and reorganize their work once they receive

support from the teacher. At this stage, the students negotiate among themselves to answer questions from the teacher and members of the group, review content, and reset those areas that need to be improved upon to submit their report. The final moment would be the “post-task” phase. Lynch affirms that this moment involves the analysis and edition of the observations, opinions, and recommendations of the group and the teacher about the performance of learners in the task outcomes. In relation to this phase, Ellis considers that once the learners have conducted the task it is important to review their errors; this can be done by asking the whole group about the performance of their classmates, checking the teacher’s notes, or asking students to self evaluate their presentations. Another important action to consider is to invite learners to improve the possible mistakes and to assign follow-up activities. In addition, Willis remarks that this phase encourages learners to automatize their production, make decisions on the results of the task, and evaluate which plan to follow to guarantee progress in the language.

Finally, Rahimpour and Magsoudpour and Long indicated that this process is necessary for the learners because it is the opportunity to reflect upon what they have done.

C. Action Hypotheses

Based on the theoretical review above, the researcher formulates the hypothesis is “ The Implementation of Task Based language teaching

Approach can Increase the Writing Skill at Eleventh Graders of SMK
Wiratama Kotagajah Academic Year of 2016/2017 “.

CHAPTER III

RESEARCH METHODOLOGY

A. Setting and Subject of Study

1. Setting of Study

This research would be conducted at the SMK Wiratama Kotagajah Lampung Tengah which located in Gajah Timur I village, Jenderal Sudirman Street. No. 17. Subdistrict of Kotagajah. Regency of Lampung Tengah, and Province of Lampung.

2. Subject of Study

The subject of this research is the eleventh grade students of SMK Wiratama Kotagajah Lampung Tengah in academic years 2016/2017. There are 5 classes and classroom action research. The researcher chooses class PBS (Perbankan Syariah) which consists of 19 students.

B. Object of The Research

The object of this research was writing skill at eleventh grade student of SMK Wiratama Kotagajah academic year of 2016/2017. Second, the researcher selected task based language teaching approach to increase students writing skill.

C. The Concept of Classroom Action Research (CAR)

The research method used in this study is classroom action research (CAR). According to Kumar, action research is a research method which is aimed improving and modifying the working system of a classroom in school or institution.¹ Meanwhile, Cresswell assumed that action research provides the opportunity for educators or teachers to reflect their own practices.² From quotation above, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In other words, Ary, et.al, states that action research is practical tools to solve the problem experienced by people in their professional lives.³ Jean also assumed that action research is a name given to a particular way of researching your own learning.⁴ It means that action research is a particular way of looking for at your practice in order to check whether it is as you feel it should be.

From several theories or quotation above, it can be inferred that classroom action research is inquiry or research which enables teachers or researcher to investigate and evaluate their work in the classroom which is concerned for the problem solving to improve teaching and learning in the classroom through self-reflection which carried out with planned action.

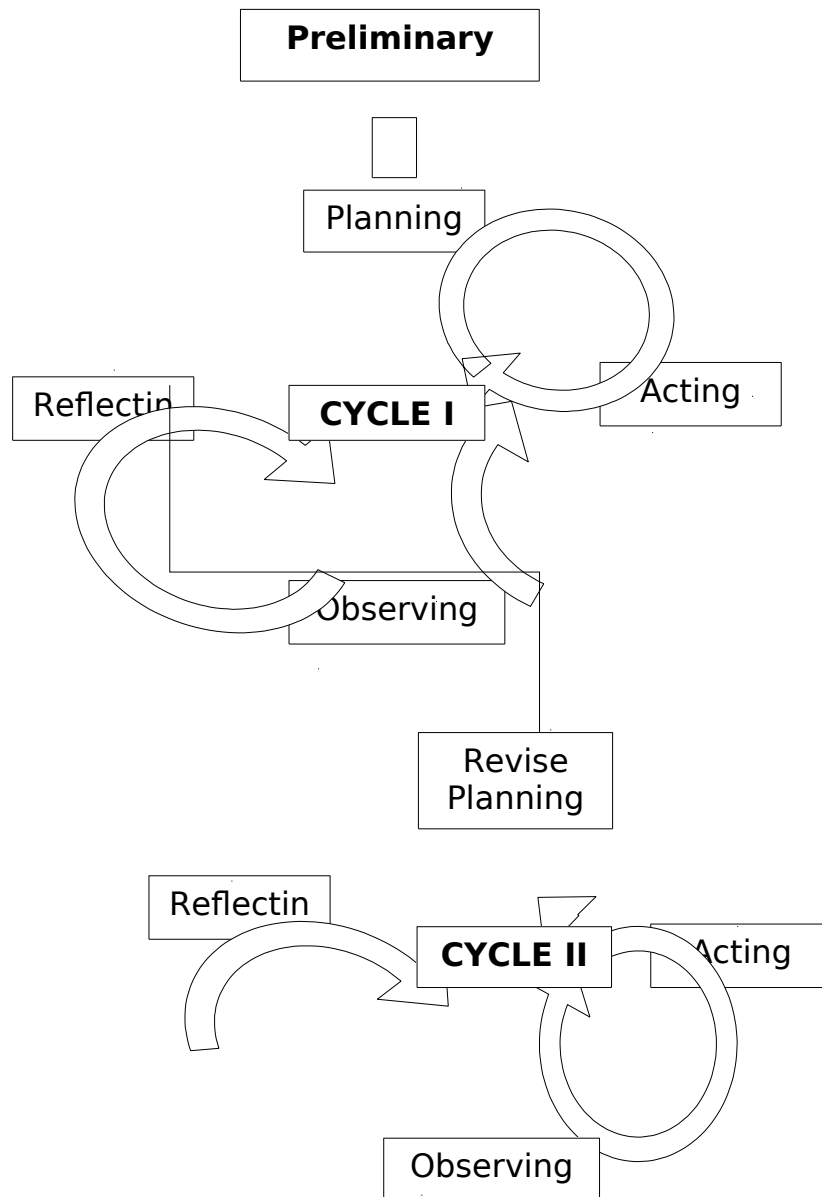
¹Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi:New Age International Publisher, 2006), P. 261.

