

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is the most important aspect to communicate something between two or more people with the system of sounds and words that is used by human. Human was able to communicate with other people to express inner thoughts and the ideas and feelings through language even spoken or written way. Some of them are to give information, to deliver messages, to express feelings, to persuade people to do something, to entertain others, to share opinion of the world and to share one's thought. Actually there are many language in this world can be used to communicate each other. One of language that is used in this world is English.

English was an international language and the most important language in the world. English can be used in many aspects such as applied in lesson that should be thought from the lowest level to highest level and media, and technology education. Additionally, the important of teaching English was basic in understanding English and process of interaction between the teacher and students in the class. In learning the English language, there are four basic skills very important for students to master English fluently in all skills, the English curriculum in primary school until senior high school using *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, they are: reading, listening, speaking, and writing.

Teaching writing was focus on something such as language practice in expressing our feelings and may help the students to express their thought on paper.

Writing encourages the students to focus on accurate language use because they think as they writing, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004:31). Writing also the most difficult language skill to be learned because writing needs hard thinking to procedure idea, think and words. The purpose of teaching English was to develop students' skill in writing English effectively. In teaching writing, the elements of language such as grammatical are needed in writing skill, especially in procedure text. Procedure text is one of the texts that should be learned by students.

Procedure text was a text that designed to describe how something that is accomplished and achieved through a sequence of actions or steps. Basically, Procedure text was the text which tell about the process in making or do something (commonly in making foods, drink, etc). Procedure text was a text containing four components namely, goal, method, and re-orientation by which a writer describes how something was accomplish through a sequence of actions or step. It also helpful student to learn writing procedure text.

Based on the writer's experience when taking Teaching Practice Program (PPL/PraktekPengenalanLapangan) inSMP SWASTA BETANIA MANDALA, the writer found that most of students get low or not understood in writing procedure text. It seem from their assignment's result was not satisfy. The writer found the problem in student's writing procedure text. The first one is many student were not able to formulate ideas from their mind into writing procedure text. Then, they can't write the purpose into target language well. The next causes this is due lack of vocabulary, and were afraid to make some mistakes in grammar, and lack of insight

and knowledge about the topic. The next causing teacher did not used the media or the other method even strategy to make students more understood about the topic.

There was some media or method in teaching writing to solve the student's problems. Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques. Based on explanation above, the writer interested in applying Task-Based Learning Method in the classroom.

In Task-Based Learning, the students are learning by doing. The focus of the lesson was the task, not the structure. In other words, students was given a task to perform and when the task has been completed, the teacher discusses the language used, making correction and adjustments of the students' performance. According to Brown (1994:83) "task based learning is not a new method. Rather, it simply puts task at the center of one's methodological focus. It views the learning process as set of communicative talks that are directly linked to the curricular goals the serve, and the purposes of which extend beyond the practice of language for its own sake". That was why the students should understand what a procedure text washow to make and used it.

Based on writer's experience when doing the observation at SMK Negeri 5 Medan, the writer used the instrument of writing. The writer found that most of students get low or not understood in writing procedure text.

Table 1.1 Result of Observation at Smk 5 Negeri Medan

No	Students' Initial Name	Content			Total Score
		G	M	S	
1	CAN	5	10	50	65
2	AAN	10	10	40	60
3	BCN	5	10	50	65
4	CHN	10	10	60	80
5	CG	5	10	50	65
6	YG	10	10	40	60
7	TH	10	10	30	50
8	IM	10	10	40	60
9	CA	10	5	50	65
10	CG	10	10	60	80
11	KS	10	5	50	65
12	SG	10	10	60	80
13	MH	10	10	40	60
14	AB	10	10	40	60
15	CR	10	10	30	50
16	LM	10	10	30	50
17	JAB	10	10	40	60
18	ES	10	10	50	60
19	RF	10	5	50	65
20	CW	10	10	60	80
	TOTAL				1.280

1.2 The Problem of the Study

The Problem of the study was formulated as the following: “Does Task-Based Learning Method affect on writing Procedure Text of students’ achievement at SMP Negeri2 PercutSei Tuan?”

1.3 The Objective of the Study

Based on the problem above, to found out whether Task-Based Learning Method affects on writing procedure text of students achievement at SMP Negeri 2 PercutSei Tuan?

