THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCDURAL TEXT AT SMA N 8 PADANGSIDIMPUAN

A THESIS

Submitted to State College for Islamic Studies STAIN Padangsidimpuan as a Partial Fulfillment of Requirement for Degree of Islamic Educational Scholar (S.Pd.I) in English Program

WRITTEN BY:

EMMA SARI MATONDANG
Reg. No. 08 340 0011

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
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Advisor I	Advisor II
Rayendriani Fahmei Lubis, M.Ag	**Sojuangon Rambe, S.S.,M.Pd**
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ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF TARBIYAH
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2013

Hal   : Skripsi
       a.n.Emma sari matondang

Padangsidimpuan, juni 2013
Kepada Yth:
Bapak Ketua STAIN
Padangsidimpuan
Di-
       Padangsidimpuan

Assalamu 'alaikum Wr.Wb

     Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n Emma sari matondang**,** Nim: 08340 0011 yang berjudul**: "THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN",** kami berpendapat bahwa skripsi ini sudah dapat memenuhi syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada Jurusan Tarbiyah Program Studi Tadris Bahasa InggrisSTAIN Padangsidimpuan.

     Untuk itu, dalam waktu yang tidak berapa lama kami harapkan saudara tersebut dapat dipanggil untuk mempertanggungjawabkan skripsinya dalam sidang munaqosyah.

Wassalamu 'alaikum Wr.Wb.

      Advisor I   **Advisor II**

Rayenriani Fahmei Lubis, M.Ag   **Sojuangon Rambe, S.S.,M.Pd**
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PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah yang Maha Pengasih lagi Maha Penyayang, saya yang bertanda tangan dibawah ini:

Nama   : EMMA SARI MATONDANG
NIM   : 08 340 0011
Jurusan/Program Studi : TARBIYAH/ TBI-1
Judul Skripsi   : THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidipmuan dapat menarik gelar kesarjanaan   dan ijazah yang telah saya terima.

Padangsidimpuan, 17 Juni 2013
Saya yang menyatakan,

EMMA SARI MATONDANG
Reg. No. 08 340 0011

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name	:	EMMA SARI MATONDANG
Registration Number	:	08 340 0011
Department/ Study Program	:	TARBIYAH/ TBI-1
The Title of Thesis	:	THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

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Reg. No. 08 340 0011

RELIGION MINISTRY
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

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SCHOLAR MUNAQASYAH EXAMINATION

Name   **: EMMA SARI MATONDANG**
Reg. Number **: 08 340 0011**
Title   **: THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN**

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Place   : Padangsidimpuan
Date   : June 18th 2013
Time   : 09.00 am until 12.00 am
Result/mark : 76.25 (B)
IPK   : 3,45
Predicate : Very Good

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI PADANGSIDIMPUAN

PENGESAHAN

Skripsi Berjudul : THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN

Ditulis Oleh : **EMMA SARI MATONDANG**
NIM : **08 340 0011**

Telah Dapat Diterima untuk Memenuhi Salah Satu Tugas
dan Syarat-Syarat dalam Memperoleh Gelar
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, 14 Juli 2013
Ketua

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Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

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Her deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others:
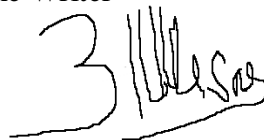
1. Dr. H. Ibrahim Siregar, MCL, as the leader of State College for Islamic Studies Padangsidimpuan.

2. Mrs. Hj. Zulhimma, S.Ag, M.Pd, the dean of Tarbiyah Department.

3. Mrs. Rayendriani Fahmei Lubis, M.Ag, the dean of English Study Program.

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    May Allah, The almighty bless them all, Amin.

Padangsidimpuan,   June 2013

The Writer

EMMA SARI MATONDANG
Reg. No. 08 340 0011

ABSTRACT

Name   : EMMA SARI MATONDANG
Register Number   : 08 340 0011
Department   : TARBIYAH
Study Program   : TADRIS BAHASA INGGRIS
The little of the thesis : THE EFFECT OF TASK BASED METHOD ON STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT AT SMA NEGERI 8 PADANGSIDIMPUAN

The problems of this research are: 1) if the teacher gives the student homework, they are often do it in school. it makes them cheating the paper of their friend. 2) During composing the writing, the students tend to ignore some major parts of the composition on their paper. They also lack verification of what they have been written after they finish. The consequence of the act is that usually there are many mistakes in the structure of their paper. The objective of the research was to examine whether there is a significant effect of task based method on students' ability in writing procedural text.

In order to achieve the purpose of this research, the writer carried out the quantitative approach by applying experimental research. The population of this research was the tenth grade students of SMA NEGERI 8 Padangsidimpuan. They were X-1 is 26 students, X-2 is 28 students, X=3 is 24 students, X-4 is 26 students, X-5 is 28 students, X-6 is 26 students. So thepopulations are 158 students. The writer used X-1 and X-2 as the sample. In collecting the data, the instrument was essay test. To analyze the data, it was used t-test formula.

Based on the data, it was found that (1) the students' ability in writing procedural text by using task based method as "enough" (67), (2) the students' ability in writing procedural text by using discussion methodas "enough" (62,8), and (3) there is significant effect of task based method on students' ability in writing procdural text at SMA Negeri 8 Padangsidimpuan rather than discussion method. (t_s = 2,377), categorized as "low". It means that the hypothesis is accepted.

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CURRICULUM VITAE

A. Identity
   Name   : Emma Sari Matondang
   NIM   : 08 340 0011
   Place and Birthday   : Manegen, 14 Augustus 1989
   Sex   : Female
   Religion   : Muslim
   Address   : Manegen, Kec. Padangsidimpuan Tenggara
                             Province Sumatera Utara

B. Parent
   1. Father's name : Pandapotan Matondang
   2. Mother's name   : Nur Paida Situmeang

C. Education Background
   1. Elementary School   : at SD Negeri 147879 Managen from 1997-2002
   2. Junior High School   : at MTS Negeri Tolang Julu from 2002-2005
   3. Senior High School   : at MAN 2 Model Padangsidimpuan from
                             2005-2008
   4. Institute   : at Educational English Department of Tarbiyah
                             Faculty at STAIN Padangsidimpuan (2013)

Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMA Negeri 8 Padangsidimpuan

Mata Pelajaran   : BahasaInggris

Kelas/Semester   : X/ 2

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk procedure text dalam konteks kehidupan sehari- hari

Kompetensi Dasar : Mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari berbentuk procedure teks

Jenis teks   : Procedure Text

Alokasi Waktu   :2 x 40 menit (1x pertemuan)

Indikator   : 1. Mengidentifikasi makna dalam teks procedure

       2. Menulis teks berbentuk procedure

TujuanPembelajaran : Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk procedure teks

Materi Pembelajaran

  Task: Choose the following topics to be developed to be a text consist of goal (describe how to accomplish something), materials(the tings needed), and steps(the method concerns with a sequenceof steps).

- How to make fried rice?
- How to make orange juice?
- How to make coffee?

Metode   : Task Based Method

Langkah-LangkahKegiatan

a**.**KegiatanPendahuluan

  1. Guru menjelaskan topik tentang cara membuat atau melakukan sesuatu.

 b.KegiatanInti

1. Pembuatan tugas

   Pasangan atau kelompok dari setiap siswa melakukan tugas dimana guru memonitor, mendorong, dan membantu siswa untuk melengkapinya.

2. Langkah perencanaan

   Siswa mempersiapkan laporan tentang bagaimana mereka melakukan tugas di ruangan kelas.

3. Laporan

   Guru menyuruh pasangan atau kelompok untuk melaporkan tugas mereka didalam ruangan kelas.

c. Kegiatan Penutup

   1. Menganalisis

   Mengajarkan grammar yang ada dalam prosedurnya, generic structurnya, language feature, and vocabulary nya.

   2. Latihan

   Mengambil contoh contoh dari teks hasil kerja siswa.

SumberBelajar

1. Buku teks
2. Buku – buku lain yang relevan

Penilaian:

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/ soal
Menulis teks berbentuk procedure	Tes tulis	Tugas individu	Make writing by completing the following procedure text

Validator   **Peneliti**

 SOJUANGON RAMBE, S.S, M. Pd   EMMASARI MATONDANG
NIP.19790815 200604 1 003   NIM. 08 340 0011

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah : SMA Negeri 8 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ 2

Standar Kompetensi : Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk procedure text dalam konteks kehidupan sehari- hari

Kompetensi Dasar : Mengungkapkan makna dan langkah- langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari- hari berbentuk procedure teks

Jenis teks : Procedure text

Alokasi Waktu : 2 x 40 menit (1x pertemuan)

Indikator : 1. Mengidentifikasi makna dalam teks procedure

 2. Menulis teks berbentuk procedure

Tujuan Pembelajaran : Siswa dapat menjawab pertanyaan teks monolog sederhana berbentuk procedure teks

Materi Pembelajaran

Teks monolog berbentuk procedure

How to cook chicken

Ingredients:
- ½ kg chicken
- ½ teaspoon of salt
- ½ teaspoon pepper
- Spices
- Vegetables
- 2 teaspoon oil
- water

Steps:
1. Cut the chicken into small pieces

2. Sprinkle it with salt, pepper and spices
3. Fry with vegetables in a little oil for five minutes
4. Add liquid and cook it slowly for about fortyminutes

Metode **:** Conventional Method

Langkah-Langkah Kegiatan

a**.**Kegiatan Pendahuluan

1. Mengucapkan salam
2. Motivasi
3. Apersepsi

b.Kegiatan Inti

1. Guru menjelaskan tentang procedure text
2. Guru menyuruh siswa membuat teks berbentuk procedure

c.Kegiatan Penutup

1. Mengumpulkan tugas
2. Mengucapkan salam

Sumber Belajar

3. Buku teks
4. Buku – buku lain yang relevan

Penilaian:

Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/ soal
Menulis teks berbentuk procedure	Tes tulis	Tugas individu	Make writing by completingthe following procedure text

Appendix 3

INSTRUMENT FOR PRE-TEST

NAME   :
CLASS   :
DIRECTION   :

Write a procedural text based on the titles below, choose one of them which you like the best!