²Jhon Cresswell, *Educational Research: Planning, Constructing and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education,2012), P.577.

³ Donald Ary, et.al, *Introduction to Research in Education*, (Canada:Wadsworth Cengage Learning, 2010), P.516.

⁴ Jean McNiff and Jach Whitehead, *Action Research: Principles and Practice*, Second Edition, (London and New York: Routledge Falmer, 2002), p. 15.

Kemmis and McTaggart's concept of action research (Modified by the writer) and the sequences of research can be seen by following figure⁵ :



Classroom Action Research Kemmis and McTaggart's Model

Figure I

⁵ Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), P. 32.

The figure describes the sequence of the research that is preceded by preliminary study and followed by planning, acting, observing and reflecting that implemented in each cycle. The assumption is the determined target in the first cycle cannot be achieved, so it will probably be continued and review in the next cycle that have same phase on the first cycle. Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

1. Cycle I

a. Planning

Planning is the first step in each activity. After analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occurred in the classroom and concluding the finding in preliminary study. Then, the writer and the collaborator (teacher) prepare some plans to conduct the classroom. Planning is one of step to achieve the criteria of success in passing grade. Planning has to be the orientation in learning process. Here is the step that researcher can make in planning:

- 1) The teacher determine the research class
- 2) The teacher identified the problem and found the problem solving.
- 3) The teacher prepares the learning programs.
- 4) The teacher prepares the suitable appropriate materials with the curriculum.

5) The teacher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the realization or application of the planning that have stated above. In this step the writer will decide to take action as a teacher who implements the determined approach in teaching and learning process. Meanwhile, the collaborator will be the observer who observes the activity of teaching and learning process in the classroom. In this step the researcher acts as follows:

- 1) Pre Teaching Activities :
 - a) Praying and greeting the students.
 - b) Checking the attendant list.
 - c) Asking the student condition.
- 2) Teaching Process :
 - a) The teacher gave the material about report text.
 - b) The teacher explain about report text, such as function, generic structure, characters, etc.
 - c) The teacher divides the students into groups.
 - d) The teacher asks the student to work together in a group.
 - e) The teacher asks the student to write a short report text.
 - f) The teacher guide students to choose a theme and write down the point-point information to develop themes.

3) Post Teaching Activities :

- a) The teacher asks the student about they have learnt.
- b) The teacher asks student's difficulties in learning writing skill.
- c) Summarize the material and give reflection to what have been done (self reflection).
- d) Motivate the student to study hard.
- e) The teacher closed the meeting by saying Sallam.

After finished the cycle one, the teacher make evaluation how to successful this approach in teaching learning process in the class. If noting improvement in their skill, the teacher will continue to the next cycle.

c. Observing

In the third step, the observer will observe the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structure observation form and make note the overall activities. Furthermore, the writer will also collect the data from the post test and the result of student's activity.

d. Reflecting

In the fourth step, the writer and the collaborator will discuss about the data that have been collected from all the activities from the acting step until observing step. In this step, the writer and the collaborator will also analyze the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Task Based Language Teaching run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborator will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

2. Cycle II

a. Re-Planning

In the first step, before conducting the action in the next step, the writer will repair the problem found in cycle one. It will be explained as follow:

- 1) The teacher determine the research class.
- 2) The teacher identified the problem and found the problem solving.
- 3) The teacher prepares the learning programs.

- 4) The teacher prepares the suitable appropriate materials with the curriculum.
- 5) The teacher prepare evaluations instrument.

b. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

- 1) Pre Teaching Activities :
 - a) Praying and greeting the students.
 - b) Checking the attendant list.
 - c) Asking the student condition.
- 2) Teaching Process :
 - a) The teacher gave the material about report text.
 - b) The teacher explain about report text, such as function, generic structure, characters, etc.
 - c) The teacher divides the students into groups.
 - d) The teacher asks the student to work together in a group.
 - e) The teacher asks the student to write a short report text.
 - f) The teacher guide students to choose a theme and write down the point-point information to develop themes.

