

THE IMPLEMENTATION OF TASK BASED LEARNING IN TEACHING WRITING IN STATE VOCATIONAL HIGH SCHOOL 7 BONE

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ABSTRACT

This research aimed to find out 1) how Task-based Learning is implemented in teaching writing skill at State Vocational School in Bone, 2) how Task-based Learning impacts on students' writing achievement, and 3) how do teachers' perceive the Task-based Learning in teaching writing?

This research employed mixed method research that combines quantitative and qualitative approaches by essentially mixing both qualitative and quantitative data in a single study. The specific method to use in this research is The QUAN-QUAL Model or triangulation mixed method design in which quantitative and qualitative data are equally weighted and are collected concurrently throughout the same study.

The result of data analysis showed that the use of Task-based learning is effective to improve students' writing skill. It can be seen from the mean score and standard deviation of post-test are higher than pre-test: In pre-test, the mean score is 34.83 whereas it becomes 56.17 in post-test. Standard deviation is from 2.27 to 13.99. Teacher is the main actor for a successful of implementing Task-based Language Learning in relation to plan, procedure, and assessment. TBL is effective to make students familiar to the task so that they are able to use language.

KEYWORDS: TASK-BASED LANGUAGE LEARNING, WRITING

A. BACKGROUND

Writing is a method of representing language in visual form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals. Writing is one of the main language skills. Writing is productive skills because the focus is on producing information. However when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct. It is supported by Oshima and Hogue (1997), Writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to say and how they are going to say it. It plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through

writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose.

Writing plays a central role in schooling, and we need to know why as the status and development of writing has much to do with the nature of schooling itself. First, as in any institution, writing is used within school to regulate activity. Rules, conventions, instructions, statements of mission and aim and teacher direction are often couched in writing.

Second, writing is important in school because it marks the kind of discourse that is highly valued. Third, writing is used by schools to assess progress. It is principal mode and medium used in the examination system.

There are many reasons to include writing in a second or foreign language syllabus. One important reason is that: writing helps learners learn. It helps them have a chance to adventure with the language, to go beyond what they have learned (Reimes, 1993). Hedge (1988:5) also states that a good deal of writing in the English language classroom is undertaken as an aid to learning; for example, to consolidate the learning of new structures or vocabulary or to help students remember new items of language. In this context, writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning. However, compared to speech, effective writing requires a number of things: a high degree of organization in the development of ideas and information; a high degree of accuracy so that there is no ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and the eventual readers (Hedge, 1988).

In mastering writing, students need to practice and counseling from the teachers. In writing, the students try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation and idiom. Writing can help students to make stronger by adding more grammatical structures, idioms, and vocabulary, as the important thing in learning a language. By mastering writing skill, the writers can elaborate their ideas in a systematic arrangement. Before writing, the writers need to think how the ideas of the writers can be understood by the reader. The writers have to use the correct written language, so the reader can understand the ideas of the writer.

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. According to Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors. Bryne (1988) divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring. The second is Physiology Difficulty, which more focuses on

the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition. The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing. (Pratiwi: 2012)

Many teachers or researchers have tried to solve the problems faced by students in writing. Some methods had been applied to maximize students' writing ability. Task based learning has advantage to get students to use their skills at current level; to help develop language through its use.

Task-based language learning is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary: for example; deciding something, solving a problem, designing or organizing something, or telling someone to do something. Task-based language learning (TBLL) is focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help.

TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play. He or she must take the responsibility of the consciousness raising process, which must follow the experimenting task activities. The consciousness raising part of the TBL method is a crucial for the success of TBL, it is here that the teacher must help learners to recognize differences and similarities help them to correct, clarify and deepen their perception of the foreign language.

B. PROBLEM STATEMENTS

Many cases are faced by students in writing. The lack of vocabulary becomes the main problem which influences other problems. It directly relates to the word arrangement, language use, organization, and also mechanics. Based on the problem, the writer formulates problem statements as follow:

1. How is writing skill of students on Task Based Learning?
2. How do teachers perceive the Task-based Learning in teaching writing?

C. PERTINENT IDEAS

1. The Concept of Writing

a. The Nature of Writing

Writing is the process of using symbol (letter of alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. It is a medium of human communication that represents language and emotion with signs and symbols in most language. Writing has often been seen (for example byVygotsky) as a secondary

symbolic system, based on speech. It is understandable how such conception could form; speech comes first in child; writing comes second, seem many ways to be used to represent speech; writing system, at least in the alphabetic written languages seem to be based on a broad (though often in exact) correspondence with speech sounds. And it could not be said that writing system in modern standard.

