

THE IMPLEMENTATION OF TASK-BASED LEARNING IN TEACHING RECOUNT TEXT WRITING FOR JUNIOR HIGH SCHOOL STUDENTS^{5 6}

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ABSTRAK

Penelitian ini menelaah cara guru dalam menerapkan pembelajaran berbasis tugas dalam pengajaran menulis melalui beberapa langkah dan menjelaskan bagaimana kemampuan siswa dalam menulis teks recount. Penelitian ini dilakukan dengan pendekatan kualitatif karena hasil data dianalisis dan dideskripsikan dalam bentuk kata-kata, kalimat, dan ujaran. Data diperoleh dari observasi, wawancara, dan tulisan siswa. Analisis data dilakukan melalui kategorisasi, display data dan pengambilan kesimpulan. Subjek penelitian ini adalah seorang guru Bahasa Inggris dan tiga puluh siswa kelas 8. Hasil penelitian menunjukkan bahwa penerapan pembelajaran berbasis tugas memiliki banyak kelemahan dalam beberapa aspek, diantaranya adalah tidak lengkapnya langkah-langkah dalam pelaksanaan pada saat penerapan, kekurangan waktu pada saat mengerjakan tugas dan juga penggunaan bahasa ibu dan bukannya bahasa target oleh siswa yang membuat penerapan pembelajaran berbasis tugas tidak berhasil seperti yang diharapkan. Berdasarkan temuan tersebut, beberapa saran diajukan. Guru Bahasa Inggris seharusnya menggunakan dan mendesain tugas yang tidak memakan waktu lama dalam pengerjaannya, sehingga langkah-langkah dalam pembelajaran berbasis tugas ini dapat terlaksana dalam satu pertemuan. Para siswa harus berbicara menggunakan bahasa target ketika pembelajaran berbasis tugas ini diterapkan agar tujuan pendekatan ini dapat tercapai.

Kata Kunci: *teks recount, task-based learning, tulisan siswa*

INTRODUCTION

English is considered as Foreign Language (EFL) or Second Language (ESL). In order not to be left behind, English as Foreign Language (ESL) is given to the students as a compulsory subject at schools. The teachers have responsibility to assist the students learning and to apply English through the lessons in the classrooms. As Brown (2007) argues that in learning a language, especially ESL, it takes a serious and not easy steps. Many elements, such as students, educator (teacher) and administrators are getting together to achieve the goals of learning. They must cooperate in the process of achieving it. In addition, firstly students must be aware of what his/ her need or passion, so he can set a road map for where he wants to go and select the most appropriate approach(s) for reaching it.

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The educator (teacher) has a role to set the plan of drafting students' learning goals. Teacher will implement the effective instruction about what he/she has planned. She must be able to describe exactly what students will learn, how well they will learn it and what they will do to demonstrate that learning. The administrators have also some responsibility in this cooperation. The administrators refer to the principal and the stake holder which should recognize what does and does not work to promote learning and achievement for all students. They make sure that learning goals made by the teacher have been set up based on the students' performance data.

In some ways, government also gives a hand to accommodate the teaching and learning process to be successful. One way is by changing the curriculum to a new one, namely 2013 curriculum. Based on Permendiknas no 103 (2014), this curriculum expects learners to be active and creative. It is believed that the process of learning should emphasize more on learners, it is called students centered leaning. By students centered hopefully the students are able to explore their ability in the four language skills they should master. Teachers do not become the giver knowledge or the controller, even the authority (Harmer, 2001). Students by themselves look for the knowledge from as many resources as they could find. The teachers act as tutors and resources; they help students when they are stuck having no ideas to answer. When students are having small groups' discussion, teacher guide and monitor them. Even when students have to do the task individually, teacher helps them if only the students are asking for a help.

One of the language skills which becomes indispensable in our global literate community is writing (Brown, 2004). Writing is a way to express someone's ideas into written text. Today people consider writing as an important thing in daily lives. Everything is documented in written; such as agreement, certificate or formal document at school, all of them are in written text. Writing belongs to a productive skill and it requires complex cognitive abilities, as well as linguistic and cultural competence. Still many ESL students have a tendency feeling difficult in composing a text in writing class. This case is found in many junior high schools in Semarang. Students find difficulties in creating a meaningful and readable text, particularly a recount text. As in *Permendikbud No 68 2013*), it states that students of SMP and Madrasah Tsanawiyah at grade 8 have to be able to compose short and simple recount texts orally or in written about the activity, event or occasion by paying attention to the social function, schematic structure and linguistic features correctly. Teacher needs more efforts to teach such kind of text; this is because the recount text deals with tense which doesn't belong to their native language, past tense.

In Indonesia, we do not need changing the part of sentence using the appropriate tense to state past time activity. It is complicated since the learners have to memorize the past form of the verb they use or the past form of auxiliary (be). Moreover, making their text coherent and cohesion also is the hard job to do. Students are confused when they are asked to put their ideas into written. This problem may be avoided if the students bring the real situation into the classroom. They are easier to express their feeling into the written text. And also by doing small groups' discussion the problem related to the past tense is defeated. They share with their peers the difficulties of recount text. As a result

teacher should decide an approach to overcome students' problem dealt with writing recount text.

In the classroom context, teachers have many challenges in facilitating the students learning English. Consequently, the teachers need to think how to make the students be easier to get knowledge and implement it. To facilitate their students in achieving the goals of the learning, they need to think a set of approach or method as well, to be done. They should choose appropriate approaches which are suitable for the condition of their students (Cook, 2008). This approach can lead to an effective learning if it is applied correctly. A teacher must take into account many variables before deciding an approach she/ he use for the students (Norland & Pruet Said, 2006). Wisely a teacher selects an approach which works best and appropriately to the condition of her/his classroom. In curriculum 2013 there are some approaches emerged and can be used by teachers, such as project based learning, problem based learning, discovery learning, and task based learning. Related to those point views, task-based learning is suggested to be an approach in teaching writing recount text because it is supposed to be appropriate with the new curriculum, 2013 curriculum.