1.4 The Scope of the Study

There was many methods which can be used in the teaching writing. According to Diane Larsen-Freeman, there are eight method, they are Grammar Translation Method, Direct Method, Audio Lingual Method, Silent Way, Community Language Learning, Suggestopedia, Task Based Learning, but in this study the writer focuses in Task Based Learning Method. From this case, the writer focuses on using Task Based Learning Method in teaching writing, especially in teaching Procedure Text. There was three part in Procedure Text, they was: Social Function, Generic Structure and Lexico Grammatical Features. Generic Structure of Procedure Text was goal that tell about purpose of making of something, material which consist of ingredients that was used in making something and steps which consist of detail about job or process to be done. The writer focus on the generic structure from Procedure Text to find out whether used of Task Based Learning Method affect on writing Procedure Text at SMP Negeri 2 PercutSei Tuan.

1.5 The Significances of the Study

It was expected that this study gave some contributions to language teaching and learning. The result of the study was useful for:

1.5.1 Theoretically

1. The result of this study can be used as new perspective the students' writing procedure text by using Task-Based Learning Method.
2. The result of this study can be used an alternative in writing procedure text

1.5.2 Practically

1. To the Students

The result of research was expected to improve student ability in writing procedure text

2. To the Teachers

The result of research was expected to solve the students problem in writing procedure text by applying Task-Based Learning Method.

3. To the Researchers

The result of this research can be used as the reference for the next researchers who was interested in the strategies of teaching language in writing skill

1.6 The Hypothesis

Ha: There was a significant affect of Task-Based Learning Method on writing procedure text ofstudents achievement at SMP Negeri 2 PercutSeiTuan

Ho: There was no significant affect of Task-Based Learning Method on writing procedure text ofstudents achievement at SMP Negeri 2 PercutSei Tuan

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting this research, the writer will explain theories some concept how to reach the goals of the research. It was very important to discuss and clarify the concept and theories, so that readers can get point clearly and avoid misunderstanding between the writer and the reader.

2.2 Writing

Writing was one of language skill which was important to have. Writing was one of language skill used by people to convey their messages. It also to express idea, feelings, thoughts, etc. writing was process of outing their ideas or thoughts in writing form. In writing, a writer needs the words and organizational structures that make the words convey the writers' idea or messages through development and coherence. In writing, some ideas are formed in sentences which are arranged in a good way and related to each so that the information can be received.

According to Harmer (2004:3) "writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities". It gives student time to think their ideas rather than having to come up with instant opinions. Students even consult dictionaries, grammar books and other reference material to help them in writing.

The process of refers to the act of gathering ideas and working them until they are represented in manner that is comprehensible to read. According to Susanto (2007:1) defines that writing as process of expressing ideas or thoughts in words should be done at leisure. How can we do something that we do not enjoy. Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

Writing can be said as a process of an activity. The process writing means that putting thoughts and ideas in words. According to Harmer (2004:12) “writing process is a way of looking at what the people do when people compos written text.”

Based on the explanation above, the writer concludes that writing was a whole activity of the learners for formulating and organizing some ideas in right words from the learner to deliver and communicate what was the aims or purposes to the reader and present the ideas on a piece of paper.

2.2.1 the Process of Writing

The writing process was the series of sequential steps a writer or researcher follows to record experiences, observations, data, research and the process of writing should be known.

According to Harmer (2004:4), the process of writing has four main elements. They are:

1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience of writer think of audience that writes for, since this will influence not only the shape of the writing, but also the choice of the language.

Thirdly, the writer has to sequence the facts, ideas or arguments which have decided to include. They plan what they are going to write in the first draft. The students are writing for and content structure to sequences the facts, ideas or arguments.

2. Drafting

Drafting can refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. It will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

2.2.2 Teaching Writing

Teaching writing was a big challenge for teachers. Teachers should know how to improve achievement the student in writing. Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Teachers also gave a freedom to the students to express ideas. According to Harmer (2004:11) “teaching writing is students’ attention was

directed to the “what” rather than “how” of text construction.” According to Siahaan (2008:213) “the teachers in teaching writing are suggested to seek information about teaching strategies in order to improve students’ knowledge about the existing teaching strategy and develop the ability to select and apply the suitable strategy for students’ classroom activities.”The writer concludes that teaching writing includes the how the strategy that used by the teacher to teach the materials to the students.