Writing is a process involving many choices. The writer must make any choices about both external and internal. Externally, it refers to the contextual matters, such as audience; internally means textual matters such as organization, content, sentence structure, word choice, and usage. A writer has to also make some choices about ideas that will be used; choices about which means of structuring; choices regarding word selection.

b. Process of Writing

There are five steps in writing. They are guides to make a better writing. They are pre-writing, drafting, revising, editing, and publishing.

Prewriting is the first step in writing. It is the "generating ideas" part of the writing process when the student works to determine the topic and the position or point-of-view for a target audience. Pre-writing should be offered with the time necessary for a student to create a plan or develop an outline to organize materials for the final product.

The pre-writing stage consists of all the work that is done before actual text production takes place. Thus, reading of background material, performing experiments and other kinds of data collection, analyzing the material that is under investigation, etc. are tasks that are part of the pre-writing stage which will ultimately affect the actual writing process.

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. Although prewriting is the first activity you engage in, generating ideas is an activity that occurs throughout the writing process. During prewriting a writer will choose a manageable topic, identify a purpose and audience, draft a sentence that expresses the main idea of piece, gather information about the topic, and begin to organize the information.

There are some pre-writing stages used. They are used to make writing process easier. They are free writing, asking questions and taking notes, brainstorming, clustering, and outlining.

Freewriting, a writing strategy developed by Peter Elbow in 1973, is similar to brainstorming but is written in sentence and paragraph form without stopping. Thus, it increases the flow of ideas and reduces the chance that you'll accidentally censor a good idea, and helps to increase fluency second-language learners—i.e., the ability to produce written language easily (as opposed to accuracy, which is of course important but which is better addressed later in the process).

The second way to pre-writing is asking questions and taking notes. Students often come up with more creative ideas through the use of questioning. For example,

if the student has to write about Heathcliff's role in *Wuthering Heights*, they might begin by asking themselves some questions about him and the causes of his hatred. They might ask how a 'normal' person might react to better understand the depths of Heathcliff's malevolence. The point is that these questions can help the student uncover a deeper understanding of the topic before they begin writing the essay.

The third one is brainstorming. It is the process of coming up with as many ideas as possible about a topic without being worried about the feasibility or whether an idea is realistic or not.

The fourth is clustering. It is a type of pre-writing that allows a researcher to explore many ideas as soon as they occur to them. Like brainstorming or free associating, clustering allows a researcher to begin without clear ideas. To begin to cluster, choose a word that is central to the assignment.

The other way to pre-writing is outlining. Students can employ traditional outlines to help them organize their thoughts in a logical manner. The student would start with the overall topic and then list out their ideas with supporting details.

The second step of the writing process involves drafting. During drafting, the writer puts his ideas into complete thoughts, such as sentences and paragraphs. The writer organizes his ideas in a way that allows the reader to understand his message. He does this by focusing on which ideas or topics to include in the piece of writing. During drafting, the writer will compose an introduction to the piece and develop a conclusion for the material. At the end of this step of the writing process, the author will have completed a "rough draft."

The next step is revising gives you the chance to preview your work on behalf of the eventual reader. Revision is much more than proofreading, though in the final editing stage it involves some checking of details. Good revision and editing can transform a mediocre first draft into an excellent final paper. It's more work, but leads to real satisfaction when you find you've said what you wanted. Revision may mean changing the shape and reasoning in paper. It often means adding or deleting sentences and paragraphs, shifting them around, and reshaping them. Before dealing with details of style and language (editing), be sure we have presented ideas that are clear and forceful.

After doing some revising, a writer should do editing. Upon completion of a rough draft, the writer should take on the first edit of his work. Editing is an on-going process, not a onetime event. When an author edits his work, he is checking the piece for errors. These are typically errors in spelling, punctuation, capitalization, and formatting (indenting of paragraphs, etc.). A writer should be encouraged to edit as much of his own paper as possible. Early writers should, with some prompting, be able to check a paper for correct capitalization and punctuation. As a child ages, he will be able to correct other errors on his own. Some students find it beneficial to read their work out loud while editing. This makes it easier to find mistakes. Editing should not be a negative process. This is a time to work on creating a polished piece of writing that will make the author proud. The author should be reminded that he

will need to edit his work at least two more times. He will edit before composing a final copy and then use the same process to check over his final product.