This approach, called Task-based Learning, is in line with the instruction existed in the *Peraturan Pemerintah No 32 2013*) which mentions in verse 19 that the learning process should be conducted interactively, inspiringly, fun, challenging and motivate the learners to be active participate in it, also give them a spacious part for their creativity and independency based on the talents, physically and psychologically growth. Moreover, the learning design has altered in some ways; that it is instructed to be student centered, that mostly students take part in whole session which allow teacher to guide and monitor them, and also group session in doing the assignment. Therefore, Task-based Learning will match with the instruction and help the learning process go smoothly. This approach is students centered, teacher doesn't play most roles. They are in groups while doing the assignment and moreover the target language is always used to create communicative language environment.

Task-based Learning

Task-Based learning is an approach which aims at creating opportunities for language learning and skill-development through collaborative knowledge-building. Through some tasks the students ought to use the target language for a communicative purpose in order to achieve an outcome. The tasks used in this approach interpret the real world, so students sense factual situation in using the target language. It intends to make the students focus on meaning by processing and accomplishing the tasks given. The students do tasks in small groups and practice using language necessary for doing the particular task. Its focus is on task completion and therefore students are free to use whatever language they have at their disposal to achieve this. Through the steps in Task-based Learning the teacher focuses on the students, how they explore their target language by increasing the students' activities.

According to D. Willis (1996) the task based language comprised three steps in the structural framework of it. The first step was to raise the students'

consciousness and also to introduce the students with the subject and task, this was called pre task cycle. The teacher explores the topic with the students, highlights useful words and phrases and helps them understand task instruction and prepare. Here the teacher may use picture, make use of recording or even text as a lead in to a task. The second step was named task cycle, which has three parts in it; those are task, planning and report. In the planning, students do the task; it can be in pairs or small groups. The students are free to experiment without teacher's intervention, since the teacher monitors from a distance, encourages all attempts at communication, and does not correct. Mistakes don't matter; the students will use whatever target language. In the planning, students prepare to report to the whole class; it can be orally or in written) how they did the task, what they decided or discovered. Students are able to request teacher's help for language advice, as they will report publicly and they need for sure it will be accurate.

Report is the part for the students in groups presenting their result of the discussion, or exchanging the written ones to other groups, even comparing the result to others. The last step was named language focus which has two parts in it; analysis and practice. When analysis is undergoing, the students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books. Afterwards teacher will conduct practice of new words, phrases, and patterns occurring in the data, either during or after the analysis.

Junior high school students have been introduced to several text genres. Based on Permendikbud no. 68 (2013) those genres are descriptive, procedural, recount, and narrative text. Recount text is one of writing texts that students have to produce in grade eight and nine of junior high school. Students have to retell the series of events or experiences which they have ever got in this text. This retelling the writer's past experiences aims to inform or entertain others what happened and when it happened (Gerot & Wignell, 1995). The students still have many obstacles in learning some text writing, especially this recount text. Junior high school students need to deal with its structures and the linguistic features which made them frustrated.

In recount text, they need to apply the schematic structure properly; there were orientation- series of events- re-orientation. The orientation introduces the participants and also provides the setting, which can answer 5W+1H. The series of events is told chronologically, the writer may have more than two events in the text. Re-orientation is optional; it aims to sum up the story which can be repeating what is in the orientation or events, it may be the writer's feeling about the events happened in the story. The linguistic features become students' main point to master to succeed in writing the recount text. They should know that recount text uses past simple tense, conjunction and time connectives to sequence the events, action verbs, adverbs and adverbial phrases to state the time, place and the way something happens.

In the implementation of the Task-based learning, teacher applies the steps proposed by D. Willis (1996) along with the application of 2013 Curriculum in learning process which using the scientific approach. The three steps of Task-based Learning are mixed up with the scientific approach that has five steps,

observing- questioning- associating- experimenting- networking. In the pre-task cycle, teacher includes observing and questioning. While teacher is introducing the topic and the task, the students observe what they are going to learn and able to ask questions related to the topic and the task given. As in this preliminary cycle, teacher helps the students to build their curiosity and connect the knowledge from the previous lesson (Suharyadi, 2013). Questioning parts can be done by both teacher and the students. Teacher takes many advantages by asking some questions to the students, such as developing students' interest and motivating them in order to be involved in the learning process, reviewing and summarizing the previous lesson, developing students' critical thinking, stimulating them to get the knowledge on their own. The task cycle consists of task- planning- reporting and will be collaborated with experimenting and networking. This part is students centered learning in which students mostly take part and the teacher has fewer roles to play. Experimenting is conducted in small groups when the students undergo the task and planning in the task cycle. Networking is the reporting cycle, to perform the students' result of the discussion.

There are many studies conducted on Task-Based learning. One of them is conducted by Keyvanfar and Modarresi (2009). They used an experimental study on the impact of task-based activities on the reading skill of Iranian EFL young learners at the beginner level. This research was comprised of stages such as warming-up, reading, and doing some real life tasks. The result of the study shows that students performed better in tasks which involved creativity and gave them experience. A follow-up reading test showed that the experimental group still enjoyed a higher level of reading skill after one month. Moreover by TBL, the students are able to see their progress as they formed the 'end-product' by themselves.

