



**THE USE OF TASK-BASED LEARNING TO TEACH
SIMPLE PAST TENSE FOR WRITING RECOUNT TEXTS
AT VOCATIONAL HIGH SCHOOL**

*(A Classroom Action Research in the Elementary Level Students
in Vocational High School (SMK) PSAK Masehi Ambarawa
in Academic Year 2017/2018)*

a final project
submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

ANDRI WICAKSONO

2201410023

UNNES
UNIVERSITAS NEGERI SEMARANG

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

STATE UNIVERSITY OF SEMARANG

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ABSTRACT

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This study tries to find out the use of task-based learning method in teaching simple past tense in writing a recount text on the elementary level students of vocational high school.

In this study, the method used is classroom action research in which there is two cycles done through the study. The objectives of the study are to describe the students' achievement in writing a recount text through the use of task-based learning as well as to find out the students' motivation in the process of the study. The finding showed that there is significant result on the students' achievement in mastering simple past tense by using task-based learning method. It is showed by the percentage of students' achievement pre-test with amount 44.65% increase into 78.5% in cycle 1, while in cycle 2, the students' achievement increases from 78.3% into 81.03%.

In the task-based learning, the task are given repeatly. In this way, the teacher can emphasize certain lesson, so the student can have deep understanding towards the lesson. Moreover, the students can know which part they should improve. Task-based learning also creates a learning process which is more focused. It is said so because in teaching-learning process followed some steps which makes the learning process is more focused.

Those finding indicate that the use of task-based learning method is effective in improving the students' mastery of simple past tense in recount text as well as their motivation.

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APPROVAL

This final project has been approved by a Board of Examination of the English Department of the Languages and Arts Faculty of Semarang State University on September ,2017

Board of Examination:

1. Chairperson

Dr. Sri Rejeki Urip, M.hum
NIP. 196202211989012001

2. Secretary

Arief Suryo Priyatmojo, S.Pd.,M.Pd.
NIP. 198306102010121002

3. First Examiner

Galuh Kirana Dwi Areni, S.S.,M.Pd.
NIP. 197411042006042001

4. Second Examiner

Alief Noor Farida, S.Pd.,M.Pd.
NIP. 198208142014042001

5. First Advisor as Third Examiner

Drs. Suprpto, M.Hum.
NIP. 195311291982031002

Approved by
Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin M.Hum
NIP. 196008031989011001

MOTTO

“ Try and fail, but never fail to try.“

Jared Leto



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This final project is dedicated to

- My beloved parents
- My lovely sister
- All of my friends who always support me

PERNYATAAN

Dengan ini,

Nama : Andri Wicaksono

NIM : 2201410023

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni

Menyatakan bahwa skripsi / final project yang berjudul:

THE USE OF TASK-BASED LEARNING TO TEACH SIMPLE PAST TENSE FOR WRITING RECOUNT TEXTS AT VOCATIONAL HIGH SCHOOL

*(A Classroom Action Research in the Elementary Level Students in Vocational High School
(SMK) PSAK Masehi Ambarawa in Academic Year 2017/2018)*

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar benar merupakan kerja saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ tugas akhir/ *final project* tetap menjadi tanggung jawab saya sendiri.

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Andri Wicaksono

2201410023

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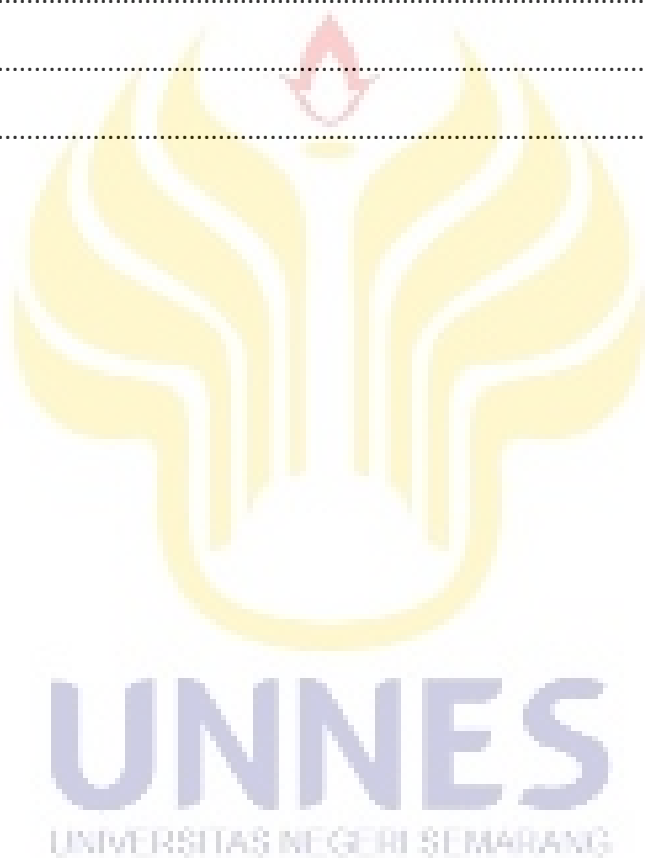
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CHAPTER I

INTRODUCTION

This chapter is divided into six subsections. They are background of the study, reasons for choosing the topic, research of the problem, purpose of the study, significances of the study, and outline of the report.

