

## THE EFFECTIVENESS OF TASK BASED LEARNING MODEL ON WRITING NEWS ITEM TEXT AT XI GRADE MAN 3 PADANG PANJANG

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### ABSTRACT

*This research aimed at describing the effectiveness of TBL model on writing especially on news item text. The research design used was pre-experimental research with one group model. The population of this research was the entire XI grade of MAN 3 Padang Panjang. The sample of this research was one class; XI Science students. To determine the sample, the researcher used purposive sampling technique. To gain the data, this research used pre-test and post-test. The comparison of pre-test and post-test result is 43.57%, the mean of pre-test is 46 % and it increases to 80.47% to the post test one. Then, hypothesis showed that t-count is higher than t-table ( $8.74 > 1,761$ ). It means task based learning model (TBL) has significant effectiveness on writing news item text. To conclude the result of this research, it can be stated that TBL model have been successful to be effective method and successful to increase students achievement in writing news item text. This research is recommended for teacher to use TBL in teaching writing especially on news items text.*

*Keywords: News item text, task based learning model, writing*

### INTRODUCTION

Writing becomes one of important skills that should be mastered well by students. Writing is regarded as productive skills. It aims at assisting students in expressing their idea in written form. As stated by Leo in Fauzi (2005:11) writing is a process of expressing ideas or thoughts in words. In addition, Hyland (2002:88) says that writing is generative in which writers can explore and discover ideas as they write. So, by writing students can express their knowledge, ideas, messages, and feelings into the form of letters and convey their messages to the readers. Furthermore, Harmer (2004:13) defined writing as an essential part of learning a language. It is the most important skills in language learning besides the other language skills namely reading, speaking, and listening. It is one of the standard competences in the teaching of English. Mastering writing ability effectively is seen as a key objective for senior high school students. This skill should be exercised and trained in order to have good writing skill. In the national curriculum of Indonesia (K-2013) which recommended by government, there are some texts which have to be mastered in writing lesson by the students of senior high school. One of them is writing news item text.

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important. News Item is one of factual genres. Its social function is to inform the readers, listeners, or viewers about events of the day, which are considered newsworthy or important (Gerot and Wignel, 1995:200). Inline with Gerot and Wignel, Akufah (2012: 50) defined News item text as the factual text which has purpose to inform the readers about events of the day which are considered newsworthy or important. Specifically news item text inform publicly about the thing happened which is considered as newsworthy. It is important to be known publicly as it often happens in one part of region and the function of news item text is to socially spread the news. Next, Grace and Sudarwati (2007:197) stated that the purpose of news item is to inform the reader, listeners, or viewers about events of the days which are considered newsworthy or important. As other texts, News item text has generic structure and lexicogrammatical features. According to "tim penulis" (2006), generic structure of news item text are (1) newsworthy even: core event, (2) background event: elaboration of event, (3) source: comments and opinions of witnesses or expert of the event. Similarly, Gerot & Wignell (1994) say that there are three generic structures of news item; (1) Newsworthy event(s): recounts the event in summary form, (2) background events: elaborate what happened, to whom, in what circumstances, (3) sources: comments by participants in, witnesses to and authorities expert on the event. Moreover, Basuki (1983) states that part of news are (1) Headline. It is also could be called title. Title gives description of the content of news and helps the reader to know about what the text tell about. (2) Dateline. It is consists of date and place of the events. It has purpose to inform the reader about place of the events and the initial of media. (3) News lead. Lead is usually written in the first paragraph of the news. It is an important part of the news that gives description all of the news briefly. (4) Body. Consist of the story of the event which is reported briefly, clearly, and completely. According to "tim penulis" (2006), there are three grammatical features of news item text; (1) headline, (2) action verb, (3) saying verb. In addition, Gerot & Wignell (1994) state that there are four significant lexicogrammatical features of news item; (1) short, telegraphic information about story captured in headline, (2) use of material processes to retell the event, use of projecting verbal processes in sources stage, and focus on circumstances (e.g. mostly within qualifiers).