1. How to make fried banana?
2. How to make fried indomie?
3. How to make tea?

Validator   **Peneliti**

SOJUANGON RAMBE, S.S, M. Pd   EMMASARI MATONDANG
NIP.19790815200604 1 003   NIM. 08 340 0011

Appendix 4

INSTRUMENT FOR POST-TEST

NAME   :
CLASS   :
DIRECTION   :

      Write a procedural text based on the titles below, choose one of them which you like the best!

1. How to make Alvocado juice?
2. How to cook rice?
3. How to cook an egg?

Validator   **Peneliti**

<u>SOJUANGON RAMBE, S.S, M. Pd</u>   <u>EMMASARI MATONDANG</u>
NIP.19790815200604 1 003   NIM. 08 340 0011

APPENDIX 5

THE SCORE OF CONTROL CLASS

No	Pre-test							Post-test						
	G	V	M	FL	FO	x	x^2	G	V	M	FL	FO	x	x^2
1	5	10	5	5	5	30	900	10	10	10	10	10	50	2500
2	10	10	15	10	15	60	3600	10	15	15	10	15	65	4225
3	10	15	15	10	10	60	3600	15	15	15	15	15	75	5625
4	10	15	15	10	10	60	3600	15	20	15	10	15	75	5625
5	15	10	10	5	10	50	2500	15	10	10	10	15	60	3600
6	10	10	10	10	10	50	2500	10	15	15	10	15	65	4225
7	10	15	10	15	10	60	3600	15	15	15	10	15	70	4900
8	15	10	15	10	10	60	3600	20	15	15	10	15	75	5625
9	15	15	15	10	15	70	4900	15	15	15	15	15	75	5625
10	10	10	10	5	15	50	2500	15	15	15	10	15	70	4900
11	5	10	5	5	10	35	1225	10	15	10	10	15	60	3600
12	10	10	15	5	10	50	2500	10	10	10	10	10	50	2500
13	10	15	15	10	10	60	3600	15	10	10	10	15	60	3600
14	10	15	15	10	10	60	3600	15	15	15	15	15	75	5625
15	10	10	15	10	15	60	3600	15	15	15	10	10	65	4225
16	15	10	10	5	10	50	2500	15	10	10	10	10	55	3025
17	10	10	10	10	10	50	2500	10	10	10	10	10	50	2500
18	10	10	10	5	15	50	2500	15	10	10	10	15	60	3600
19	10	10	15	5	15	55	3025	15	15	15	10	15	70	4900
20	15	10	15	5	10	55	3025	15	15	15	15	15	75	5625
21	5	5	10	5	5	30	900	10	10	10	15	5	50	2500
22	10	10	10	10	10	50	2500	15	10	15	10	10	60	3600
23	10	10	15	10	10	55	3025	15	15	15	15	10	70	4900
24	15	15	10	5	15	60	3600	15	15	15	10	15	70	4900
25	10	15	10	5	10	50	2500	15	10	10	10	15	60	3600
26	10	10	15	10	10	55	3025	15	15	15	10	15	70	4900
27	15	10	10	5	10	50	2500	15	15	10	10	15	65	4225
28	10	5	5	5	5	30	900	10	10	15	5	10	50	2500
Total						1455	78325						1795	117175

Note:

    G   : Grammar

    V   : Vocabulary

    M   : Mechanic

    FL   : Fluency

    FO   : Form

APPENDIX 6

THE SCORE OF EXPERIMENT CLASS

No	Pre-test							Post-test						
	G	V	M	FL	FO	x	x^2	G	V	M	FL	FO	x	x^2
1	15	15	15	10	15	70	4900	15	15	15	15	15	75	5627
2	15	10	10	5	10	50	2500	15	15	15	10	15	70	4900
3	5	5	10	5	5	30	900	10	10	10	10	10	50	2500
4	10	10	10	5	15	50	2500	15	15	15	15	15	75	5625
5	10	10	15	10	15	60	3600	15	10	15	10	15	65	4225
6	10	10	10	10	10	50	2500	15	15	15	10	15	70	4900
7	10	15	10	15	10	30	900	10	10	15	5	10	50	2500
8	10	15	10	5	10	50	2500	10	15	10	10	10	55	3025
9	5	10	10	5	10	40	1600	10	15	10	10	15	60	3600
10	15	15	15	15	15	75	5625	15	15	20	15	15	80	6400
11	15	15	15	15	15	75	5625	15	15	20	15	15	80	6400
12	10	10	15	5	10	50	2500	15	10	15	10	10	60	3600
13	10	10	15	10	10	55	3025	15	15	15	10	15	70	4900
14	10	10	15	10	15	60	3600	15	15	15	15	15	75	5625
15	10	10	10	10	10	50	2500	10	15	15	150	10	60	3600
16	10	15	10	5	10	50	2500	15	15	15	15	15	75	5625
17	5	5	10	5	5	30	900	10	10	10	10	10	50	2500
18	10	10	10	10	10	50	2500	15	10	15	10	10	60	3600
19	15	10	10	5	10	50	2500	15	10	15	10	10	60	3600
20	10	10	15	5	10	50	2500	15	10	15	10	15	65	4225
21	15	15	15	15	15	75	5625	15	20	15	15	15	80	6400
22	10	15	15	10	10	60	3600	15	15	15	15	15	75	5625
23	5	5	10	5	5	30	3900	10	10	10	10	10	50	2500
24	10	10	15	5	10	50	2500	10	15	15	10	10	60	3600
25	10	10	10	10	10	50	2500	10	15	15	10	10	60	3600
26	15	10	15	5	5	50	2500	15	10	15	10	10	60	3600
Total						1340	73300						1690	112300

Note:
- G : Grammar
- V : Vocabulary
- M : Mechanic
- FL : Fluency
- FO : Form

APPENDIX 7

THE SCORE OF CONTROL CLASS IN PRE-TEST

1. The score of control class in pre-test from low score to high score
   30 30 30 35 50 50 50 50 50 50
   50 50 50 50 55 55 55 55 60 60
   60 60 60 60 60 60 60 70

2. High score = 70

3. Low score = 30

4. Range = high score – low score
   = 70 - 30 = 40

5. The total of classes (BK) = 1 + 3,3 log (n)
   = 1 + 3,3 log 28
   = 1 + 3,3 (1,447)
   = 1 + 4,775
   = 5,775
   = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,6$$
$$= 7$$

7. Mean score $(x) = \frac{\Sigma f_i x_i}{x_i}$

Interval Class	F	X	x$^{'}$	fx$^{'}$	x$^{'2}$	fx$^{'2}$
30-36	4	33	1	4	1	4
37-43	-	-	-	-	-	-
44-50	10	47	0	0	0	0
51-57	4	54	-1	-1	1	4
58-64	9	61	-2	-18	4	36
65-71	1	68	-3	-3	9	9
$i = 7$	28			-18	15	53

8. $Mx = M^{1} + i \frac{\Sigma fx^{1}}{N}$

$$= 47 + 7\left(\frac{-18}{28}\right)$$

$$= 47 + 7 \ (-0,64)$$

$$= 47 + (-4,48)$$

$$= 42,5$$

9. $SD_t = i\sqrt{\dfrac{\Sigma fx'^2}{N} - \left[\dfrac{\Sigma fx'}{N}\right]^2}$

$$= 7\sqrt{\frac{53}{28} - \left[\frac{-18}{28}\right]^2}$$

$$= 7\sqrt{1,87 - (-0,64)^2}$$

$$= 7\sqrt{1,89 - 0,409}$$

$$= 7\sqrt{1,481}$$

$$= 5 \ (1,216)$$

$$= 8,5$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0\text{-}f_h)}{f_h}$
	71,5	3,411	0,4997				
65-71				0,0046	0,1288	1	6,763
	64,5	2,588	0,4951				
58-64				0,0343	0,9604	9	8,371
	57,5	1,764	0,4608				
51-57				0,1344	3,7632	4	0,062
	50,5	0,941	0,3264				
44-50				0,2786	7,8008	10	0,281
	43,5	0,117	0,0478				
37-43				0,0736	2,0608	0	-1
	36,5	-0,705	-0,2580				
30-36				0,179	5,012	4	-0,202
	29,5	-1,529	-0,4370				
							14,27

Based on table above, reseracher found that $x^2_{count} = 14,27$ while $x^2_{table} = 14,9$ cause $x^2_{count} < x^2_{table}$ (14,27 < 14,9) with degree of freedom dk = 7 – 3 = 4 and

significant level α = 5%. So distribution of control class by using conventional method (Pre-test) is normal.

10. Median
Explanation :

$$Me = B + \left(\frac{\frac{n}{2} - \left(\sum f2 \right)}{fme} . C \right)$$

Me = Median
B = Low limit of the interval median conceives Me
Fm = Frequency of class conceives Me
F_2 = Frequencyof cumulative before interval of classes conceives Me
C = Length of classes
n = Total of sample

Position of Me in the interval of classes is number 1, that:
B = 47
F_2 = 14
C = 6
f_{me} = 10
n = 28

So :

$$Me = B + \left(\frac{\frac{n}{2} - \left(\sum f2 \right)}{fme} . C \right)$$

$$= 47 + \left(\frac{1/28 - 14}{10} X 7 \right)$$

$$= 47 + (0)$$

$$= 47$$

11. Modus = 50

APPENDIX 8

THE SCORE OF EXPERIMENT CLASS IN PRE-TEST

1. The score of experiment class in pre-test from low score to high score
   30 30 30 30 40 50 50 50 50 50
   50 50 50 50 50 50 50 50 55 60
   60 60 70 75 75 75

2. High score = 75

3. Low score = 30

4. Range = high score – low score
   = 75 – 30 = 45

5. The total of classes (BK) = 1 + 3,3 log (n)
   = 1 + 3,3 log 26
   = 1 + 3,3 (1,414)
   = 1 + 4,66
   = 5,66
   = 6

6. Interval (i)

   $$i = \frac{R}{BK} = \frac{45}{6} = 7{,}5 = 8$$

7. Mean score $(x) = \frac{\Sigma f_i x_i}{x_i}$

Interval Class	F	X	x´	fx´	x´^{2}	fx´^{2}
30-37	4	33,5	2	8	4	16
38-45	1	41,5	1	1	1	1
46-53	13	49,5	0	0	0	0
54-61	4	57,5	-1	-4	1	4
62-69	-	-	-	-	-	-
70-77	4	73,5	-2	-8	4	16
i = 8	26			-3	10	37