1.1 Background of the Study

Nowadays English become a global language that used as the media of interaction in the international society. Just like stated by Brown (2001: 118) English is increasingly being used as a tool for interaction among non – native speakers. English has been used as the international language that is learned and used around the world. All of the countries around the world have been implementing regulation regarding English that must be included in the school curriculum. Consequently, Indonesian government also made English as the compulsory subject in the school. Moreover, English subject is one of the subjects that should be passed in the level of SMP (junior high school), SMA (senior high school) and also SMK (vocational high school).

English is very important for Vocational High School students. In this level of education, the students of vocational high school are prepared to be ready in facing the real world of occupations. They need to have some good qualities both working skill and communicating skill according to their skill program. It depends on the teaching and learning process conducted by the teacher in the class. The appropriateness of the method and materials employed by the teacher will determine the students' learning results.

The failure of the K-13 curriculum implementation in Indonesia makes some of the school reuse School-Based Curriculum which has been used since 2006. School-

Based curriculum is still considered as the appropriate curriculum that needs to be used in the recent condition. Based on the School-Based Curriculum (2006:36), English is taught in order to develop students' competence in spoken and written communication to reach the informational literacy level. All four skills of English language should also be mastered by the students, such as listening, speaking, reading, and writing.

Writing, one of the language skills that should be mastered by the students, is considered as a difficult skill. Teacher cannot just only ask the students to write a text. The teacher should introduce the students how to make a good text. The students need some kinds of examples and guidance from the teachers too.

Teaching writing in vocational high school is not an easy task for teacher, since the students are teenager and ready to face the real-world work field. As stated by Hammer (2001:37), people from different ages have some different needs, competences, and skills. The teacher should know the characteristics of his/her students and also the condition of the teaching learning process in order to give them appropriate treatment in the English class. According to Brown (2001: 169) the initiation of interaction done by the teacher is the important key in order to create an interactive classroom. In this case, the teacher is required to be creative in choosing the appropriate and interesting ways to facilitate the teaching and learning process in the classroom.

In this current situation, there are many methodologies in teaching English to facilitate the students in teaching and learning process. The use of particular method depends on the material and the goals of the learning process. One of the methods which employ task as the center of learning is Task-Based Learning. Based on Harmer (2007:51), Task-Based Learning is a natural extension of communicative language teaching which emphasizes on the task rather than the language. The use of task as the

central of teaching and learning process in the classroom is considered as the appropriate method to facilitate the students in writing recount text. As added by Nunan (2004:4) task is a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally on mobilizing their grammatical knowledge in order to convey meaning rather than to manipulate form. By using the Task- Based Learning in teaching writing of recount text, it is expected can improve students' writing skills and motivation in learning English.

To get more understanding toward the students of SMK PSAK Masehi Ambarawa, I conducted an observation. Based on my observation , the students still have lack of motivation to improve their writing skill. Moreover, the teacher does not apply certain interesting method to motivate the students. The students' mastery of simple past tense is still needed to be improved also, so they can make a good writing using past tense. This condition makes makes me interesting to conduct a research in their class, so they can have a good writing skill.

Seeing those phenomena, the writer is interested to conduct a classroom action research about the use of Task-Based Learning to teach writing recount text. Through the use of Task-Based Learning as the method in teaching simple past tense in recount text, it is expected that it will increase the learning result and also learning motivation of the students in SMK PSAK Ambarawa academic year 2017/2018.

1.2 Reasons for Choosing Topic

In choosing the topic above, there are some reasons that support the writer to propose in conducting this research:

1. The characteristics of English learned by the ESL students that should be understood both in the concept and the use.
2. The low motivation of students in learning English.
3. The difficult way to teach writing of the recount text by the elementary level vocational high school.
4. The monotonous method used in the teaching and learning English in SMK PSAK Masehi Ambarawa.

1.3 Research of the problem

Based on the background and reasons in choosing the topic, there are some problems formulated by the writer in doing this research:

1. How is the students' achievement in writing to apply simple past tense in a recount text through the use of Task-Based Learning?
2. How can the use of Task-Based Learning motivate students in writing to apply simple past tense in a recount text?

1.4 Purpose of the Study

In doing this study, there are some purposes that are wanted to be fulfilled by the writer:

1. To describe the students' achievement in writing to apply simple past tense in a recount text through the use of Task-Based Learning.
2. To explain how Task-Based Learning can motivate students in writing to apply simple past tense in a recount text.

