

The Students' Achievement In Writing Recount Text By Using Task-Based Language Method

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The Students' Achievement In Writing Recount Text By Using Task-Based Language Method

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Abstract

The objective of the research was to see the students' achievement in writing recount text by using task-based language method. This research was conducted at SMP Muhammadiyah 05 Medan, Jl. Bromo Gg. Aman No.38 Kecamatan Medan Denai Kota Medan Sumatera Utara. The population of this research was from at Eighth grade of Muhammadiyah 05 Medan, which consist of two classes, so the total population are 69 students. By using Purposive Sampling Technique it was taken with 52 students. They were divided two groups; as Experimental class taught by using task-based language method and Control class taught by using conventional Method. Written Test were administrated to the students. The researcher gave a pre-test, treatment and post-test to both groups. Having collected the data by using T-test formula, the result showed that t-observer was 49.00 t-table was 2.024. the fact showed that t-observer was higher than t-table (The null hypothesis or Ho was rejected and the alternative hypothesis or Ha was accepted). The result of this research concluded that there was a significant result by using task-based language method on the students' achievement in writing recount text.

Keywords: Task-Based Language Method, Recount Text, Writing.

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A. Introduction

Writing is the one of skill English. Writing is process making ideas outlined in paragraph, in writing the students focus with the idea so they can make sentence or text, the students make topic sentence, body paragraph and conclusion. In teaching writing in recount text, the teacher usually teach the students by explaining the material based on the student worksheet. The teacher spaced uses technique in teaching writing. The teacher asks the students to analysis the generic structure of the text and in the end the students make recount text based on their experiences. Then students get bored with this teaching learning process. So, the using of technique is in learning process important to improved imagination students' in make a good composition in writing. The problem in writing were comprehension or conceptual of ideas. Students made grammatical mistake, And also they had lack vocabulary to organize the sequence of paragraph well. These all caused their able to understand the text itself. Some difficulties that has found on students in writing is process language or ability writers in make idea and message in the written form. In the fact, the writer has found most of students in eighth grade got low writing. The writer choose Task-Based Language Method is more effective than the other approach to improve learner writing competence. It was not only showing the improvement on writing competence seen from the test scores, but also from the length of the students study and awareness of collation and word accuracy. Based on the explanation above, the research fell to be excited in conduction experiment research by Task-Based Language Method.

B. Discussion

¹suggest, the main point of teaching and learning process in higher educational level is writing. Moreover, writing is also the centre of a range of purposes fulfilment based on the various contexts where writing should be done. The purposes of writing as a higher educational context changer can be divided into three, assessment, learning and entering particular disciplinary communities. Writing is a process that moves forward. This means that you have already thought about what you are planning on saying and how you are going to say it before you write it down. Then, when you're done writing, you read over what you've done and make any changes or corrections you need to. It is recognizing the

significance of writing, pupils must overcome various difficulties to start writing since writing is a complex endeavor that integrates fine abilities² as a collection of diverse thinking processes that writers order when writing. Writing is the most hardest of the four skills to learn and perfect because it requires students to actively generate content by searching for ideas and putting them into words. Process writing as a classroom activity incorporates the four basic writing stages; planning, drafting (writing), revising (redrafting), and editing as well as three additional stages imposed upon students by the teacher, namely responding (sharing), evaluating, and post-writing³. And according to⁴, writing is the capacity to shape words such that, in general, it may have a higher truth value than the fact that it has set it down.

There are five components to assess writing⁵ namely: a) Content; Content is the main point in the paragraph. Content should explore all information that related to the topic, b) Organization; Organization is the logical organization of the content, whether the content of the paragraph is coherence or not. Organization is relate to the introduction, body, and conclusion in the paragraph, c) Vocabulary; Vocabulary is one of the important aspect in writing skill. Vocabulary should be mastered a lots in order that the writing is developed, d) Grammar; Grammar is patterns and rules that must be followed if people want to learn language correctly, e) Mechanic; Mechanic requires in using capitalization, punctuation, and spelling. Using a good mechanic can make reader easier understand the paragraph, if the writer use a wrong mechanic, the reader will misunderstand the paragraph. stated that Writing is disembodied. It is make disappear from contextual and someone experience of the writer because sense can be decoded skill in text and recovered by decoding skills. Writing is the fore treated like an object and its rules imposed on passive user. This view of writing I alive and kicking in much teaching of business writing and, indeed is implicit in some notion of learning in western education system. According to⁶, a text is any stretch of language which is held together cohesively through meaning. Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. The definition above describes that a text is a combination of the sentences that has meaning. Therefore, before learning procedure text, we have to know the definition a text first, whether it belongs to a text or not. One of the type text is recount text. Recount text is a form of text that is usually used to tell the events of the past. The main feature of the recount text is a past sentence or past tense. According to⁷ recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. ⁸said Recount tells a series of event and evaluate their significance in some way. It is also give the audience a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

And generic structures of recount text are; orientation, events, and reorientation. And then added about types of recount texts, namely; 1) Personal recount, retell an activity that the writer or speaker has experienced; 2) Factual recount, documents a series of events sequentially and evaluate their significance. This can be presented as a historical recount, science experiment, traffic, report sport report or in a film, television and video; 3) Imaginary recount, the imaginary details of a literary or story recount are placed in a realistic context; 4) Procedural Recount, this is written after the completion of a procedure. Procedural recounts are found in information books, television, films, and

² Weisser-Pike, O. (2005). *The importance of writing in low vision rehabilitation of the older adult*. *International Congress Series*, 1282, 331–336. doi:10.1016/j.ics.2005.05.072 ⁶