8. $Mx = M^1 + i\dfrac{\Sigma fx^1}{N}$

$$=49,5 + 8\left(\frac{-3}{26}\right)$$
$$= 49,5 + 8\ (-0,115)$$
$$= 49,5 + (-0,92)$$
$$=48,58$$
$$=48,6$$

9. $SD_t = i\sqrt{\dfrac{\Sigma fx'^2}{N} - \left[\dfrac{\Sigma fx'}{N}\right]^2}$

$$= 8\sqrt{\frac{37}{26} - \left[\frac{-3}{26}\right]^2}$$
$$= 8\sqrt{1,42 - (-0,115)^2}$$
$$= 8\sqrt{1,42 - 0,013}$$
$$= 8\sqrt{1,39}$$
$$= 8\ (1,186)$$
$$= 9,48$$
$$=9,5$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0 - f_h)}{f_h}$
	77,5	3,042	0,4988				
70-77				0,0127	0.3002	4	11,113
	69,5	2,02	0,4861				
62-69				0,0746	1,9396	-	-
	61,5	1,357	0,4115				
54-61				0,2165	5,629	4	-2,893
	53,5	0,515	0,1950				
46-53				-0,3044	-7,9144	13	-2,642
	45,5	-3,263	0,4994				
38-45				0,1224	3,1824	1	-6,857
	37,5	-1,168	0,3770				
30-37				-0,1008	-2,6208	4	-2,526
	29,5	-2,010	0,4778				
							-3,775

Based on table above,reseracher found that x^2_{count} = -3,775 while x^2_{table} = 7,81, cause $x^2_{count} < x^2_{table}$ (-3,775<7,81) with degree of freedom dk = 6 – 3 = 3 and significant level α = 5%. So distribution of experiment class by task based method (Pre-test) is normal.

10. Median

$$Me = B + \left(\frac{n/2 - \left(\sum f2 \right)}{fme} . C \right)$$

Where :

B   = 53,5
F_2 = 8
C   = 8
f_{me} = 13
n   = 26

So :

Me $= 53,5 + \left(\frac{1/2(26) - 8}{13} X 8 \right)$
        = 53,5 + (3,076)
        = 56,57
        =56,6

11. Modus = 50

APPENDIX 9

THE SCORE OF CONTROL CLASS IN POST-TEST

1. The score of control class in pre-test from low score to high score
   50 50 50 50 50 55 60 60 60 60
   60 60 65 65 65 65 70 70 70 70
   70 70 75 75 75 75 75

2. High score = 75

3. Low score = 50

4. Range = high score – low score
   $= 75 - 50 = 25$

5. The total of classes (BK) = 1 + 3,3 log (n)
   $= 1 + 3,3 \log 28$
   $= 1 + 3,3 \,(1,447)$
   $= 1 + 4,77$
   $= 5,77$
   $= 6$

6. Interval (i)

   $i = \dfrac{R}{BK} = \dfrac{25}{6} = 4,16 = 4$

7. Mean score $(x) = \dfrac{\Sigma f_i x_i}{x_i}$

Interval Class	F	X	x$'$	fx$'$	x$'^2$	fx$'^2$
50 - 53	5	51,5	-2	-10	4	20
54 – 57	1	55,5	-1	-1	1	1
58 – 61	6	59,5	0	0	0	0
62 – 65	4	63,5	1	4	1	4
66 - 69	-	67,5	-	-	-	-
70 – 73	6	71,5	2	12	4	24
74 – 77	6	75,5	3	18	9	54
i= 4	28			23	19	103

8. $Mx = M^{1} + i\,\dfrac{\Sigma fx^{1}}{N}$

$$= 59,5 + 4\left(\frac{23}{28}\right)$$
$$= 59,5 + 4\ (0,82)$$
$$= 59,5 + (3,28)$$
$$= 62,78$$

9. $SD_t = i\sqrt{\dfrac{\Sigma fx'^2}{N} - \left[\dfrac{\Sigma fx'}{N}\right]^2}$

$$= 4\sqrt{\frac{103}{28} - \left[\frac{23}{28}\right]^2}$$
$$= 4\sqrt{3,67 - (0,82)^2}$$
$$= 4\sqrt{3,67 - 0,67}$$
$$= 4\sqrt{3}$$
$$= 4\ (1,73)$$
$$= 6,92$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\dfrac{(f_0 - f_h)}{f_h}$
	77,5	2,127	0,4952				
74 - 77				0,0448	1,2544	6	3,78
	73,5	1,549	0,4949				
70 - 73				0,1042	2,9176	6	1,05
	69,5	0,971	0,4535				
66 - 69				0,1823	5,1044	-	-
	65,5	0,393	0,2852				
62 - 65				0,0803	2,2484	4	0,77
	61,5	-0,184	0,0359				
58 - 61				-0,205	-5,75	6	2,04
	57,5	-0,763	0,3340				
54 – 57				-0,1335	-3,738	1	-1,26
	53,5	-1,341	0,4686				
50 - 53	49,5			-0,062	-1,736	5	-3,88
		-1,919					
							2,5

Based on table above, reseracher found that $x^2_{count} = 2,5$ while $x^2_{table} = 7,81$, cause $x^2_{count} < x^2_{table}$ (2,5<7,81) with degree of freedom dk = 6 – 3 = 3 and significant

level $\alpha = 5\%$. So distribution of control class by using conventional method (Post-test) is normal.

10. Median

$$Me = B + \left(\dfrac{\tfrac{n}{2} - \left(\sum f2 \right)}{fme} . C \right)$$

Position of Me in the interval of classes is number 1, that:

      B   = 59,5
      F_2 = 16
      f_{me} = 6
      C   = 4
      n   = 28

So :

$$Me = 59,5 + \left(\dfrac{1/2(28) - 16}{6} X 4 \right)$$

$$= 59,6 + (-1,33)$$

$$= 58,17$$

11. Modus = 60

APPENDIX 10

THE SCORE OF EXPERIMENT CLASS IN POST-TEST

1. The score of experiment class in post-test from low score to high score

   50 50 50 50 55 60 60 60 60 60

   60 60 60 65 65 70 70 70 75 75

   75 75 75 80 80 80

2. High score = 80

3. Low score = 50

4. Range = high score – low score

   = 80 – 50 = 30

5. The total of classes (BK) = 1 + 3,3 log (n)

   $$= 1 + 3,3 \log 26$$
   $$= 1 + 3,3 \,(1,414)$$
   $$= 1 + 4,66$$
   $$= 5,66$$
   $$= 6$$

6. Interval (i)

   $$i = \frac{R}{BK} = \frac{30}{6} = 5$$

7. Mean score $(x) = \frac{\Sigma f_i x_i}{x_i}$

Interval Class	f	X	x$'$	fx$'$	x$'^2$	fx$'^2$
50 – 54	4	52	-2	-8	4	16
55 – 59	1	57	-1	-1	1	1
60 – 64	8	62	0	0	0	0
65 - 69	2	67	1	2	1	2
70 – 74	3	72	2	6	4	12
75 - 79	5	77	3	15	9	45
80 – 84	3	82	4	12	16	48
$i = 5$	26			26	35	124

8. $$Mx = M^1 + i\,\frac{\Sigma fx^1}{N}$$

$$= 62 + 5\left(\frac{26}{26}\right)$$
$$= 62 + 5\,(1)$$
$$= 62 + 5$$
$$= 67$$

$$SD_t = \frac{i}{} \sqrt{\frac{\Sigma fx'^2}{N} - \left[\frac{\Sigma fx'}{N}\right]^2}$$

$$= 5\sqrt{\frac{124}{26} - \left[\frac{26}{26}\right]^2}$$

$$= 5\sqrt{4,76 - (1)^2}$$

$$= 5\sqrt{4,76 - 1}$$

$$= 5\sqrt{3,76}$$

$$= 5\,(1,93)$$

$$= 9,65$$

$$= 9,7$$

Table of the Frequency Distribution is Expected and Observation

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
	84,5	1,804	0,4641				
80 - 84				0,0644	1,6744	3	0,791
	79,5	1,288	0,3997				
75 - 79				0,1203	3,1278	5	0,598
	74,5	0,773	0,2794				
70 - 74				0,1807	4,6982	3	-0,361
	69,5	0,257	0,0987				
65 - 69				0	0	2	-
	64,5	-0,257	0,0987				
60 - 64				-0,1807	-4,6982	8	-2,702
	59,5	-0,773	0,2794				
55 – 59				-0,1203	-3,1278	1	-1,319
	54,5	-1,288	0,3997				
50 - 54				-0,0644	-1,6744	4	-3,388
	49,5	-1,804	0,4641				
							-6,381

Based on table above,reseracher found that x^2_{count} = -6,381 while x^2_{table} = 7,81, cause $x^2_{count} < x^2_{table}$ (-6,381<7,81) with degree of freedom dk = 6 − 3 = 3 and significant level α = 5%. So distribution of experiment class by using task based method (Post-test) is normal.

9. Median

$$Me \;\; = = B + \left(\frac{n/2 - \left(\sum f2 \right)}{fme} .C \right)$$

Position of Me in the interval of classes is number 1, that:

B   = 62
F   = 13
fme   = 8
i   = 5
n   = 26

So :

$$= 62 + \left(\frac{1/2(26) - 13}{8} X5 \right)$$
$$= 62 + \; (0)$$
$$= 62$$

12. Modus = 60

APPENDIX 11

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using skimiming strategy and variant of the second class as control clsass class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

Hypothesis:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$
$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

A. variant of the control class sample by using conventional method is:

n   = 28
Σxi = 1455
$\Sigma_{xi} 2$ = 78325

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

$$= \frac{28(78325) - (1455)^2}{28(28-1)}$$

$$= \frac{2193100 - 2117025}{28(27)}$$

$$= \frac{76075}{756}$$

$$= 100,628$$

B. Variant of the experimental class sample by using task based method is:

n   =28
Σxi = 1340
$\Sigma_{xi} 2$ = 73300

So:

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}$$

$$= \frac{28(73300)-(1340)^2}{26(26-1)}$$

$$= \frac{1905800-1795600}{26(25)}$$

$$= \frac{110200}{650}$$

$$= 169,538$$

The Formula was used to test hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{169,538}{100,628}$$

$$= 1,68$$

After doing the calculation, researcher found that $F_{count} = 1,68$ with α 5 % and dk = 28 from the distribution list F, researcher found that $F_{table} = 1,93$, cause $F_{count} < F_{table}$ (1,68< 1,93). So, there is no difference the variant between the first class as control class by using conventional method and the second class as experiment class by using task based method (homogeneous).

