THE EFFECT OF TASK-BASED LEARNING ON STUDENTS' WRITING ABILITY DURING PANDEMIC COVID-19 AT MTSN 6 LIMA PULUH KOTA

NAME

1. Aulia Urrahmi

AFFILIATION

MTsN 6 Lima Puluh Kota

EMAIL

auliaurrahmi25@gmail.com

*corresponding author

ABSTRACT

Learning writing in MTSN 6 Lima Puluh Kota face some problem. Students have difficulties in organizing and developing ideas, lack of vocabulary, and students also have low interest in learning. The purpose of this study was to see whether the Task-Based Learning method had an effect in improving students' writing ability during the Covid-19 Pandemic. This research is an experimental research conducted at MTSN 6 Lima Puluh Kota. In this study, researcher took a sample of 15 people from each of the two classes, namely class 9.1 and class 9.2. Researcher uses a test as a measurement tool. This research was conducted in three stages; pretest, implementation of Task-Based Learning, and posttest. The pretest average score of the students in the Experimental class was 54 while the pretest score of the control class was 55. Researcher applied Task-Based Learning to the Experimental class, while the Control class was taught using conventional methods. After that, researcher conducted a posttest to both classes. From the posttest results, the average score of the experimental class is 65 while the average of the control class is 60. Which indicates that this value does not reach the minimum completeness criteria (KKM) of 75. Students' score was not increase. This is due to the short study time, the lack of researcher in applying the method and the confusion of students to the school system that is scheduled. In other words, Task-Based Learning is not effectively used during a pandemic at MTsN 6 Lima Puluh Kota. Task-Based Learning did not have a significant effect on students' writing ability during the Covid-19 pandemic at MTsN 6 Lima Puluh Kota.
(271 Words)

KEYWORDS

INTRODUCTION

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively wherever and whenever this might be useful for them. The purposes students have for learning will affect what it is they want and need to learn - and as a result, will influence what they are taught. Because of the importance of English, it becomes a compulsory subject in every school. English has four skills to be mastered. The skill in English divides into two main skills; receptive and productive skills. There are two types of receptive skills: listening and reading, while the productive skill; speaking and writing.

In this study researcher focused on writing which is a form of communication of a person indirectly with another person. To expand the idea in writing text, the author can start with observing something we try to write. First, the content in the text can be found by reading literature. Reading the literature can improve our knowledge, and it is important to read the material that is related to the idea you want to create. Second, writers make the product by their experience or imagine something they want to make. Another way is to observe everyday life. Watching the event around our environment is a good way to get the idea to develop the content of the text.

In fact, in MTSN 6 Lima Puluh Kota, writing becomes a problem for most students, especially in grade IX. According to the data which have been found during the researcher is doing teaching practice, there are some problems related to the writing skill which are faced by the students. First, the students get difficulties in developing their ideas. They do not know what they are going to write into paragraphs even sentences, so it makes their writing lack details. Second, the students get difficulties in organizing the ideas. When they can write some sentences, they do not know how to arrange them with the logical sequence. In addition, their sentences are not relevant to the main idea. Third, most students lack vocabulary. This is the most significant problem since it leads the students to write limited sentences. Fourth, most of the students find difficulties in using correct grammar. They are still confused about how to implement the concept. For example, they are confused when they have to use Simple Past Tense, Past Perfect Tense, and Simple Present Tense. Last, some students misspelled the vocabulary.

Besides the problem above, pandemics are an urgent condition to be solved by teachers in the educational field. Educational institutions are using the online system and phone to study. Bramianto Setiawan and Vina Iasha (2020) said, Learning English online will be different from learning English face to face. In learning English online teachers should be mastering new creative and innovative methods that are suitable with the new normal condition. Online learning can be used in the learning process during the covid-19 pandemic. However, online learning requires more facilities such as internet access and a smartphone or notebook. Fayale (2001) argued, E-learning (online learning) has certain weakness in the form that it can hamper the communication between

learner and teacher. But the direct communication between individual lost. The user of online communication can face many technical difficulties that making the quality of learning process.