Chen and Chen (2005) examine the effectiveness of using a collaborative task-based approach in the teaching of reading and they explore EFL learners' attitudes toward reading-to-writing English instruction. It employed qualitative and quantitative study included both an experimental reading-to-writing instruction and a questionnaire survey. And also, it used *The Scale of Reading and Writing Attitudes* (SORWA). It was proved that the approach they used in this study was effective in reading-to-writing lesson, it also result positive attitudes toward the collaborative task-based reading-to-writing English instruction by the EFL learners. The study found out that the effects of reading on vocabulary learning was high, and it was necessary believed that writing not only strengthened the effects of reading but helped to improve learners' capability of using either familiar or new words.

Another study on using task-based language teaching was conducted by Hadi (2013). He reveals that this approach has positive effect on the learners speaking. Another finding is that the teacher modifies the TBL in the process of teaching and learning at the stage of task and report cycle; it used mind maps in helping the students to accomplish the task. Students assumed by using mind map, the modification of TBL, they were easier to speak in front of the class to report the task. Meanwhile study on TBL needs to be explored, in terms of the task types in the task-based learning which implemented in the teaching and learning which apply curriculum 2013.

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By considering the results of some researches, the researcher will implement the Task-based Learning in the teaching writing for junior high school students, which had become a burden for a teacher in SMP N 13 to teach, and so the students are hard to learn it. The researcher also investigated whether there was any modification in the implementation of task-based learning in teaching English writing have impacted on students' writing product in the context of curriculum 2013.

Teaching Writing in ESL Classroom

One of language skills to be mastered by ESL students is writing. Some reasons underlying writing to be one of skills taught at school are because writing is used to communicate among people and it helps the students learn well. The later happens when writing reinforces the grammatical structures, idioms and vocabulary that have been given to the students. They work with pattern sentences, performing substitution or transformations (Raimes, 1983).

Teachers are supposed to teach English writing by giving them the opportunity to practice writing. For ESL students writing class precedes with the simple one move to the higher levels. In Brown (2001) there are types of classroom writing performance, first is imitative writing, the students only write down letters, words or sentences. This step aims to make the students familiar with English convention and orthographic codes. Second is intensive writing, commonly said as guided writing. Teacher uses this type to test students' grammatical concept. Thirdly, self-writing is writing texts to be read by themselves, such as note, diary or journal. Fourth is display writing in which students' written products can be exhibited to audience, in the context of classroom environment they might be in the form of short answer exercises, research report or essay examination. Other form of display writing it is also known real writing which has goals of delivering messages, they are academic, vocational and personal.

With the guidance from the teacher, students try to compose their text with their own words. It is not easy and consumes time in having a good product of written text, students must undergo many steps. This begins with planning, drafting, editing, revising, until they come up to the final version of their written product (Harmer, 2004). In line with this, Brown, Cohen & O'Day (1999) in Brown (2001) gives an additional writing strategies, as follows:

1. The first draft: in this step students choose a topic, then generating the ideas from the topic. Continued by writing the first draft. After having written the first draft, they have peer editing, and then revising.
2. The second draft: Entering the second draft by writing it and do the proof reading. Next step is using teacher's feedback in revising that draft. The last is keep a journal of related topic. Do the same way until you get final version of your writing.

The teaching writing helps students to learn language better since they must go through some process dealt with organizing and arranging sentences using complex grammatical rules.

Recount Text

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Recount text belongs to the text which its process is to sequence people and event in time and space (Knapp & Watkins, 2005). This kind of text is a text which retells events or experiences in the past, and its goal is to entertain or to inform the audiences.

Recount can be personal, factual and imaginative (Australia, 2012); personal recount retells personal activity that writer has been personally involved in and may be used build the relationship between the writer and the readers, e.g. Anecdote, diary journal or personal letter; factual recount reports the particular of an incident by reconstructing factual information, such as police reconstruction of an accident, historical recount, biographical and autobiographical recount; imaginative recount applies factual knowledge to an imaginary role in order to interpret and recount events, the examples are *Holiday in Bali*, *How I Discover Radium*; procedural recount records the steps in an investigation or experiment and thereby providing the basis for reported results or findings; literary recount retell a series of events for the purpose of entertaining.

The generic structure or schematic structure of recount text is orientation which provides the readers with background information, introducing the participant, place and time; record of events is describing series of event that happened in the past, typically ordered chronologically; re-orientation is stating personal comment of the writer to the story. The linguistic features which students must apply in the recount text they write includes the use of specific participants, the circumstance of time and place, first person, additive conjunction, material processes, and past simple tense.

Based on Education (1997), it argues some guidance to write recount text: 1) Map your ideas of “Whom? What? When? Why?”; 2) Start with an orientation paragraph that informs the reader about the content of the recount; 3) Recount events in chronological order (draw a flow of chart to help sequence events); 4) Use connectives that signal time, e.g.: then, next, meanwhile, finally, etc.; 5) Write as if you are telling the story but always use the past tense; 6) End with a closing statement/ the comment on the events.

RESEARCH METHOD

This study employs descriptive qualitative design which produces descriptive data in the written form from the respondents. Miles, Huberman, and Saldana (2014) state that in qualitative research, researcher tries to capture data on the perceptions of the local participants from the inside through a process of deep attentiveness of emphatic understanding and suspending or bracketing preconceptions about the topic under-discuss. Similarly Ary, Jacobs, Sorensen, and Razavieh (2010) agree that qualitative is an approach to study on how people make sense of or interpret their experience. It is believed that qualitative research involves the studies used and collection of a variety of empirical materials.

Researcher conducted a study which aims to describe the implementation of task-based learning in teaching English recount text. She searched to understand the participants' experience through observing deeply on the teacher and students'

activities in the classroom. The data gained from the study is analyzed using words, sentences, and utterances.