Publishing is the last step of the writing process; the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

c. Kinds of Writing

In writing, there are four kinds of text or essay. They are exposition, argumentation, narration, and description.

Exposition paragraph is the type of paragraph that explains about a thing, topic, or event so that people get information about it. This type of paragraph explains something or provides instruction. It could also describe a process and move the reader step by step through a method. This type of paragraph often requires research, but it's possible that the writer is able to rely on his or her own knowledge and expertise.

The next is descriptive. The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might describe the scene in terms of all five senses. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does.

The third kind of text is argumentation. The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author expressed personal opinions in the piece and him- or herself with evidence so that the reader agreed with him or her.

The last is narration. The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style have characters, and through the narrative, the reader learns what happens to them. Narrative writing could also include dialogue.

2. Task based language learning

a. Definition of Task-based Language Learning

In defining the task, Nunan (2004:1) used the concept of target task to the pedagogical task. It is about how non-technical and non-linguistic tasks in real world change to the classroom. Task is a classroom work which involves the learners to use, comprehend, produce, or interact in the target language in which teachers direct the learners to express meaning correctly rather than manipulating the form.

A task is (1) a classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plans. (Lee 2000:32)

According to Willis, tasks can be real-life situations or have a pedagogical purpose. In both cases, a task should: provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure; have a clear purpose: learners should know the outcome they are expected to produce when

they finish performing the task. The outcome may vary. It might be making a YouTube video tutorial, finding a solution for a problem or writing an email requesting information; result in an outcome that can be shared with more people; and relate to real world activities.

In the task-based lessons, the aim is to create a need to learn and use language. The tasks will generate their own language and create an opportunity for language acquisition. If we can take the focus away from form and structures we can develop our students' ability to do things in English. That is not to say that there will be no attention paid to accuracy, work on language is included in each task and feedback and language focus have their places in the lesson plans. We feel that teachers have a responsibility to enrich their students' language when they see it is necessary but students should be given the opportunity to use English in the classroom as they use their own languages in everyday life.

b. The Methodology of Task-Based Teaching

Access to a clear framework for a task-based lesson is of obvious advantage to both teachers and learners. Richards (1996) shows how many experienced teachers adhere to a maxim of planning ('Plan your teaching and try to follow your plan') while Numrich (1996) reports on how novice teachers feel the 'need to be creative and varied in teaching'. A framework such as the one outlined in Figure 1 caters to both needs. It provides a clear structure for a lesson and it also allows for creativity and variety in the choice of options in each phase.

The pre-task phase

The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Lee (2000) describes the importance of 'framing' the task to be performed and suggests that one way of doing this is to provide an advance organizer of what the students will be required to do and the nature of the outcome they will arrive at. Dornyei (2001) emphasizes the importance of presenting a task in a way that motivates learners. Like Lee, he sees value in explaining the purpose and utility of the task. This may be especially important for learners from traditional 'studial' classrooms; they may need to be convinced of the value of a more 'experiential' approach. Dornyei also suggests that task preparation should involve strategies for whetting students' appetites to perform the task (e. g. by asking them to guess what the task will involve) and for helping them to perform the task. Strategies in this latter category are discussed below.

Performing a similar task

The use of a 'pre-task' was a key feature of the Communicational Teaching Project (Prabhu 1987). It was carried out as a whole-class activity with the teacher and involved the learners in completing a task of the same kind as and with similar content to the main task. Thus, it served as a preparation for performing the main task individually. For example, if the main task involved working out a class timetable

from the timetables of individual teachers, then the pre-task would be the same but with different information in the teachers' timetables.

Task Cycle

Working with and using the target language: Activities like pair work, group work Exercises like information gap activities Gradual increase in the importance of Planning, Report, Presentation. The task cycle offers learners the chance to use whatever language they already know in order to carry out the task, and then to improve the language, under teacher guidance, while planning their reports of the task. In the task stage the students complete the task in pairs and the teacher listens to the dialogues. Then the teacher helps to correct the completed tasks in oral or written form. One of the pairs performs their dialogue in front of the class and once the task has been completed the students will hear the native speaking teachers repeat the same dialogue so they can compare it with their own.