3) Post Teaching Activities :

- a) The teacher asks the student about they have learnt.
- b) The teacher asks student's difficulties in learning writing skill.
- c) Summarize the material and give reflection to what have been done (self reflection).
- d) Motivate the student to study hard.
- e) The teacher closed the meeting by saying Sallam.

c. Observing

In the third step, the writer will observe the student's activity, their participations, class situation during teaching and learning process by using observation form and makes note the overall activities to collect the data.

d. Reflecting

In the fourth step, the writer and the collaborator will discuss and analyze about the data that have been collected from all the activities from the acting step until observing step to find out whether the implementation of Task Based Language Teaching run successful or unsuccessful in cycle 2 and also compare the student's improvement from cycle one until cycle to find out the

student's achievement. If there is found good improvement based on the criteria of success that have been determined before, the writer will not continue the action in next cycle.

D. The Data Collection Approach

For this research, there are four techniques which will be used by the writer to collect the data. They can be explained as follows:

1. Test

Test is a set of stimuli which given to the individual to obtain the respond based on what is assessed.⁶ In this research, the tests that will be given to the students consist of two types; pre-test and post-test:

a. Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of task based language teaching approach to evaluate their skill at first. The type of pre-test is writing skill test. In this pre-test the writer apply objective test in the form of essay report text.

b. Post-test

Second, post-test is examined to the students after they are taught writing skill by using task based language teaching as the

⁶Donald Ary, *et.al*, *Introduction to Research.*, p. 201

treatment to find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test. In this post-test the writer applies objective test in the form of essay report text.

2. Observation

Observation is a natural process, and much can be learned from recording observations and making judgments about those observations. Observations may involve participant observation where the observer is part of the context, or it may involve nonparticipant observation where the observer watches actions and interactions in a classroom and is not involved in the activity.⁷

In this case the researcher will use observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer.

Moreover, the researcher uses observation as data collecting approach to know how teaching report text through Task Based Language Teaching works in the class, how the students responds to the approach and they can increase their writing skill, and how Task Based Language Teaching be able to help the students in learning English writing.

3. Documentation

⁷Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research*, (Rotterdam:Sense Publisher, 2011), P. 35.

Documentation are a readily accessible source of data in action research as many already exist in the institutional system. Documents accumulated during the course of an enquiry can illuminate numerous aspects of practice. There is a wide range of documents that could be pertinent to the research focus, including student portfolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memo and newsletters, and previous test or examination papers.⁸ The writer will use documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at the SMK Wiratama Kotagajah Lampung Tengah. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of place, people, objects, acts, activities, events, purposes, times, and feelings. In this research, the researcher used field note to record the students activity during the learning process in report form.

E. The Data Analysis

Data analysis will be conducted by taking the average score of the pre-test and post-test. To know students achievement after the actions, the researcher

⁸Anne Burns, *Collaborative Action Research for English Language Teacher*, P. 140.

will conduct and give test at the early and the last cycles. The formula of taking average⁹:

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = mean or average score

N = Number of student

$\sum X$ = Number of student's score

Find out the result or improvement of the writer will compare the gained score between pre-test and post-test by comparing with the KKM (Minimum Criteria Mastery) in this school at least 80. If in cycle I the students do not pass the KKM, so the writer will conduct cycle II. The minimal cycle in classroom action research is two cycles, so it will not be continued if in cycle II the 80% students pass the KKM.

The formula to figure out the percentage of the students who pass the KKM in each cycle as follow:

$$P = \frac{F}{N} \times 100\%$$

P = Class Percentage

F = Frequency

N = Number of Student

⁹Donald Ary, *et.al*, *Introduction to Research*., P.109.

F. The Indicator of the Success

The indicator of the successful takes from the process and the result of the action research. The study was called success if 80% students get 7,5 as writing score students and active in learning process.

CHAPTER IV
RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of SMK Wiratama Kotagajah

This classroom action research was conducted at Smk Wiratama Kotagajah which is located on Gajah Timur I village, Jenderal Sudirman Street. No. 17. Subdistrict of Kotagajah Central Lampung. It was established in 1980.

Smk Wiratama Kotagajah had been led by the following principals:

- | | |
|-----------------------------|-------------|
| a. Drs. Hi. Sumadi | (1980-1990) |
| b. Drs. Sofyan | (1990-1996) |
| c. Dra.Siti Rumilah | (1996-1997) |
| d. Drs. Muslan | (1997-2010) |
| e. Kodrattulloh Sidiq, S.Pd | (2010-2011) |
| f. Ririn Widayati NH, S.Pd | (2011-2016) |

b. The Condition of Teacher and Official Employees at SMK Wiratama Kotagajah

Condition of Teacher and the Official Employers in Smk Wiratama Kotagajah, the numbers of teacher and official

employers in Smk Wiratama Kotagajah in the academic year of 2016/2017 are that can be identified as follows:

Table 2
The Condition of Teacher and the Official Employers at SMK
Wiratama Kotagajah In the academic year of 2016/2017

No	Name	Sex	Occupation
1.	RIRIN WIDAYATI NH, S. Pd.	Female	Principal
2.	SULISTYOWATI	Female	Vice Principal
3.	ADI WINATA	Male	Indonesia Language Teacher
4.	AGUNG SUBEKTI	Male	Sport Teacher
5.	AGUSTINA EKO WS , S. Pd.	Female	Matematic Teacher
6.	BUARIYANTO PAMUNGKAS	Male	IPA Teacher
7.	CONITYA ARILA SHAKHTHI	Female	IPA Teacher
8.	DIAN WISUDAWATI	Female	English Teacher
9.	Drs. Hi. SUMADI	Male	Religion Teacher
10.	DWI NOVITA SARI	Female	IPA Teacher
11.	EKA OKTARIA RINI	Female	Lampung Language Teacher
12.	ENCO SUNARYA, BA	Male	Religion Teacher
13.	ENDI ISWINARTO	Male	Religion Teacher
14.	ERNING SUTANTI PRASETIYASIH, S. Pd.	Female	PKN Teacher
15.	HENDRO AGUSTIONO	Male	Indonesia Teacher
16.	IKA TRISNAYANTI	Female	Painting and Art Teacher
17.	ISTIANA M, M. Pd.	Female	Indonesia Language Teacher
18.	ITA NURJANAH	Female	Mathematics Teacher
19.	KARTIKA SARI	Female	English Teacher
20.	LINA ERAWATI	Female	Indonesia Language Teacher
21.	MARSIYEM	Female	Accountancy Teacher
22.	MAT AGUS	Male	Social Teacher
23.	MUHAMMAD MUBAROK	Male	Mathematics Teacher
24.	RATI ANDARIN	Female	Mathematics Teacher
25.	ABDUL AZIZ NABAWI	Male	English Teacher
26.	SUBANDRIYO, S. Pd.	Male	Curriculum Affair
27.	ADI CANDRA	Female	Social Teacher

28.	SUROSO, S. Kom	Female	Technology and Information Teacher
29.	TINA ROSMALA DEWI	Male	Counselor
30.	TRI LESTARI	Female	IPA Teacher
32.	WAGIMIN	Female	Lampung Language Teacher
33.	WAHYUDIN	Male	Library Officer
34.	YANDI SUMARNO	Male	Officer

c. The Quantity Students of SMK Wiratama Kotagajah

The quantities of the students at SMK Wiratama Kotagajah that can be identified as follows:

Table 3

The Students Quantity of SMK Wiratama Kotagajah in the Academic Year of 2016/2017

No	Class	Sex		Total
		Male	Female	
1.	Class X	70	90	160
2.	Class XI	85	70	155
3.	Class XII	65	85	150
Total		220	245	465

d. The Building of SMK Wiratama Kotagajah

The condition of facilities in SMK Wiratama Kotagajah in the academic year of 2016/2017 that can be seen on the table below:

Table 4
The Building of SMK Wiratama Kotagajah in the Academic Year of 2016/2017

No	Names of Building	Total
1.	Headmaster Room	1
2.	Teachers Room	1
3.	Administration Room	1
4.	BP Room	1
5.	Computer Laboratory	1
6.	Mosque	1
7.	IPA Laboratory	1
8.	Library	1
9.	UKS Room	1
10.	OSIS Room	1
11.	Scout Room	1
12.	Cooperative	1
13.	Canteen	3
14.	Toilet	4
15.	Class Room	18
16.	Ceremony Field	1

e. The location of Sketch Smk Wiratama Kotagajah

The location of Sketch in SMK Wiratama Kotagajah in the academic year of 2016/2017 that can be seen on the table below:

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementation of task based language teaching approach in writing skill. It can be concluded that there is increasing the students' writing skill by using task based language teaching approach at the Eleventh SMK Wiratama Kotagajah. Therefore, the task based language teaching approach can be effective approach in writing skill and it can be used as alternative choice in learning writing because the approach easy for implementation and it can be increase the students writing skill.

The increasing of the students' learning result could be seen from the average of students' learning result could be seen from the average of students' learning result on cycle I was 68,42% and increased on cycle II was 84,21%. So that it increased 15,79%.

A. Suggestion

Based on the result of the research. The researcher would like to give some suggestions as follows:

1. The students are suggested to be active in learning process especially English writing subject.

2. It is suggested to the English teacher to use task based language teaching as approach because this approach is effective to increase the students writing skill in learning.
3. The headmaster suggested to support the English learning process by preparing the facilitations and instruments completely.