APPENDIX 12
HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using skimiming strategy and variant of the second class as control clsass class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

Hypothesis:

$$H_0 \quad : \delta_1^2 = \delta_2^2$$
$$H_1 \quad : \delta_1^2 \neq \delta_2^2$$

C. variant of the control class sample by using convetional method is:

n   = 28
Σxi = 1795
$\Sigma_{xi} 2$ = 117175

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

$$= \frac{37(117175) - (1795)^2}{28(28-1)}$$

$$= \frac{3280900 - 3222025}{28(27)}$$

$$= \frac{58875}{756}$$

$$= 77,876$$

D. Variant of the experimental class sample by using task based method is:

n   = 26
Σxi = 1690
$\Sigma_{xi} 2$ = 112300

So:

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}$$

$$= \frac{26(112300) - (1690)^2}{26(26-1)}$$

$$= \frac{2919800 - 2856100}{26(25)}$$

$$= \frac{63700}{650}$$

$$= 98$$

The Formula was used to test hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{98}{77,876}$$

$$= 1,258$$

$$= 1,26$$

After doing the calculation, researcher found that $F_{count} = 1,26$ with α 5 % and dk = 28 from the distribution list F, researcher found that $F_{table} = 1,93$, cause $F_{count} < F_{table}$ (1,26< 1,93). So, there is no difference the variant between the first class as control class by using conventional method and the second class as experiment class by using task based method (homogeneous).

CHAPTER I
INTRODUCTION

A. Background of The Problem

Writing skills are an important part of communication. Writing helps you express medium of communication. Unfortunately, today, this skills are being neglected. We take a look at some instances where writing skills are an important asset.

Firts in Education. One learns writing skills in school and college. Writing is primary basis upon which your work, your leaning, and your intellect will be judged in college, in the work place, and in the community. The skill of expressing one's thought and communicating ideas and views to others is developed here. Exams are a significant opportunity to demonstrate one's writing skills. This would stand in good stead in any choosen avenues of life.

Second in web content writing. The internet is the premier source of the information today. Millions of people use it to obtain information pertinent to them. There are many web content writing companies which require writers to present information in a systematic and ellegant format. For this reason, a web content writer should possess above- average writing skills.So that the reader interest to read it.

Third in Business communication. It is not possible to conduct all transactions by speech alone. If there exists a business project of opportunity one

needs to send written proposals. The document should have clarity. Poor writing skills will convey the wrong message and result in possible rejection of the proposal. Likewise, appointment letters and memos reflect on the reputation of the organization.

Furthermore, in scientific papers. Scientific and technological accomplishments cannot be communicated verbally. They have to be presented in a written form such as scientific journals and white papers. The scientific concepts should be communicated in effective and sophisticated language. Poor written communication skills can diminish the scientific reputation of the concerned group or individual.

Writing is a process not a product. It means that the students should expand their writing ability through practicing. After the researcher conducted observation in SMAN 8 Padangsidimpuan, the researcher asked English teacher about the KKM (the standard of minimal value) in SMAN 8 Padangsidimpuan is 75. Then the researcher find some problems. The first problem, if the teacher gives the student homework or task, they are often do their homework in school. It makes them cheating the paper of their friend.

The second problem is the students usually cooperate in a group with the other students in working their paper. Teacher makes a group of students to make the student easy to do their task. With their group, the students can share their knowledge to other students.In fact, just one or two students do it. It means that a

large member of the students are often did not work their paper themselves if they join in a discussion group.

Furthermore, during composing the writing, the students tend to ignore some major parts of the composition on their paper. In case of many regulation of the composition of writing, usually the students did not pay attention to regulations. It means that they used to break the rules in order to shorten their composition of paper because they thought that it does not necessary to put into it. They also lack of verification of what they have been written after they finish. The consequence of the act is that usually there are many mistakes in the structure of their paper. The students often think that English is a scare lesson. It makes them not interest to learn it.

Based on the problem above, the teacher must be able to use English Teaching Method to solving this problem. Such as, Grammar Translation Method (GTM), Genre Based Language Teaching (GBLT), and Task Based Method.

Grammar Translation Method is focuses on the grammatical rules as the basis for translating from the second to the native language. This method was used for the purpose of the helping students read and appreciate foreign language literature.

Then Genre Based Language Teaching. This approach supposes that instruction which presents variety of texts to students will help students to obtain their communicative competence. The texts genre here do not refer to types of

texts that are commonly understood. But the text is refers to information that relates to certain contet.

The other method is Task- Based Method. Task-Based refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Task Based Instruction is focus on process rather than product. It means that task based instruction focus on prosess how to make or do something rather than the result of the action.

Task refers to activities carried out in the classroom by students who use the target language in ways that relate to what they might have to do outside the classroom. As students work on purposeful task, they are engaging in meaningful activities which focus on meaning and comprehensibility of the language, those may enhance their learning. For example, a teacher may assign students to do or make something because they may encounter such a task in their real academic life, and so they are engaging in meaningful activities.

Based on the above explanation, the researcher chooses Task Based Instruction to improve students ability in writing. It is an approach in language teaching which devotes to develope commmunicative competence through providing task in the classroom. Thus the writer will conduct a research entitled "The Effect of Task Based Method on Students' Ability in Writing Procedural Text at SMA N.8 Padangsidimpuan"

B. The Identification of The problem

Based on the above background of the problem, the researcher identifies the problems are if the teacher gives the student homework or task, they are often do their homework in school. It makes them cheating the paper of their friend.

The second problem is that the students usually cooperate in a group with the other students in working their paper. In fact, the one who is working out the paper from the beginning until the end is just one or two of the member of the group. It means that a large member of the students are often did not work their paper themselves if they join in a discussion group. Then, the composition of their writing is inappropriate structure. The students often think that English is a scare lesson. It makes them not interest to learn it.

So that the researcher use task based method to improve student ability in writing. Because the conventional method that used by teachers less effective in teaching english.

C. The Limitation of The problem

The problem of writing is very large and the method used in teaching writing is very much. So that the researcher limitate the problem and focusess in task based method to improve the students ability in writing procedural text at second semester of X grade students' of SMAN 8 Padangsidimpuan in 2012-2013 academic year.

D.   The formulation of The problem

To make the problem clear, the writer formulated the problem based on the identification above as follow: is there the significant effect of Task Based Method on students' ability in writing procedural text at SMA Negeri 8 Padangsidimpuan?

E.   The Objective of The research

The objective of research is to examine the formulation of the problem. So that, based on above formulation the writer determines the aim of the research is to examine the significant effect of Task Based Method on students' ability in writing procedural text at SMA Negeri 8 Padangsidimpuan.

F.   The significances of the research

1. The researcher will use this research to the teachers in teaching using task based method as the suitable technique in helping and improving quality of teaching and learning process.

2. For the student as the motivation to improve their ability in writing.

3. For teachers a tools to compare and to improve the science especially about task based method and writing ability.

4. For the other writer in conducting further researchers in same topic.

G.   The defenition of operational variables

The defenition of operational variable of this research are:

1. Effect is a change produced by an action or cause, a result or an outcome. A result of something or the ability to bring out a result.

2. Task based refers to an approach based on the used of tasks as the core unit of planning an instruction in language teaching.

3. Writing is a physical act of committing words or ideas to some medium. And the mental work of inventing ideas, thinking about how to express them, and orginizing them into statements and paragraphs that will be clear to a reader.

4. Procedure text is a text that how to do or make something is accomplish through a sequence of action or steps.

5. Outline of the Thesis

The systematic of this thesis was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

Chapter one was about introduction, consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, aims of the research, used of the research, definition of operational variables, and outline of the thesis.

Chapter two was the theoretical description, which explain about: 1.) Task based method 2.) writing procedural text. In chapter two also discussed about review related finding, conceptual frame work, and hypothesis.

In the chapter three, it is consisted of research methodology. It consists of: a. Research Design b. Place and Time of Research c. Population and Sample d. Instrument e. Technique of Collecting Data f. Technique of Data Analysis.

In the chapter four, it is consist of: a. Description of Data. It was consistof: 1. The result of Experiment Class in Pre test and Post test 2. The result of Control

Class in Pre test and Post-test 3. Normality Test and Homogeneity Test b. Hypothesis Test c. Discussion.

Chapter five was the conclusion and suggestion.

CHAPTER II
THEORITICAL DESCRIPTION

A. Literature Review

1. Task – Based Method

a. The background of Task Based Method

Task-Based refers to an approach based on the use of the tasks as the core unit of planning and instruction in language teaching. Some of its proponents present it as a logical development of communicative language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s, for example:

1) Activities that involved real communication are essential for language learning.

2) Activities in which language is used for carrying out meaningful tasks promote learning.

3) Language that is meaningful to the learner supports the learning process.[1]

Skehan says that "Task are activities which have meaning as their primary focus. Success in task is evaluated in term of achievement of an outcome and task generally bears some resemblance to real-life language

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[1] Jack. C. Richard, *Approach and Methods in Language Teaching*, (USA: Cambridge University Press, 2001). P. 223

use. So task based instruction takes a fairy strong view of communicative language teaching."[2]

As Candlin and Murphy note; "The central purpose we are concerned with is language learning, and tasks present this in the form of problem solving negotiation between knowledge that learner holds and new knowledge."[3]

Moreover, Nunan offers this definition "The communicative 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 focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right."[4]

b. The Definition and Concept of Task Based Method

Task based language teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of task.[5] Within the literature, tasks have been defined in a variety of ways.

