



THE IMPLEMENTATION OF TASK-BASED LANGUAGE TEACHING ON PROJECT AND CREATIVE TASK TO IMPROVE WRITING SKILL

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Abstract- In the process of teaching and learning, teacher centred classes and structural-syllabus teaching are giving way to a more student-centred, practical and flexible approaches. In this paradigm shift, the field of second and foreign language teaching is not an exception. One of the areas which came under paradigm shift is the traditional present practice produce method of teaching English. It has been replaced by communicative language teaching. Task-based language teaching is an offshoot of communicative language teaching [1].

Keywords: teaching, learning, writing skill

I. INTRODUCTION

In the process of teaching and learning, teacher centred classes and structural-syllabus teaching are giving way to a more student-centred, practical and flexible approaches. In this paradigm shift, the field of second and foreign language teaching is not an exception. One of the areas which came under paradigm shift is the traditional present practice produce method of teaching English. It has been replaced by communicative language teaching. Task-based language teaching is an offshoot of communicative language teaching [1].

An interest in tasks emerged when researchers turned to tasks as second language research tools in the mid-1980s. Since the mid 1980s [2],[3],[4],[5],[6],[7] task-based syllabus design and task-based teaching, which have their origins in research on second language acquisition (SLA), have attracted some researchers and curriculum developers in second language instruction as a result of wide-spread interest in the functional views of language and communicative language teaching. Consequently, some researchers proposed that task should be the key unit within the syllabus so that TBLT methods grew out in this occasion.

Proponents of TBLT argue that the use of grammar-focused teaching activities in many language classrooms does not reflect the cognitive learning processes employed in naturalistic language learning situations outside the classroom. Therefore, they believe in better context for the activation of learning processes. EFL students are considered to be successful in language learning when they are able to write a certain task using the target language. Some theoriest believe that TBLT results in a great success in English learning. It is believed to be able to help learners achieve language skill of listening, reading, writing, and speaking [8]. One of the language skills which becomes indispensable in our global literate community is writing [9]. One of the objectives of English language teaching is to improve writing skill as an output of the learning outcomes. Writing is one of the four language skills which is relatively difficult to acquire when compared with other skills such as listening, speaking, and reading. Writing is one of the important skill in learning English among listening, speaking, and reading. By writing the students can communicate, give opinions, and transfer their ideas in written form. Besides, in writing activity the students have to make the reader understand and comprehend about what the students write and explain. Thus, the readers will not misunderstand when read they writing. [10] also explain about writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear.

Students' writing product also performed numerous number of vocabulary inappropriateness. Some students applied ineffective choice of words as they merely translate from their first language to English. They frequently used incorrect vocabulary and word forms. Finally, in terms of mechanics, almost all students made incorrect of spelling, punctuation, capitalization. Particularly, they wrote the words in correct spelling. They reflected the spelling of the English words with the spelling of their first language. In

terms of punctuation, they mixed to used the comma and period in their sentence. Then, regarding the capitalization, they failed to start their sentence with proper capitalization.

According to [11] descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly. In descriptive text, the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about generic structure of descriptive text. Without generic structure the students can not write about descriptive paragraph correctly. The following generic structure of descriptive text by some experts. According to [12] the specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that introduces the character. This indicates that a descriptive text has two elements an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic.

One of the example of descriptive text is brochure. According to [13] brochure is an informative paper document (often also used for advertising) that can be folded into a template, pamphlet, or leaflet. A brochure can also be a set of related unfolded papers put into a pocket folder or packet. Brochures are promotional documents, primarily used to introduce a company, organization, products or services and inform prospective customers or members of the public of the benefits.

Students' writing product also performed numerous number of vocabulary inappropriateness. Some students applied ineffective choice of words as they merely translate from their first language to English. They frequently used incorrect vocabulary and word forms. In terms of mechanics, almost all students made incorrect of spelling, punctuation, capitalization. They wrote the words in correct spelling, then reflected the spelling of the English words with the spelling of their first language. In terms of punctuation, they mixed to used the comma and period in their sentence. Also, regarding the capitalization, they failed to start their sentence with proper capitalization.

The lack of writing activities became the second cause of the students' writing problem. The language learning activity was dominated by comprehending the reading text because the final examination test was always administered in form of multiple choice tests. The teacher or lecturer infrequently gave the students writing activity also because writing activity was difficult for students and they always spent much time in doing the activity. Among those factors, the teaching strategy was considered the most crucial problem since teaching writing requires the implementation of a certain approach which involved a number of stages that guided the students in producing a good composition. The researcher considered the use of TBLT as an appropriate strategy to develop the students' skills in producing good descriptive texts.