1.5 Significances of the Study

The significances of the study are follows:

1. Theoretically

This research will provide us with a new method in teaching of a recount text through the use of Task-based Learning in the level of elementary SMK PSAK Ambarawa.

2. Practically

This result of the research will give us a kind of knowledge that can be used as the bases to select a good and appropriate teaching method in teaching and learning process of English as Second Language.

3. Pedagogically

This result of the research will give us fundamental knowledge that can be implemented in the classroom for the benefit of the students' development in their understanding and motivation.

1.6 Outline of the Study

The research input consists of five chapters. The content of each chapter is as follows:

The first chapter is introduction that covers the information about background of the study, reason for choosing the topic, research of the problem, purpose of the study, significances of the study, and outline of the thesis.

The second chapter is review of related literature. The chapter gives the reader information about the teaching English in vocational high school students, Task-Based Learning, writing, recount text, grammar, simple past tense, and action research.

The third chapter is method of investigation that gives information about research design, subject of the study, role of the researcher, data collection, procedure of the study, instrument of the study, data analysis, and criterion of assessment.

The fourth chapter is analysis the data. It covers description of the analysis of pre-test, the analysis of the teaching learning process, the analysis of post-test, and the analysis of questionnaire.

The fifth chapter is conclusion and suggestion. The content of this chapter are conclusion of the study and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three sections. The first section presents the previous studies in subject related to this topic. This is then followed by the second section which presents review of the theoretical study. The last section is theoretical framework.

2.1 Review of the Previous Studies

In doing this study, there are some studies that have been done by other researchers related to this topic of the study. These previous studies are used as the references, so that this study will keep in line with the previous studies.

The first previous study used in this research is conducted by Pratiwi (2009). It is used because it has some similarities with the present research. These similarities might support the present study. The same with present research, the main problem of her study was to determine effectiveness of Task-Based Learning in teaching simple past tense to year VIII students of junior high school. The other similarity is that the study was also conducted in order to know the students' achievement during teaching and learning process by using TBL method. This study was carried out using action research which employed a pre-test, cycle 1 and 2, a post test, and questionnaire. The result of the students' achievement in pre-test was 36.14 %, in the first cycle was 74.3 %, in the second cycle was 76.8 %, and the result of the post-test was 79.03 %. From the result, it showed that the use of Task-Based Learning as a method in teaching simple past tense gave significant result for students in learning simple past tense. In addition, the questionnaire showed that the students were interested in the method used in teaching learning process, as a result they were motivated in learning simple past tense.

Meanwhile, Ruso (2007) found that implementing TBL approach in EFL classes creates variety for the students. His research was aimed was to find out the solutions to certain problems such as poor learner motivation. There were 55 EFL students from two English classrooms and the researcher, a Turkish teacher, participated in the study. In that study, the learners' opinions about TBL were investigated through different data collection methods: a questionnaire, diaries, and semi-structured interviews. As the conclusion, the research was said successfully enhance the learning activity, since TBL tasks encourage student involvement and to lead to significant improvements regarding their language performance. This research is a beneficial reference for the present research because it has similarities in terms of the purpose of the study and the use of TBL approach.

A successful result was also found by Pietri (2015) where the writer concluded that with the task-based learning is a solid approach that undoubtedly helps motivate Thai students, which ultimately leads them to improve their English-speaking skills and delivery. After the task concluded, most of the students expressed satisfaction and indicated they felt it was a valuable learning experience. This success makes the researcher believes that TBL approach will be useful for the research participants later on and thier skill in writing will be improved as well.

Those studies above are previous studies that have been done by researchers related to this study which applied Task Based Learning as the teaching and learning method in EFL. Considering those studies, the writer is interested to conduct a research with the title The Use of Task Based Learning to Teach Writing of Recount Text in Vocational High School.

2.2 Review of the Theoretical Study

In this section, the writer discusses the issues on teaching English at vocational high school, school based curriculum, writing, recount, grammar, task-based learning, and action research

2.2.1 Teaching English at Vocational High School

Language has the central role in the development of intellectual, social and emotional of the learner and the supporting devices to the successfulness of studying other subject of sciences. In this case the role of international language is very important in the development of the science (BSNP, 2006:177). Based on this view, English is very important to be learned by people all around the world. English become the second language that is learned beside the mother tongue language. Consequently, Indonesia government implement English as the one of school subjects in every level of education that must be passed as the requirement of graduation.

Teaching English in vocational high school is not easy task. English is the adaptive subject in the school that is taught in order to prepare the students with communicative competence using English in the context of the materials needed in the program skills, both written and spoken. Moreover, through English, the students will be equipped with communication competence to communicate in daily life based on the global needs, and also equipped them to develop their communicative competence to the higher level.