2.2.3 Type of Genre

Genre means a type of art, literature, or music characterized by a specific form, content, and style. According Knapp and Watkins (2005:22) “genre as a textual category is theorized as an abstraction or classification of real-life, everyday texts (registers).” According to Hyland (2009:15) “genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.” The function of text type is as the frame of reference so that the text can be made effectively by choosing and arranging text elements.

In genre, the text type will be explained in rhetorical structure and communicative purpose of each the text type. The using of language also will be explained into sentence patterns. It would make a difference between one text type and the others. According to Pardiyono (2007:14), there are two components of genre in text type. First, text elements are rhetorically structured. And the second, the information or meanings is realized in the appropriate grammatical patterns. The writer concludes that genre is a form of the texts which has a full meaning.

According to Gerot and Wignell (1994:190), texts are divided into thirteen types of genre, there are:

1. Report

Report text was to describe the way things in around environment are described and report genre usually tells the natural and not natural social phenomena. Social function pf report text is to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structure of report text is are general classification and description.

2. News Item

News item was a text that used to inform the daily and real factual happenings in human life and Social function of news item was to inform the readers, listeners or viewers about events of the day which are considered newsworthy or importance.

3. Analytical exposition

Analytical exposition was a part of exposition in general. This genre would often involve the writer comparing opposite points of view and concluding with an arguments and conclusive argument. Social function of analytical exposition wasto persuade the reader or listener that something in the case and the purpose of analytical exposition was to persuade the reader and listener that there is something had certainly need to get attention from reader and listener.

4. Anecdote

Anecdote was a text that used to share amusing incident with others. Anecdote can include an extensive range of story and tales. Social function of anecdote is to share with others an account of unusual or amusing incident.

5. Recount

Recount was retelling of an event or an experience in the past. Recount text is usually factual and imaginative. The purpose of recount is to inform or entertain about the past activity to the listener or reader. The generic structures of recount are orientation, events, and reorientation. Social function of recount was to retells events for the purpose of informing and entertaining.

6. Narrative

Narrative was a text that used to entertain and amuse in different way. There are many types of Narrative. They can be factual, imaginary or both. Social function of Narrative is to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7. Procedure

Procedure text was a text that designed to describe how something of actions and steps. Procedure tells that users how to do something. Procedure text is the text which tells about the process in making or doing something. Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

8. Descriptive

Descriptive is a text that used to describe the object or person or idea so that reader and listener can see the object or person, or idea by his/her eyes physically. Social function of descriptive is to describe a particular person, place or thing. Descriptive genre can also be defined the way how things, smell, taste and sound.

9. Hortatory exposition

Exposition is used to present to present a logical argument from point of the view. Social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

10. Explanation

Explanation is often found in science, geography, and history text book. Genre of explanation is a explaining a process formation and also explanation genre is to explain the process involved in the formation or work. Social function of explanation is to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different of view. The kind of text commonly found in philosophical historic and social text. Social function of discussion is to present (at least) two points of view about an issue.

12. Review

Review is a text which provides the viewer to criticize, evaluate a book in particular Social function of review is to critique an art work or event for a public audience.

13. Spoof

Spoof is text which tells factual story that happened in the past time with unpredictable and funny ending. Spoof has generic structure as any others text, those are orientation, events, and twist. Social function of spoof is to retell an event with a humorous twist.

2.3 Procedure Text

Procedure text was kind of text which teaches how to do or make something completely. For this reason, procedure text generally begins with the goal of the task, which is usually stated as heading. Procedure text dominantly structured with imperative sentence since it actually an instruction. According to Pardiyono (2007: 125-140) procedure text is a type of text whose function is to explain something step by step. Procedure text usually often uses images to illustrate the steps. It is known for its detailed information. Martin in ken Hyland (2003: 20) stated the purpose of procedure text is show how processes or events are accomplished – how something is done. By following the instructions people can make and know the information, Dirgeyesa (2014:67).

2.3.1 Generic Structure

There was three parts of generic structure of procedure text, there are, goal, materials, and steps. According to Dirgeyesa (2004:69) there are two type of generic structure in accordance with type of procedure writing. First, how to make something. This typical procedure needs materials or ingredients to accomplish the process.