This study is purposed to find does the Task-Based Learning is effective to apply in teaching writing during the Pandemic condition. As online learning gives difficulties to both students and teachers. After that school mixed online learning and classroom meeting after the condition getting better. School divided a class into two groups. Those groups study a different times to make a class spacious. One group will do the online learning, during the other group do meeting in the classroom.

In MTSN 6 Lima Puluh Kota, research is applied Task-Based Learning. Task-Based Learning is a method in which learning revolves around the completion of meaningful tasks. Task-Based Learning (TBL) is about the achievement of a principle task and the language learned is dogged by the result of the task completion. The study follows three stages, pre-task, task cycle, and language focus. The pre-task consists of the outline of the topic. It instructs the task. The task cycle signifies the prescribed task and finishing it. The language focus is focused on testing and practice. Meenakshi, Sarika (2014) stated, Task-Based Learning is furnished to learn the language through the task. Instead of focusing on the task, the teacher must also focus on the preparations made before carrying the task. Larsen and Anderson said task is a valuable activity that students can do because they need to speak and communicate with others. The exercise/task will give a real outcome that teachers and students see to assess whether the teaching and learning activity is a success.

According to the phenomenon above researcher wants to know whether Task-Based Learning give effect on students writing ability during the Pandemic Covid-19 at MTSN 6 Lima Puluh Kota. Furthermore, the effect of Task-Based Learning can be proven by the achievement of students of MTSN 6 Lima Puluh Kota in learning English with Task-Based Learning. Researcher intent to pick the title "The Effect Of Task-Based Learning On Student' Writing Comprehension During Pandemic Covid-19 At MTSN 6 Lima Puluh Kota".

RESEARCH METHOD

This research is experimental research. Sugiyono (2018) state experimental researchis a method for the researcher who wants to find the influence of a specific treatment in a controlled condition. The experimental method aims to explain the causal relationship (cause-effect) between one variable and another. Thus, it can be concluded that quantitative research is studying the causal relationship of a phenomenon. Quantitative research uses statistics in its data processing. Quantitative research is divided into two, experimental and survey. On this occasion, the researcher use experimental research. Which is the research that concerns applying a method in a control condition.

Sugiyono (2018) said population is a generalization area consisting of an object or subject which has a certain quantity and characteristic that are determined by the researcher to be studied and then draw conclusion. The population of the study are all the students of class 9.1 and 9.2 at MTSN 6 Lima

Puluh Kota. The sample of this study is 15 students of two classs 9.1 adn 9.2 they are class 9.1 as Experimental group and class 9.2 as Control group.

According to Willis(1996), Task-Based Learning has three stages; pre-task, task cycle, and language focus. Pre-task in an introduction of the topic. The Task cycle phase has three activities in it, that are task, planning, and report. language focus, in this phase students, work on tasks and interpret the language used. The teacher can assess and then analyze the language features used during the task. The phases are performed as the table 1.1 below.

Table 1.1 : Task-Based Learning Cycle by Willis
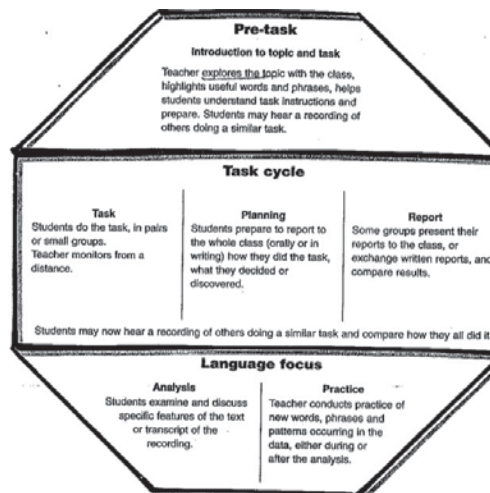
Based on Brown and Bailey (2007) writing assignments are assessed based on 5 aspects, namely organization, content, use of grammar, punctuation and vocabulary. Each weight has a gradation and quality of assessment or category such as excellent to very good, good to average, fair to poor, and inadequate. In addition, each of these aspects has a maximum score of 5 and a minimum of 1. The researcher formulated this assessment using the following table:

Table 1.2 : Analytic scale for rating writing tasks addopted from Brown and Bailey

Value	5	4	3	2	1
Organization	Well organized and perfectly coherent	Fairly well organnized and generaly coherent	Loosely organized but main ideas clear, logical but incomplete sequencing	Ideas disconnect, lack logical sequencing	No organization, incoherent
Content	On topic, concrete and well developed	On topic but missing some details	on topic, less developed ideas	The contents incomplete,hastilty written	Inadequate writing and not on topic
Grammar	Correct grammar and complex structure	Almost correct grammar and complex structure	Some grammar error, fair control of stucture	Many error, poor control of grammar	Dominated by the grammar error

Punctuation	Use punctuation correctly and appropriately	punctuation use almost correct	Error in use punctuation but not inferes with writing	Error using punctuation that interferes with writing	Almost not use punctuation or capital letters
Vocabulary use	Using appropriate and varied vocabulary	appropriate but not varied vocabulary	Some inappopriate vocabulary and not varied vocabulary	Error in vocabulary selection	Completely inappropriate vocabulary

The researcher processed the students' writing tasks acquired from the pretest and posttest. The researcher gave a writing score using the scale adapted from the table of analytic scale by Brown and Bailey below. The scale score that students get is from 5-25, then the scale will convert into a standard score using the formula below :

$$\frac{score}{25} \text{ X } 100 =$$

FINDINGS

Based on the results of the research the researcher found that the students' writing scores were as in table 1.3. At the pretest stage, it is known that in the control class the lowest score that students have is 20 and the highest score is 80, while in the experimental class the lowest score is 20 and the highest is 84. With the average scores respectively 55 and 54. After treatment the score the students changed so that in the post-test the control class had the lowest score of 36 and the highest 76 while in the experimental class the lowest score obtained by the students was 48 and the highest was 84. The average scores of the control class and the experimental class were 60 and 65 respectively.

Table 1.3 Students' score

Sample No.	Pretest Score		Post-Test Score	
	Control Class	Experimental Class	Control Class	Experimental Class
1	20	20	36	48
2	44	20	48	48
3	48	28	52	60
4	48	48	56	64
5	52	56	56	64
6	56	56	60	64
7	56	60	60	64
8	56	60	64	64
9	56	60	64	64
10	56	60	64	68
11	60	64	64	68
12	60	64	64	68
13	64	68	64	72
14	72	68	72	72
15	80	84	76	84
Mean	55	54	60	65

To see the effect of the use of task-based learning, the researchers used the SPSS application to test the normality and homogeneity of the data, as a prerequisite for testing the hypothesis. so it was found that the data is data that is normally distributed and homogeneous.

Table 4.11: Output of Test of correlation
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Experimental Class & Posttest Experimental Class	15	,261	,347
Pair 2	Pretest Control Class & Posttest Control Class	15	,300	,278

Based on the table is known the correlation of paired (pretest and posttest) in the Experimental class is 0,261, and the significance is 0,347. The significance is more than 0,05 means that Ho is accepted. Pair 2 in the table shows the pretest and posttest of the Control class, it is known the correlation is 300 and significance is 0,278 means Ho from this pair is also accepted. The result is that the score in both classes has a correlation with Task-Based Learning with a correlation level of 0,261 and 0,300.