The purpose of the teaching English in the level of Vocational High School according to School-Based Curriculum (BSNP, 2006:112) are as follows:

1. Mastering the basic competence and skills of English to support the achievement of skills program competence.

2. Implementing the mastering of competence and skills of English to communicate both spoken and written in the level of intermediate.

The scope of teaching English in the level of Vocational High School encompasses such aspects as follows:

1. Basic English communication in the level of novice
2. Basic English communication in the level of elementary
3. Basic English communication in the level of intermediate

Besides determining the goals and the scope of the teaching and learning English in the level of Vocational High School, the BSNP (National Education Standard Council) have organized the standard competence and basic competence as the source in designing the syllabus and lesson plan in the teaching learning process in order to support the achievements of the goals stated before.

2.2.2 School Based Curriculum (KTSP)

Our government has implemented K-13 curriculum as the substitution of previous curriculum School Based Curriculum (KTSP). However, the unsuccessfulness of the implementation, some school has to use KTSP curriculum again. Since the quality of education in each area is different, the schools tend to reuse the KTSP curriculum as the solution of the unsuccessfulness of the K-13 curriculum. According to BSNP (2006:3) the school based curriculum is established by the school to adapt the educational program with the necessary and potency in a certain area.

BSNP also provides the definition of School-based curriculum as follows:

KTSP adalah kurikulum operasional yang disusun oleh dan di laksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan, struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan, dan silabus.(BSNP, 2006:5)

The School-Based Curriculum is an operational curriculum that is organized and implemented in each level of school. The School-Based curriculum consists of the education purpose of the school, content and structure of the school, education calendar, and syllabus (free translation).

The implementation of School Based curriculum is suitable with the educational condition in Indonesia that varies from one area to another area. Through the School Based Curriculum which is organized by school, the teaching and learning process will run smoothly which is suitable for the students.

2.2.3 General Concept of Writing

Writing is one of the language skills that must be mastered by language learner. The important thing is that writing is a kind of skill that needs to be practiced frequently. Writing is expressing the ideas in a form of words composition and arrangement in a written form. According to Tydiman (1984:134) writing is closely related to speaking, not only such item of content, organization of ideas and vocabulary, but also in the use of pause and modulation of the voice to show the division and the relationship of the ideas.

The students' problems in writing composition according to Harris (1969: 68-69) are divided into five components. They are:

1. Content: measuring the substance of the writing, the ideas expressed.
2. Form: measuring the organization of the content.
3. Grammar: measuring the employment of grammatical forms and syntactic patterns.
4. Style: measuring the choice of structures and lexical items to give a particular tone or flavour to the writing.

5. Mechanics: measuring the use of the graphic conventions of the language.

Based on the explanation above, the writing process is not an easy task. A good writing can be achieved through the well-organized words depending on the circumstances.

2.2.3.1 Steps of Writing

Writing is not a process where we put some words together in a written form. There are some steps that need to be considered by the writer that should be taught by the teacher to the students. According to Meyers (2005: 1) writing well is divided into six steps as follows:

1. Exploring Ideas

Writing the first needs discovering ideas. Before writing, students explore their mind freely. Then convey what they have been thought through writing activity.

2. Pre-Writing

The second step of the writing process involves writing the thoughts on paper or on computer. This step is called pre-writing. It is time to relax, to write quickly, and begin organizing the thoughts.

3. Organizing

After the ideas have been put into words, it is the time to organize them. This process involves selecting, subtracting and adding. Think again about the purpose and audience.

4. Writing the First Draft

It is important to do some pre-writing, select the best ideas, expand on them and arrange them in some reasonable order. The writers can write the first paragraph

by ignoring about being perfect. Some steps for drafting are say something about before writing process, write fast by hand or by computer, use only one side of the paper, leave wide margins and double space to make room for changes, and save the work every five and ten minutes in computer.

5. Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what we have already written.

6. Producing the Final Copy

There are two steps in producing the final copy; they are editing and proof-reading. The editing is focus on grammar, words choice, verbs form, punctuation, and spelling. Read the paper more than once. This draft should be neat and should represent the best efforts. And proof-reading here was the final stage of the process. That means carefully reading the draft more than once to check that the revisions and the editorial change were made correctly.

2.2.3.2 Teaching Writing in Vocational High School

The students of vocational high school are expected to reach the communicative competence in the level of real life, because they are prepared to face the real world. They are expected to have the skill of communication and competence program based on their field. In this case the students must be able to use English in the application of competence program in a form spoken or written. It can be inferred that the graduate students of vocational high school based on the School-Based Curriculum are prepared to be able to compete in the global society.

In the vocational high school, the students are introduced by some types of text. Based on the School Based Curriculum, one of the texts that are taught to the novice level of vocational high school is recount text. The mastering of a text should be achieved by the students because they will be the professional employee in their field of skill program.