In this stage of the TBL lesson, learners perform the task proposed. They are supposed to perform the task in small groups or pairs, and use their existing knowledge of language to express themselves in a spontaneous way. As the focus is communication, the teacher is not supposed to carry out extensive error correction at this stage, but should monitor and provide support. When students finish performing the task, they need to plan how they are going to report it to the rest of the class or to other groups. They may rehearse and research the language necessary in order to share the outcome of what they had done. Finally, students report the outcome of the task to other students.

3. Teachers' Perception

Allen stated that teacher perception is the thoughts or mental images teachers have about their students. It is shaped by their background knowledge and life experiences. These experiences might involve their family history or tradition, education, work, culture, or community. All of these and more contribute to an individual's personal lens and how he or she views others.

The process by which an organism detects and interprets information from the external world by means of the sensory receptors" (Farlex, 2010).

Sumer stated that the ability for a teacher to engage all students in active learning processes in classroom constitutes a crucial prerequisite for enhancing student's achievement. Teachers' attention processes provide important insights into teachers' ability to focus their attention on relevant information in the complexity of classroom interaction and distribute their attention across students in order to recognize the relevant needs for learning. Teachers' perception refers to their opinion about their students in the classroom.

Teacher, as a main actor for a successful of implementing TBLT, needs to have a good perception of TBLT conceptually. Jeon and Hahn (2006) states that having a sufficient knowledge about the instructional framework in relation to its plan, procedure, and assessment are very important for teacher who wants to implement

TBLT successfully. This is in line to Branden (2006) in Calvert and Sheen (2014,p. 2) state that:

“essential for the success of task-based instruction is the ability of teachers to design and implement language learning tasks at an appropriate level of difficulty so that students can engage with and learn effectively from the materials provided.

Teachers’ perceptions have an enormous effect on the successful implementation of quality education in schools, quality of teaching and quality of learning. Therefore, understanding the ways in which teachers perceive education quality within their own policy content, may help explain success and challenges in the implementation of quality education in secondary schools and help to identify points of intervention to improve the effectiveness and success of quality education for all.

D. METHOD OF RESEARCH

This research uses mixed method research that combines quantitative and qualitative approaches by essentially mixing both qualitative and quantitative data in a single study. The specific method to use in this research is The QUAN-QUAL Model or triangulation mixed method design in which quantitative and qualitative data are equally weighted and are collected concurrently throughout the same study.

E. FINDINGS

The Improvement of Students’ Writing Skill

The result of data analysis showed that students’ score in writing improved after treatment proved by scoring classification mean score, standard deviation, the value t-test and writing components; that is content, organization, language use, vocabulary, and mechanics.

Students’ score are classified into five based on the classification system of Depdiknas (2006:38). The classification are very good (90-100), good (75-89), average (60-74), poor (45-59), and very poor (1-44). The pre-test result is all students (100) classified into very poor, whereas in post-test, 4 students (17.39%) classified into good, 4 students (17.39%) classified into average, and 15 students (65.22%) classified into poor. It shows the significant improvement of students score after being given treatment.

The mean score and standard deviation of post-test are higher than pre-test: In pre-test, the mean score is 34.83 whereas it becomes 56.17 in post-test. Standard deviation is from 2.27 to 13.99.

The researcher also uses t-test (test of significance) for independent sample test to know significant difference between the result of students in pre-test and post-test. The level of significance (0.05) with degrees of freedom $df = n_1 + n_2 - 2$ where n = number of subject (23). The degrees of freedom $df = 23+23-2=44$. Therefore, $\alpha = 0.05$ and $df = 44$ the following table shows the result of the calculation. The t-test value of pre-test and post-test shows change. In post-test, the t-test value is 19.510 is $19.510 >$

t-table 2.021. It means that the alternative hypothesis is accepted and the null hypothesis (H_0) was rejected. The use of task-based learning improves students' writing skill.

The Result of Interview and Observation

In the interview, researcher asked to two teachers who had applied task-based learning to teach English. Both of them were given 5 questions relating to task-based learning: the feeling after teaching, advantages, and difficulties in implementation, the effectiveness and teachers' perception toward TBL.

First question:

"How do you feel after teaching through Task-based Learning?"

Teacher 1:

I think all teachers always do TBL method in the classroom but it is possible the teacher didn't know that it is TBL. TBL method focuses in giving a structure task.

Teacher 2:

Task-based Learning is actually interesting method to use in teaching, facilitating students with many kinds of task so students become familiar and at last can use language well.

From the interview above, it can be concluded that teacher realized that Task-based Learning is a term which is actually familiar to students to implement in class. Providing many kinds of different task is the part although it has different name. TBL is considered advantageous to apply in class.