This research was conducted at SMP N 13 Semarang. This school uses curriculum 2013 for the teaching and learning process. The researcher selected a class in grade 8 which took recount text based on the consideration that students of grade 8 at junior high school are expected to arrange recount text spoken and written, very short and simple, about activity, actions, and events, by paying attention to social function, and language features, correctly, appropriately, and contextually (Permendikbud no 68 tahun 2013). A Teacher and the students who participated in this study were ones whose classroom applying task-based learning in their writing class. The researcher chose a class whose students' writing scores are low. It aimed to see how TBL was implemented and affects the students' writing.

Data are defined as any information gathered by the researcher from the world of she is studying, particularly researcher seeks the data from the participants, the students and the teacher in the study. The source of data was the results from the process of the implementation of task based learning in the classroom. There two sources of data were used by the researcher. First was the main data source, including the teacher and students' verbal behavior in the process of teaching and learning while applying task-based learning in teaching writing, and also the interview result of teacher and students. The researcher posed general, broad questions to participants and allowed them to share their views relatively unconstrained by her perspective. The second data source was the support data; it is called as secondary data source. Those were data which researcher collected through the observation in the classroom and also the writing product made by the students during the implementation of task based learning in the classroom.

The important part of the research is data collection approach. It determines where the researcher analyzes the data from the participants. In this research the data collection techniques are:

1. Observation

Observation represents a frequently used form of data collection, with the researcher able to assume different role in the process (Spradley, 1980). In this research, the researcher did not involve in the activity at the research site. Researcher as an outsider, is an observer who visits and takes notes without involving herself in the activity of the subjects research (Creswell, 2008).

2. Interview

Interview is a familiar technique to collect data for qualitative research. It is done by asking one or more participants general, open-ended questions and recording their answers, and after that transcribing and typing the data into a computer file for analysis (Creswell, 2008). Researcher did one-on-one interviews avoiding the participant hesitate to speak and able to share ideas comfortably. It was more polite and considered having respect to the interviewee.

3. Documents

Documents are regarded as valuable source of information in qualitative research. Those are such as transcript of interview from both students and teacher and also students' writing produced along the implementation of the task based learning.

Data Analysis Techniques

After collecting the data, the next step researcher should take is analyzing them. The data obtained by researcher is required to form the answers of the research questions (Creswell, 2008). Inductive analysis was used in this research to analyze the data gained by the researcher before. The data is analyzed from the particular or the detailed data to the general codes and themes (Creswell, 2012).

The data were obtained from observation of the teaching and learning process, the students and teachers activities in the classroom along the process of study and interview's result from both students and teacher. The documentation from the observation and the writing product of the students are as supplementary data in developing the report.

This research belongs to basic interpretative research in which the data and the result of the data be interpreted by the researcher's point of view (Cresswell, 2002). From the result of data analysis the researcher had them as research findings. The data collected by the researcher was analyzed based on suggestion from Miles et al. (2014) Ary et al. (2010); those are data condensation, data display and conclusion drawing/ verification.

RESULT AND DISCUSSION

The implementation of the task-based learning followed three cycles suggested by D. Willis (1996). The three cycles that teacher had to conduct were pre-task cycle, task cycle and language focus. In the pre-task cycle, students get exposure, and a chance to recall things they know. Teacher helps them in introducing the topic and the task, by asking the students some question related to the topic or read part of a text as a lead in to a task. Teacher asked about the places that students had been there before, their experiences at those places. She also had a text for the first task. Next cycle was called task cycle which students had the most role, they played in almost part of the task cycle; students should discuss to answer some question based on text given and to rearrange some sentences into a meaningful text. After doing the task, each groups planned to report the result of their discussion in written. In reporting the result of their discussion, the representative of the groups will write their answer on the whiteboard. The last cycle was the language focus; this part was teacher who had the responsibility in explaining things related to the linguistic features or the structure, though it's still required students' involvement. In this study, the researcher acted as an observer and did not take part in the process of teaching and learning. She observed the activities of teacher and students during the lesson and the method were implemented.

Pre-Task Cycle

The first step was pre-task cycle; teacher set the students' condition and made them well-prepared to follow the lesson. The teacher arranged the preparation and direction to students what they had to do. The teacher mostly dominated this cycle whereas students listened to her carefully. Teacher intended to encourage students in the learning process they would undergo. Teacher's activities can be introducing to the topic and task, using texts and other activities upon those texts. This activities conducted in the pre-task cycle can be elaborated into five activities which had some goals underlying each of them. Those goals must be reached by doing activities in the pre-task cycle were to raise the students' consciousness, to introduce students to the subject and task, to explore the topic, to highlight useful words and phrase, to help students understand the task instructions.

Task Cycle

The second phase in doing task-based learning was task cycle. This cycle consisted two parts, doing the task and reporting it. Mostly in doing the task, students were asked to accomplish the task in groups or in pair. The students were having discussion in groups to accomplish the tasks. The students should communicate in English for every single action they did in the discussion. In this phase, the students played the main roles, whereas teacher only monitored and facilitated them in discussion. It is students centered session; they were free to explore what so ever target language, hence mistakes were not paid attention to, in order to achieve the outcome.

Doing the Task

In this cycle, after having join with their friends in the same groups (figure 4.1), teacher handed in the pieces of text to them. Then they started to do the task. In this phase there were two parts, first was task and the second was planning and to report. The task was a part when students did discussion in groups. And report was presenting the result of the discussion done by the groups. There were three questions had to be answered for part A, in part B the students had to find the meaning of eighteen words in Bahasa Indonesia, then in part C the students had to rearrange seven sentences into a meaningful text.