This is the task for teachers to encourage their students to learn writing in the target language. In teaching writing the teacher can follow the three steps, they are; first, the teacher should be able to motivate the students to write about the things or their experience. Second, the teacher should show the students: how to develop paragraphs. It does not matter if they make some mistakes. In arranging their ideas, they should be shown parts of writing, such as; opening paragraph, the body of paragraph, and closing paragraph. The last, the teacher evaluates students' works. From the explanation above, it could provide a valuable learning experience in which students practice language in some meaningful ways.

2.2.3.3 Approaches of Teaching Writing

In teaching writing, the teacher needs to employ the appropriate approach in order to achieve the goals of teaching and learning process. There are some approaches that can be employed in the teaching writing in the class (Raimes, 1983).

1. The Controlled – to – Free Approach

This approach stresses the importance of grammar, syntax, and mechanics. Generally taught sequentially, teaching writing first involves sentence exercises and then paragraph manipulation. Most of the writing is strictly controlled by having students change words or clauses or combine sentences. These controlled compositions then followed by correction of errors, so that it can lead to the free composition. Overall, this approach focuses on accuracy rather than fluency.

2. The Free – Writing Approach

In this approach, teachers value quantity over quality in writing and do minimal error correction. The focus of instruction is on content and audience. Students are encouraged to be concerned about fluency and content. It is based on the principle that if once ideas are there, the organization follows.

3. The Pattern – Paragraph Approach

This approach involves the analysis and the imitation of model texts and stresses organization above all. By imitating model paragraphs, putting scrambled sentences in order, identifying or writing topic sentences and inserting or deleting sentences, students are taught to develop an awareness of the English features of writing. It is based on the principle that in different cultures people construct and organize communication with each other in different ways.

4. The Grammar – Syntax – Organization Approach

This approach requires students to focus on several features of writing at once. Therefore, the writing tasks are designed to make students pay attention to grammar and syntax while also giving them words such as *first*, *then*, and *finally* to organize their text. This approach links the purpose of writing to the forms that are needed to convey message.

5. The Communicative Approach

The purpose and audience are the focal points in this approach to writing. Students engage in real –life tasks, such as writing informal and formal letters. Thus, this approach is quite functional in nature, which can provide the actual experience to the learners.

6. The Process Approach

This approach shows the shift from product to process which shows in questions “*How do I write this?*”, “*How do I get started?*”. Hence, the students are trained to generate ideas for writing, to think of purpose, audience, ways of communication and so on. In fact, it is a developmental process from generating ideas to expressing them, drafting, redrafting, organizing and so on. This process of writing can have three stages like: pre-writing, writing and post-writing (revising or redrafting).

2.2.4 General Concept of Genre

When someone speaks or writes, he/she is creating a genre. Genre is the most important aspect in making a text. Through using genre, the purpose and the characteristics of text can be identified. Based on Hartono (2005: 5) the term genre used to refer particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.

Moreover, Gerot and Wignell (1994: 17) stated that a genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something.

There are two kinds of genre; story genre and factual genre. Story genre deals with how a text gives some entertaining and imaginative information. It consists of narrative, news story, anecdote, spoof, and recount. Factual genre, on the other hand, deals with some factual information. It consists of procedure, explanation, report, exposition, discussion, description, review, news item, and commentary.

2.2.4.1 Recount text

In this study, the writer will discuss about recount as one of the genres that is being taught

in vocational high school based on the School Based Curriculum and as a text type which is used in this study.

According to Anderson and Kathy (1997:48), they state that recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of the recount text is to give the audience a description of what occurred and when it occurred. This means that the social function of a recount text is to inform the past events.

Every text must have a particular generic structure. According to Gerrot and Wignell (1994:194) explained that the generic structure of recount generally begins with orientation that provides the reader or the listener the background knowledge of the information involved in the text (i.e. who was involved, where and when it happened). The next stage is the series of events as the focus of recount. It contains information about what happened in what sequence an event occurs. At various states, there may be some personal comments on the incident (e.g. we had a wonderful journey). Finally, there is a re-orientation that concludes optional-closure of events.

They added that a recount text has these following language features:

1. Focus on specific participations
2. Use material processes
3. Show circumstances of time and place
4. Use of past tense
5. Focus on temporal sequence

From the definition above, a recount text is a text which describe the series of events about something that happened in the past. School Based Curriculum put this kind

of text as one of the texts that must be mastered by the vocational high school students. The students are expected to be able to understand and create such kind of text.

2.2.5 Definition of Grammar

Grammar has a prominent position in language teaching. Peters (2004:234) notes that “the deeper secrets of any language lie in its grammar, in the underlying rules and conventions by which words combine with each other”. “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning” (Ur, 1988:4). It can be argued that grammar is a set of accepted rules for combining words in certain ways. So, the meaning of the information conveyed by the language itself has to be converted into combined words according to grammatical rules. According to Savage, Bitterlin, and Price (2010:2), Though a skill in its own right, grammar can also be regarded as a necessary master skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted. Therefore, grammar is significant to be taught to develop listening, speaking, reading, and writing skills. This component is also important to complete the communicative tasks.