³ Seow, A. (2002). The Writing Process and Process Writing. In J. C. Richards & W. A. Renandya (Eds) *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press Accessed on Sunday, January 14th 2018, 10.30 AM ²

⁴ Randal, H. (2004). *Literacy an Introduction*. Edinburgh: Edinburgh University Accessed on Thursday, January 04th 2018, 11.00 AM

⁵ Hughes, A. 2003. *Testing for Language Teacher*. New York: Cambridge University Press

⁶ Feez, S. And Joyce. 1998. *Writing Skills: Narrative and Non-function text types*, Albert Park: Phonix Education Pty Ltd ⁴

⁷ Knapp, P & Watkins, M. 2005. *Genre Text Grammar Technology for Teaching and Assesing Writing*. Sydney: university of new south wales ltd. ¹⁸

⁸ Siahaan, S & Kisno, S. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu

boos that explain how things were made. This focus us on the accurate order of sequence, the selection of the context language for the topic and use of time conjunction. Diagrams and drawings are often included to assist with the clarification of the stages; 5) Critical recount, looks at an issues and comments and evaluate negatives and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronological. It is generally written in the first or third person using me or we but may be written in the passive voice.

The writer choose an achievement which is based on the effect of task as the core unit planning and instruction in teaching writing. So the approach is known as Task Based Language Method is more effective than the other approach to improve learner writing competence. Task-Based Language Method is a language teaching method that uses tasks as the core unit for planning and constructing instructional materials in language teaching. Teaching a second language using a task-based educational science is very useful during the teaching learning process considering characteristics, types and the task principle to be used.⁹ stated that there are six types of tasks that are considered to support the success of language learning, namely: The first is sort (listing) in this type, the learner is involved in the idea process and fact finding process. The second organizing and sorting (ordering and sorting) in this type, the learner is involved in the sorting process, ranking, categorizing, and classifying things in different ways. The third comparing in this type of learners learn to identify key points on certain information from different sources by activating the process of matching and seeing the similarities and differences of the information. The fourth problem solving in this type, the learner is involved in the process of analysis real situations or hypotheses, weighing reasons and making decisions. The fifth share personal experience in this type, learners are required to activate their ability to narrative, describe, explain attitudes and opinions and respond to opinions. And the last, creative tasks in this type of task includes combining sort types, organizing and sorting, comparing, and troubleshooting. In this type, learners learn to showcase their abilities through different types of tasks.

¹⁰ explains how the principles of task-based instruction can be directed to students' learning interest: The first, Instructions must be logical in students to develop their linguistic skills and abilities. The second, Instruction should guide students to focus on meaning. The third, Instruction must convince students to focus on the rules (form) of language. The fourth, instruction focuses on developing implicit and explicit knowledge of second language acquisition. The fifth, Instruction should include a permanent student learning syllabus. The sixth, Language learning should include extensive input on a second language. The seventh, Language learning should lead to learning outcomes. The eight, Interaction in an second language is important to improve the language skills of the two students. And the last, Instruction must take into account individual differences. Wills said the procedure using task based language method with three stage process for task work, namely; 1) Pre-Task activity an introduction to topic and task: in this stage the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task, 2) Task Cycle is Task Planning Report in here the learners perform the task (typically a reading or listening exercise or a problem-solving exercise) in pairs or small groups.

They then prepare a report for the whole class on how they did the task and what conclusions they reached, 3) Language Focus and Feedback: they present their findings to the class in spoken or written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on. Feedback on the learners' performance at the reporting stage may also be appropriate at this point. Wills futher stated steps in using Task – Based Language Method such as; a) The teacher divide the students" into several group; b) The teacher tell to the students about the title and make them forming long lines; c) The teacher give them a matter and ask them to understand about the content of the task; d) Give them times for discuss that material; e) After finished that task, present their presentation in front of the class, in here the teacher just as a supervisor. According to¹¹ in Task – Based Language Method have

⁹ Ellis, D. 1996. *A Framework for Task-Based Learning*. London: Longman

¹⁰ Ellis, R & Barkhuizen, G. 2005. *Analyzing Learner Language*. Oxford: oxford Universities press.

¹¹ Nunan, D. 1999. *Second Language Teaching and Learning*. Boston: Heinle & Heinle

many scheme proposes five different method types: cognitive, interpersonal, linguistic, affective, and creative.

C. Main Headings of Manuscripts

This research was conducted at Muhammadiyah 05 Medan Jalan Bromo Gg. Aman No.38 kecamatan Medan Denai Kota Medan. The population of this research was taken from at Eight grade of Muhammadiyah 05 Medan, which consist of two classes which VIII -A consist of 35 students, and VIII-B 34 students, so the total population are 69 students. And sample was taken by purposive sampling technique.

The sample in this research was VIII-A students who consist of 26 students as the experimental group and VIII-B students who consist of 26 students as the control group. The experimental research design was applied in this research. The experimental group was taught by using Task-Based Language Method. The instrument of this research was written test. In this case, the students wrote a recount text.

D. Conclusion

Based on result ¹¹ research, it was found there was a significant ¹³ effect of using task-based language method on the students' achievement in writing ¹¹ recount text. Task-based language method was one of resolution to help students more ¹⁹ active and develop the students' achievement in writing recount text. It proved from the total scores of pre-test and post-test, 1.745 and 2.187 respectively. It was found that was t_{test} higher than t_{table} or $49.00 > 2,024$ with $df = 24$ in significance level 5%, by Task-Based Language Method, the teachers easily teach writing interestingly because this method can help the teacher easily to manage students in the class, it also can make the students enjoy, active, and learn new vocabulary easier. They can add knowledge about writing skill and increase their knowledge about recount text.

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