In part A, a text entitled "*Riding on a Roller Coaster*" was presented, along with three questions. For question number one "what is the text tell us about?" it was found an ungrammatical pattern, for it should not use "is" instead of "does." Mostly the students made grammatical inaccuracy since there was error made in the pattern of the question sentences, they followed it. Group 6 had written answers as follows:

1. The text tell us about last holiday in "Dunia Fantasi".
2. The writer feel when he sat on the roller coaster are really scared
3. The writer do when he was at the highest point are closed his eyes

Answering number one, the students got grammatical inaccuracy yet the answer was correct. It stated that the text tells about the holiday in *Dunia Fantasi*. On number two, the students made error for they did not use the past verb "felt."

They used verb base “feel” instead of “felt.” Also the use of auxiliary “be” was incorrect. Here the agreement of subject and predicator was incorrectly put in the sentence, as they used “are” with the subject “he.” Although there were grammatical inaccuracies but the answer was right based on the text, the writer felt scared. Number three was as same as number two, students still did the same errors, and did the grammatical inaccuracies. In part B, the students translated some words into Bahasa Indonesia. Most of the students used their dictionary to look up those words, and they did it correctly. When the teacher asked them what the base verbs of those words, the students had acknowledged it generally. The last part is C that students should rearrange seven sentences which had been put disorderedly. They should put those sentences into good order and became a text entitled Mother’s day.

Rearrange these jumbled sentences into a meaningful text!

1. *I put some butter and jam, also I made a cup of tea.*
2. *And she said, “Thank you so much.”*
3. *I wanted to make breakfast fo Mum and serve it in her ber for a surprise.*
4. *Last Sunday was Mother’s day.*
5. *I brought the breakfast to Mum’s bed and said, “Happy Mother’s Day, Mummy.”*
6. *I woke up at05:00 and went to the kitchen and made two piacs of toast.*

Then I put everything on a tray.

Generally the sentences were easy to understand, and the students were correctly put those sentences in good order. Most of the students choose number four as the first sentence, and number two for the last sentence to end the text. The order of the text they chose was 4-3-6-1-7-5-2. The meaningful text based on the good order they chose as follow:

Last Sunday was Mother’s day.

I wanted to make breakfast fo Mum and serve it in her ber for a surprise.

I woke up at05:00 and went to the kitchen and made two piacs of toast.

I put some butter and jam, also I made a cup of tea.

Then I put everything on a tray.

I brought the breakfast to Mum’s bed and said, “Happy Mother’s Day, Mummy.”

And she said, “Thank you so much.”

The teacher appreciated the students since most of the group rearranged those sentences correctly. They firstly translated all those sentences into Bahasa Indonesia and then they put them chronologically.

In fact, the students got used to communicate in Bahasa Indonesia and Javanese as their mother tongues. In such manner, it was not easy to have them using English in every single action of discussion. They used English for simple utterances or when the teacher noticed them. Using Javanese made them easier to understand and discuss the task.

The teacher walked around the groups and monitored them. The role of the teacher in this phase was less adequate, since the students played the most acts here. Students were free to express their learning process. They ought to use the

target language in communication to their teammates. They worked together in a group, discussing their task. In this part, teacher played as monitor and facilitator. The teacher approached some groups she considered calling for her help. As in group 6, they asked the meaning of some words, and the teacher gave them clues, and one of the member of the group can answer it. She did not give only the answer directly, but guided the students by giving them some clues to find the answer by themselves.

Planning

After doing the task, groups were planning to report the result of the task. They performed the answer of the assignment by each representative of groups. Two groups had accomplished the task in time, but the other groups needed more time of the given time by the teacher. Those who could fulfill the tasks in limited time deserved to announce the answer on the whiteboard. Teacher monitored the result of the task before the groups performed in front of the class. She only looked at those answer sheet, not to correct those which were un-correct. When she found the answer was not correct, she would ask the group to reassure them.

Reporting

In reporting, the students did not seem enthusiastic. Most of them feel bashful making mistakes in their result. They should be directed and commanded by the teacher. Students reported their result of discussion by writing it on the whiteboard. They then discussed the answer with the teacher. This role played by the teacher called as advisor, she managed to give the students the knowledge when the students needed to learn the linguistic features and grammatical rules dealt with the task. The students asked about the verbs in past tense as they did not fully remember all of the verbs they need to make a text.

Language Focus

The next stage was language focus; in which teacher gave explanation about the linguistic features related to the tasks. There were two parts; those were Analyze and Practice. In analyzing, students paid attention to her explanation about some difficult words for them. She asked them to look for the meaning of those words in the dictionary, and who's getting it first would be the winner. After having known the meaning of those words, she led the students to pronounce them, it included in the practice. The students repeated after her. There were about ten words pronounced together. Teacher helped the students translating some words they were confused. Moreover teacher explained about the text, its structures and its function.

Table 1:
Teacher and Students' Activities during the First Implementation

Cycle	Teacher's Activities	Students' Activities
Pre-Task	Teacher provided information or vocabulary that will help students with the task.	Students listened and took a note.
Task cycle	The teacher asked students to perform a task in small groups of four- five students with the tangible outcome.	Students read text, speak to friends, write on the task.

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	Teacher asked each group to prepare and give a report on the outcome of the task.	One of student prepared to perform the result of the task.
Language Focus	The teacher provided students with a model of proficient speaker performing the task.	Students listened to the models.
	The teacher asked students to study language features in the proficient speaker model.	Students study new words.
	The teacher provided students with activities that practices some of the language features in the proficient speaker model	Students pronounce the new words

The table 1 explained about the teacher's activities during the lesson. Conducting the three cycles in the first implementation of task-based learning, teacher took two hours of meeting. She started by introducing the task and giving information about what the task was and how to do with the task. Here the students mostly listened to the teacher. She gave some vocabularies related to the task by asking some questions to the students. Teacher made students working the task in small groups. Students sat on the groups they belonged to, based on the number they mentioned before by using number - together. Teacher asked students to read the text, answer the questions based on the text, find the verb base of some past participle verbs, The students should speak using English to communicate in discussing the task, on the contrary they still used their mother tongue to communicate.