Relating to this research, the researcher had found some problems related to teaching and writing news item text. These problems came from the way teacher to teach and how students accept writing. Teacher still used bored method that makes learning become less interested and less effective. Therefore, that case made students got less opportunity to practice or repeating language activities in kind of writing task. Then, student had less vocabulary to interpret the meaning of word. They had difficulty to identify the information of the text. They were also less interested in writing the text because they got less intention and motivation. These problems made students had difficulty in getting good achievement of writing lesson. There are many approaches that can be used by the

teachers in language teaching to make the students achieving their aims in language learning, one of them is Task based learning (Demirel and Amer, 2017: 173). Task-based learning is a teaching model in the learning process focuses on students, and teacher just facilitates student to study through assignments. The use of task-based learning model can reduce the passivity of students that will be able to spur student's participation. It improves students' attention and student's motivation in learning activity. In other hand, task based learning makes the learning process will be effective and efficient. Corony (2005: 18) defined a language learning task as a) An activity b) That has a non-linguistic purpose or goal. c) With a clear outcome. d) And that uses any or all of the four language skills in its accomplishment. e) by conveying meaning in a way that reflects real-world language use. In addition, Nunan (2004:4) says that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and which the intention is to convey meaning rather than to manipulating form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and end.

There are three phases of task based learning model; (1) Pre-task – an overview to the task and topic, (2) Task cycle - Task preparation and report, (3) Language focus (Slattery & Willis: 2001). The demo lesson began with the pre-task phase where the teacher outlined the task and then had the students brainstorm some ideas of what types of things they might use for the task. This stage is meant to get students thinking about the topic but a few absolutely necessary lexical items could be taught here. In Pre-task, teacher introduces the class to the topic and the task activating topic-related words and phrases. Learners get exposure at the pre-task stage, and a chance to recall things they know. The task cycle gives them writing exposure with opportunities for students to learn. In task cycle, teacher offers learners the chance to use English 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. The task cycle also gives students opportunities to use English they have, where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear. 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. (b) Practice: practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities. In the final component, language analysis activities also provide a focus on form through consciousness-raising processes.

Considering Task based learning (TBL) become more interested, if it matched with writing mastery. This model can solve the writing problem in learning and there was a proof that using Task based learning (TBL) had positive result in writing. Some studies recently had been conducted by several researchers relating to Task based learning (TBL) with writing mastery. Ruso (2007)

conducted a research on the influence of task based learning on EFL classroom. The result is TBL enhanced students' learning. Fauzi (2015) conducted a research about task based learning and teaching (TBLT) in teaching writing. The result is there was significant improvement of students' writing mastery using TBLT. Mehwish and Sehrish (2017) conducted a research about the impact of the task based learning on the teaching of writing skills of EFL learners in Pakistan. It was found that students felt comfortable in task based learning regarding their writing skills in the Public Sector University of Pakistan.

Comparing this research with other studies, the researcher apply the use of TBL on writing in different location and material. Even though the previous studies using TBL on writing text had proved writing was able to explore students capability based on TBL. Yet, the researcher found that previous study in different location and different skill material. None of the materials in writing used TBL especially on news Item from previous studies. Therefore, these studies need to run over other field studies with news item material.

**METHODOLOGY**

In this research the researcher used pre experimental research that involved an experimental group as receiver of the treatment. This pre experimental research was done by quantitative research. In conducting pre experimental design, the researcher applied pre-test and post-test. These tests were given before and after learning. The test is intended to know how effective the implementation of TBL model to improve the students' achievement in writing news item text. The population of this research is all of XI grade students of MAN 3 Padang Panjang. According to Babie (in Sukardi, 2003:53), population is research element living and staying together and theoretically becomes the target of research result. Sample is part of the population which is the representative of the population. According to Creswell, (2014) said that a sample is a smaller part of the population that has been targeted for the study. The sample of this research is one class of XI science 1 grade of MAN 3 Padang Panjang. Researcher used purposive sampling to take the sample. Sugionyo (2010:124) defined purposive sampling as the technique of determining the sample based on certain consideration.

Instrument used in this research was writing test. To determine the criteria of the student's score, there is a rubric as follows:

**Tabel: 1. Criteria of test score**

Score	Result	Explanation
1- 100 %	100	Excellent
1- 90 %	90	Very Good
1- 80 %	80	Good
1-70 %	70	More sufficient
1-60 %	60	Sufficient
1-50 %	50	Less sufficient
1-40 %	40	Less
1-30 %	30	Very less
1-20 %	20	Bad
1-10 %	10	Worst

(Arifin, 2011:241)

Based on The criteria of test score above, for students who get excellent writing score are in distance of 85 till 100 score. For students who get good writing score are in distance of 70- till 85score. For students who get sufficient writing score are in distance of 55 till 70 score. For students who get low writing score are in distance of 10 till 50 score. For students who get poor score are in distance of < 40 score.