Long for instance, suggests that a task: "is a piece of work undertaken for oneself or for others, freely or far some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form,

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[2] *Ibid.*, P. 224
[3] Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2002). P. 144
[4] Jack. C. Richard, *Op.Cit.*, P. 224
[5] David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle and heinle Publisher, 1999). P. 24

buying a pair of shoes, making an airline reservation, borrowing a library book, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words by a task is meant the hundred and one things people do in everyday life, at work play and in between."[6]

While there is a good deal of variation among experts on how to describe or define task, peter Skehan concept of task seems to capture the essentials. He defines task as an activity in which:

1) Meaning is primary

2) There is some communication problem to solve

3) There is some sort of relationship to comparable real-world activities

4) Task completion has some priority, and

5) The assessment of the task is in terms of outcome.[7]

In addition, Skehan's description a task is an activity in which meaning is primary; there is a problem to solve and relationship to real world activities, with an objective that can be assessed in terms of an outcome.[8]

Next, Richards, Platt and Weber have such a rationale when they suggest that a task is an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map

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[6] *Ibid.*, P. 24

[7] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (California: Longman, 2000). P. 50

[8] H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA: Person Longman, 2007), P. 242

while listening to a tap, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually required the teacher to specify what will be regarded as successful completion of the task. The use of variety of different kinds of tasks in language teaching is said to make language teaching more communicative.[9]

Moreover, task is an activity which learners carry out using their available language resources and leading to a real outcome[10] or sharing and comparing experiences. In carrying out task, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development.

From the definition above, the writer concludes that task based is a teaching method that is an activity or action which requires learners to use language, with emphasis on meaning to attain an objective. And then, task is an activity or goal that is carried out using language, such as finding a solution to solve the problem.

Feez, summarized the key assumption of task based are:

1) The focus is on process rather than product.

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[9] David Nunan, *Op.Cit*, P. 25
[10] Jack. C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (USA: Cambridge University Press, 2002). P. 94

2) Basic elements are purposefully activities and tasks that emphasize communication and meaning.

3) Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.

4) Activities and tasks can be either:

    a) Those that learners might need to achieve in real life

    b) Those that have a pedagogical purpose specific to the classroom.

5) Activities and tasks of a task-based syllabus are sequenced according difficulty

6) The difficulty of a task depend on a rango of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and degree of support available.[11]

c. Principle of Task-Based method

    There are nine principles of task based, they are:

1) The class activities have a perceived purpose and a clear outcome.

2) A pre-task, in which students work though a similar task to one that they will later do individually, is a helpful way to have students see the logic involved in what they are being asked to do.

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[11] Jack. C. Richard, *Loc.Cit*

3) The teacher breaks down into smaller steps the logical thinking process necessary to complete the task.

4) The teacher needs to seek ways of knowing how involved the students are in the process, so she can make adjustments in light of the learners' perceptions of relevance and their readiness to learn.

5) The teacher does not consciously simplify her language, she uses whatever language is necessary to have students comprehend the current step in the task.

6) The teacher supplies the correct target form by reformulating or recasting what the students have said.

7) This jigsaw task, where the students have to listen to different parts of a total set of information they need to complete a task.

8) Students should receive feedback on their level of success in completing the task. The overall focus is on meaning.

9) Students have input into the design and the way that they carry out the task. This gives them opportunity for authentic and meaningful interaction.[12]

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[12] Diane Larsen-Freeman, *Op.Cit.*, P. 148

d. Types of Task-Based

There are two types of task-based.

1) Real-Word Task, which are designed to practice or rehearse those tasks that are found to be important in a need analysis and turn out to be important and useful in the real word.

2) Pedagogical Task, which have a psycholinguistic basis in SLA theory and research but do not necessary reflect real – world task.[13]

Pedagogical Task defined " a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in 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.[14]

A Pedagogical Task designed to teach students to give personal information in a job interview might, for example, involve;

a) Exercises in comprehension of wh-questions with do-insertion (when do you work at Macy's)

b) Drills in the use of frequency adverbs

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[13] Jack. C. Richard, *Op.Cit.,* P. 231
[14] David Nunan, *Loc.Cit*.

c) Listening to extracts of job interviews

d) Analyzing the grammar and discourse of the interviews

e) Modeling an interview; teacher and one students

f) Role-playing a simulated interview; students in pair.[15]

e. The Procedure of Task Based Method

A set of role-play activities was then developed focusing on situations students would encounter in the community and transactions they would have to carry out in English. According richard, the following format was developed for each role-play task:

1) Pre-Task activities

Learners first take part in a preliminary activity that introduces that topic, the situation and the "script" that will subsequently appear in the role-play task. Such activities are of various kinds, including brain storming, ranking exercise, and problem solving tasks. The focus is on thinking about a topic, generating vocabulary and related language, and developing expectations about the topic. This activity therefore prepares learners for the role-play task by establishing schemata of different kinds.

Learners then read a dialogue on a related topic. This serves both to model the kind of transaction the learner will have to perform in the role-play task and to provide examples of the kind of language that could be used to carry out such a transaction.

2) Task Activity

Learners perform a role-play. Students work in pairs with a task and needed to negotiate the task.

3) Post-Task Activities

Learners then listen to recordings of native speakers performing the same role play task they have just practiced and compare differences between the way they expressed particular functions and meanings and the way native speaker performed.[16]

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[15] H. Douglas Brown, *Op.Cit*., P. 243
[16] Jack. C. Richard, *Op.Cit*., P. 238

2. Writing Procedural Text

    a. Definition of writing

    Nunan said that writing can be defined by a series of contrasts as:

1) It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a read.

2) Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing-a shopping list, notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choice. Each of these types of writing has a different level of complexity depending on its purpose.

3) It is both a process and a product. The writer imagines, organizes, drafts, edits, read, and rereads. This process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or wider audience, is a product-an essay, letter, story, or research report.[17]

    According to Kathteen says that writing is an excellent means of monitoring and improving your comprehension and retention, also an effective learning strategy.[18]

    Then, Hamp-lyons defines writing is a personal act in which writers take ideas or prompts and transform them into "self initiated"

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[17] David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003). P. 88

[18] Kathleen T. Mc. Whorter, *Efficient and Flexible Reading*, (USA: The Lehigh Press, 1992), P. 289

topics.[19] In addition, A.S. Horby says "writing is written works of an author or person's feeling."[20]

So, writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read.

b. Kinds of writing

There are three kinds of writing.

1) *Expository or informative writing*, to share knowledge and information, directions, or ideas. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. Informative writing helps writers integrate new ideas and examine existing knowledge.

2) *Expressive/narrative writing* is personal or imaginative expression in which the writer produces stories or essays. This type of writing is often based on observations of people, objects and places and may

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[19] Addison Wesley, *Authentic Assessment for English Language Learners*, (Virginia: Fairfax Country Public School, 1994). P. 136

[20] A. S. Hornby, *Oxford Learner's Pocket Dictionary,* (New York: Oxford university Press, 2000). P. 502

include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, discovery or simply as "fun" writing and can include poems and short plays.

3) *Persuasive writing*, writers attempt to influence others and initiate action or charge. This type of writing is often based on background information, facts, and examples the writer uses to support the view expressed. This type of writing might include controversial issue or problem. Writers can also use personal their view.

c. Level of Writing

How do students become good writers? They progress through a number of stages as they gain competency in writing. I describe seven stages of writing development and chose to present the scale because the descriptions at each stage are relatively specific, the stages seem relatively sequential, and the number and definitions of levels seems appropriate for ELL students.

Teachers can use the scale by noting the characteristics of each student's writing and the developmental stage to which the writing has progressed. The scale may be useful in classrooms for ELL students at the primary, elementary and middle grades.

The level of writing shown by a student will depend in part on the prompt. Students who customarily write at the developing stage may exhibit characteristics of independent writers with familiar topics or

genres, particularly when the prompt has a high interest level or are self-selected. Thus, teachers should not expect that a scale of the type will uncover a consistent level of writing for each piece of work that a student's procedures.

Level of writing development.

Stage 1: Pre-Emergent

      a) Scribbles or draws to communicate

      b) Shows interest in letters and words

Stage 2: Emergent

      a) May recognize/name letters or simple words

      b) Uses letter forms to label drawings

      c) Sometimes writers with left-to-right progression

      d) Sometimes writers with sound/symbol relationships.

      e) May be able to explain writing

Stage 3: Dependent

      a) Uses inventive spelling with beginning and ending sounds

      b) Uses print from the environment

      c) Using simple vocabulary

      d) Sometimes leaves spaces between words

      e) Develops a sense of story

      f) Writer may forget meaning after time

      g) Meaning sometimes evident to reader

Stage 4: Developing

    a) Begins to use vowels in inventive spelling

    b) Begins to write simple sentences

    c) Uses elaborations from personal experience

    d) Can read back to an audience

    e) Rereads to check meaning

Stage 5: Independent

    a) Matches oral language to writing

    b) Writers for variety of purposes begins to use on organizing plan when writing

    c) Makes corrections while writing

    d) Develops authorship and voice

Stage 6: fluent

    a) Uses story structure (beginning, middle , end)

    b) Shows clear organization

    c) Takes risks with writing styles and language

    d) Initiates independent writing

    e) Uses editing / revising process

    f) Recognizing need for standard spelling

    g) Uses a variety of genre and styles

Stage : Proficient

    a) Writers for a variety of purposes (narrative, informative, persuasive, creative,)

    b) Communicates main idea with elaboration

    c) Uses distinct voice

    d) Uses language structures appropriately

    e) Uses word selection appropriate to purpose

    f) Has effective control of mechanics of writing.

d. Evaluation of writing

In evaluation the writing, we have looked at the writer and the type of knowledge writers bring to the writing task. We have indicated that the purpose of writing and genre determine what and how students write. Two important components in the assessment of writing are the nature of the task and the scoring criteria. There are some criteria of writing assessment.

1) Grammar, is the part of the study of language which deals with forms and structure of words

2) Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture.

3) Mechanics

This criterion is talk about punctuation and spelling of the writing

4) Fluency

In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

5) Form

Form is one of the main assessments in writing ability. This criterion is identified introduction, body and conclusion of writing task.

Part of the writing assessment should tell the students what will be valued in the writing. That is the students should know in advance on what criteria their papers will be evaluated. One way to do this is to present a checklist of criteria at the end of the prompt that students can use to edit and revise their writing.