2.2.5.1 Teaching Grammar

According to Byrd (1998:3), “teaching grammar refers to the decisions made and actions taken by the language teacher to help students become both fluent and accurate in their use of their new language”. After learning English grammar using selected grammar activities, the students are expected to be able to speak or write English easily and correct in all details as they followed English grammatical structures in their communicative tasks. As also asserted by Saricoban and Metin (2000) “in order to make a grammar lesson

effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom”.

2.2.5.2 Definition of Past Tense

Frank (1972: 73) states that past tense indicates definite time terminating in the past, whether a time word is given or not. Murphy (1985: 22) says that the use of simple past is to talk about action or situations in the past. While Swan (1983: xvi) states that simple past is a verb form made without an auxiliary verb. Other definitions are given by Cook and Sutter (1980: 5) in Suryanto (2007) that past tense is an action or states that usually occurs or completed in the past. Now I could infer that past tense is an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result is not relationship with action in the present. Murphy (1985: 22) says that very often the past simple ends in –ed, but many important verbs are irregular. This means that the past simple does not end in –ed.

The Pattern of Simple Past Tense I

Sentence	Pattern
Affirmative	Subject + Verb 2 + Object
Negative	Subject + Did Not + Infinitive + Object
Interrogative	Did + Subject + Infinitive + Object

The Pattern of Simple Past Tense II

Sentence	Pattern
Affirmative	Subject + Was/ Were + Complement
Negative	Subject + Was/ Were + Not + Complement

Interrogative	Was/ Were + Subject + Complement
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2.2.6 Task-Based Learning

There are many kinds of methodologies that can be used in the teaching learning process. One of them is Task-Based Learning (TBL). Task-based learning (TBL) is an approach to second/foreign language (L2) learning and teaching and methodology in which classroom tasks constitute the main focus of instruction (R. Richards, Schmidt, Platt, & Schmidt, 2003). TBL approach emphasizes on the tasks in the teaching and learning process. Furthermore, a classroom tasks is defined as an activity that (a) is goal-oriented, (b) is content focused, (c) has a real outcome, and (d) reflects real-life language use and language need (Shehadeh, 2005).

Harmer (2007:71) added that task-based learning is a learning methodology that makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

Based on the definitions above, it can be concluded that task-based learning is learning methodology which employs tasks as the main concerns in the teaching learning process to improve students' achievement.

2.2.6.1 Task-based learning Framework

The use of task-based learning in teaching learning process encompasses particular framework. Harmer (2007:57) divided the framework of task-based learning into three steps; they are pre-task, a task cycle, and language focus. In addition, Willis (1996:23)

has suggested the TBL framework consists of three main phases, provides 3 basic conditions for language learning. Here is the framework of Task-Based Learning proposed by Willis (1996)

Pre-task		
Introduction to topic and task		
Task cycle		
Task	Planning	Report
Language focus		
Analysis	Practice	

1. **Pre-task:** introduces the class to the topic and the task activating topic-related words and phrases.
2. **Task Cycle:** offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. There are three components of a task cycle:
 - a. **Task:** Learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.
 - b. **Planning:** Comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language adviser.

Learners plan their reports effectively and maximize their learning opportunities.

- c. **Report:** is the natural condition of the task cycle. In this stage learners tell the class about their findings. So, the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances.

3. **Language Focus:** Allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed. Language focus has two components:

- a. **Analysis:** analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.
- b. **Practice:** practice activities are based on features of language that already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

2.2.6.2 Types of Task in Task-Based Learning

In the implementation of TBL in a classroom, there are some types of Task-based learning. According to Willis (1996), each type of the task should be done by the students in the class. Those are:

1. Listing

A listing is divided into two activities; brainstorming in which the students write their thoughts as they come to them and fact-finding where the students write facts that they find in their surroundings. Here, the students are supposed to complete list and draft mind map.

2. Ordering and sorting

This task involves four activities; sequencing, ranking, categorizing, and classifying. The students should be able to set information ordered and sorted according to specified criteria.

3. Comparing

There are three tasks in the comparing type; matching, finding similarities, and finding differences. The students must be able to do task in the form of items appropriately matched or assembled, or the identification of similarities and/or differences.

4. Problem solving

Problem solving consists of analysing real situations, analysing hypothetical situations, reasoning, and decision-making. In this type, the students are asked to find solution to the problem, which can then be evaluated.

5. Sharing personal experience

The type covers narrating, describing, exploring and explaining attitude, opinions, and reactions. It is suitable for increasing students' social value. Then students will take care of others.