There were three steps in collecting the data. The first one is observation. Observation is done directly by researcher in research location This technique is implemented to get the data and to know the school condition directly, student's condition in school and student's attitude as long as join the learning process. The second step is interview. The interview is used to obtain as much reliable and relevant information about the problem in writing news item text. The last step is pre-test and post-test. It was design to measure student's achievement in writing news item text. The result of these test was analyzed to compare the differences between before giving the treatment and after giving the treatment. In analyzing the data, the researcher used the steps as follows:

1. Finding raw score with the following formula

$$P = \frac{F}{N} \times 100\%$$

Where:

P= percentage assessed

F= the raw score

N= the maximal score

2. Analyzing the students' writing news item text scores by arranging scores from the lowest to the highest.
3. Then, the researcher determines the average of the data. In finding mean, the researcher use formulas as follows:

$$mean : x = \frac{\sum Fx}{n}$$

Where:

X= mean

$\sum Fx$  =total score

n=subject of sample

4. Finding significant T-score

$$t = \frac{x}{\sqrt{\frac{\sum fx}{n(n-1)}}}$$

Where

t = significant of score

X = mean

$\sum fx$  = total score of post test

n = subject of sample

5. After result t-test score, the research compared the results from pre test and post-test.
6. Finding the hypothesis

**DISCUSSION**

**1. The Description of Implementation of TBL on writing news item text at XI Grade MAN 3 Padang Panjang**

Teaching writing news item text in this study is applied by using three phases learning of task based learning. Related to lesson plan, there are pre-teaching, whilst teaching and post-teaching. In implementing task based learning in teaching writing, the researcher can engage student wholly in the lesson of news item text. Students’ intention to learn and attention had to be exposed in order the learning process be effective an interesting. Then, researcher had to deliver the writing lesson to students in order to make them understand to use the language. They had read as a way to convince that they really understand the written text. After that, student had to be active in doing task, in using that language for writing lesson. By doing task base learning, there are a lot of changes from the previous situation in the class. The changes were caused by task based learning model was positive change. Due to implementing task based learning model, the students’ behaviour showing the low motivation of learning has changed into behaviour which show good motivation of learning from the students. They are more active and their achievement is increased.

**2. The Description of Effectiveness of Task based learning model on writing news items at MAN 3 Padang Panjang**

The data was collected from the pre-test and post-test of experimental. Pre-test was given on the first meeting in order to measure the he description of the effectiveness of task based learning model on writing news item text at XI students’ prior achievement before the treatment. Post-test was done on the last meeting to see any of the students’ improvement after receiving the treatment. There were several steps to analyze the data. First, the researcher looked for students’ achievement by calculating the score of pre-test and post-test in both group. Then, the researcher measured significant different of the score from experimental group by T-test statistical calculation to find out whether the mean difference between them were significant or not. Each step is presented as follows:

**Table: 2. The raw score of pre-test**

No	Name	Content	Organiza tion	Vocabul aries	Gram mar	Mechanic	Score
1	Code 1	17	13	14	15	3	62
2	Code 2	17	13	14	15	3	62
3	Code 3	13	7	7	5	1	33
4	Code 4	13	7	9	5	2	36
5	Code 5	20	13	14	15	3	65
6	Code 6	21	14	15	15	3	68
7	Code 7	17	13	13	11	3	57

8	Code 8	13	7	7	5	1	33
9	Code 9	21	17	17	17	3	75
10	Code 10	13	7	7	5	1	33
11	Code 11	13	7	7	5	1	33
12	Code 12	13	7	8	5	1	34
13	Code 13	13	7	7	5	1	33
14	Code 14	13	7	7	5	1	33
15	Code 15	13	7	7	5	1	33
	Total	230	146	153	133	28	690
	Mean	15,3	9,73	10,2	8,87	1,87	46