Generic structure	Functions
Goal	It consists of a topic to be discussed and explained or to be accomplished. it consist of a statement of purpose of the writing and it should be clear and interesting so that the reader will be interested in reading.
Materials	They are ingredients which are needed to make something and to some extents tools needed are also provided.
Sequence of steps to accomplish the ^{job} or activity or event stated in topic	It consists of detail about the job or process to be done. It is matter of instruction how something is done or something works. The instruction or steps must be chronological by using sequence marker such as first, second, third, next, then, finally.
Closing	Optional

Second, how to operate something and how something work. This type of procedure text does not need material, ingredients, or tools as the previous one. It just shows the steps or actions how the thing is operated or works on regular order.

Generic structure	Functions
Goal	It consists of a topic to be discussed and explained or to be accomplished and it should be clear, interesting consists of statement of the purpose of the writing so that the reader will be interested in reading.
Sequence of steps to accomplish the job or activity or event stated in topic	It consist of detail of about the job or process to be done and The instruction or steps must be chronological by using sequence marker such as first, second, third, next, then, finally.
Closing (optional)	Concluding sentence express success and it consists of conclusion or statement of recommendation.

2.3.2 The Example of Procedure Text

The example of procedure text:

The Analysis of the text: (Generic Structure)

Goal : How To Make Fried Rice

Material/Ingredients:

a plate of rice

1 red chili pepper chopped

1 clove garlic chopped fine

1 clove chopped onion

pinch of salt

2 tbsp margarine

2 tbsp margarine

2 tbsp soya sauce

Sequence of Steps to Accomplish a Job or Activity:

First, Crush the red pepper, garlic and onion until very fine.

Then, Add the salt and sauté in margarine over low heat for 2 minutes.

After that, Add the rice and soya sauce

Finally, Stir until well mixed and rice is hot

2.4 Task Based Learning Method

Task based learning is a different way to teach languages. It can help student by placing them in real-life situations, where oral communication is essential for doing a specific task. Task based learning has the advantage of getting students to use

their skills at their current level, developing language through its use. It has the advantage of placing the focus of student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Task based learning focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Recently, the popularity of Task-Based Learning(TBL) has made many researchers, teachers, and methodologists evaluate the effectiveness of this approach. Although it has been used for many years, its popularity has increased. One of the main reasons for this attention is the desire of educators to promote real communication or the exchange of meanings rather than forms. Another reason for such interest is the fact that practitioners advocate better language learning when students are not focused only on linguistic forms. Researchers believe there is less anxiety and learning is more effective if language form *per se* is not the priority. If task-based instruction takes place, language learning is more meaningful and natural. The task is currently considered to be the most effective means of promoting second language acquisition (SLA) in the classroom. According to Richards and Rodgers (2004:223), “engaging learners in task work provides a better context for the activation of learning processes”. These authors say the negotiation of meaning in TBL provides the input and output necessary for language acquisition.

If one wants to define a task, there is not a single definition. Here are some examples of how individuals in the field have characterized “task”. According to Nunan (1989:10) considers a task as “a piece of classroom work which involves

learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form". According to this definition, students will use prior knowledge in order to achieve their goal; if any new information is needed (e.g. linguistic forms or vocabulary), the teacher will act as a knower who provides it so that students do not interrupt the process and achieve the expected outcome.

Despite the fact that TBL emphasizes meaning, form is not put aside. Each of the task models have a period in class to focus on form which is different from focusing on language as will be explained later in this paper. For example, Willis and Willis (2007:56) focus on forms at the end of each task cycle, which is defined as a sequence of tasks related to one another. There are three reasons to focus on language form at the end of any task sequence. First, learners understand language within a context. When performing the task, students undoubtedly prepare and make use of language. Second, students focus their attention on language use rather than language form. Each task, during the cycle, has different purposes and characteristics which capture the students' attention and interest in the language that will be used when achieving the target task. Third, students are exposed to language production and reception. Learners engage in real world activities that demand speaking and/or writing and understanding by listening and/or reading. In order for successful communication to take place, teachers do not have to correct every mistake. Teachers have to see language as a tool instead of an end, which means that errors are part of the learning process and not necessarily the result of bad learning or teaching. Therefore, meaningful tasks imply meaningful learning and end with meaningful

communication. Likewise, the conditions under which a task is performed will have important consequences for the type of language used by learners in communicative tasks. Ellis (2003:67) refers to this situation when he says that Task-Based Learning and Teaching call for classroom participants to forget they are in the classroom, a teaching-learning setting, and imagine themselves in a more communicatively effective environment where negotiation of meaning is taking place. The reason would seem obvious: the goal of language teaching is or should be the enabling of students to express personal meanings.

