

CHAPTER I

INTRODUCTION

This first chapter of this thesis presents research background, research problems, research objectives, research significances, research scope and limitations, and research definition of the key terms.

A. Research Background

English has been established as a language the main one all over the world. In several countries, English is a foreign language that is required to be studied. The use of English as a foreign language has developed from a luxury to a necessity in various productive sectors. As a result of the globalization process, English has become important throughout the world; until recently, it was considered the language of global business. In practice, it is the language of the modern world (Handayani, 2016). Because of language disparities, English is the most widely spoken language in the world. In order to strengthen foreign language abilities and stay up with global scientific and technological changes, English is the primary foreign language topic studied in Indonesia in compliance with relevant legislation. This policy is mentioned in the rules of Law No. 20 Article 33, Section 3, which specifies that foreign languages can be utilized as the language of teaching in specific educational units to help students improve their foreign language abilities. So English subjects in Indonesia aim to enable students to develop the ability to communicate and develop knowledge about language and culture through learning English at school.

In this digital age, studying English is critical to improving students' cognitive capacities and keeping the Indonesian country competitive. English is very important for students to learn in Indonesia because nowadays English is increasingly widespread in various media and industries in Indonesia, which indicates that the presence of English in Indonesia is growing rapidly. English is also taught at high schools in Indonesia. According to the present curriculum, English language topics follow an Independent curriculum. The Independent curriculum is based on six language skills: listening, speaking, reading, viewing, writing, and presenting diverse forms of texts. Based on the Independent Curriculum, the high school English learning approach is student-centered and tailored to student requirements through the use of technology to ensure learning integrity. The curriculum consists of four abilities that teachers have to demonstrate. English language studied in Indonesian schools that includes the following four skills: reading, writing, speaking and listening. Students must be able to master these four language skills. Ur in Swary (2014) states in his book "A Course in Language Teaching: Practice in Theory": Writing is the most widely used of the four skills (listening, speaking, reading, and writing) in foreign language classes as a practical means of connecting with language components. For example, noting new vocabulary, practicing grammar rules, writing responses to reading and completing written evaluations. Students are expected to be skilled in language through journals, articles, fiction, letters, scientific papers and other written results in writing classes.

Curriculum-based English learning targets, among others: 1. Improve your English communication skills by using a variety of multimodal materials; 2.

Develop intercultural competency by understanding and appreciating the viewpoints, activities, and products of other cultures and languages; 3. Gain the confidence to express oneself as an independent and responsible individual; 4. Improve critical and creative reasoning abilities. In Indonesia, English learning is currently taught based on an independent curriculum where teachers deliver teaching material tailored to students' needs and interests. Teachers modify instruction based on students' characteristics, interests, needs, and learning styles. Teachers must cooperate with students to execute the autonomous curriculum. In addition to literature, teachers must include proper technology into instruction for students. There are still many obstacles and opposition for teachers in implementing the curriculum that applies to English language learning, including: 1. English is a foreign language in Indonesia, making it difficult to apply in everyday life; 2. English language learning and methods that are less appealing to students; and 3. Students' lack of motivation and enthusiasm for participating in English learning. So even though English language learning has been included into the curriculum, there are still various learning issues caused by events that occur in schools.

According to Indriani (2017), second language learners are expected to develop cohesive writing by using rhetoric and discourse strategies. Meanwhile, critical thinking is very important and needed to improve students' writing skills. Writing critically allows students to improve the quality of their writing skills so that it really supports student learning achievement. Writing problems are often a difficulty for Indonesian students. However, Putu et al. (2017) states there are eight writing difficulties: 1. difficulty determining the topic, 2. difficulty

determining the theme, 3. difficulty creating a writing outline, 4. difficulty developing a framework, 5. difficulty in arranging events into a storyline , 6. difficulty in determining conflict events, 7. difficulty in composing effective sentences, and 8. difficulty in composing good paragraphs. This is further proven by the fact that when English lecturers ask their students to write academic papers in English, they make many grammatical errors and do not meet the standards of competent and accurate academic writing (Mustakim & Ismail, 2017).

Based on the results of interviews with English teachers of grade 10 at SMAN 4 Blitar, it was stated that the problem in learning writing for grade 10 lies in students' interests and motivations, which impacts their level of understanding and writing abilities. The lack of interest and motivation in writing is due to a lack of literacy, lack of writing habits, misuse of technology, habits of copying and pasting, and the perception that writing in English is difficult. These factors affect students' writing abilities and skills. Students tend to have difficulty understanding writing, determining ideas, choosing writing topics, arranging events into a storyline, expressing ideas in writing, and understanding grammar. Most students who truly understand and are interested in learning to write in English are only around one or two, while there are still many students who are not interested in English, leading to a low level of understanding. The results of interviews with teachers at SMAN 4 Blitar highlight the various difficulties faced by students in writing, as identified by Putu et al. (2017). Furthermore, the statement of the English teacher at SMAN 4 Blitar is relevant to the results of a study conducted by Mustakim & Ismail (2017) which showed that when English lecturers asked students to write scientific papers in English, many of them made grammatical

errors and did not meet the standards of competent and accurate scientific writing. This was also seen at SMAN 4 Blitar, where students often made grammatical errors in writing a text and did not understand how grammar was used. This condition emphasizes the need for effective teaching strategies to improve students' writing skills, such as the implementation of Task-Based Language Teaching, which can help students overcome various writing difficulties and improve their overall writing skills.