**Table: 3. The raw score of post-test**

	Post test	30	20	20	25	5	100
no	Name	Content	Organiza tion	Vocabul aries	Gram mar	Mechanic	Score
1	Code 1	25	18	18	18	5	84
2	Code 2	25	18	18	17	5	83
3	Code 3	20	17	18	15	5	75
4	Code 4	25	18	18	17	5	83
5	Code 5	25	17	17	16	5	80
6	Code 6	25	18	18	17	5	83
7	Code 7	20	17	18	15	5	75
8	Code 8	20	17	18	15	5	75
9	Code 9	27	20	18	17	5	87
10	Code 10	27	20	18	17	5	87
11	Code 11	20	17	18	15	5	75
12	Code 12	25	17	18	15	5	80
13	Code 13	27	20	18	17	5	87
14	Code 14	20	18	18	17	5	78
15	Code 15	20	17	18	15	5	75
	Total	351	269	269	243	75	1207
	Mean	23,4	17,93	17,93	16,2	5	80,47

The table above explain that the highest score of pre-test is 68 and post test score is 87. Meanwhile, the lowest score of pre-test is 33 and post-test is 75. Most of students' score in this class are increased. The average of pre-test score is 46 and post test score is 80.47. In additional, the average result score from pre-test to post test is increased about 34.47 %.

Based on the previous data, it shows that the achievement of students in writing comprehension is low before giving treatment (pre-test) after doing that treatment, the students achievement in writing comprehension increased (post-test). Further explanation of the students' achievement in writing comprehension can be seen in data analysis.

**A. Data Analysis**

There are some steps in data analysis, first is the description of the data that have been explained in the text above, second is comparison the data pre-test and

post-test to find out the result of hypothesis, whether  $H_0$  is accepted or rejected. It aims at finding the final result of influence Task based learning model on writing new item. Furthermore explanation the percentage of indicator in writing comprehension can be seen as follows:

**1. Result of Pre-test Score for Each Indicator**

In this research pre-test was administered to determine the students' writing news item achievement before the implementation of Task based learning. The percentage all of the indicator in pre-test can be seen in the following figure below.

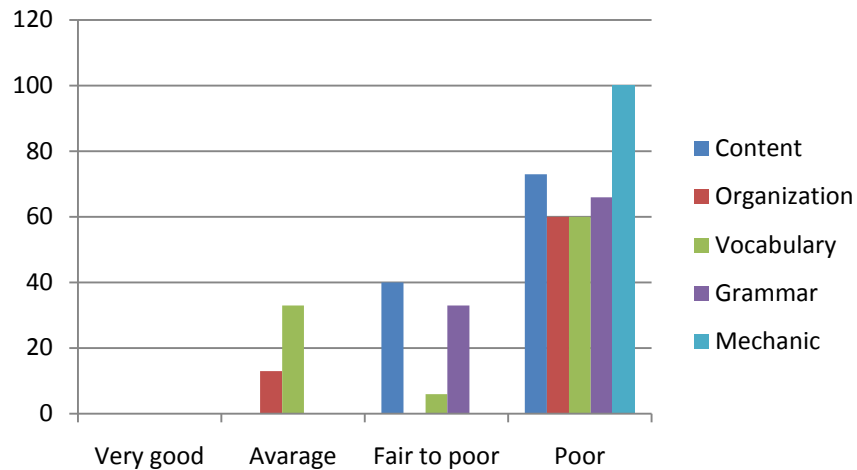


Figure: 1. Pre-test Result

Based on the previous and figure above, it indicated that their writing news item needs the further improvement. Therefore, the researcher tried to improve their comprehension by implementing task based learning model.

**2. Result of Post Test Score for Each Indicator**

In this research post-test was administered to determine the students' writing achievement after the implementation of task based learning. For percentage all of the indicator in post-test, it can be seen in the following figure below.