6. Creative tasks

This last task is the compilation of the previous tasks. It consists of brainstorming, fact-finding, ordering and sorting, comparing, problem solving, and many others. The

students are supposed to make an end product that will be appreciated by wider audience.

2.2.7 Action Research

There are many types of research in the field of ESL. One of them is Action research. Harmer (2003: 344) states that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/ or appropriateness of certain activities and procedures. A form of research, which becomes increasingly significant in language education, is action research. This research has been defined in a number of ways.

According to Wallace (1998:4), “action research is a process, which is done by systematically collecting data on teacher’s everyday practice and analyzing it in order to make some decision about what her future practice should be”.

Based on the definitions above, it can be concluded that action research is a systematic research done by the teachers in their own class to solve the problem faced by the students through self-reflection in order to improve the students results on the teaching learning process.

2.2.7.1 Steps of Conducting Action Research

There are steps of action research. According Kemmis and McTaggart (in Burns, 2010: 7), in action research, a cycle consists of four steps. The cycles can be repeated as necessary. They are planning, acting, observing, and reflecting. The model of action research has been illustrated as follows:

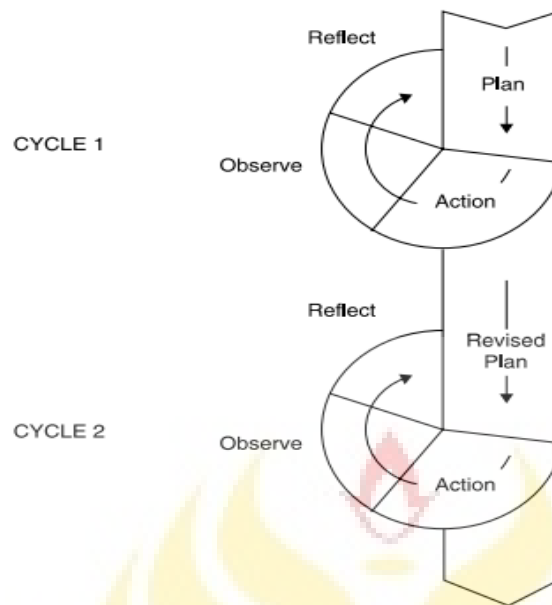


Figure 2.2 Cyclical Action Research based on Kemmis and McTaggart (1988)

Action research typically involves four broad phases in a cycle research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. The steps above will be explained as follows:

(1) Planning

Planning is the first step in doing action research. In this step, the researcher or the teacher identifies the problem or issue and develop a plan of action in order to bring about improvements in a specifics area of the research context.

(2) Acting

In this step, the researcher or teacher executes carefully the plan which is made before. This step is the main step of action research. In other words, this is the implementation of the planning.

(3) Observing

In observation, the researcher or teacher observes the collected data during the action step. The purpose of this step is to find out whether the improvement or the change has reached or not throughout the action.

(4) Reflecting

In the last step, reflection, the research or the teacher evaluates the effect of action in order to make sense of what has happened and to understand the problem and also describe whether there is the positive or negative aspect for the study improvement. Based on the reflection, the researcher revises the previous plan to go for the next cycle.

2.3 Theoretical Framework

Based on School Based Curriculum, the students of vocational high school have to be able to communicate using English both in a form of spoken and written form based on their skill program. Teaching writing is not an easy task for teacher, especially in vocational high school. The best technique and methods should be applied in order to achieve the good result of teaching and learning process. In this study, the writer will use Task Based Learning as the teaching methodology to teach writing a recount text. This study will use action research design which has four steps: planning, acting, observing and reflecting. This study is conducted in order to find out how Task Based Learning enhance students writing and also how it can motivate the students in writing a recount text. The following figure is the scheme of the study that will be conducted by the writer:

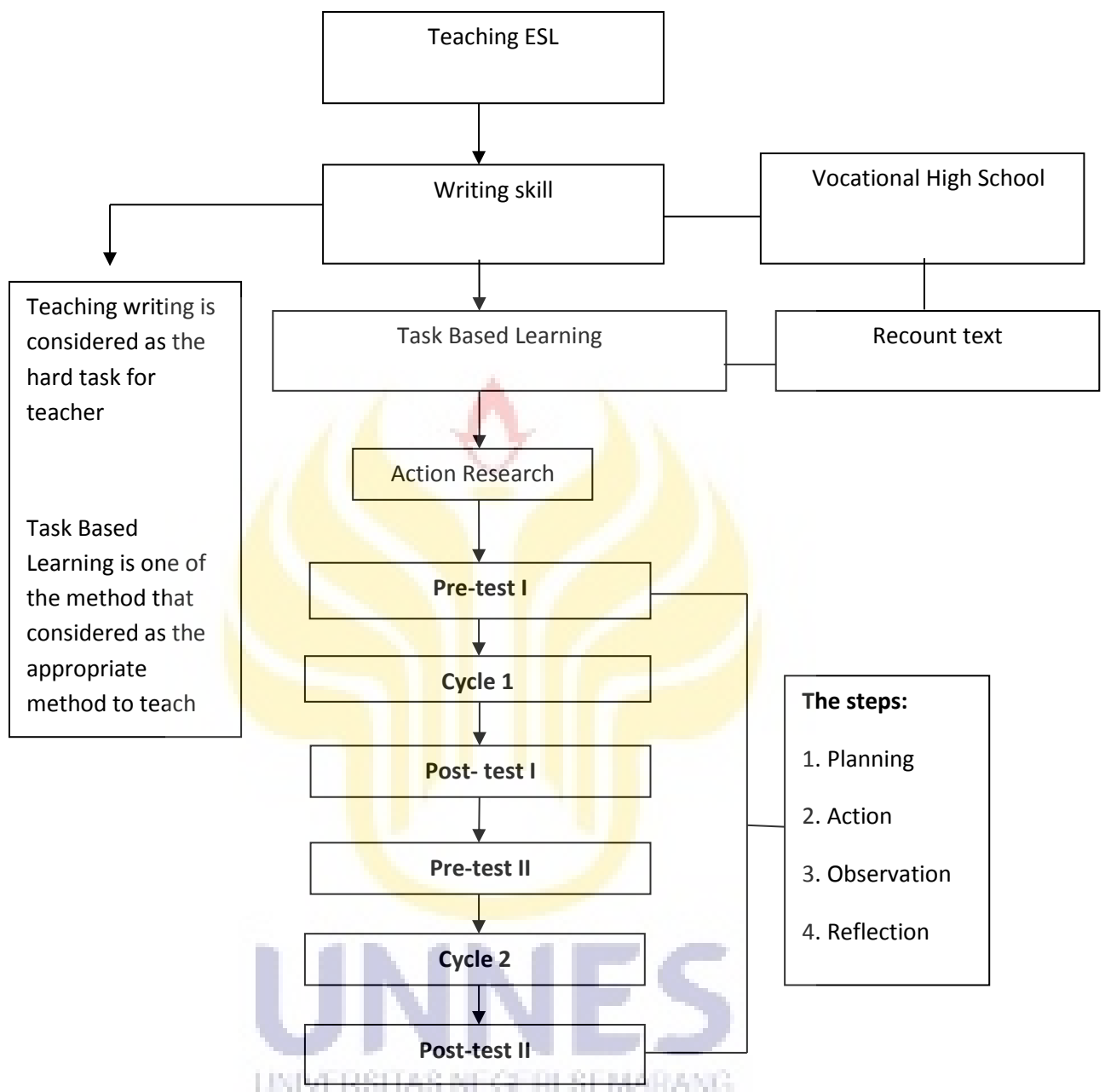


Figure 2.3 Framework of the study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present several conclusions and suggestions based on problems of the study both for the teacher and students.

5.1 Conclusion

Based on the investigation and discussion in the previous chapter, the writer concludes that:

- a) There was significant result on students' achievement in mastering simple past tense by using Task-Based Learning method. The percentage of students' achievement pre-test was 44.65 %. Then, the percentage of students' achievement in the cycle 1 was 78.5 %, while the percentage of students' achievement in the cycle 2 was 78.3 %. In addition, in the post-test was 81.03 %. It was higher than in the pre-test 44.65 %. It can be concluded that the teaching learning process by using Task-Based Learning gave significant result for the students' achievement.
- b) The Task-Based Learning method was very useful for the students since it can help them motivate themselves in mastering simple past tense.
- c) The writer concludes that the main factor that affects students' progress is the students' interest in the method given so that they are motivated to learn simple past tense.
- d) Task-Based Learning is a good method to be regularly and continually applied in teaching learning process.

5.2 Suggestion

From the conclusion above, the researcher put forward some suggestions regarding the implementation of this teaching method.

- 1) First, students should be active, attentive, eager to learn, and enthusiastic during the lessons in order to improve their learning outcomes.
- 2) Second, teachers should also build a close relationship with the students so that they will not have much trouble in getting students' attention, communicating with them, and even controlling them during the lessons.
- 3) Third, teachers should integrate other learning media such as power point slides to explain the lessons and make the lesson clearer to be understood before group grid technique is applied as the cooperative learning technique. It is because this technique really trains students' categorization skill and memorization skill.
- 4) Fourth, teachers should be able to design interesting group grid handouts to attract students' attention and pep them up to complete the group tasks. Teachers might design complex group grid handouts for students, but the level of its complexity should be in accordance with the level of students' learning ability so the students will not get bored easily. Indeed, this will challenge them.

The writer suggests that the teacher should balance between the students' skill in writing and all of the aspects of writing because what the students write must be relevant to their needs and interest and they must be willing and be able to write and spell it words properly.

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