

## CHAPTER I

### INTRODUCTION

#### 1.1 Research Background

Writing skills are increasingly important in today's digital era as in Brindle (2016). Accordingly, EFL students are to learn writing using communication technologies. Calkins (2014) stated that writing develops thought processes. Writing also helps to improve problem-solving skills. Moreover, regular writing will help students construct sentences, convey opinions and explore tone of voice Hammond (2015). Those who wrote regularly were able to construct sentences more quickly than those who rarely practiced writing. Regular writing also helped them find ideas. For example, they could find good themes for describing persons, animals, objects, or procedures.

In Junior High School, students' failures in writing are related to the complexity of the recursive writing process as in Hilma (2021). Based on Hilma (2021) studied some challenges and solutions to teaching English writing to Junior High School students in Tasikmalaya, West Java. The data were collected through semi-structured interviews and analyzed with Thematic Analysis (TA). They reported seven challenges encountered by the EFL teachers when teaching English writing, namely 1) students' poor grammatical competence, 2) students' incapability of developing ideas, 3) students' inadequate English vocabulary, 4) students' demotivation to learn writing, 5)

insufficient time management for writing, 6) limited handful sources for learning materials, and 7) limited learning facilities for teaching



writing. They offered solutions to the problems encountered in writing. First, the EFL teachers developed the students' basic vocabularies through which they could construct sentences more quickly. Second, the students were engaged in collaborative English writing activities. Through collaborative learning activities, poor writers were assisted by good writers. Third, the students wrote more regularly different text genres.

The proposed research is similarly focused on writing in Junior High School. However, the proposed research will implement task-based learning in the process of writing different text genres. The descriptive text genre will be studied since the two texts involve authentic uses of language. Task-Based Learning (*henceforth: TBL*) is a lesson structure, a method of sequencing activities in writing lessons. It is sometimes called 'Task-Based Language Teaching (*henceforth: TBLT*)'. Simply phrased, TBL or TBLT writing lessons refer to learning activities where students solve a task that involves an authentic use of language, rather than completing simple language questions about grammar or vocabulary as in Adamson (2004). Aside from the learning activities, the proposed research was also be focused on 1) teacher's difficulties in such implementation, and 2) students' errors in writing in *Sekolah Menengah Pertama Negeri 4 (SMPN 4) Sawan*. The classroom-based research was designed, and therefore, it is not classroom-based action research. Classroom-based research is activity-driven learning that aims to find out what takes place during writing sessions including the teacher's difficulty in implementing task-based learning and students' types as well as sources of errors in writing.

The researcher had previously carried out a diagnostic test at the state junior high school 4 Sawan in grade 7. The researcher found that there were student errors in writing descriptive and procedure paragraphs. The result is that there are 32 people in the class; the researchers found that 2.24% of students had difficulty in determining the title to be written, 1.6% of students had difficulty in making topic sentences, in developing topic sentences 1.6% experienced difficulty, 2.56% of students had difficulty arranging topic sentences, 3.2% of students had grammatical errors, 1.6% of students made mistakes in using mechanics and 0.64% of students confused in using vocabulary. That's the error that the researcher found in the descriptive paragraph of the person. In the descriptive paragraph of procedure, researchers also get results that are almost the same as descriptive text. The result is that 1.6% of students have difficulty in determining the title to be written, 0.96% of students have difficulty in making topic sentences, in developing topic sentences 1.6% have difficulty, 0.96% of students have difficulty arranging topics. sentences, 0.64% of students experienced grammatical errors, 0.32% of students made mistakes in using punctuation and 1.28% of students were confused in using vocabulary. So it can be concluded that the problems faced by 7th graders in junior high school in writing are 1). Difficulties in determining titles, 2. Determining topic sentences, 3. Developing topic sentences, 4) arranging topic sentences, 5). Using correct grammar, 6. using correct punctuation, and 7. Using good/correct vocabulary. After the researcher knew the problems of the students in writing, the researcher

did the research through classroom research using task-based learning techniques for writing to solve the problem.