1. Description of the Research

In this research, the researcher as an English teacher and Mrs. Kartika Sari S.Pd the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' ability in writing skill before giving treatment and it used as the comparison score with post-test. The students were given task to make Report Text. After they finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 5
The Pre Test Score of Writing Skill

NO	NAME	PRE TEST
1.	AS	60
2.	AW	80
3.	AF	35
4.	CI	40
5.	DA	65
6.	DS	45
7.	DRA	65
8.	E	70
9.	EW	50
10.	FAP	60
11.	GAP	45
12.	IS	50
13.	KA	55
14.	MUH	40
15.	REFS	40
16.	RWS	45

17.	RAYP	35
18.	SS	40
19.	TA	50
Total		970
Average		51,05
Highest Score		80
Lowest Score		35

Table 6
Students' Mark of Pre-test of Writing Skill

No	Mark	Frequency	Percentage (%)	Category
1.	66 – 80	2	10,52 %	High
2.	56 – 65	4	21,05 %	Average
3.	35 – 55	13	68,42 %	Low
Total Students		19	100 %	

The table above show that there was 10,52 % (2 students) who gave 66-80 then, 21,05 % (4 students) gave score 56-65 and 68,42 % (13 students) gave low score 35-55. The complete students were the students who fulfill the minimum standard at SMK Wiratama Kotagajah at least the score 75. It was the reason why the research used task based language teaching approach to increase the students' writing skill.

1) Planning

The first meeting was done on Wednesday, October 12, 2016. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mrs. Kartika Sari S.Pd. At the day, the researcher has taken the student's pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

2) Action

The second meeting was treatment on Thursday, October 13, 2016. It was opened by praying, greeting, checking the attendance list and asking the condition of the students. The researcher as the teacher directly gave material about report text.

Firstly, before teaching learning process, the researcher asked to the students about report text. Some of the students forgot and just a little of them have known the definition about report text.

Secondly, the researcher explained about definition, generic structure, social function and language feature of report text. After that, the researcher gave some text related to the material such as animals like that cat, monkey, and dog. The students observed the text and some of them explained about how the characteristic and general structure.

After that, the researcher explained about task based language teaching approach. The students must be understood

about the text and make report text. The researcher guided the students to be active and expression their idea. As long as the students studied to make report text the research went around in the class and listened how the students worked. After finishing the students submit the answer sheet in the class. In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together.

The third meeting, after treatment the teacher gave the post-test I on Wednesday, October 19, 2016. The meeting started by praying, greeting, checking the attendance list and asking the condition of the students. Then, the researcher gave post-test I to students such as write a short report text. In the post-test I the result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

Table 7
The Post Test I Score of Writing Skill

NO	NAME	POST TEST I
1.	AS	75
2.	AW	75
3.	AF	50

4.	CI	75
5.	DA	80
6.	DS	50
7.	DRA	75
8.	E	80
9.	EW	55
10.	FAP	75
11.	GAP	80
12.	IS	50
13.	KA	45
14.	MUH	55
15.	REFS	75
16.	RWS	75
17.	RAYP	75
18.	SS	75
19.	TA	75
Total		1295
Average		68,15
Highest Score		80
Lowest Score		45

Table 8
Students' Mark of Post test I of Writing Skill

No	Score	Frequency	Percentage (%)	Category
1.	71 – 80	13	68,42 %	High
2.	56 – 70	0	0 %	Average
3.	45 – 55	6	31,57 %	Low
Total Students		19	100 %	

Based on the data above can be seen that 68,42 % (13 students) who gave 71-80 then, 31,57% (6 students) got low score 45-55. It was higher than the result of pre-test. The criterion on of students who was successful in mastering the material was the students who got minimum score of 75. Learning process is said

success, when 80% got score above 75. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 3 meetings in cycle I. the researcher as the teacher was given material about report text. Some students can active to join the discussion and there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 9
The Students' Activities in Cycle I

No	Students Activity	Frequeency	Percentage
1.	The students' attention of explanation from the teacher	15	79%
2.	Answer the question from teacher	7	36,8%
3.	Understanding the material	10	52,6%
4.	Active in Group	6	31,5%
5.	The Students able do the task	13	68,4%
Total Students		19	

The table showed that not all students' active in learning process. There were 15 students (79%) who gave attention of explanation from the teacher, 7 students (36,8) who gave answer the question from teacher, 10 students (52,6%) who gave

understanding the material, 6 students (31,5%) who gave active in group, and 13 students (68,4%) were able do the task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 79% that pay attention of explanation from the teacher.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum mastery criteria (KKM). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a)** Some students did not answer the teacher's questions.
- b)** Some Students did not active in group.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a)** The teacher gave more detail explanation and questions after explaining the materials to control the students'.