The second task required teacher to have intense in guiding the students for it dealt with constructing sentences in the target language and arranging them to be coherence. This needed teacher to explain it more carefully so the students could arrange the sentences well.

Table 2:
Teacher and Students' Activities during the Second Implementation

Cycle	Teacher's Activities	Students' Responses
Pre-Task cycle	Teacher started asking questions to random students in order to encourage them and giving some vocabulary related to the topic they would work on.	- Students answered teacher's questions. - One of them answered excitedly. - Other students paid attention.
	Teacher told the students they would write a text in groups.	Students found and joined their groups.
Task cycle	Teacher asked the students to work their writing in groups by choosing some clue words or semantic words.	Students worked in their groups
	Teacher asked students to prepare to report/ perform their writing in the next meeting since the time was up for the lesson that day.	Students prepared their works for the next meeting.
Language Focus	Teacher explained the result of students' writing by taking two texts as samples.	- Students read the samples text and wrote them on the whiteboard.

The activities during the task cycle mostly were dominated by the students. Teacher sometimes went moving around the groups to monitor them working on and discussing. When it dealt with writing, it means that students were doing the passive skill. Teacher let the students worked on their writing by her guidance and monitor.

Table 3:
The Implementation of Task-based Learning 1 and 2

Cycle	Task Based Learning 1	Task Based Learning 2
Pre-task	Teacher set information by giving the students some vocabularies related to the topic	Teacher asked question to encourage and give students information by giving them some vocabularies
	Teacher conducted the same pre-task in both implementations. She gave preliminary information in order to encourage the students and also to set their mind for the lesson. By asking questions, she tried to develop the students knowledge about the topic.	
Task	Teacher asked the students doing the task in groups of four students and performed their result	Teacher asked the students writing their text/ story in groups by using some clue words.
	Teacher asked the students in groups to do the tasks in task based learning 1 and 2. Each of the groups consisted of four students. After accomplishing the discussion, the groups performed their results in front of the class.	
Language Focus	Teacher provided a model of proficient speaker. She asked the students to listen and study the language features about the task. She asked the students to practice some words.	Teacher explained the texts/ stories the students had read in front of the class. Teacher asked the representative of the group to write their text on the whiteboard so the other students would be easier to read.
	In those two implementations, teacher explained the language features in the task did by the students. In the task based learning 1, teacher made students to practice the words they were not familiar with. In the task based learning 2, the teacher asked students to write their story on the whiteboard.	

The implementation of TBL in teaching recount text shows that the teacher conducted the task-based learning in three cycle, those were pre-task cycle, task cycle and language focus (J. Willis & Willis, 2007) in a sequence. In the first meeting she could implemented those three cycles in two-hour meeting, yet in the second meeting she could not be able to manage the time to have three cycles instead of having two cycles and continuing the last past cycle, language focus, in the later meeting. The incompleteness of having three cycles in one meeting was caused by the lack of time for doing the task. The students felt they needed much time to work on writing recount text. Discovering the themes or topics took time to gather the different ideas from the members of a group, then finding the clue words also took more time, and the hardest part was to arrange the sentences from Bahasa Indonesia into the target language, English. It was not easy for them to compose recount text from many ideas of the member of the group.

Task-based learning becomes a different way to teach language, in which it helps the students by placing them in a situation like in the real world, a situation where oral communication is essential for them doing a specific task. Task-based learning had the advantage of getting the students to use their skills at their current level, to help develop language through its use. It has the advantage of getting the focus of the students toward achieving a goal where language become a tool, making the use of language a necessity. The students obliged to use the target language in every single action in doing the task (Richards & Rodgers, 2001). From the observation done in the class, the students mostly spoke their mother tongues, Javanese and Bahasa Indonesia. They did not feel confidence with their English since they only could use simple phrases to speak with their partners. The main goal of task-based learning was to make students able to communicate using the target language. They should speak in the target language even they made error or mistakes, it is crucial since the aim of using this TBL was to make students active and communicatively learning English. Hence the teacher also used Bahasa collaborated her English in explaining. She felt Bahasa Indonesia will much more help her students understand the lesson than she always speaks using English all the time. The students prefer mixing the languages, Javanese, Bahasa Indonesia and simple English. They sometime understand only simple English instructions. When the teacher spoke long sentences in English, they did not catch the meaning of those.

Regarding to the task chosen by the teacher for her students, those were classified as ordering and sorting (1) and sharing personal experience (2) (D. Willis, 1996). The task in the first implementation used reading text in which allowed students to answer some questions and find some verb base, other task was to rearrange the jumbled sentences. Actually the former task belong to reading, but teacher preferred to use this with the reason that students will be encouraged by seeing the model of text and also answering the text will help them to understand the sample text. The later task was writing a text based on the students' experiences. Here the teacher didn't explain the writing technique which she should have been done, such as stated by Harmer (2004) and Brown (2001) that teacher should do give some steps such as planning, drafting, editing, revising, until they come up to the final version. On the contrary, the teacher asked the students in the second implementation to make their own composition using clues from some word they looked for, and developed them in groups.

It can be concluded that the implementation of TBL in teaching writing in this study relies on the teacher conducting the three steps and the language used by the students to communicate in doing the tasks. Since the goal of this method were to achieve students' centeredness and communicative learning.

