TEACHING WRITING DESCRIPTIVE TEXT THROUGH TASK-BASED LANGUAGE TEACHING (TBLT) METHOD

Nina Puspitaloka, Heni Haryani
Pendidikan Bahasa Inggris FKIP UNSIKA, Sastra Inggris Universitas Kebangsaan
ninapuspitaloka@yahoo.co.id, heniharyani72@gmail.com

ABSTRACT

The aims of this study are to investigate the effect of the implementation of Task-Based Language Teaching (TBLT) method in developing students’ writing ability and to discover students’ responses toward the implementation of TBLT method in their English class. This study employed qualitative method through a case study approach to gather the data. The participants of this study were thirty-eight students of the 10th grade students at one of senior high schools in Karawang. The data of this study were obtained through classroom observation, students’ written text, and interview. The result showed that TBLT had good effect in developing the students’ writing ability, especially in writing descriptive text. It can be seen from the improvement of students’ scores. Before TBLT method implementation the higher score is 69 but after TBLT method implementation the higher score is 85. Furthermore, the data from interview showed that of students gave positive responses toward the implementation of TBLT method. Therefore, TBLT method is recommended to be implemented in teaching descriptive writing skill and other researchers can also implement TBLT method to teach other texts and skills.

Keywords: Teaching Writing, Descriptive Text, Task-Based Language teaching (TBLT) Method

INTRODUCTION

Writing is mostly viewed as one of fundamental skill in English learning, because it is a progressive activity while the writer has to think correctly to produce a text with proper content. Most of learners have difficulties in writing such as generating and organizing ideas using appropriate vocabulary choice, sentence and paragraph organization, and putting such ideas into an intelligible text (Richard and Renandya: 2002). Task-Based language Teaching (TBLT) method has become the main systematized alternative to writing instruction for helping students in writing a text. According to Brown (2001:50) stated that: “Task-Based of Language Teaching is one of teaching method which focuses on the task as the learning process. It aims to make the learner accustomed to use the language with the natural context”. The implementation of Task-Based language Teaching (TBLT) method in teaching learning process is expected to be an alternative way to solve that problem. Stephani (2011) conducted a research the implementation of Task-Based Language teaching (TBLT) in teaching writing and the result showed that the students’ got score above KKM.
Based on the background of the study, the aims of the research are: to find out the effects of Task-Based Language Teaching (TBLT) method implementation to students’ ability in writing descriptive texts and to find out the students’ responses toward the implementation of Task-Based Language Teaching (TBLT) method in teaching writing descriptive text.

RESEARCH METHODOLOGY

The general method that used in this research was qualitative method. Moreover, single case study approach has been chosen since this study attempted to explore the implementation of Task-Based Language Teaching (TBLT) method in teaching writing descriptive text, which has objectives. Those are to investigate to what extent Task-Based Language Teaching (TBLT) method helps the students’ ability in writing descriptive text and to get to know the students’ opinions toward implementation of TBLT method. The case study is a qualitative method strategy in which the researcher explores a program in-depth, an event, an activity, a process, or one or more individuals in-depth by collecting detailed information using a variety of data collection procedures over a sustained period of time (Creswell, 2003).

The process of the research was started by implementing Task-Based Language Teaching (TBLT) method during one month to teach writing descriptive text. In this case the researcher acted both as the teacher and the observer. After that in the last meeting, the students were asked to write descriptive text to be analyzed by researcher in finding the result of students’ writing ability. Barkhuizen and Ellis (2005) stated that sampling in qualitative research tends to be purposive rather than random; participants are chosen because they match the criteria identified by the researcher that characteristic of the group under investigation, it refers not only to selecting people, but also to documents and field notes from observation. This study was conducted at one of senior high schools in Karawang. The population of this study was the 10th grade students. The participants of this study were thirty-eight.

In collecting the data, there were three types of instrumentations in this study, namely classroom observation, students’ written text, and interview. Classroom observation and students’ written text were used to know the effect of Task-Based Language Teaching (TBLT) method implementation in teaching writing descriptive text. While interviewed was used to know the students’ responses related to the implementation of Task-Based Language Teaching (TBLT) method.

The research procedure included teacher’s preparation before the program, conducting the lesson program, analyzing written document and conducting interview.

RESULT AND DISCUSSION

1. The Overview of the Teaching Program

a. The Preliminary Phase of the teaching program

At the early meetings, the teacher gave the details of the teaching program to the students. After the students comprehended the goal and the process of the teaching program, the teacher asked them to do the diagnostic writing and followed by choosing a topic for their descriptive writing. After that, they searched the reading materials needed to support their writing.

b. The Teaching Program through Task-Based Language Teaching (TBLT) method

1) Teacher described and modeled the descriptive text. The teacher explained the social function, generic structure, and the linguistic features of the descriptive text.

2) Teacher described the steps in composing the descriptive essay. The teacher asked students to write a descriptive text. Then, the teacher organized the students to follow the steps of writing: brainstorming, outlining, and drafting (Oshima & Hogue, 2007).

3) Teacher subsequently engaged the students in learning through checking for the students understanding. In this case the teacher used peer-feedback and consultation time to re-check the students understanding and evaluate the students’ results.
2. Discussion
This study focuses on the investigation of the Task-Based Language Teaching (TBLT) method implementation to teach writing, especially writing descriptive text and gain their opinions toward it. The data were collected from students’ written text, classroom observation and interview. Task-Based Teaching Learning (TBLT) method implementation had good effects in developing students’ writing ability especially in writing descriptive text. It can be seen from the improvement of students’ scores. Before TBLT method implementation the higher score is 69 After TBLT method implementation the higher score is 85. The student who got high score is more than before the implementation of TBLT. Moreover, the result showed that all of the stages of Task-Based Language Teaching (TBLT) method can help tenth grade students in writing a descriptive text. The students get new vocabularies from the examples of descriptive text and familiar with generic structure and language features of the text.

In addition, the result of interview indicate that most of the students gave positive opinions toward the implementation of Task-Based Learning (TBLT) method in teaching writing descriptive text, only few students gave negative opinions. It can be stated that nearly all of the students in the classroom think that Task-Based Language Teaching is appropriate to be implemented in their class.

CONCLUSION
Based on the findings, it can be concluded that Task-Based Teaching Language (TBLT) had good effect in developing the students’ writing ability, especially in writing descriptive text. Furthermore, the data from interview showed that most of them gave positive responses toward the implementation of Task-Based Language Teaching (TBLT) method and only few students gave negative responses. Therefore, TBLT method is recommended to be implemented in teaching descriptive writing skill and other researchers can also implement Task-Based Language Teaching (TBLT) method to teach other kinds of text not only descriptive text.

There are several suggestions presented in this study that can be recommended for the next research as writers mentioned above. There are also several suggestions for English teachers who are interested in implementing Task-Based Language Teaching (TBLT) method in teaching writing, first, the teacher should provide activities that can help the students get new vocabularies related to the topic and knowledge of the grammar of the text in the first stage. Second, the teacher should make sure all of students understand and get the knowledge before moving to the next stage. Third, the teacher should teach the generic structure and linguistic features of the text explicitly and provide more than one examples of the text. Fourth, the teacher should monitor students’ activities. Fifth, the teacher can use Task-Based Language Teaching (TBLT) method not only in teaching descriptive text but also in other kinds of text.

REFERENCES


