**CHAPTER I**

**INTRODUCTION**

This chapter consists of background, problem statement, objectives, significance, and scope of the research.

1. Background

There are four skills of language: reading, writing, speaking, and listening. Reading and Listening are receptive skills. People receive message and process them to understand the meaning. Whereas writing and speaking are productive skills which mean that people are involved producing language rather than receiving it. People use language to produce a message to make others understand.

In writing, messages and readers are the most important elements to be considered. Messages on writing relate to the purpose of why someone writes. To express the messages well, the ability to form letters and words, and then join those together to make sentences should be mastered to be able to communicate the message. Besides, reader is a key-element in writing. She/he influences greatly what a writer will write and how he will write it. However, at early stages of school, students may not naturally be conscious of their readers. They just write for a reason of task completion.

Peha (1995:5-4) stated that there are five reasons why students are asked to write. First, the output of writing process is a great way to know and assess students’ knowledge. Their writing can describe indirectly their individual thought process, knowledge and understanding. Second, Writing is an important skill that students need to achieve a better education and life. Third, writing helps students to express themselves confidently. Some students cannot express their feeling and knowledge orally; it may be frustrating of what they experience. Writing can facilitate them to be confident in delivering feeling and thought. Fourth, teacher can see how clear the students think by writing output that they write clearly. “Write clearly means think clearly”. The last, writing is power that students need to understand to continue the life of their better education and enter to work world.

Although writing has many important roles, it is considered that writing is the most difficult skill for both the students who learn English as a foreign language and the native speakers. There are some reasons why writing becomes the most difficult skill. First, good grammar is crucial in writing. Students especially for the non-native speakers should combine their thought in what should be written and the rules of structure. Collins and Gentner in Dakhmouche (2008:30) stated students must consider at least four structural levels in expressing idea: overall text structure, paragraph structure, sentence structure (syntax), and word structure. Second, writing becomes not important to spend much in learning language. Native speakers are proved to read more than any other skills while non-native students are busy to learn the structure or grammar first and must listen to the language most of time. Shortly, students spend little of time for writing.Third, students’ writing is sometimes denied so that they do not know whether their writing is correct or incorrect. The role of teacher in this case is needed to give them a hand. The problem then is that teacher does not have enough time to correct them all by looking the condition that one class consists of twenty or more students. Without correction, the mistakes may be repeated many times and become bad habits which are hard to adjust. The last is that non-native students are expected to have the same proficiency with the native speakers when they start learning to write, and this expectation may cause them frustrations. It should be considered that the students are just expected to produce an acceptable, clear and interesting piece of writing which is suitable for the requirements of the writing situation.

The difficulties mentioned above look worse in where this research conducted. Based on observation on February 3rd 2014 and interview with the English teacher, the main problem faced by some students is lack of vocabulary and knowledge to make good paragraphs. The rules of making sentences in Bahasa Indonesia become reference till the orders of words and sentences are confusing. When they are asked to make some sentences, they directly use translation tool which is suitable for translating words so the arrangement is bad.

It is not simple and easy thing to make students like writing. It is the task of the teachers to make them understand the goals of writing first and understand that learning writing can help them for many things in classes and work world. Generally, teaching writing has the goal to enhance skills to produce a single sentence of any complexity, and developing additional skills required to produce units longer than a single sentence. These skills will help students become less controlled by the text and the teacher, develop the use of syntactic patterns, write longer units of discourse, and use awareness of cultural differences in writing. Another goal consists in moving the students to the level of advanced composition in which they will be provided with enough opportunity to write for their own purposes and to make them independent writers making their own choices of structure, content and purpose.

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. One method that can be used is Task-based Language Learning (TBLL). It can help students by placing them in a situation like in the real world; a situation where oral communication is essential for doing a specific task. Task based learning has advantage to get students to use their skills at current level; to help develop language through its use.

One important purpose of choosing TBLL is to increase students’ activity. TBLL is concerned with students’ activity; and it lies on teacher to produce and supply different tasks which will give students an opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide students 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. It makes the students to learn by doing.

Text-based Task is a part of TBLL which concerns with process the text for meaning. The tasks given to the students are many kinds of text that can be in oral or written form, or any supporting and additional materials like pictures that can make students write. This method can facilitate students to be familiar with many kinds of text.

Beside to know how text-based tasks influence the result of writing, this research measured students’ creativity before and after treatment. In writing process, there is namely revising which indicates the way to make writing better by putting some addition as completion and deleting some unimportant information which is irrelevant to the paragraph. It is suitable to the process of creativity namely incubation and illumination. Incubation is the process where the writer feel dissatisfied with the work and try to find better one whereas illumination means finding new ideas. Creativity here refers to find new idea to make paragraph better.

Based on the statement above, the researcher was inspired to carry out this research under the title “The Implementation of Text-Based Tasks in Language Learning to Improve Students’ Writing Skill”.

1. 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 researcher formulated problem statements as follow:

1. Does the use of Text-based Tasks in language learning improve students’ writing skill?
2. Does the use of Text-based Tasks in writing increase the students’ creativity in terms of fluency, flexibility, and originality?
3. Objectives of the Research

This research aimed to find out 1) whether or not the use of text-based tasks in language learning improved students’ writing skill and 2) whether or not the use of text-based task in writing increased students’ creativity in terms of fluency, flexibility, and originality.

1. Significance of the Research

The result of this research is expected to be useful for both theoretical and practical knowledge of English especially in writing. Theoretically, this research is hoped to contribute to the development of theoretical knowledge and will be useful contribution and information for the next research. Practically, this research is expected to be source of information on how teacher can handle the writing class well to maximize students’ skill; guidance for students in improving writing achievement and skill through text-based task; a reference or source of information for next research to improve method in teaching writing or other skills.

1. Scope of the Research

By discipline, this research is under Applied Linguistics because it deals with language teaching and learning especially teaching writing through Text-based Tasks. By content, students as the samples of this research learned how to write good story (narrative). Some narrative stories were given to facilitate students to be familiar with and make them interested to study. The stories to be part of tasks given were *A Cap Seller, Snow White, Little Red Riding Hood, and Cinderella*. By activity, students did some tasks; they were predicting new stories, jumbles, restoration tasks, comparison tasks, and memory challenge tasks. Content, organization, vocabulary, language use and mechanics are writing elements to improve. This research also measured the creativity process of the students before and after the treatment covering fluency (the number of ideas), originality (statistical infrequency of responses), and flexibility (the number of category of students’ ideas).