Thus, the challenges in writing identified by Putu et al. (2017) and the grammatical errors noted by Mustakim & Ismail (2017) are very relevant to the situation faced by students at SMAN 4 Blitar. The identification of these difficulties emphasizes the importance of pedagogical interventions designed to overcome these weaknesses, increase students' learning motivation, and develop better and more competent writing skills. Based on the difficulty circumstance, one noteworthy strategy for conquering it is to maximize the teacher's learning approaches. As is the learning methodology used by instructors to teach writing, especially Task-Based Language Teaching, often known as task-based English Learning. In this situation, the researcher discovered that the learning model was more methodical in relation to the curriculum. This way of doing case study research is also novel when compared to earlier studies.

On the other hand, based on the previous studies on 'The Effect of Make-A-Match Technique on Students' Writing Skill In Procedure Text At SMPN 2 Bumiayu, it indicates that the employment of the make-a-match technique has an influence on boosting students' writing abilities in procedure text at SMPN 2 Bumiayu (Anwar, 2023). Then, It's The Research Of Improving Students' Writing

Ability Through Clustering Technique at the SMP AL-HASRA Bojongsari-Depok demonstrated that the findings of research employing the clustering technique reveal that students' writing abilities have improved. At the end of the cycle, students eventually obtain good grades. As a result, the clustering technique can help students enhance their writing skills (fajriyani, 2011). While, in the Research of Analysis Task-Based Language Teaching approach used by the teacher to improve writing ability at SMA Negeri 08 Mukomuko the result stage, students provided favorable feedback indicating an improvement in their writing skills. So based on previous research, learning methods are very important in achieving success in a learning process. Effective learning methods are crucial for achieving success.

To address the issues faced in 10th-grade writing instruction at SMAN 4 Blitar concerning student motivation and interest, the 10th-grade English teacher, Mr. Andreas M. Pd, stated in an interview conducted on May 20, 2024, that the Task-Based Language Teaching (TBLT) method was utilized in the writing learning process. This method was designed to encourage students to be more active and directly involved through real-world tasks and projects. Students were given writing assignments that were contextual and relevant to their daily lives. Mr. Andreas also stated that the application of this task-based method supported the currently implemented curriculum, Independent curriculum which is student-centered. The method also allowed the teacher the flexibility to explore students in a differentiated manner, adapting to each student's background. Additionally, the teacher mentioned that the advantages of implementing writing instruction at SMAN 4 Blitar included increased student creativity. Thus, based on the 10th-

grade teacher's statement, the Task-Based Language Teaching method supported the writing learning process in 10th grade at SMAN 4 Blitar.

Teachers can use task-based language teaching (TBLT) to overcome challenges associated with writing difficulties. This is a proven technique that is effective in improving students' writing skills. According to Jeon and Hahn (2006: 1), educational goals must redefine students' needs and interests so that they can maximize their potential and motivation in learning languages. Learning characteristics like this can be found in modern language teaching approaches (English Language Teaching/ELT). The constructivist viewpoint seeks to instill critical thinking in students. Humanistic understanding considers students' initial capital in the form of knowledge, attitudes and skills when studying as actors or learning subjects. Convergence Theory instructs teachers/lecturers to consider natural/innate skills (natural/innate intakes) and various experiences that students have before and during learning (nurturant), which includes the perspectives of constructivism, humanism, and convergence. In accordance with these three concepts, TBLT is also in line with the goals of ELT, namely encouraging student competence in using or practicing the target language and developing three domains of learning, namely knowledge, attitudes (affective), and skills (psychomotor), as defined by Bloom's Taxonomy. This technique is also designed to familiarize students in dealing with various potential life situations that may arise in their lives in the future. Therefore, the application of TBLT-based learning in this research refers to three domains of educational taxonomy, namely cognitive, emotional and psychomotor, as well as constructivist principles.