This approach, called Task-based Learning, According to [14] the task based language comprised three steps in the structural framework of it. The first step was to raise the students' consciousness and also to introduce the students with the subject and task, this was called pre-task. The teacher explores the topic with the students, highlights useful words and phrases and helps them understand task instruction and prepare. Here the teacher or lecturer may use picture, make use of recording or even text as a lead in to a task. The second step was named task, which has three parts in it; those are task, planning and report. In the planning, students do the task; it can be in pairs or small groups. The students are free to experiment without teacher's intervention, since the teacher monitors from a distance, encourages all attempts at communication, and does not correct. Mistakes don't matter; the students will use whatever target language. In the planning, students prepare to report to the whole class; it can be orally or in written) how they did the task, what they decided or discovered. Students are able to request teacher's help for language advice, as they will report publicly and they need for sure it will be accurate. By implementing TBLT on project and creative task so that the students can make a proper descriptive text for making a business brochure writing.

II. METHOD

This research applied quasi-experiment. It involved two groups; the experimental group was treated by applying clustering technique while the control group without clustering technique. Both groups were given pre-test and post-test. The pre-test was given to find out the prior knowledge of students while post-test was used to find out the effect of clustering technique toward writing ability in making a brochure for offering construction services or products.

In this research, there were two kinds of variable namely:

- a. The independent variable (X) was the application of clustering technique by applying TBLT.

b. The dependent variable (Y) was the student's writing ability in making a descriptive text for making a brochure.

Clustering technique is one of pre-writing techniques by making a visual map to develop and organize ideas. It is beneficial in showing the relationship among the ideas and details that occur to them, and the writing ability is the students' achievement to write a composition that consists of five components of writing namely content, organization, vocabulary, language use, and mechanics, especially in writing descriptive text.

After giving pre-test, the researcher conducted treatment for each group. The researcher gave the treatment for experimental group by applying clustering technique as pre-writing activity while the control group was treated without clustering technique. The researcher conducted treatment for five meetings in four weeks. Each meeting ran for 80 minutes.

Both groups were treated with the same genre namely descriptive text in making a brochure for offering construction services and products.

According to [15], the data were classified by referring the scoring system as follows:

Table 1. The Scoring Classifications for Students' Composition

Content	
30 – 27	Excellent to Very good: knowledgeable – substantive – etc.
26 – 22	Good to Average: some knowledge of subject – adequate range – etc.
21 – 17	Fair to Poor: limited knowledge of subject – little substance – etc.
16 – 13	Very poor: does not show knowledge of subject – non-substantive – etc.
Organization	
20 – 18	Excellent to Very good: fluent expression – ideas clearly stated – etc.
17 – 14	Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc.
13 – 10	Fair to Poor: non-fluent – ideas confused or disconnected – etc.
9 – 7	Very poor: does not communicate – no organization – etc.
Vocabulary	
20 – 18	Excellent to Very good: sophisticated range – effective word/idiom choice and usage – etc.
17 – 14	Good to Average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.
13 – 10	Fair to Poor: limited range – frequent errors of word/idiom form, choice, usage – etc.
9 – 7	Very poor: essentially translation – little knowledge of English vocabulary.
Language Use	
25 – 22	Excellent to Very good: effective complex constructions – etc.
	Good to Average: effective but simple construction – etc.
21 – 19	Fair to Poor: major problems in simple/complex constructions – etc.
17 – 11	Very poor: virtually no mastery of sentence construction rules – etc.
10 – 5	etc.
Mechanics	
5	Excellent to Very good: demonstrates mastery of conventions – etc.
	Good to Average: occasional errors of spelling, punctuation – etc.
4	Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc.
3	Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.
2	

- a. Converting the students score into the following formula:

$$\text{Students' final score} = \frac{\text{Students' score}}{\text{Maximum score}} \times 100$$

- b. Classifying the score of the students

Table 2 Scoring Classification of Writing according to [16].

No.	Classification	Score
1.	Very good	86 -100
2.	Good	71 – 85
3.	Average	56 –70
4.	Poor	41 – 55
5.	Very poor	0 – 40

III. DISCUSSION

In order to know which component of writing was enhanced highly among five components, this research presents the difference of the students' mean score for both groups in the following tables.

- 1.
- 2.
- 3.