Table 1.4 Output of Hypothesis test using Paired Sample T-test.
Paired Samples Test

	Paired Differences					t	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pretest - Posttest Experimental Class	-21,600	21,155	5,462	-33,315	-9,885	-3,954	,001
Pretest - Posttest Control Class	-4,267	18,545	4,788	-14,537	6,003	-,891	,388

To find out whether the hypothesis can be accepted or rejected, the researcher can read the table above. Based on the result of output from SPSS that processed by paired sample T-test. Look at table sig(2-tailed), the indicator of acceptance of Ho is: if the value of sig(2-tailed) < 0.05, then Ho is accepted dan Ha is rejected. Therefore if the value of sig(2-tailed) > 0.05, then the Ho is rejected and Ha accepted. According to the table above the pair 1 value of sig (2-tailed) is 0,001 < 0,05. That means the Ho is accepted and Ha is rejected.

DISCUSSION

It was found that the score in the experimental class increased from the pretest average value of 54 to the posttest average value of 65. When viewed from the number this increase was only more than 11 points from the initial value, a number which is quite low when compared to the criteria value. Minimum completeness (kkm). Because even though the pretest and posttest scores increased, the students' scores were still low. When compared with the minimum completeness criteria (kkm), most students scored below this number. The kkm score in school is 75, while the posttest score of control class students who passed 75 was only 1 student who got a score of 76. In the experimental class, it was known that there was one student who scored above 75 with a score of 84. While other students scored below 75.

The reason task based learning does not provide sufficient improvement in students' writing scores is due to the shorter time constraint than usual conditions, limitations of researchers in applying methods and conditions that are less supportive. During the pandemic, student study time is shortened to 30 minutes for every 45-minute lesson. This makes teachers compete with time to ensure the material can be understood by students. Furthermore, the researcher's ability to apply the method appropriately is limited, because the researcher is not experienced. In addition, the current condition makes students confused with their learning activities. Where students are grouped and separated into two groups in one class. One group will study in class while the other group will get the material online. Students are not used to the new system that makes students lazy and lack of concentration in learning.

In summary, from the results of the analysis of the hypotheses in the research findings above, it can be concluded that the increase in students' writing scores was influenced by the implementation of task-based learning in blended learning carried out during the covid-19 pandemic at mtsn 6 lima puluh cities. It guides students in writing especially recount text is not too difficult once they deal with the general structure and organize the ideas of a text. Students' knowledge of recount texts is in line with students' ability to write recount texts.

CONCLUSION

Based on the results of the research findings and discussions that have been described in Chapter IV, it can be concluded that there is not a significant difference between the learning outcomes of students who use the Task-Based Learning method According to the research finding and discussion that has been described in the previous chapter, this research concludes that there is not a significant effect of the use of the Task-Based Learning method on improving students' writing ability at MTSN 6 Lima Puluh Kota during the pandemic covid-19. By using the paired sample T-test, it was found that the value of sig-(2-tailed) in the Experimental class was 0.01 which was less than 0.05 (0.01 < 0.05). In other words, the hypothesis is accepted. Meanwhile, in the control class, the value of sig. (2-tailed) was 0.338 or greater than 0.05 (0.338 > 0.05) so the value was not significant. However students' score not past the KKM score. So, it can be concluded that Task-Based Learning has not give significant effect on the

writing ability of students at MTSN 6 Lima Puluh Kota during the Covid-19 pandemic. These results indicate that Task-Based Learning not effective applied in learning writing during the Covid-19 pandemic which uses a blended learning approach.

SUGGESTION

Based on the conclusions and implications of the research above, the researcher recommends the for English teacher ; teachers should eliminate students' perceptions of English like that. Furthermore, for English teachers, it is very important to build an emotional bond with the students being taught. Because this can increase student interest in learning. In task-based learning applications, teachers should ensure that each step in this method is carried out as a whole and of course supported by the right media. To other researchers, researchers suggest continuing to develop research on this Task-Based Learning method. This is because this research is only limited to the effectiveness of this method which is applied in grade 9th MTSN 6 Lima Puluh Kota only.

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