THE EFFECTIVENESS OF TASK BASE INSTRUCTION (TBI) TECHNIQUE IN TEACHING WRITING PROCEDURE

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ABSTRACT: The aims at: (1) finding the significant difference in teaching writing procedure text between the students who are taught by using Task Based Instruction (TBI) technique and who are taught without using Task Based Instruction (TBI) technique at the seventh grade of SMP Negeri 7 Surakarta in 2015/2016 academic year and (2) the implementation of Task Based Instruction (TBI) technique to teach writing procedure text for the seventh grade of SMP Negeri 7 Surakarta in 2015/2016 academic year. The research was carried out at SMP Negeri 7 Surakarta conducted on 6th until 30th May 2016. It is an Experimental Research. Here, the researcher took the data from second semester students of grade 7A and 7B as the sample of the research. The class 7A was control class and class 7B was as experimental class. Each class consisted of 32 students. The technique of collecting the data used test and non test. From the result of the research, it could be shown that there was significant difference in teaching writing procedure text between the students who are taught by using Task Based Instruction (TBI) technique and who are taught without using Task Based Instruction (TBI) technique. It can be seen from the computation of t-obtained \( t_0 = -1.2 \), consulting the t-table (0.05 is 2.02). It can be known that \( t_0 \) is higher than \( t_t = 2.02 \). Ho is rejected and Ha is accepted. The mean of control class, the pre-test mean score is 55.1 become 65.5 in the post test and Experimental class for pre-test 58.75 become 74.9 in the post test. From the description above, it can be concluded that the use of Task Based Instruction (TBI) technique was better than without Task Based Instruction (TBI) technique in teaching writing procedure text.

Keywords: Teaching Writing, Procedure Text, Experimental Study, Task Based Instruction (TBI) Technique

INTRODUCTION

In this modern era, people demand to have more than one language because they are as a tool for communication, therefore, they take an important role in daily activities. One of them is English. English is an International language however Anna (2006:3) states that “English is also the language of international air traffic control, the chief language of world publishing, science and technology.” Thus, ones learn English to have connection with
different people from other countries. It plays an important role in the world of politics, business, economics, technology, and education.

In education world, as professional learners in the language teaching, especially the teaching of English, teachers mostly waste much of time on suitable teaching methodology for greater effectiveness in students acquisitions on English language, designed and implemented the materials, test, and practice. Teachers respond to educate the students from little or no knowledge to satisfactory English environment.

One of important English skills is writing. The roles important of writing are this skill helps the writer express feelings and thoughts to other people in a relatively permanent form. According to Hyland (2003:3), Writing is regarded as an extension of a grammar a means reinforcing language patterns through habit formation and testing learners ability to produce well formed sentences. A way of a skill that was the exclusive domain of scribe and scholars in educational or religion institutions.

The problems of the research were from the teacher, the students, and the school. The teacher’s problems were as followings: (1) The teacher used English learning monotonously, (2) In teaching learning processes, teacher used the method or technique that she/or he masters which is not suitable to be applied in the classroom. The students’ problems were as followings: (1) Students were less vocabulary mastery and less of practicing their writing (2) Students were worried about making grammar mistakes and worried about how to write good text. (3) The students had problem to identify the main idea of the text, (4) The average
score at VII class was about 65, whereas the standard minimum score \((KKM)\) was 75 for English lesson. The school’s problem was as followings: (1) Providing of English book in library was less.

One of method use suitable for the teacher is Task Based Instruction (TBI) or usually called Task Based Language Learning (TBLL) or Task Based Language Teaching (TBLT). According to Long (1985: 89) frames his TBI is a approach or technique to task-based language teaching in terms of target tasks, arguing that a target task is a piece of work undertaken for oneself or for others, freely or for some reward.

According to Richards and Rodgers (2001), Task based instruction/ Task based language learning is an alternative approach to communicate language teaching because a task involves a primary focus on meaning, real-world processes of language use. This method is suitable for study purpose, especially in English writing teaching and learning process especially teaching writing procedure text.

The benefits of TBI method in English teaching learning process can be summed up in several points are as followings: (1) TBI is suitable for all ages and backgrounds especially young learners. (Bourke (2006) in Debra) (2) It can be used to teach content as well as language, can be combine with more traditional teaching methods. (Bourke (2006) in Debra), (3) Their focus is on meaning not form. (Bourke (2006) in Debra).
METHODOLOGY

Participants

The research was conducted at SMP Negeri 7 Surakarta, which is located on Jl. Mr. Sartono no.34 Banjarsari Surakarta, Central Java was contiguous with SMA Negeri 6 Surakarta and Universitas Teknik (UTP) Pembangunan Surakarta. It means the location SMP Negeri 7 Surakarta at the school strategic and it is away from the main road. The subject of the research is the seventh grade B students in second semester of SMP Negeri 7 Surakarta which totally 40 consist of 20 boys ‘students and 20 girls ‘student as Experimental class. And the seventh grade A students in second semester of SMP Negeri 7 Surakarta which totally 40 consist of 20 boys ‘students and 20 girls ‘student as Control class.

Method

Related of the objective of the study, the method used in this study is Experimental research. Experimental research is a systematic and scientific approach to research in which the researcher manipulates one or more variables, control and measures any change in other variable.

Alexander (in Nunan 1992: 2) defines experiment research is quantitative method of data collection and analysis, and as term suggest used experiments to collected measurable data.

In this research, the researcher used Task based instruction Technique to teach writing procedure text. The researcher involved two groups of sample as the subject of the observation. They were divided into the control group and
experimental group. The control group was the group that taught using traditional or primitive technique and the experimental group was group that was taught using new technique (TBI Technique).