Writer's checklist

a) Did you write on the assigned topic?

b) Did you write for the assigned audience?

c) Did you identify a central theme?

d) Did you explain the key ideas or events for the theme?

e) Did you use complete sentences?

f) Did you correct errors in spelling, capitalization, punctuation and usage?

The items include in the checklist should mirror the components of the scoring rubric used in rating student papers. When this checklist is

placed at the end of the prompt, students can review their own writing to determine if it meets the criteria against which it will be evaluated.

e. Definition of Procedural Text

Procedure is telling how to do something.[21] Procedures are very common factual texts. They take us through a sequence of steps which enable us to achieve a goal. Process (procedure) is any written English text in which the writer describes how something is accomplished through a sequences action or steps.[22]

So that, procedure texts show us how to do and make things. Text function is to describe how something is accomplished through a sequence of actions or steps.

1) Goal

Is to describe how something is accomplished.

2) Materials

The material deals with the thing needed in the case being discussed.

3) Steps

The method concerns with a sequence of steps by which the something is accomplished to achieve the goal.

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[21] David, Butt, *Using Functional Grammar*, (An Explorer's Guide), (National Centre for English Teaching and Research: Macquarie University, 2000). P. 233
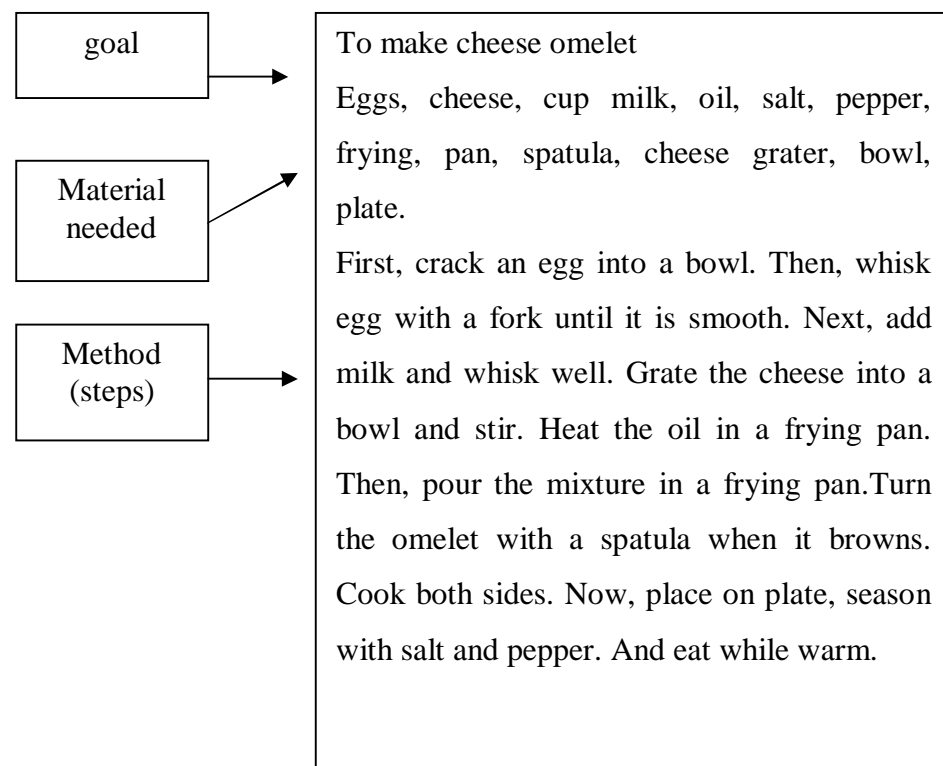
[22] Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008). P. 81

4) Re-orientation; is optional.

Dominant grammatical aspects

a) Focus on general human aspects

b) Use of simple present tense, often imperative.

c) Use mainly of temporal conjunctions (or numbering to indicate sequence).

d) Use mainly of material process.[23]

For example:

goal	→	To make cheese omelet
Material needed	→	Eggs, cheese, cup milk, oil, salt, pepper, frying, pan, spatula, cheese grater, bowl, plate.
Method (steps)	→	First, crack an egg into a bowl. Then, whisk egg with a fork until it is smooth. Next, add milk and whisk well. Grate the cheese into a bowl and stir. Heat the oil in a frying pan. Then, pour the mixture in a frying pan.Turn the omelet with a spatula when it browns. Cook both sides. Now, place on plate, season with salt and pepper. And eat while warm.

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[23] *Ibid.*, P. 82

B. Review of Related Findings

In this research, the writer was related findings to some researchers. The first, Khoirul Muttaqin "An Analysis on the students' achievement in comprehending both of descriptive and procedure text to the grade XI students' of SMK Merpati Nusantara Siabu 2008/2009 Academic Year.[24] Based on the research, he found that the comprehending both of descriptive and procedure text to the student are "enough", it can be seen from the mean are 61 and 62,7.

The other, Ameliza "A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing Procedural Text at IX Grade Students of MTs. Muhammadiyah 22 Padangsidimpuan in 2010/2011 Academic Year.[25] The result of teaching writing procedure text by using contextual teaching learning is better different result than discussion method. It is shown from the mean 29, 79 and 21, 10.

Next, Maryati Salmiah "the Effect of Content-Based Instruction and Task-Based Language Teaching on Student's Communicative Competence in Tarbiyah Faculty of State institute of Islamic Studies (IAIN) 2006/2007 Academic Year.[26] The conclusion, she found that Content-Based Instruction and

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[24] Khoirul Muttaqin, *An Analysis on the Students' Achievement in Comprehending both of Descriptive and Procedure Text to the Grade XI Students' of SMK Merpati Nusantara Siabu 2008/2009 Academic Year*, (Padangsidimpuan: UMTS, 2009). P. 26

[25] Ameliza, *A Comparative between Contextual Teaching Learning and Discussion Method in Teaching Writing Procedural Text at XI Grade Students of MTs Muhammadiyah 22 Padangsidimpuan,* (Padangsidimpuan: UMTS, 2011). P. 62
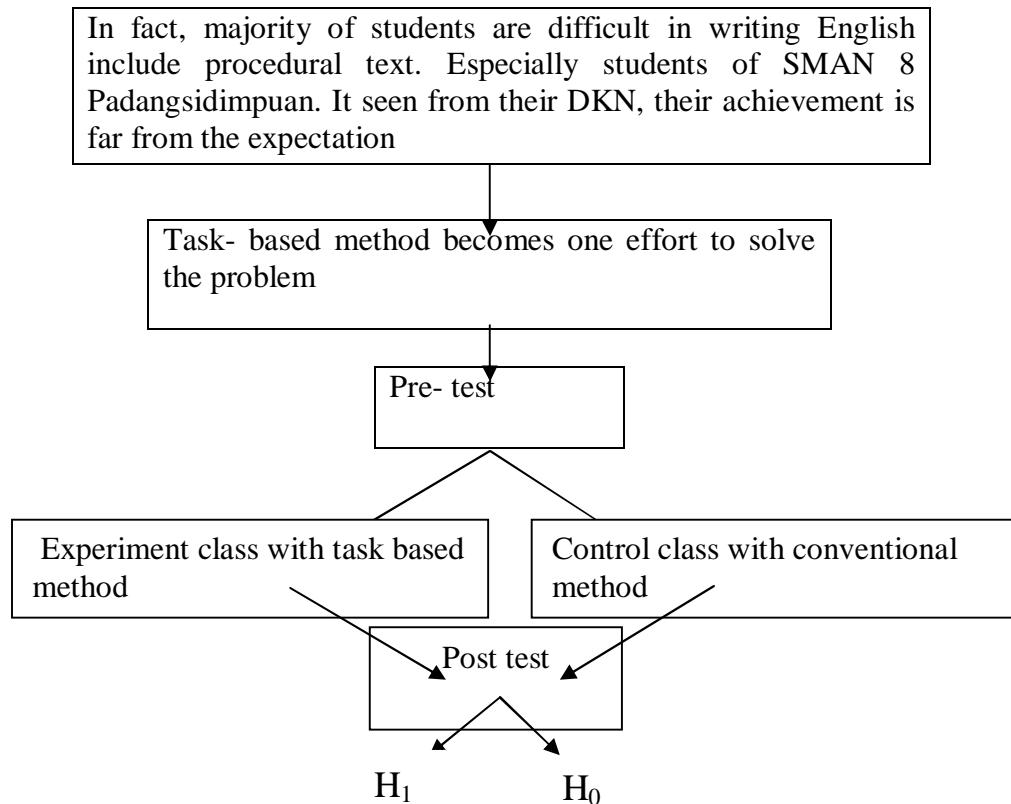
[26] Maryati Salmiah, *the Effect of Content Based Instruction and Task- Based Language Teaching on Students' Communicative Competence*, (Medan: UNIMED, 2007). P. 60

Task-Based language Teaching Significantly affected on students' communicative competence. It was shown on the $F_{observed} > F_{table}$ (8,6 > 3,22).

So that, from the researchers above, the researcher want to look for other information deeply, with the same material in writing procedural text and Task-Based method. It is "the Effect of Task-Based method on Student's ability in Writing Procedural Text at SMA Negeri 8 Padangsidimpuan.

C. Conceptual Framework

The successful of writing ability depends of many factors, there are about the subjects in reading, writing, listening and speaking. The students hoped that they can communicate through orally and written. In writing ability is the ability in expressing idea, through opinion and argumentation by writing, it consist of structure and grammar. The suitable method is very important to teach writing procedural text. Task based method is a method used to teach writing ability. This method can be use to teach writing ability of students. So, the effect of task-based method on students' ability in writing procedural text can be seen as picture bellow:

In fact, majority of students are difficult in writing English include procedural text. Especially students of SMAN 8 Padangsidimpuan. It seen from their DKN, their achievement is far from the expectation

Task- based method becomes one effort to solve the problem

Pre- test

Experiment class with task based method

Control class with conventional method

Post test

H_1 H_0

From the picture above, task based method is a method used by the teacher on writing procedural text. In order the learning of writing procedural the through task based method to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on description above, using task based method should be seen as suitable method in teaching and learning of writing procedural text and to develop of comprehending of students in writing. task based method give maximum control for teacher to teach writing with large and small classes, to make students enjoy in writing subject and these methods can stimulate motivation of the students to improve their writing ability.