Second question:

"What are the Difficulties faced when teaching through TBL?"

Teacher 1

Almost all students had lack of vocabulary result of it there are many students think to search at Google. Implementation of Gogging students didn't know the words in Indonesian words and English words. The result of them students could not remember all the vocabulary especially for the theme or the text. I think they only want to make easily to get something or to do what the researcher wants/instructs.

Teacher 2

Students didn't want to try hard to find out words by using dictionary. They preferred to use translator that they finally to choose to browsing or find out something easy to do. That was finding the answer on internet. This case becomes a big problem when students were allowed to bring smartphone at school. On the contrary, it is advantageous to find out word translation.

From the answers, it can be concluded that the main case is not on TBL itself but on the allowance of use of mobile phone at school. Implementing TBL to students with lack of vocabulary was quite difficult since they depend on translating words on mobile phone not in dictionary. It caused the interest to use internet; raise the laziness to try more. At last, they chose the instant way to solve and finish the assignment by Googling.

Third question:

“What are Advantages of TBL you got in teaching?”

Teacher 1

The advantage is getting students to use their skill at their current level and developing language through its use. It has the advantage of placing the focus of the students toward achieving a goal where language becomes a tool, making the use of language a necessity.

Teacher 2

- 1) Facilitate students task which direct them to the goal of learning.
- 2) Repeatedly task actually can make students to use the language.
- 3) A good preparation of giving task maximizes the result.

The two arguments show how beneficial the task-based learning is. It provides way to direct students to use language properly. Since it aims to facilitate students to use the language, the advantage becomes very crucial to maximise.

Fourth question:

“In what case, TBL is effective for teaching writing?”

Teacher 1

There are many people have IQ (Intellectual Quotient), EQ (Emotional Quotient), SQ (Spiritual Quotient) all of them some people have different Q, EQ, SQ. sometimes students confuse to apply/implemented the ideas in their brain. Writing is one of four skills in English. In it Students can express their knowledge, argumentation, opinion and so on without feeling scare. In it students can write anything what they want as like suggestion and critic. They can write without any pressure and disturbance.

Teacher 2

Repeatedly task of writing with different themes can actually support students to compose a good writing if they consistent to build up themselves to work and learn better. The improvement of their writing will appear if they didn't depend on translation and information from internet.

The answer of teacher 2 can represent the effectiveness of Task-based learning. It can be effective if the students are seriously in learning and advantage task to

explore their English. Task was given to make them to be able to use the language in real life. Their effort in learning and meaningful task will direct them to be good user of language.

Fifth question:

“What can you infer from TBL?”

Teacher 1

There are three task have observed from TBL namely vocabulary, meaning basic context and structure of a simple language.

Task based Learning helps students to do this because it forces them to do something in the class that they would do (and probably have done) in their own language. The teacher’s role is to prepare, guide, and support their class to help them understand and practice the language needed for the task.

TBL or TBLT is an approach in which learning revolves around completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication.

According to Willis task can be real-life situations or have a pedagogical purpose. On both cases, a task should provide opportunities for students to exchange information with a focus on meaning, not a specific form or pattern/structure.

Teacher 2

Teacher for should prepare task as well as possible before teaching to present a good material. The success of TBL depends on how well the task is prepared, how maximal teacher present the material, how hard the students study for the success of their learning. Evaluation and feedback are two important things also to be considered in applying TBL.

Task-based learning is an approach to maximise the use of language in class. The role of teacher is very important to prepare a sufficient task to deliver to students. He/ she has to prepare task as good as possible by considering manythings relating to how well the influence of the task to the students when they use it in real life. After preparing a task, teacher has to guide and support students to finish task; always giving feedback and checking students’ understanding to make sure that they all follow the lesson. TBL is hoped to help students using language in real-life situation and can produce a meaningful language.

F. DISCUSSION

1. Students’ Writing Improvement

The first problem statement of this research is *“How is writing skill of students on Task Based Learning?”* to answer this question, a set of statistics was run

by scoring students' scores, classifying them, determine mean score, standard deviation, and comparing t-test and t-table value.

In classifying, the pre-test result is all students (100) classified into very poor, whereas in post-test, 4 students (17.39%) classified into good, 4 students (17.39%) classified into average, and 15 students (65.22%) classified into poor. It shows the significant improvement of students' score after being given treatment. This data can be seen on table 4.1. It reflects how task-based learning affect students' achievement in writing.