After the treatments are given to the experimental group, the researcher observed the groups receiving different treatment to see if the result of students writing skill between control group and experimental group had significant difference. If the result of these two groups was different, then it could be concluded that the treatment has effects. The control group plays an important role in experimental research, since it enables the researcher to determine whether the treatment has any effect or whether one technique is more effective than another.

In this research, the researcher used written test to measure the student’s achievement in writing procedure text. According to Parrot (1993:21), test used in small-scale research were not intended to provide definitive results, but simply to provide teachers with some form feedback to set against impressionistic judgments about the effectiveness or otherwise of particular materials, techniques or approaches and to help them in making future decisions about using these.

To collect the data non test, the researcher used observation, interview, and documentation. The researcher observed the teacher during the process of learning, the researcher also interviewed the teacher about problem in teaching English. The las the researcher collected the document as a reference of the research.
RESULT AND DISCUSSION

Based on the preliminary observation and interview that had been conducted on February 17th 2016, the researcher found the problems, especially in students’ teaching writing. They were as followings: (1) The students had problem to identify the main idea of the text, (2) The students felt difficulty to find detail information, implicit and explicit information, reference of pronoun, interpreting words and sentences, and generic structure of the text.

The purpose of this research was to find out whether there was significant influence between the students who are taught using Task Based Instruction (TBI) technique and those who are not taught using Task Based Instruction (TBI) technique. To understand the difference of the result, the researcher took two classes for this experimental research; they were class VII A and class VII B of SMPN 7 Surakarta. Class VII A was as control group and class VII B was as experimental group. The experimental group was taught using Task Based Instruction (TBI) technique while the control group was not taught using Task Based Instruction (TBI) technique.

In the research, firstly, the researcher gave the pre-test to both classes. First meeting until third meeting at the experimental class the research used Task Based Instruction (TBI) as a technique. Secondly, the researcher introduced Task Based Instruction (TBI) as a technique, that would be used by the researcher and would help student’ in writing on procedure text. Third, the researcher explained the meaning, purpose, and generic structure of procedure text and the researcher
explained component of writing (Organization and content). The researcher explains about temporal conjunction and gives the example. Example: first, second, then, finally and etc. Fourth, the researcher explained language features and how to make something or how to operate something and beside that the researcher explained component of writing (Grammar) the researcher asks the student to write in the white board, and then teacher asks to the other students, that are right about the grammar. Fifth, the students were instructions of procedure text from the researcher and the researcher explained component of writing (Vocabulary and Mechanics) the researcher guided the student to use verb how to make something. Example: slice, cut, stir, fold and etc. Sixth, the students learned the techniques of TBI which consist of: did listing, ordering or sorting, comparing and problem solving. The last, the researcher gave post test in two classes. The data which was analyzed in this research was taken from the result of the test.

After conducting the research, the researcher obtained two kinds of data; the scores of pre-test and the scores of post-test and found the mean of each group. The researcher used t-test formula to counting the data. T-test means to find out a significant difference between the experimental group and the control group.

To check whether the researcher’s hypothesis in chapter II is accepted or not the researcher tests the null hypothesis (H₀) and the alternative hypothesis (H₁). The null hypothesis (H₀) states that there is no significant improvement in writing procedure text using Task Based Instruction (TBI) technique. Meanwhile, the alternative hypothesis (H₁) states that there is significant improvement in
writing procedure text using Task Based Instruction (TBI) technique. Null hypothesis is accepted when $t_0 < t_i$ (t-observation < t-table). $t_i$ is stated in the table with degree of freedom(df) = $(n_1 + n_2)$ and the level of significant 5%.

To analyze the data, the researcher uses t-test formula. The preparation to apply t-test is as follow:

**Determining the degree of freedom (df)**

\[
Df = n_1 + n_2 - 2
\]
\[
= 32 + 32 - 2
\]
\[
= 62
\]

The t-table ($t_t$) with the df 62 of the level significance $\alpha$: 0.05 is 2.02

Applying the t-test.

In applying the t-test formula, the researcher tests the null hypothesis ($H_0$). It is rejected if t- obtained ($t_0$) is higher that the value stated in t-table ($t_i$). The computation of t-test shows that $t_0 = -1.2$ while the $t_i$ for the significant level is 5% ($\alpha = 0.05$) with degree of freedom (df) = 62 is 2.02. It can be known that $t_0$ is higher than $t_i$ ($t_0 = -1.2 > t_i = 2.02$). So $H_0$ is rejected.

It can be summarized that there was an significant influence in writing procedure text between the students using Task Based Instruction (TBI) technique and without using Task Based Instruction (TBI) technique. From the data analysis, the hypothesis is proven.
CONCLUSION

Based on the result of the research which aim to find out the effectiveness of Task Based Instruction (TBI) technique in teaching writing procedure text. In order to know the difference of the result, the researcher conclude some conclusion as follows:

There is implementation of TBI Task Based Instruction technique in writing between control group and experimental group of the students taught by using Task Based Instruction (TBI) (Experimental group) technique in teaching writing procedure text and those taught without using Task Based Instruction (TBI) (Control group) technique in teaching writing procedure text.

There is significant difference in writing between control group and experimental group of the students taught by using Task Based Instruction (TBI) (Experimental group) technique in teaching writing procedure text and those taught without using Task Based Instruction (TBI) (Control group) technique in teaching writing procedure text. It can be seen from $t_0$ -1.2 and $t_1$ in which $t_0$ is higher than $t_1$ ( 2.00) . Group of students who were taught by using Task Based Instruction (TBI) (Experimental group) gets higher achievement than those who were taught without using Task Based Instruction (TBI) (Control group). This known from the different score. The mean score of the two groups show that the experimental group gets 74.9 and the control group gets 65.5.
REFERENCES


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