Task based learning concerned with learner and not teacher activity and the teacher is responsible for producing and supplying different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language.

Teacher and students' roles change within a task based approach. TBL presents learning and teaching as collaborative work. Classes are student-centered. Teachers address students' needs and interests by becoming facilitators. According to Willis and Willis (2007:89), teachers who engage in Task-Based Learning promote real language use; when doing so, they become leaders and organizers of discussion, managers of group or pair work, motivators to engage students in performing a task and language experts to provide language feedback when needed. The main issues here are the degrees to which the teacher is responsible for content. The role of the students is far from being one of the passive recipients of comprehensible input; students are now seen to take the leading role in their own learning. Van den Branden (2006:34) agrees with the fact that task based lessons are student-centered, which

means students take the main part in the learning process. Learners are autonomous to negotiate course content or to choose linguistic forms when performing a task. Negotiation is done by providing options for the learners; for example, the teacher may suggest a series of topics and students decide which one to begin with. Learners are also group participants. Many of the tasks are done in pairs or groups which will require adaptation for those students used to working individually or those used to whole class instruction. Another role for learners is the one of risk takers. Students constantly face challenges that involve the use of the target language. Students need to make the most of every opportunity to develop language while performing the task. Richards and Rodgers (2004:34) say that both teachers and learners in Task-Based Learning are responsible for the development of classroom interaction.

Task-based learning offers the student an opportunity to do exactly this. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want

A traditional model for the organization of language lessons, both in the classroom and in course-books, has long been the PPP approach (Presentation, practice, production) lesson is reversed. The students start with the task. When they have completed it, the teacher draws attention to the language used, making corrections and adjustments to the students' performance. By using the method, students can discuss and share their views in writing of procedure text so they can effectively write without being stuck, because they can interact with their friends and not be passive in class. According to Brown (1994:83) "task based learning is not a

new method. Rather, it simply puts task at the center of one's methodological focus. It views the learning process as set of communicative talks that are directly linked to the curricular goals they serve, and the purposes of which extend beyond the practice of language for its own sake".

2.4.1 The Advantages of Task Based Learning

The strengths of task based learning are as follows:

1. Task based learning is useful for moving the focus of the learning process from the teacher to the student
2. It gives the student a different way of understanding language as a tool instead of as a specific goal
3. A task helpful in meeting the immediate needs of the learners provides a framework for creating classes that are interesting and that can address student needs.

2.5 Conceptual Framework

Writing was a way to know English language. It is also used to express ideas, feelings, and thoughts. Writing was the mental work of the inventions ideas, thinking about how to express them into statement and paragraph that will be clear to a reader.

This study deals with writing ability by apply Task-Based Learning Method. In accordance with this, teachers can the several methods in teaching. One of them was Task-Based Learning. Task-Based Learning Method was different way to teach language languages. It can help students by placing them in real-life situations, where oral communication is essential for doing a specific task.

The teaching techniques required for Task-Based Learning Method was not very different from those of ordinary language teaching. The differences lie in the ordering and weighting of activities and in the fact that there is a greater amount of student activity, and less direct, up-from teaching.