- b) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table:

Table 10
Students' Score Pre-Test and Post-Test I

No	Name	Students Result		Increasing	Category
		Pre Test	Post Test I		
1.	AS	60	75	15	Increased
2.	AW	80	75	-5	Decrease
3.	AF	35	50	15	Increased
4.	CI	40	75	35	Increased
5.	DA	65	80	15	Increased
6.	DS	45	50	5	Increased
7.	DRA	65	75	10	Increased
8.	E	70	80	10	Increased
9.	EW	50	55	5	Increased
10.	FAP	60	75	15	Increased
11.	GAP	45	80	40	Increased
12.	IS	50	50	0	Constant
13.	KA	55	45	-5	Decrease
14.	MUH	40	55	15	Increased
15.	REFS	40	75	35	Increased
16.	RWS	45	75	30	Increased
17.	RAYP	35	75	40	Increased
18.	SS	40	75	35	Increased
19.	TA	50	75	25	Increased
Total		970	1295		
Average		51,05	68,15		

In this research, pre-test and post-test I had done individually. It was aimed to know the ability of the students' writing skill before and after the treatment. From the result of pre-

test and post-test I, we knew that there was an increasing from the students' result score. It could be seen from the average in pre-test 51.05 and post-test I 68.15. Although there was increasing of the students' achievement, cycle I was not successful yet because only 6 students (31,57%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

b. Cycle II

1) Planning

In the planning, the researcher and collaborator would like to make and discuss about the lesson plan. The lesson was writing, report text especially. In this meeting, the students expected able to get specific information of the report text. In the first and second meeting, the teacher would explain more about report text and the procedure of task based language teaching approach. Therefore, in the last meeting, the teacher would evaluate for the 19 students of XI PBS class. The evaluation was about essay, such as make a short about report text. The researcher would like to implement task based language teaching approach in writing lesson.

2) Action

The action of this cycle was conducted in two meetings. The first meeting was done on Thursday, October 20, 2016. In this meeting, the collaborator was being the teacher and the researcher was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that, the researcher explained the material. The material was the report text.

After giving the treatment twice in cycle II, the researcher conducted post-test II in the second meeting on Wednesday, October 26, 2016. In this session, the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance list, and asking the students condition. After that the teacher asked to the students to explain about what report text is. After some students explained, then the teacher gave a essay test, such as write a short report text. So, the teacher asked the students to answer the questions. In this meeting, most of the students could answer well. It can be seen from the result of test who gave by the teacher. After the students finished the test, they collected the answer sheet to the teacher. The result of post-test II could be seen on the table below :

Table 11
The Post Test II Score of Writing Skill

N O	NAME	POST TEST II
1.	AS	85
2.	AW	85
3.	AF	65
4.	CI	65
5.	DA	75
6.	DS	65
7.	DRA	95
8.	E	98
9.	EW	75
10.	FAP	95
11.	GAP	80
12.	IS	75
13.	KA	80
14.	MUH	95
15.	REFS	95
16.	RWS	75
17.	RAYP	95
18.	SS	95
19.	TA	80
Total		1573
Average		82,79
Highest Score		98
Lowest Score		65

Table 12
Students' Mark of Post-test II of Writing Skill

No	Score	Frequency	Percentage (%)	Category
1.	81 – 100	9	47,37 %	High
2.	71 – 80	7	36,84 %	Average
3.	65 – 70	3	15,79 %	Low
Total Students		19	100 %	

Based on the data above can be seen that 47,37% (9 students) got 81-100, and 36,84% (7 students) got 71-80, then

15,79% (3 students) got low. Most of the students could increase writing ability. It means that cycle II was successful.

3) Observation

From the observation of the researchers' action, the researcher presented two meetings in cycle II. The researcher implemented the task based language teaching approach for the writing lesson. It is expected to help the students to get information of the text easily. In this meeting, the students were seriously following the class. They were interested in finding out something important in the text.

The result was good because most of the students could do the test easily. The students who got a score more than 75 were 16 (84.21%) out of 19 students.

Table 13
The Students' Activities in Cycle II

No	Students Activity	Frequency	Percentage
1.	The students' attention of explanation from the teacher	18	94,7%
2.	Answer the question from teacher	15	78,9%
3.	Understanding the material	16	84,2%
4.	Active in Group	13	68,4%
5.	The Students able do the task	18	94,7%
Total Students		19	

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were students attention of explanation from teacher and students able do the task (94,7%), the second high percentage, understanding the material (84,2), and the students answer the question from teacher (78,9%), and the last was students active in group (68,4).

According to the result of the observation above, it can be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I and would be not continued in the next cycle.

The students score on writing report text from pro-test I to post test II could be seen on the table below:

Table 14
Students Score at post test I and post test II

No	Name	Students Result		Increasing	Category
		Post Test I	Post Test II		
1.	AS	75	85	10	Increased
2.	AW	75	85	10	Increased
3.	AF	50	65	15	Increased
4.	CI	75	65	-10	Decrease
5.	DA	80	75	-5	Decrease
6.	DS	50	65	15	Increased
7.	DRA	75	95	20	Increased
8.	E	80	98	18	Increased
9.	EW	55	75	20	Increased
10.	FAP	75	95	20	Increased
11.	GAP	80	80	0	Constant
12.	IS	50	75	25	Increased
13.	KA	45	80	40	Increased
14.	MUH	55	95	40	Increased

15.	REFS	75	95	25	Increased
16.	RWS	75	75	0	Constant
17.	RAYP	75	95	20	Increased
18.	SS	75	95	20	Increased
19.	TA	75	80	5	Increased
Total		1295	1573		
Average		68,15	82,79		

Based on the result above, it could be inferred that Task Based Language Teaching Approach could increase the students' writing skill because there was increasing from average in post-test I 68.15 became 82.79 in post-test II. In the cycle II, most of the students could develop their writing skill. It means that cycle II was successful.