Students' Writing Ability

The researcher analyzed students' writing text in order to find out the student's ability in writing recount text for the question number two. They were analyzed based on the scoring rubric proposed by M. O'Malley and L. V. Pierce (1996) which has been modified. There are some criteria for the assessment of writing: organization, style, grammar and mechanic.

The group had chosen the right topic which was about holiday. They developed the paragraph so minimalist. Their text consisted of 10 sentences. The following would be the elaboration of the text based on four criteria:

1. The Organization

This criterion reflects how the students put the ideas appropriately and the structures of the text had been placed properly. From the example text above, the students composed two paragraphs. Both of them told about only an event. In the first paragraph, the orientation part used “I” as specific participant. It did not mention the place where the event took place clearly, but the reader will know it by looking at the title. The sentences mostly used past simple tense, yet still many errors happened there. As we could see in the first sentence of the first paragraph, “*When I want to...*” the word “*want*” should be changed into “*wanted*.” On the second paragraph, it still continued the event in the previous paragraph. Actually, in this story they told about how they got in the swing, how they felt when they were in, and after they got off the swing. “*After installing a protection tool...*”; “*It felt like boarding a plane...*”; “*I shouted until my voice...*” In this paragraph it showed only one temporal conjunction, in the first sentence of the second paragraph. The ungrammatical sentence was found, it was in the last sentence of the second paragraph, “*...it feels our lives are still left the vehicle...*” the sentence should be “*...it seemed that our lives still left on the swing.*” The text did not include the reorientation, it did not sum up the whole story.

2. The Style

This criteria was about the vocabulary selection to put in the text which was suit and precise. The vocabulary used in the text above was poor. Most of the students were lack of vocabulary and sometime they misused them. In the first sentence, we could find some vocabulary which were not proper to be used, such as *climb* and *slimppers*. They should change the word “*climb*” with “*ride up*”, and use “*footwear*” instead of “*slimppers*.”

3. The Grammar

The rules of the grammar related to the correct use of verb form and tense on sequence, modal articles, preposition and the agreement of subject and predicator. In the text, it was found that many errors were made by the students. It was shown in the first sentence, “*When I want to climb the giant swing rides, we had to take off slimppers or shoes and bags are easily taken apart.*” The first verb (*want*) they used present verb, yet in the second verb (*had*) they changed into the past verb, it happened for the third verb (*are*) was in the present verb. It still happened in the second paragraph of the text, the use of verb form and tense

4. The Mechanic

This mechanic criterion was dealt with spelling, punctuation and capitalization used to write in the text. Only few errors made by the students regarding to the capitalization, they used capital letter in the beginning of each sentences. But they did not write the capital letter for the beginning of the fourth

sentence. Neither did they write the name of person in the second paragraph, not using the capital letter indeed. As we could see “...with my friend, namely, *vira, syifa, Rifai, Erlangga, Rony...*”

The text from group 3 had more sentences than the previous groups. It consisted of seventeen sentences. Some errors were made, and the most fatal was the use of specific participant.

Orientation	<p><i>At 07.30 we set out from the inn Islamic center leading to trans Studio bandung in the city of Bandung. At the time of our trip go to trans Studio bandung. after a long journey, we finally arrived at the trans studio bandung in the city of bandung.</i></p>	<p>1.Containing descriptive words explaining whom the participants are, when and where the events take place 2.The use of specific participants (<i>we</i>) 3.The use of circumstance time and place (<i>at 07.30, the inn silamic center, to Bandung</i>) 4.Simple past tense (verb of <i>arrived</i>)</p>
Series of events	<p><i>after all got off the bus, we immediately entered the trans studio bandung and marchen before going into the game area. We want to go down after we met with members of the mission who were mission-x, Our first entering a science room in the trans studio bandung. after that we went out for lunch. after that we were given about four hours to play the rides in trans studio bandung. There are a variety of rides there, vertigo, another world, the world of children, the world giant, Yamaba, Dunlop, cruising, lost city and much more.</i></p> <p><i>There when me and my friend rida try some rides that are there. rides I try the most exciting and fun with my friends rida is Dunlop. Dunlop is one of the most fun game, it's my time driving a car, it's great fun and very exciting. There when you can feel the actual driving. Me and my friends feel on the highway, where the race begin. There when me and my friends are very addictive pleasure to try to ride Dunlop Racing Car Trans.</i></p>	<p>record of events: event 1: arriving at Trans Studio bandung event 2: entering the science room. Event 3: having lunch Event 4: riding Dunlop game.</p>
Re-orientation	<p><i>It's great if visiting in Trans studio bandung again next time. I really like the the trans studio bandung in the city of bandung. But I was not satisfied yet there.</i></p>	<p>The sum up of the writer's feeling of his tour at trans studio bandung</p>

1. Organization

The text was composed by full schematic structures. The orientation part was in the first paragraph, it introduced the participant, the place and the time of the event happened. *“At 07.30 we set out from the inn Islamic center leading to trans Studio bandung in the city of Bandung.”* The events were told chronologically, there were some events happened, *“At 07.30 we set out from the inn Islamic..,” “After a long journey, we finally arrived at the trans studio bandung..,” “After that we went out for lunch.”* This text had reorientation stating the writer feeling of the story. *“It’s great if visiting in Trans studio bandung again next time. I really like the the trans studio bandung in the city of bandung. But I was not satisfied yet there.”* These sentences summed up the whole story.

2. Style

The vocabulary chosen by the writers was good enough in telling their trip. But it was lack of sentence variation, it used simple ones.

3. Grammar

The most fatal error made was the use of specific participant, it used *“me”* as the subject instead of *“I”* But in the last two sentences we found the subject *“I”* there. The groups might be confused when there were two subjects, *“me and my friend.”*

4. Mechanic

Mostly the group had used correct spelling, but it had less correct punctuation. For example it stated the name of a city, and the first letter of a sentence, it did not use capital letters.