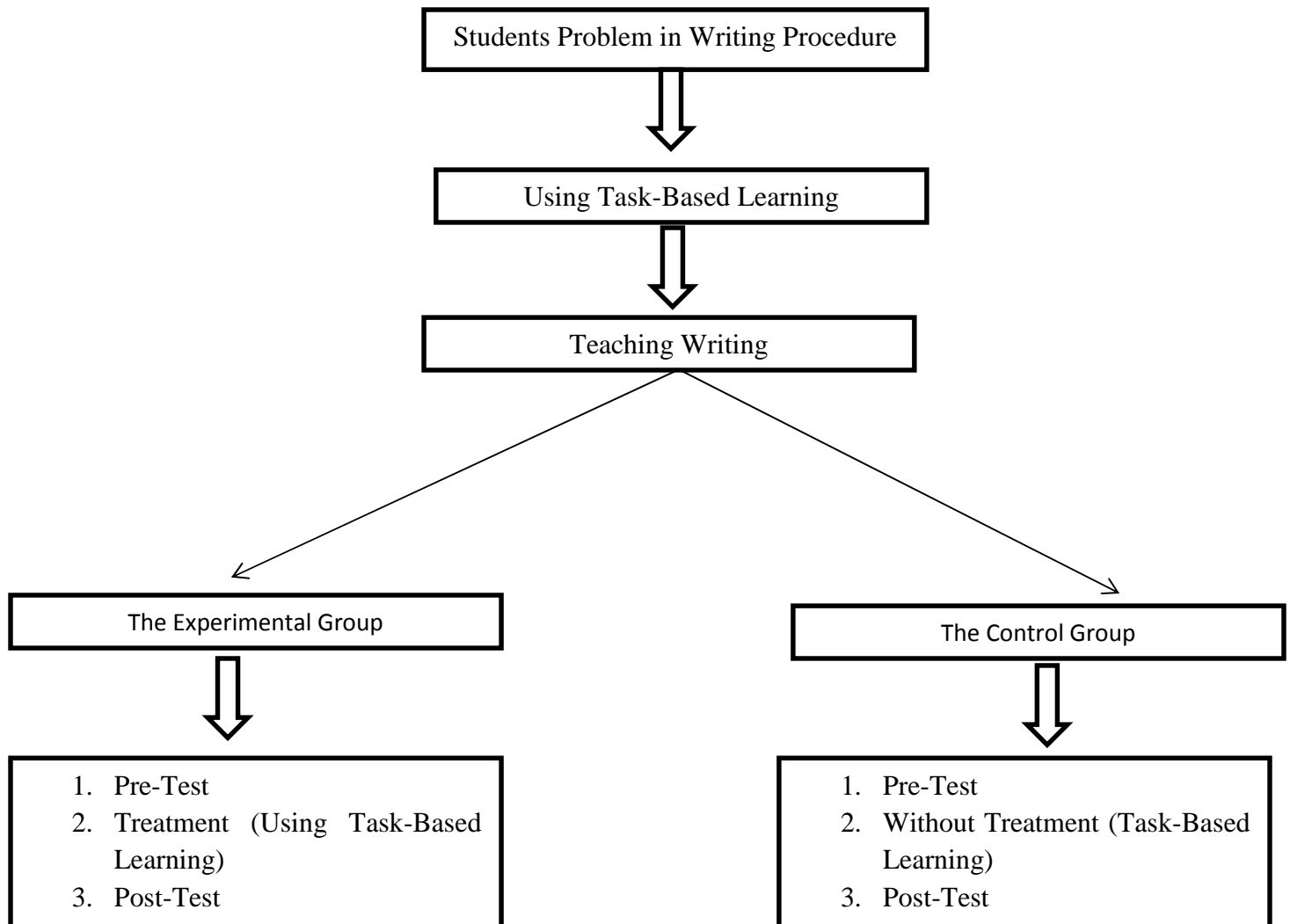


Figure 2.5 Conceptual Framework of the Effect Task-Based Learning Method on Writing Procedure Text of Students Achievement

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research design was used experimental quantitative research. According to Jhon (2009:4) “quantitative research is a means for testing objective theories by examining the relationship among variables, the variables in turn, can be measured. Typically on instruments, so that numbered data can be analyzed using statistical procedures. According to Best and Kahn (2002:146) “experimental design is the blueprint of the procedure that enables the researcher to test hypotheses by reaching valid conclusions about relationships between dependent variable and independent variable”. The research will be done in collaboration with the English teacher teaching the class under the research.

In this experimental, there were two classes of student namely experimental group and control group. Both of those groups will be give pre-test and post-test. The experimental group will be thought by using Task-Based Learning while the control group who used the conventional method. This design can be figured out as following:

Table 3.1 Research Design

Groups	Pre-test	Treatment	Post-test
Experimental		By using Task-Based Learning Method	
Control		By using conventional method	

3.2 Population and Sample of the Study

Population and Sample have a different meaning. Population is a set (or collection) of all elements possessing one or more attributes of interest, sample is a part of population.

3.2.1 Population

Population is needed in a research. Population was a precise of people or subjects that process the character that is questioned in a study.

According to Arikunto (2010:173), "*Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada di wilayah penelitian populasi*". (Population was the whole of research object. If someone wants to observe all of the elements in the research area, so this research called population research).