Table 3. The Difference between pre-test and post-test

Components	Pre-test	Post-test	Difference	Remark
Content	16.6	24.1	7.5	Enhanced
Organization	11.0	15.9	4.9	Enhanced
Vocabulary	11.3	14.8	3.5	Enhanced
Language Use	13.6	18.6	5.0	Enhanced
Mechanics	2.9	3.7	0.8	Enhanced

The table above shows that the students' mean score of content was the highest enhancing component. It enhanced 7.5 points, then it was followed by language use (5.0), organization (4.9), vocabulary (3.5), and the lowest enhancing component was mechanics (0.8). It can be concluded that the application of clustering technique enhanced five components of writing.

On the other side, only four writing components of students in control group were enhanced. They were content, organization, vocabulary, and language use. Meanwhile the students' mean score of mechanics in post-test was same with the pre-test.

Table 4 The Difference of Students' Mean Score in Five Writing Components of Control Group

Components	Pre-test	Post-test	Difference	Remark
Content	17.2	18.9	1.7	Enhanced
Organization	11.2	14.4	3.2	Enhanced
Vocabulary	10.7	12.3	1.6	Enhanced
Language Use	12.2	13.6	1.4	Enhanced
Mechanics	3.1	3.1	0	Unchanged

Based on the table 4, the highest enhancing component of writing in control group was organization which was enhanced 3.2 points. It was followed by content (1.7) and vocabulary (1.6). The lowest enhancing component was language use (1.4) while mechanics did not changed.

The description of the collected data through the test showed that the students' ability in writing descriptive text was enhanced after the treatment by applying clustering technique especially for experimental group. It was proved by the mean score of post-test for experimental group was higher than the mean score of pre-test for experimental group ($77.0 > 55.4$). It became good level from poor level.

The post-test score of experimental group also showed that there was enhancement on five components of writing scoring. It was supported by the enhancement of mean score of five components of writing scoring. The mean score of content was enhanced from 16.6 to 24.1, in organization was enhanced from 11.0 to 15.9, and in vocabulary was also enhanced from 11.3 to 14.8. The mean score of language use was also enhanced from 13.6 to 18.6 and in mechanics was enhanced from 2.9 to 3.7. The highest enhancing component was content (7.5 points) and the lowest enhancing component was mechanics (0.8 points).

Besides, based on the data in previous section, the achievement of students in experimental group and control group after the treatment is significantly different, where the students who applied clustering technique had higher score than the students in control group who did not apply clustering technique in writing. It was supported by the difference between the mean score of post-test in experimental group (77.0) was higher than the control group (62.2).

This research data indicated that the application of clustering technique significantly enhanced the students' ability in descriptive text. Even though both applying clustering technique and conventional technique (without clustering technique) could enhance the students' writing ability, however, the application of clustering technique in writing process gave better effect than the application of conventional technique. This result goes in line with what [17] stated that clustering is beneficial in seeing the relationship between details, in organizing information in an orderly fashion, and in developing specific support for their main ideas. It supports [18] who said that clustering can generate ideas for the important information students have in mind. Furthermore, the result of the research also supports the statement of [19] that clustering can give you an early sense of how ideas and details relate to one another.

Based on the inferential statistics test at level of significance $\alpha = 0.05$, in pre-test of experimental group and control group, the researcher found that the t-test value was lower than t-table ($0.318 < 2.000$) which means that there was no significant difference in pre-test between experimental group and control group. While on post-test result for both groups, it showed that the t-test value was higher than t-table ($5.382 > 2.000$). The findings relate to [20] that teaching and learning activities of writing course should be interesting for learners. The students use their interests to help them in writing. If they learn and compose with full interest, then they can be expected to get a better result.

IV. CONCLUSION

The application of clustering technique enhanced the students' ability in writing descriptive text by making a brochure. The achievement in writing descriptive text of the students who applied clustering technique and those who did not apply clustering technique had significant difference. It was proved by the mean score in post-test of experimental group was higher than the mean score of control group ($77.0 > 62.2$) and the t-test value on post-test was higher than t-table ($5.382 > 2.000$). The five components of writing namely content, organization, vocabulary, language use, and mechanics also were significantly enhanced by the application of clustering technique.

The application of clustering technique is suggested in process of teaching writing since it has been proven successfully in enhancing students' ability especially in writing descriptive text. This technique can motivate the students to write, to stimulus their ideas and to organize their thinking before they develop them in a paragraph. In addition, clustering technique is also interesting for the students to be applied in pre-writing stage of composing.

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