D. Hypothesis

Hypothesis of the research is "there is significant effect of task based method on students' ability in writing procedural text at SMAN 8 Padangsidimpuan.

CHAPTER III
RESEARCH METHODOLOGY

This chapter discussed about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consists of research design, time and place of research, population and sample, instrument of data collection, and data analysis.

A. Research design

In this research, the method used is quantitative research. The quantitative research is the research which used statistic data as techniques of collecting data and analysis of data. To take the data, the writer makes some tests and uses experimental method. According to L.R Gay says, "experimental research is the only type of research that can test hypothesis to establish cause and effect."[1] Next Suharsimi Arikunto says, "experiment method is the way to find out the cause effect relationship between two or more factors and it is happened by the researcher with eliminate or avoid others factor can be influenced.

From the quotation above, writer concluded that the experimental research is a kind of research which has the aim to know causal effect relationship between one variable or more to other variable. The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristic at the start of

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[1] L.R. Gay and Peter Airasian. *Educational Research for Analysis and Application*,(New York: Prentice hall, 1992), p. 367

experiment. In this research, the writer used Pretest-Posttest research design 0f

instrument.

Table 1
Research Design of Instrument

Group	Pre-test	Treatment	Post-test
Experimental	X-1	X-1	X-1
Control	X-2	0	X-2

B. Time and place of research

This research was done at SMAN 8 Padangsidimpuan. It is located at Jl.

Perkebunan Pulobauk. This subject of research is at the X grade of students at

SMAN 8 Padangsidimpuan 2013 academic years. This research is planned to

start from March 2013 until finally.

C. The population and sample

a. Population

According to Suharsimi, "populasi adalah keseluruhan data subjek

penelitian."[2] It means that population is all of the subject of the research. Then

sukardi said "population is all members of well defined class of people, event,

or subjects."[3]

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[2] Suharsimi arikunto. *Prosedur penelitian study pendekatan praktek*,(Jakarta: rineka cipta,1993), p. 108
[3] Sukardi. *Metodologi penelitian pendidikan*, (Jakarta: bumi aksara, 2003), p. 53

Table 2
Table Population of Research

NO	CLASS	TOTAL
1	X^1	26
2	X^2	28
3	X^3	24
4	X^4	26
5	X^5	28
6	X^6	26
Total all of students		158

b. Sample

According to Gay and Airasian stated, "sample is a number of individuals for a study in such as a way that they represent the large group from they were selected."[4] In this research, the writer used normality and homogenity test to take the sample. So, the formula are:

1. **Normality test (Pretest)**

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:
x^2 = Chi-Quadrate
f_o = Frequency is gotten from the sample/result of observation (questioner)

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[4] L.R Gay and peter airasian. *Op.Cit.* p. 121

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population[5]

To calculate the result of Chi-Quadrate, it was used significant level 5 % (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k – 3). If result $x^2_{count} < x^2_{table}$. .So, it was could be concluded that the data was distributed by normal.

After do the research, the researcher concludes that the data of research was normal. Can be seen from the result for experiment class (X-1) research found that X^2_{count} =14,26 and X^2_{table} = 14,9, whereas for control class (X-2) was X^2_{count} = -3,775 and X^2_{table} = 7,81. Cause $X^2_{count} < X^2_{table}$ so that , H0 (null hypothesis) was accepted. So, it can be concluded that data was distributed by normal. Next, the calculation of how to get it can be seen in the appendix 7 and 8.

2. **Homogeneity test (Pretest)**

Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher used formula as follow:

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[5]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85.

$$F= \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

Where:

n_1= Total of the data that bigger variant
n_2= Total of the data that smaller variant[6]

Hypothesis is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}$ while if

$F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level

5% (0,05) and dk numerator is (n_1-1)while dk denominator is(n_2-1).

After doing the calculation, researcher found that F_{count} = 1,68 with α

5 % and dk = 28 from the distribution list F, researcher found that F_{table} = 1.93

, cause $F_{count} < F_{table}$ (1.68 < 1.93). So, there is no difference the variant

between the both classes (homogeneous). The calculation how to get it can be

seen in the appendix 11.

From the above explanation the data was distributed normal and

homogen. It means that in this research the researcher used random sampling

to taken the sample. So that, the researcher taken the sample from class X-1

(experiment class) and X-2 (controll class). Total of the sample was 54.

Experimental (X-1)	Control (X-2)
26	28

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[6] *Ibid.* p. 250

D. Instrumentation of research

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In addition, Suharsimi Arikunto says, "Instrument of the research is a tool of facility is used by the researcher in collecting data.[7] So that, the process is easier and better with the more careful, complete and systematic. In this research, the instrument of collecting data is using test. So that, there are five indicators to test writing ability. They are: Grammar, vocabulary, mechanics, fluency, and form (organization).

Table 3
Indicators of Writing

No	Indicators	Score
1	Grammar	20
2	Vocabulary	20
3	Mechanics	20
4	Fluency	20
5	Form (organization)	20
Total		**100**

E. The Technique of Data Collection

To get the data from the students, the writer collected by giving pre test and post test to students. Test is some of question or view and other tool is used for

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[7]Suharsimi arikunto, *Op.Cit,* p. 106

measure skill, knowledge and intelligence ability. The test is divided into two kinds:

1. Pre test

    The function of the pre test is to find the mean scores of the Task Based method and conventional group before the researcher gives treatment. In this case, the researcher hoped that the whole students' writing ability is same, or if there is a difference between those groups, the difference is hopefully not significant.

2. Post test

    After giving treatment, the researcher conducted a post test which the same test with the pre test, and has been conducted in the previous of the research. This post test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post test, the researcher analyzed the data. And the researcher found out the effect of task based method in the experimental group.

F. The technique of the data analysis

The analysis of data was done to find out the ability of the two groups that have been divided into experimental and control class. In this research , the writer used normality and homogenity test to take the data. So the formula are:

1. **Normality test**

    To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

    $$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate
f_o = Frequency is gotten from the sample/result of observation (questioner)
f_h = Frequency is gotten from the sample as image from frequency is hoped from the population[8]

    To calculate the result of Chi- Quadrate, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it can be concluded that data is distributed by normal.

2. **Homogeneity variant test**

    Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher used formula as follow:

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[8]Mardalis, *MetodePenelitian: SuatuPendekatan Proposal*, (Jakarta: BumiAksara, 2003), p. 85.

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Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant[9]

Hypothesis is rejected if $F \leq F_{\frac{1}{2}a(n_1-1)(1=n_2-1)}$ while if

$F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level

5% (0,05) and dk numerator is $(n_1 - 1)$ while dk denominator is $(n_2 - 1)$.

3. **Hypothesis Test**

Data Analysis was used to test the hypothesis by using t-test, that:

$H_a : \mu_1 \neq \mu_2$

$H_o : \mu_1 = \mu_2$

If $H_a : \mu_1 > \mu_2$, it was mean the result of students' ability in

writing procedural text by using task based method to the X grade

students of SMA Negeri 8 Padangsidimpuan was significant effect. But, if

the H_0: $\mu_1 \leq \mu_2$ it was mean the result of students' ability in writing

procedural text by using task based method to the X grade students of

SMA Negeri 8 Padangsidimpuanwas no significant effect. To test the

hypothesis, researcher used the formula as follow:

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[9] *Ibid.* p. 250

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$\overline{x_1}$ = Mean of experimental class sample

$\overline{x_2}$ = Mean of control class sample

n_1 = Total of experimental class sample

n_2 = Total of control class sample[10]

and the formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}}$$

Where:

s = Variant

$s_1{}^2$ = Variant of experimental class

$s_2{}^2$ = Variant of control class[11]

To test criteria of hypothesis is if H_0 is accepted by $-t_{table} < t_{count} < t_{table}.$ By

opportunity $\left(1 - \dfrac{1}{2}\alpha\right)$ and dk = $(n_1 + n_2 - 2)$ and H_o was rejected if there was t

has the other results.

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[10]*Ibid.*,p. 219.
[11]*Ibid.*,p. 239.

CHAPTER IV
DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate the effect of task based method on students' ability in writing procedural text, the writer has calculated the data using pre test and post test. To calculate the data the researcher needed participant to calculate it. So, for this time there are my friends help me to calculated it and to validation this data. They are: Yusnita Lubis, Maimunah (TMM), and Rukiah. Applying quantitative analysis, the writer used the formulation of t-test. Next, the writer described the data as follow:

A. Description Data of Pre-test (Before Teaching)

The pre-test scores obtained before teaching in experimental class and control class is as follows:

1. Experimental class

The score of pre-test in experimental class before teaching is as follows:

Table 4
The Score of Pre-Test in Experimental Class

Mean	48,6
Median	56,58
Modus	50
The lowest score	30
The highest score	75

Based on the table above the mean of score in experimental class was 48,6, modus was 50, and median was 56,58. The writer got the highest score was 75, and the lowest score was 30. Next, the calculation of how to get it can be seen in the appendix 8.
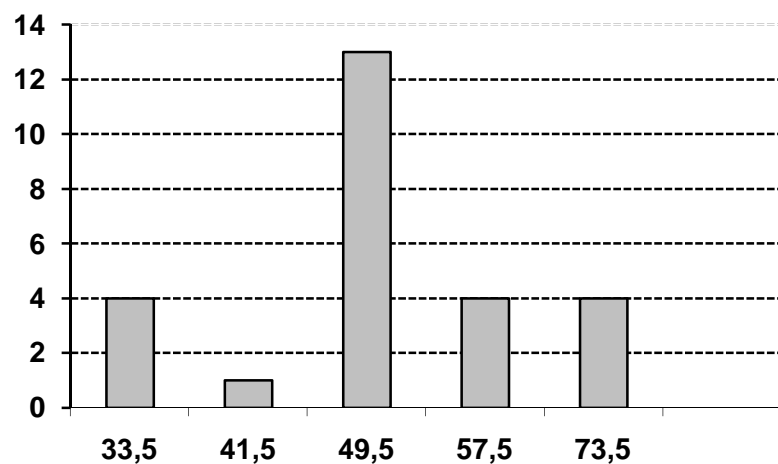
Table 5
The Frequency Distribution of Students' Score in Experimental Class

No.	Interval	Median	Frequency	Percentages
1.	30 – 37	33,5	4	10 %
2.	38 – 45	41,5	1	5%
3.	46 – 53	49,5	13	65%
4.	54 – 61	57,5	4	10%
5.	62 – 69	-	-	-
6.	70 – 77	73,5	4	10%
	Total		**26**	**100 %**

Based on the table above, it can be drawn at histogram as below:

Frequency

Histogram Students' Score of Pre-Test in Experimental Class

Median

2. Control class

The score of pre-test in control class before teaching is as follows:

Table 6
The Score of Pre-Test in Control Class

|	
Mean	42,5
Median	47
Modus	50
The lowest score	30
The highest score	70

Based on the table above the mean of score in control class was 42,5,

modus was 50, and median was 47. The writer got the highest score was 70, and

the lowest score was 30. Next, the calculation of how to get it can be seen in the

appendix 7.