It showed that students’ writing results vary for their organization, style, grammar or mechanic. Mostly they had low to average score in most writing criteria. The organization of the text was adequate in describing the topic and ideas. In their texts the topic was supported by the ideas which made the text well organized. The topic they chose was about the holiday was described well enough, it was supported by some ideas developed from the clue words they looked for before. It happened to some groups that the vocabulary they used was very poor and inappropriate. The students used their dictionary to find the English words to put in their text, and they picked the words which they thought have the same meaning with the intended words. In the aspect of grammar, the students were still having trouble to use the tense in the recount text. Almost all group got fair for the score of grammar. They had many grammar inaccuracies in their texts, sometimes they forgot to use the past verb in the past sentences. In the aspect of mechanic, the groups had poor score too. They missed the capitalization in writing a person’s name, first letter in a sentence or even they misused the capital letter.

The students’ recount texts were also analyzed based on the genre of the recount text. As on the previously was stated that every text its own structural and grammatical knowledge for their different purposes and audiences. Below was the

table shown the students' recount text which was analyzed based on its genre, recount.

Generally the students had already understood what recount text was, as most of the group could apply the structure of the text correctly, just two of the groups did not have the orientation for their texts. They just put the events and then ended it. There were no setting and background for the story in the text which made the reader confused as there were unavailable explanation of what was going on, when it happened, who participated and where it was going on.

The Discussion of Students' Writing

Based on the analysis of students' writing recount conducted by the researcher, generally the students were low to average in terms of the criteria proposed by M. O'Malley and L. V. Pierce (1996). They need to be improved more in many aspects of writing, such as style, grammar and vocabulary. As previously stated that the teacher did not apply the steps in writing (drafting, editing, revising and final draft) as suggested by Harmer (2004), which was supported by Brown (2001), which might make the students' score low to average.

The students had achieved the point of understanding what recount text was about, as it was seen from their writing result which was to retell events or experiences in the past, and its goal is to entertain or to inform the audiences (Knapp & Watkins, 2005). In term of the generic structures of the text, mostly the group had done well in their composition. They put the orientation first in order to be able to explain who participate, when and where the events took place. The events they put chronologically in the good order too. Still there were many ungrammatical error found, some inaccuracies happened mostly in those texts. There was text written by group 6 which did not use past simple tense. They used present simple tense in their text.

But most of them did not put the re-orientation to sum up their story about their feeling. However there were two groups who did not give any orientation paragraph at all. They only put the series of events in two paragraphs in minimalist sentences. Their texts were also found many ungrammatical sentences.

The Discussion of the Implementation of Task-based Learning and the Students' Writing Ability

This part is the sum up of both discussions answering the two research questions mentioned in the earlier chapter. The teacher who implemented the approach which was called the task-based learning had conducted the three steps of TBL based on D. Willis (1996). By doing the appropriate procedure of the TBL, teacher hoped the learning goals were reached by her students at the end of the learning process. The students were expected to be able to communicate in English fluently because in the process of doing the task they should use the target language. They also had to produce a writing product since it was a writing class.

The teacher had presented those three steps in the first session, but incomplete steps were showed in the second implementation. This was due to running out of time when the students doing the task, composing the text. The teacher referred to students' centered learning as mentioned in Harmer (2001),

she only monitored the students to do the activities and using the target language. In fact, the students did not speak using English in their discussion. They spoke only simple utterance whenever the teacher was near them. They were afraid of making mistakes and had no courage using English. The teacher did not apply the writing guidance for her students as stated in Harmer (2004). She did not apply to teach writing by planning, drafting, editing and revising. In fact she gave instructions and only walked around monitoring them. The lesson time was the reason she chose not to apply the writing guidance. As a result the students' writing product did not show good result, for they had many weaknesses in some aspects, such as grammar, vocabulary and its schematic structures. From the previous points the researcher presented, it led to a decision that the teaching and learning process determine the result. Mostly the successful teaching and learning process using an appropriate approach would produce a good result, whereas the poor teaching and learning process would produce the poor result.

CONCLUSIONS AND SUGGESTION

Conclusions

As explained in the previous chapters, this task based learning method was aimed to explore the target language used by students. They should speak in the target language when the task based language implemented in the classroom. The task based learning comprises three steps, pre-task cycle, task cycle and language focus. In the pre task cycle, teacher introduced the topic and the tasks to the students. Meanwhile the task cycle includes three activities; task, planning and report. In doing task, the teacher asked the students to be in groups of four. The students planned the task also in group, yet they reported the result by their representative of the groups. The language focus deals with analysis and practice of the linguistic features that the students don't understand.

The time consuming in undergoing the task cycle makes the teacher conduct incomplete steps of the task based learning. Moreover, the students used mostly their mother tongue and Bahasa Indonesia in their conversation when the task based learning implemented in the teaching writing. Those two aspects affects the students' result in writing their text, which has many lack of vocabulary, organization and grammatical features.

Suggestion

Based on the findings which refer to the conclusions previously, the researcher then makes suggestions. These suggestions are mainly addressed to English teachers, students and other researcher who are interested in conducting similar study.

For English teacher, task based learning as an alternative method of teaching writing is better given based on the time, so the teacher will not run out of time to implement all those steps in a meeting. It will be better to design the task which is not consuming time.

For the students, the students should use target language whenever the teacher teach English since much practicing speaking the target language will make them more fluently in speaking English.

For the next researcher who wants to explore the same topic, it is suggested to do the research in different level of students, to know the differences of the implemented or task based learning in different level of students. It is recommended to develop this kind of learning method for teaching different language skills and language component.

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