Task-based learning is a method of teaching English where students are given interactive activities to complete. Students must communicate using this method. When the work is finished, the teacher discusses the language used in class. According to Hermayati (2017), TBLT (Task-Based Language Teaching), a method that was previously neglected and developed in the 20th century, is now resurrecting as a widely used method. TBLT is a teaching approach that focuses on developing cluster abilities so that students can understand, resolve and solve difficulties in teacher activities and lectures. The goal of TBLT is to increase students' self-confidence and excitement. This method is known as task-based language education. This is a "task" that may have been completed. Based on the results of research conducted by Ran Hu (2013:1) in Beijing, China, the TBLT method is very suitable and can be applied at all levels of English learning.

Based on the problem situation and the results of the research that has been conducted at SMAN 4 Blitar, it shows a lack of interest, motivation and different levels of students' writing skills. Students have difficulty in understanding writing, the ability to create ideas and design writing with proper grammar. So that in this problem, a teaching model is needed that can improve students' motivation and writing skills as applied by teachers through task-based learning. Therefore, the researcher is interested in knowing the instructor of the task-based language (TBLT) learning model in writing learning application on 10th grade at SMAN 4 Blitar.

B. Focus Study

This study focused on the application of the Task-Based Language Teaching (TBLT) method in teaching writing to 10th-grade students at SMAN 4 Blitar. It

aimed to explore key aspects of implementing TBLT in writing instruction, including teacher preparation, the application of TBLT during lessons, evaluation of its effectiveness, and follow-up actions based on evaluation results. The research sought to provide insights into the practical use of TBLT for writing instruction and contribute to the development of more effective teaching methods to enhance students' writing skills.

The main focus study is translated into a problem formulation as follows:

1. How does the teacher prepare for the use of Task-Based Language Teaching (TBLT) in the writing learning process for 10th-grade students at SMAN 4 Blitar?
2. How does the teacher implement the use of the Task-Based Language Teaching (TBLT) method in the writing learning process for 10th-grade students at SMAN 4 Blitar?
3. How does the teacher evaluate the use of Task-Based Language Teaching (TBLT) in the writing learning process for 10th-grade students at SMAN 4 Blitar?
4. How does the teacher follow up on the evaluation results from the use of Task-Based Language Teaching (TBLT) at SMAN 4 Blitar to improve students' writing skills?

C. Research Objectives

The main objectives of this study aimed to disclose the points of the problem focus. The following were the objective points of the problem focus:

1. To disclose the teacher's preparation for using Task-Based Language Teaching (TBLT) in the writing learning process in 10th grade at SMAN 4 Blitar.
2. To disclose how the teacher implements the Task-Based Language Teaching (TBLT) method in the writing learning process in 10th grade at SMAN 4 Blitar.
3. To disclose whether the teacher evaluates the use of Task-Based Language Teaching (TBLT) in the writing learning process in 10th grade at SMAN 4 Blitar.
4. To disclose how the teacher follows up on the evaluation results of using Task-Based Language Teaching (TBLT) at SMAN 4 Blitar to improve students' writing skills.

D. Research Significances

The results of this study are expected to provide several important meanings for:

Firstly, this research aspires that the final results can become a reference for English teachers to use Task-Based Language Teaching (TBLT) as an English language learning method and adapt it to suit students' needs. Secondly, the TBLT technique is designed to increase students' motivation and enhance their writing skills. Finally, it is intended that this research serve as a resource for future researchers seeking to conduct research utilizing the TBLT learning approach and determine the best way to facilitate students' writing learning.

E. Research Scope and Limitation

This research focused on investigating the specific writing challenges faced by 10th-grade students at SMAN 4 Blitar in their English writing assignments and exploring the potential of the Task-Based Language Teaching (TBLT) method to address these issues. The study was conducted over a single academic year and examined how TBLT influenced students' writing performance, motivation, and engagement within the context of the English language curriculum. While the research primarily emphasized TBLT, it also considered the broader context of English writing instruction at the school. However, it did not extend to a comparative analysis with other teaching methods or an examination of long-term effects beyond the study period.

F. Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

1. Writing

Writing is the process of communicating thoughts, ideas, or information using written language. It entails creating cohesive and organized writings that provide meaning to the reader. Essays, reports, tales, poetry, letters, and emails are examples of many writing types and genres. Effective writing requires logical organization of ideas, the use of proper terminology and syntax, and consideration of the target audience's requirements and expectations. It is a basic mode of communication that allows people to express themselves, communicate information, express creativity, and interact with others in a variety of circumstances and settings.

2. Task-Based Language Teaching Method

Task-Based Language Teaching (TBLT) is an educational strategy in language education that stresses the use of meaningful activities to aid in language learning and acquisition. TBLT focuses on engaging learners in real-world activities or tasks that need them to utilize the target language to achieve specified goals or objectives. These challenges are intended to imitate authentic communication settings, enabling students to actively participate and interact with the language they are learning. TBLT seeks to increase language competency by giving students chances to use the language in intentional and meaningful contexts. The approach stresses learner-centered education, in which students actively participate in the learning process by interacting with their classmates and reflecting on their language.