The population of this research is the IX grade students of SMP Negeri 2 Percut Sei Tuan. There were four parallel classes which consist of IX-1, and IX-2. Each class consists of 20 students. Therefore, the total of the students were 40 students as the population in this research.

3.2.2 Sample

Sample is a small element that is needed in a research. According to Arikunto (2010:174) "*sampel adalah sebagian atau wakil populasi yang diteliti*" (the sample is a small proportion of a population selected for observation and analysis).

The sample of the research will be obtained by randomly and choosing two class by using lottery technique. So, the sample of this research are IX-7 and IX-9, which is consists of 20 students.

3.3 The Instrument of Collecting Data

In this study, the writer needed a test to collect the data. According to Arikunto (2010:192) *“tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok.”* (A test is a string of question or practice that used for measuring the skills, knowledge, ability in individual or group).

The test for collecting the data was designed in order to gain the result of the studied. The type of the test was writing. Writing test was as the instrument used for collecting the data. The test item was procedure writing based on the knowledge of students. In the test, the writer instructed the students to write a procedure about procedure text. The time for answering this test was 30 minutes.

3.4 The Procedures of Collecting Data

Quantitative data collected through test which was administrated by the writer. In order to get the data in this study, three procedures would take by the writer namely: pre-test, treatment (teaching presentation) and post-test.

1. Pre-test

The pre-test was given to both groups (experimental group and control group) before treatment. The writer administrated the pre-test and gave the writing test to students to get the students' level understanding in procedure text. This pre-test was usefull to know how far students' knowledge toward the material namely procedure text that was taught.

2. Treatment

Both the experimental class and control class were taught by using the same material of procedure text. The treatment would be conducted in experimental group only. The first cycle had four meetings and the second cycle had two meetings do there were six meetings in this research.. In the experimental class, the writer used Task-Based Learning as the learning method for the students in writing procedure text.

3. Post-test

The writer administrated the post-test and gavethe writing procedure text to know the result of the students after getting the material from the writer.

3.4.1 Teaching Practice in the Experimental Group

The treatment was conducted after doing the pre test. The teacher would teach the material procedure text by using Task-Based Learning, as the learning method and following these procedures.

Table 3.2The Treatment for Experimental Group

Teacher's Activities	Students' Activities
<ol style="list-style-type: none"> 1. Teacher reviewed about procedure text, such as communicate purpose, rhetorical purpose and the grammatical patterns of the procedure text. 2. Teacher explained about the learning method that they will use in discussing their findings. 3. Teacher also explained about the advantages of using Total Physical Response Method into learning process. 4. Teacher gave the time to the students to ask some questions about the learning method. 5. Teacher related it to write procedure text. 	<ol style="list-style-type: none"> 1. The students listened to the teacher's explanation. 2.The students asked some question to the teacher 3.The students listened to the explanation.

3.4.2. Teaching Practice in the Control Group

The teaching learning process that was be applied in the control class is without using Total Physical Response. The teaching procedure in control group could be seen as following:

Table 3.3 the Treatment for Control Group

Teachers' activities	Students' activities
1. The teacher greet the students.	1. The students gave a response for the teacher's greeting.
2. The teacher explained about the procedure text such as communicate purpose, rhetorical structure and grammatical pattern of procedure text.	2. The students listened to the teacher's explanation about procedure text.
3. The teacher asked the students write procedure text.	3. The students wrote the procedure text.

3.5 the Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to asses the writing work appropriately. There are five components in writing assessment according to Jacobs et al, scale (Weigle, 2002:116), namely:

1. Content

Content refers to the students' ability to write the ideas and information in the form of logical statement.

Table 3.4 Content

27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assign topic.
22 – 26	Average to good ; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17-21	Fair to poor ; limited knowledge of subject, little substance, inadequate development of topic.
13 – 16	Very poor ; does not show the knowledge of subject, not

	substantive, no patient, or nor enough to evaluate.
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2. Organization

Organization refers to the students' ability to write ideas and information in good logical order. The topic and the supporting sentences are clearly stated.

Table 3.5 Organization

18 – 20	Very good to excellent; ideas clearly state/ support, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good ; somewhat copy, loose organize but main ideas stand out, limit support, logical sequencing and development.
10 – 13	Fair to poor ; non-fluent, ideas confuse or disconnect, lacks logical sequencing and development.
7 – 9	Very poor ; does not communicative, no organization, or not enough to evaluate.