Based on the table of the comparison between students' result score in post-test I and post-test II, there are 18 students (94,7%) who passed the test in post-test II. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increase of it as follow:

Table 15
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1.	The students' attention of explanation from the teacher	15	79%	18	94,7%	15,7%
2.	Answer the questions from teacher	7	36,8%	15	78,9%	42,1%
3.	Understanding the material	10	52,6%	16	84,2%	31,6%
4.	Active in group	6	31,5%	13	68,4%	36,9%
5.	The students' able do the task	13	68,4%	18	94,7%	26,3%

Based on the table of the comparison between students activities in post test I and post test II, there are 13 students (68,4%) who the students able do the task in cycle I, and 18 students (94,7%) in cycle II. The increasing percentage could be seen on the table above. It means that it would not be continued in the next cycle.

A. INTERPRETATION

1. Cycle I

To see the students' writing skill before implementing the treatment, the researcher conducted the pre-test. It carried out on Wednesday, October 12, 2016. From the result of pre-test shown that most of the students difficult for answering the test, it can be seen that

the students' average was 51,05. It shows that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 1 (5,26%) out of 19 students passed of the minimum mastery criteria.

After did pre-test, the researcher implementing the treatment to the students in cycle I. The researcher conducted the post-test. It carried out on Wednesday, October 19, 2016, it can be seen that the students' average was 68,15, it shown that most of the students have not passed yet in achieving the minimum mastery criteria (75). Therefore, only 13 (68,42%) out of 19 students passed of the minimum mastery criteria. It can be seen that most of the students failed in achieving materials. So, it needs increase by task based language teaching approach.

2. Cycle II

In the next cycle, the researcher gave the treatment twice then post test II. After implementing the treatment, the researcher conducted the post-test II. It carried out on Wednesday, October 26, 2016. It can be seen that the students' average was 82,79, it shown that most of the students passed in achieving the minimum mastery criteria (75). Therefore, there are 16 students (84, 21%) out of 19 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

Based on the result of this research was known that more than 80% from the students got minimum mark 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The table of illustration score in cycle I and cycle II, as follow:

Tabel 16
Students' Score of Pre-test, Post-test Cycle I, and Post-test Cycle II

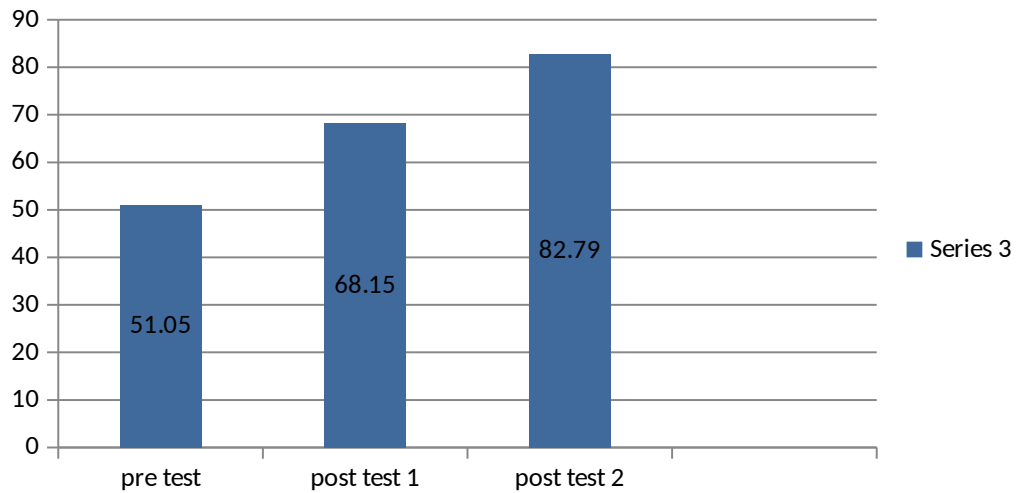
No	Name	Students Result			Category
		Pre test	Post test 1	Post test 2	
1.	AS	60	75	85	Increased
2.	AW	80	75	85	Increased
3.	AF	35	50	65	Increased
4.	CI	40	75	65	Decreased
5.	DA	65	80	75	Decreased
6.	DS	45	50	65	Increased
7.	DRA	65	75	95	Increased
8.	E	70	80	98	Increased
9.	EW	50	55	75	Increased
10.	FAP	60	75	95	Increased
11.	GAP	45	80	80	Constant
12.	IS	50	50	75	Increased

13.	KA	55	45	80	Increased
14.	MUH	40	55	95	Increased
15.	REFS	40	75	95	Increased
16.	RWS	45	75	75	Constant
17.	RAYP	35	75	95	Increased
18.	SS	40	75	95	Increased
19.	TA	50	75	80	Increased
Total		970	1295	1573	
Average		51,05	68,15	82,79	