Besides, The result of mean score and standard deviation of post-test are higher than pre-test: In pre-test, the mean score is 34.83 whereas it becomes 56.17 in post-test. Standard deviation is from 2.27 to 13.99. It strengthens the assumption that task-based learning is effective to create a good circumstance in learning; providing many steps to ensure that students can use and apply task in daily life.

The t-test value of pre-test and post-test shows change. In post-test, the t-test value is 19.510 is $19.510 > t\text{-table } 2.021$. It means that the alternative hypothesis is accepted and the null hypothesis (H_0) was rejected. The use of task-based learning improves students' writing skill.

Task-based learning in application give students time to plan how they will perform the task. It offers the student an opportunity to do exactly this. In this research, students were given time to prepare task by collecting information as much as possible about the picture then creating their own writing. Students became enthusiastic in finishing their assignment because they did not need to do it in hurry. The most important is that students know how to use language in this case composing descriptive text. It is suitable with what Krashen stated that the tasks will generate their own language and create an opportunity for language acquisition.

Students become active and participate with good motivation towards tasks and activities in a TBL environment. Tasks facilitate students to display their skills through their efforts and develop them further. The problem found in applying task based learning in writing was that students do not have enough vocabulary to be able to compose their good writing. The result of post-test is not maximal because of their limitation of vocabulary. Time to write a good one is so long because they spend it to collect information about the picture, composing descriptive text in Bahasa, the translate into English.

Furthermore, task-based learning combines many aspects in learning. In pre-task, students seemed enthusiast in collecting information about the task especially because they did not have background knowledge about the places on the picture. Then, the class work together in during the task and then assess the whole outcome of the lesson at the end of the task namely post-task. Rather than concentrating on one aspect of a certain language feature, in all three stages of a TBL lesson students rely on previous language, knowledge and experience. This process enables the students to explore previous and new features of language.

2. Teachers' Perception toward Task-based Learning in Teaching Writing

Task-based language teaching approach to improving teachers and learners' communication competence. In this case, the focuses are on their perception of understanding of TBLT, view of implementation

This is in line with the educational policy of Indonesia involved in the "kurikulum 2013". TBL is considered advantages to apply in the class since, it provides an opportunity for students to use language. In this research, it helps students to know how to describe pictures of historical places through following some steps of pre-writing: brainstorming, clustering, outline and free-writing. Students then knew how to write text based on the pictures and hopefully can produce a good description in daily life.

TBL direct students to achieve the goal of learning through some steps: pre-task, during the task and post-task. A good preparation can lead to good implementation and then good use of language.

In implementing TBL, there are something should be prepared. To maximize the results. Firstly, preparation. Good preparation can sure for the result achievement. Teacher should prepare lesson plan, media or everything needed for task. Mulyasa (2015, p.99- 131) states that based on the theme, teachers should be able to design an effective and meaningful instruction; organize the instruction; choose the instructional approaches; and execute the instruction, build character and competence; and make the successful criteria of instruction.

Secondly, students readiness. Students should be prepared to face things happen when TBL is implemented to see maximal result, if they are not ready, it can influence the result for example students are effected by internet when finishing the task. It can cause the achievement is not proper or maximal. In this case teacher should observe and pay attention students as long as TBL is applied. Teacher, as a main actor for a successful of implementing TBLT, needs to have a good perception of TBLT conceptually. Jeon and Hahn (2006) states that having a sufficient knowledge about the instructional framework in relation to its plan, procedure, and assessment are very important for teacher who wants to implement TBLT successfully. This is in line to Branden (2006) in Calvert and Sheen (2014,p. 2) state that:

“essential for the success of task-based instruction is the ability of teachers to design and implement language learning tasks at an appropriate level of difficulty so that students can engage with and learn effectively from the materials provided.”

G. CONCLUSION

1. Task-based learning is effective to improve students' writing skill.
2. Teacher is the main actor for a successful of implementing Task-based Language Learning in relation to plan, procedure, and assessment. TBL is effective to make students familiar to the task so that they are able to use language.

H. SUGGESTION

Looking the importance of teachers' role in implementing TBL, they should prepare lesson plan and assessment well, and supervise during the task and post task. Students have to be given motivation to finish the task so the result can be measured and maximal. Task based learning can be success if teacher always make media learning for the students as motivation to be active to learn English because they always want to get newest information, newest nuance to learn, try the newest cases ,etc.

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