3. Vocabulary

Vocabulary refers stated to the students' ability in using word or idiom to express ideas logically, and also refers to the ability to use the synonym, antonym, prefix, and suffix exactly.

Table 3.6 Vocabulary

18 – 20	Very good to excellent; effective words idioms choices and usage, word form mastery appropriate register.
14 – 17	Average to good ; adequate range, occasional errors of words/ idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor ; limited range, frequent errors of words/ idioms form, choice, usage and meaning obscured.
7 – 9	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Language Use

Language Use refers to the students' ability in writing sentences simple, complex or compound sentences correctly and logically. It also refers to the ability to use agreement in the sentences and some other words such as nouns, adjectives, verbs and time signal.

Table 3.7 Language Use

22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/ function, articles, pronoun preposition.
18 - 21	Average to good ; simple construction minor problems in complex instructions several errors of agreement, tenses, number of words order/ function, articles pronoun, preposition and meeting seldom obscure.
11 – 17	Fair to poor ; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, articles pronoun, preposition and or fragments meaning confused or obscure.
5 – 10	Very poor ; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

5. Mechanics

Mechanics refers to the students' in using words appropriately; by using function correctly, paragraph, and the text can read used correctly.

Table 3.8 Mechanics

5	Very good to excellent; demonstrate mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good ; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscure.
3	Fair to poor ; frequent errors of spelling punctuation, capitalization, poor hand writing, meaning obscure or confuse.
2	Very poor ; no mastery convention, dominate by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

3.6The Technique of Data Analysis

This study would apply the quantitative data. The quantitative data was used to analyze the score of student. The step in analyzing data, they are:

1. Calculated data from the scoring the pre-test and post-test of experimental and control group.
2. Compared the mean of the two groups.
3. Tabulate the data for control group and experimental group.
4. Tested hypothesis by using the formula t-test.
5. Concluded the research finding.

The test formula is as follow:

$$t = \frac{Mx - My}{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}$$

Where :

Ma = mean of experimental group

Mb = mean of control group

da = standard deviation of experimental group's scores

db = standard deviation of control group's scores

Na = total number sample of experimental group

Nb = total number sample of control group

3.7 Validity and Reliability of the Text

There are two important in a research in text. There are validity and reliability.

3.7.1 The Validity of the Test

Validity refers to the extent to which a test actually measure what it is supposed to measure and nothing else. According to Best and Kahn (2006:289), “validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. An instrument can be valid if it can measure what is supposed to be measured”. It concerned with how well the test measured the subject matter and learning outcomes covered during the instruction period, to show that the test would be valid in terms of contents.

Arikunto (2010:211)“The validity is measure that shows the levels of validity or the validity of something”. Validity refers to the test. A test will be said is good if it valid and reliable. To ensure that the test is good, the validity should be established clearly with the points of the test.The test in this research will use writing test form.

Table 3.4Content Validdity

Content	Kinds of Procedure Text	Test Item	Kinds of Test	Score
Procedure Text	Goal	1 Paragraph	Essay	25
	Material	1 Paragraph	Essay	25
	Step	1 Paragraph	Essay	50
Total		3 Paragraph		100

3.7.2 The Reliability of the Test

Reliability also determined how well the test is. It is one of good characteristic test. According to Brown (2004:20) “reliability is consistence and dependable. It means if the same test given to the same student or matched students on two or different occasions, the test should yield similar results.”

The test in this study will use writing test form. The scoring of the writing test involved the subjectively, thus to find out whether the test are reliable, the writer use

inter-rater reliability. The coefficient correlation can be obtained by using pearson product moment formula as follows:

$$r = \frac{N \sum xy - (\sum x) (\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2) (N \sum y^2 - (\sum y)^2)}}$$

where: r = the reliability

$\sum y$ = sum of scores y

$\sum x$ = sum of scores x

N = the number of students

According to Arikunto (2010:313), the categories of coefficient correlation is one of tools statistic that uses to compare the result of measurements from two variables which has different so that determine the levels of relationship between other variables. The categories of coefficient correlation are as the following:

0.00 – 0.20 = the reliability is very low

0.21 – 0.40 = the reliability is low

0.41 – 0.60 = the reliability is fair

0.61– 0.80 = the reliability is high

0.81– above = the reliability is very high