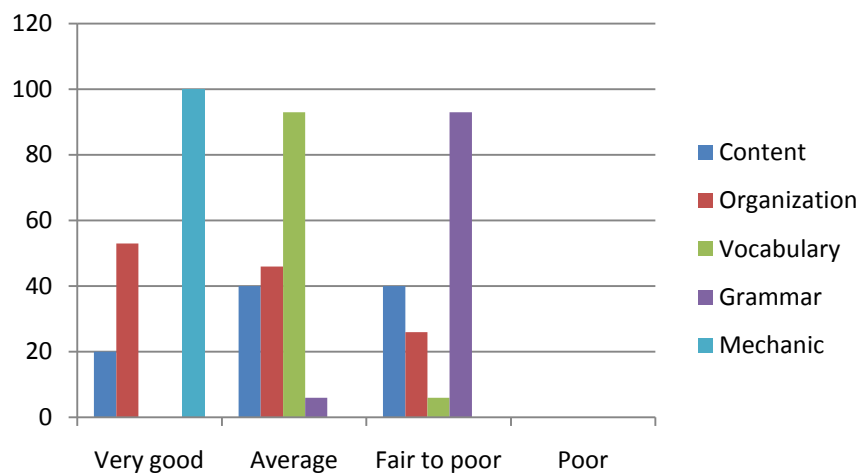


Figure: 2. Post test result



Based on the previous and figure above, it indicated that their writing skill tends to increase by using implementation of TBL model in teaching writing news item. Based on the data which is presented in the figure above, there is distinguish value in percentage between the result of pre-test and post-test. It indicates that there is effectiveness of TBL model on teaching writing news item text. It is proved by the percentage of indicators in post-test tends to increase from the pre-test score.

**3. Statistic Hypothesis**

The last step is using the statistic test to find the result of hypothesis whether  $h_0$  is accepted or rejected to find result of the effectiveness of using TBL on teaching writing news item text. In Arikunto (2008), the formula of T-Test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

Where:

- d : deviation of post test score with the pre-test sore from each subject
- Md : the mean of gain ( $Md = \frac{\sum d}{n}$ )
- Xd : deviation gain score toward mean ( $Xd = d1 - Md$ )
- Xd<sup>2</sup> : square deviation score gain toward mean
- n : total of sample

Step hypothesis:

- a. Determine the hypotheses

$$H_0 : \mu_0 = 0$$

$$H_1 : \mu_1 > 0$$

the determine of the significant, where  $\alpha = 0,05$ ,

$$df = n - 1 = 20 - 1 = 19$$

- b. Critical area (area of rejection  $H_0$ )

T count > T table

With

$$t \text{ table} = t(0,05; 19) = 1,729$$

t table can be found on distribution table

- c. Statistic analysis

The following is the table of statistic analysis

**Table: 4. Statistic Analysis**

No	Pre-test	Post-test	d(y-x)	Xd	xd <sup>2</sup>
1	62	84	22	-12,4667	155,4179
2	62	83	21	-13,4667	181,3512
3	33	75	42	7,53333	56,75106
4	36	83	47	12,53333	157,0844
5	65	80	15	-19,4667	378,9512
6	68	83	15	-19,4667	378,9512
7	57	75	18	-16,4667	271,1512

8	33	75	42	7,53333	56,75106
9	75	87	12	-22,4667	504,7513
10	33	87	54	19,53333	381,551
11	33	75	42	7,53333	56,75106
12	34	80	46	11,53333	133,0177
13	33	87	54	19,53333	381,551
14	33	78	45	10,53333	110,951
15	33	75	42	7,53333	56,75106
Total	690	1207	517		3261,733
Mean	46	80,46667	34,46667		

MEAN OF  $\frac{\sum d}{n}$

T-COUNT

*t count*

$$Md = \frac{\sum d}{n}$$

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

= 8,745501

*t table* = 1,761

$$Md = \frac{517}{15}$$

$$t = \frac{34,467}{\sqrt{15,532406}}$$

$$Md = 34,467$$

The t count price is 8,74, It means the student achievement is enhance after implementation of TBL model on teaching writing news item . If it reviewed on t count and t table with  $\alpha$  (0,05) is 1,761 and  $df = n - 1$ . It means, t count is higher that t table (8.74 > 1,729). Based on the calculation above, it can be concluded that,  $H_0$  is rejected and  $H_1$  is accepted. It means that there is effectiveness of TBL model on teaching writing news item text of eleventh grade student at MAN 3 Padang Panjang.

**CONCLUSION**

The implementation of TBL technique is significantly improving the students' Achievement on writing news Item text. This fact showed by the result of pre-test and post-test, the researcher had found that TBL model is effective in teaching writing news item text. Students got better score and more significant improvement in pre-test to post test. The comparison of pre-test and post-test score is 34.47 %. The result of this study shows that t count price is 8,74. If it reviewed on t count and t table with  $\alpha$  (0,05) is 1,761 and  $df = n - 1$ . It means, t count is higher that t table (8.74 > 1,729). From the result of post test data, it indicated that students' writing ability tends to increase by using implementation of TBL model in teaching writing news item. Before treatment the student are less motivation and less interested in writing. However, after giving the treatment by using TBL model, the students become more active in writing class. It can be concluded that TBL model has significant effectiveness on teaching writing news item text. the student achievement is enhance after implementation of TBL model on teaching writing news item.

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