Based on the table, it can be seen that there is progress from 51,05 to 68,15 to 82,79. From pre-test to the post-test cycle I, there is increase, and from the post-test cycle I to the post-test cycle II, there is increase for about. To know clearly about the increased of the pre-test, post-test cycle I and cycle II, the researcher shows the graph of pre-test, post-test I, and post-test II, as follow:

Figure 2

Graph of the Result of Pre-test, Post-test I, and Post-test II

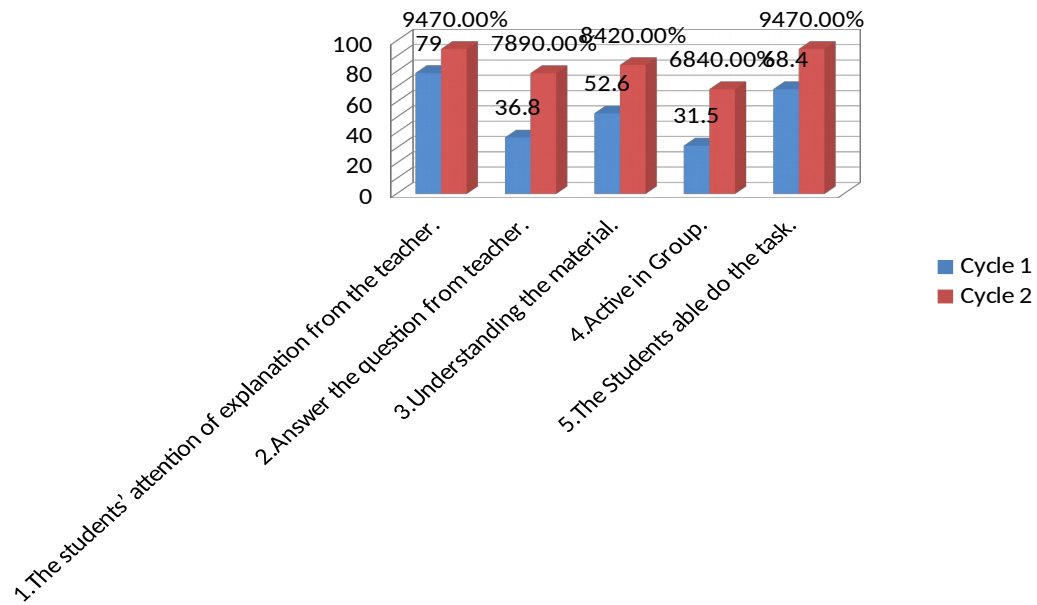


Based on the graph above, it can be inferred that task based language teaching approach could increase the students' writing skill. It is supported by increasing score of the students from pre-test to post-test I, and post-test II.

4. The Result of Students Learning Activities in Cycle I and Cycle II

Based on table 15, the researcher showed the graph of the result of the students' learning activities, as follow:

Figure 3
Graph of Students' Result of Learning Activities in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a. The students' attention of explanation from the teacher

The students' attention to the teacher explanation from the first meeting to next meeting was increased. In cycle I was only 79% and in cycle II 94,7%, it increased 15,7%.

b. Answer the question from teacher

The students who answered questions from the teacher was increased from the first meeting to next meeting, it showed whwn the teacher gave the questions to the students, they were brave to answer although not all the questions could be answered well, for this activity was increased 36,8%, from cycle I 36,8% and cycle II 78,9%.

c. Understanding the material

The students understand about material from teacher, from cycle I (52,6%) and cycle II (84,2%).

d. Active in group

The students who had activated in a group or pairs also increased, from cycle I (31,5%) and cycle II (68,4%), so it increased 36,9%.

e. The students able do the task

The students who had done the task were increased. It could be seen on the cycle I (68,4%) and cycle II (94,7%) .

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most of the students shown good increasing in learning activities when task based language teaching approach was applied in learning process from cycle I up to cycle II.

5. Discussion

In teaching writing to the senior high school especially in students of class PBS (Perbankan Syariah) in Smk Wiratama Kotagajah, based on pre survey there are some problems like Some students difficulties to express their idea in writing. The researcher choose task based language teaching approach to increase the students' writing skill.

The researcher used this approach to organize idea students and made students more active in writing also interested in learning

English. There is a positive increasing about students' learning activities using task based language teaching approach. Therefore task based language teaching approach hopefully is usefull in the learning activities. Based on the implementation of task based language teaching can be effective approach in the writing skill.

Based on the explanation of cycle I and cycle II, it could be inferred that the use of task based language teaching could increase the students' writing skill. There was progress average score from pre test 51.05%, post test I 68.15% and post test II become 82.79%. We could be seen that there was an increasing on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. Moreover, the standard criteria with the score minimum was 75 in this research, in the post-test I there was 13 students or (68.42%) passed the test with the average 68.15 and in the post-test II was students 16 students or (84.21%) who passed the test with average 82.79.

From the explanation, the researcher decided that the research was successful and it could be stopped in the cycle II because the indicator of success (80% of students got score ≥ 75) was reached.

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