## **1.2 Problem Identification**

Problems in writing had been identified as follows.

First, The title is very influential for a text and most students feel confused about determining the title.

Second, the students were not able to construct topic sentences. Aside from lacking vocabulary, the students rarely practiced writing, either in school or at home. A topic sentence has many important duties to a paragraph. A topic sentence must highlight the main idea of a paragraph, letting the reader know what the paragraph will be about. The topic sentence must present an idea that will unify the rest of the paragraph while relating it to the main thesis of the paper. The students often wrote bad topic sentences because the topic sentences did not describe what needed to be described. The topic sentence should identify the main idea and point of the paragraph. To choose an appropriate topic sentence, read the paragraph and think about its main idea and point. The supporting details in the paragraph (the sentences other than the topic sentence) will develop or explain the topic sentence.

Third, the students were not able to develop the topic sentences into coherent paragraphs. Paragraphs are the building blocks of papers. Many students failed to develop the topic sentences in terms of length, unity, and coherence of ideas.



Fourth, the students also failed to organize the supporting sentences into smooth progression in a unified, coherent, and well-developed paragraph. Unity determines that all sentences in a single paragraph should be related to a single controlling idea. Coherence requires that all sentences should be arranged logically and should follow a definite plan for development. Good development requires every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.

Fifth, the teacher admitted that the students were lacking in vocabulary when they wrote paragraphs. She realized that having a strong vocabulary will help them to be able to choose more descriptive words and envision what to describe. Vocabulary will also help create more varieties in paragraphs and sentences.

Sixth, using the wrong punctuation can greatly affect the writing make. Then it is necessary to understand to write using the correct punctuation

Seventh, students often committed grammatical errors when writing. There were six common grammatical errors and mistakes in the students' writings are described briefly as follows.

- 1) Students overused adverbs. There are five basic types of adverbs in the English language, namely that of Manner, Time, Place, Frequency, and Degree;
- 2) They frequently used prepositional phrases;
- 3) They chose ambiguous modifiers;

- 4) They misspelled words;
- 5) They wrote run-on sentences; and
- 6) They wrote inflated sentences.

### 1.3 Research Questions

Based on the aforementioned problems in writing, the following research questions were stated:

- 1) What are the process in implementing A Task-Based Learning in writing in *Sekolah Menengah Pertama Negeri 4 Sawan, Singaraja?*
- 2) What are students writing ability after task-based learning implemented in *Sekolah Menengah Pertama Negeri 4 Sawan, Singaraja?*

### 1.4 Research Objectives

#### 1.4.1 General objective

The general research objective was to describe is to analyze the process and assess writing ability after task-based learning implemented in *SMPN 4 Sawan, Singaraja*;

#### 1.4.2 Specific Objectives

The specific research objectives were as:

- 1) To describe the process implemented through task-based learning in writing in *SMPN 4 Sawan, Singaraja*;
- 2) To assess the writing ability after task-based learning implemented in writing in *SMPN 4 Sawan, Singaraja*;

## **1.5 Research Significance**

The research result would be useful for the following research outcomes.

### **1.5.1 Theoretical Significance**

The theoretical significance was to improve instructional process procedure and output writing quality through task-based learning.

### **1.5.2 Practical Significance**

- 1) English Teacher will improve their performance in writing skills from teaching through task-based learning of person and procedure have seen from seven indicators of writing skills.
- 2) English students could improve their writing skills in the descriptive text of person and procedure through task-based learning seen from seven indicators of writing skills.
- 3) The future researcher will be also benefitted as they will be able to study more.

## **1.6 Research Scope**

The present research was focused on studying two texts types, namely: descriptive text of person and descriptive of the procedure. The research subjects were limited to the seventh-grade students in the academic year of 2021/2022 in *SMPN 4 Sawan, Singaraja*;