Table 7
The Frequency Distribution of Students' Score in Control Class

No.	Interval	Median	Frequency	Percentages
1.	30 – 36	33	4	15%
2.	37 – 43	-	-	-
3.	44 – 50	47	10	35%
4.	51 – 57	54	4	15%
5.	58 – 64	61	9	30%
6.	65 – 71	68	1	5%
	Total		**28**	**100 %**

Based on the table above, it can be drawn at histogram as below:

Frequency

Histogram Students' Score of Pre-Test in Control Class

Median
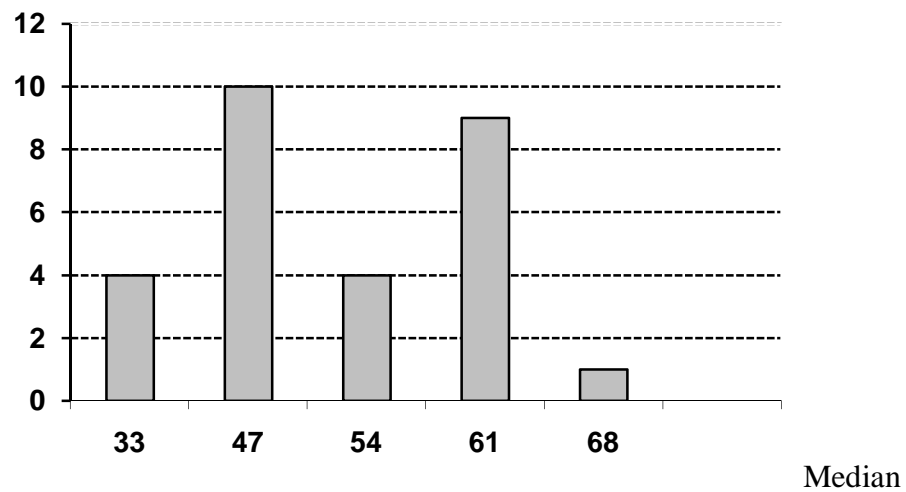
From the table above, the writer concluded the students' ability before teaching was low. It was improved by the means score of experimental class was 48,6 and control class was 42,5.

B. Description Data of Post-test (After Teaching)

The post-test scores obtained after teaching in experimental class and control class is as follows:

1. Experimental class

The score of post-test in experimental class after teaching is as follow:

Table 8
The Score of Post-Test in Experimental Class

Mean	67
Median	62
Modus	60
The lowest score	50
The highest score	80

Based on the table above the mean of score in experimental class was 67,

modus was 60, and median was 62. The writer got the highest score was 80, and

the lowest score was 50. Next, the calculation of how to get it can be seen in the

appendix 8. Then, the computed of the frequency distribution of the student's

score of class can be applied into table frequency distribution as follows:
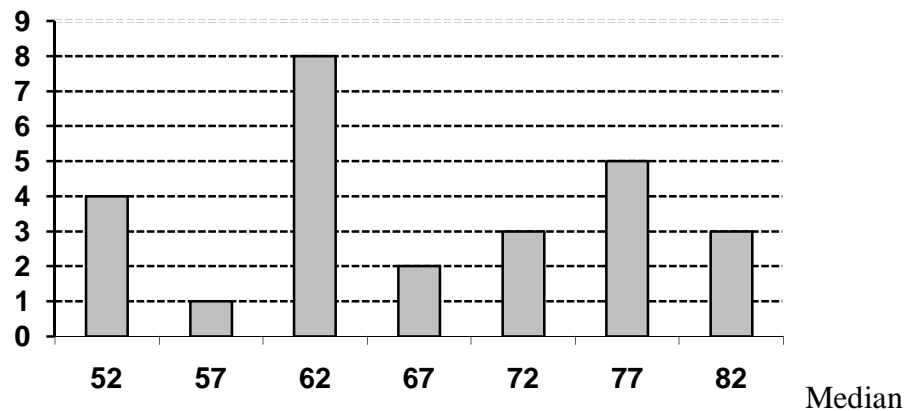
Table 9
The Frequency Distribution of Students' Score in Experimental Class

No.	Interval	Median	Frequency	Percentages
1.	50 – 54	52	4	15%
2.	55 – 59	57	1	5%
3.	60 – 64	62	8	30%
4.	65 – 69	67	2	10%
5.	70 – 74	72	3	13%
6.	75 – 79	77	5	13%
7.	80 – 84	82	3	14%
	Total		26	100 %

Based on the table above, it can be drawn at histogram as below:

Frequency

Histogram Students' Score of Post-Test in Experimental Class

Median

2. Control class

The score of post-test in control class after teaching is as follows:

Table 10
The Score of Post-Test in Control Class

Mean	62,78
Median	58,17
Modus	60
The lowest score	50
The high score	75

Based on the table above the mean of score in control class was 62,78, modus was 60, and median was 58,17. The writer got the highest score was 75, and the lowest score was 50. Next, the calculation of how to get it can be seen in the appendix 9. Then, the computed of the frequency distribution of the student's score of class can be applied into table frequency distribution as follows:
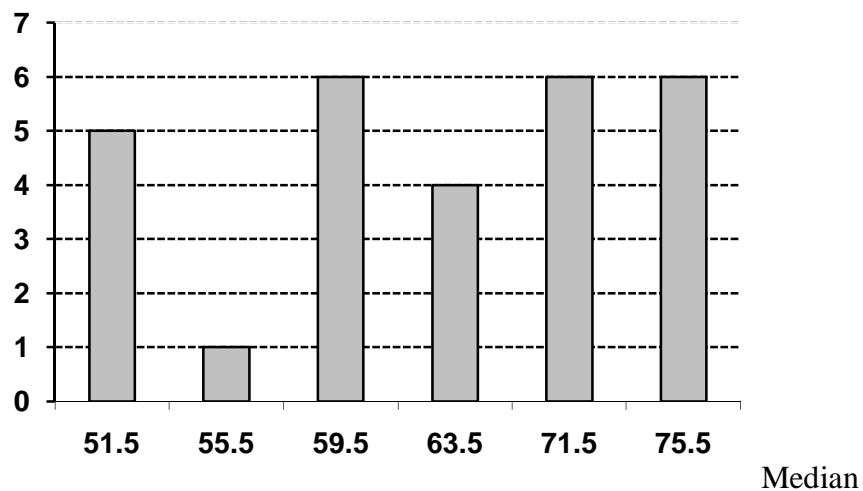
Table 11
The Frequency Distribution of Students' Score in Control Class

No.	Interval	Median	Frequency	Persentages
1.	50 – 53	51.5	5	15%
2.	54 – 57	55.5	1	5%
3.	58 – 61	59,5	6	24%
4.	62 – 65	63.5	4	8%
5.	66 – 69	-	-	-
6.	70 – 73	71,5	6	24%
7.	74 – 77	75,5	6	24%
	Total		31	100 %

Based on the data above, it can be drawn at histogram as below:

Frequency

Histogram Students' Score of Post-Test in Control Class

Median

Next, from calculation above the writer concluded the students' ability after teaching increased slowly. It can be seen from the mean score of experimental class was bigger than control class (62,5 > 67).

C. **Data analysis**

The analysis of data was done to find out the ability of the two groups that have been divided into experimental and control class. In this research , the writer used requirement test and hypothesis test to take the data.

1. **Requirement test**

The test was used to know that data is homogeny and normal.

a. **Homogeneity test (Post test)**

Homogenity variant test was used to know whether conttrol class and experimental class have the same variant or not. If the both classes are same, it is can be called homogenous.

Calculation of parameter to get variant are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

Hypothesis:

$H_0 \quad : \delta_1^2 = \delta_2^2$

$H_1 \quad : \delta_1^2 \neq \delta_2^2$

A. variant of the experimental class for post test (after teaching) is:

n $\quad = 26$

$\Sigma xi = 1690$

$\sum_{xi} 2 = 112300$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-i)}$$

$$= \frac{26(112300) - (1690)^2}{26(26-1)}$$

$$= \frac{2919800 - 2856100}{650}$$

$$= \frac{63700}{650}$$

$$= 98$$

B. Variant of the control class for post test (after teaching) is:

n   = 28

$\sum xi = 1795$

$\sum_{xi} 2 = 117175$

So:

$$S^2 = \frac{n\Sigma x_1^2 - (\Sigma x_1)^2}{n(n-1)}$$

$$= \frac{28(117175) - (1795)^2}{28(28-1)}$$

$$= \frac{3280900 - 3222025}{28(28-1)}$$

$$= \frac{58875}{756}$$

$$= 77.875$$

The Formula was used to test hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{98}{77.876}$$

$$= 1.26$$

After doing the calculation, researcher found that $F_{count} = 1.26$ with α 5 % and dk = 28 from the distribution list F, researcher found that $F_{table} = 1.93$, cause $F_{count} < F_{table}$ (1.26 < 1.93). So, there is no difference the variant between the both classes (homogeneous).

b. Normality test (post test)

Normality test used to know whether the data of research has normal. So researcher used chi-Quadrate formula. For experiment class (X-1) after doing the calculation , researcher found that $X^2_{count} = -6.381$ and $X^2_{table} = 7.81$, whereas for control class (X-2) was $X^2_{count} = 2.5$ and $X^2_{table} = 7,81$. Cause $X^2_{count} < X^2_{table}$ so that , H0 (null hypothesis) was accepted. So, it can be concluded that data was distributed by normal. Next, the calculation of how to get it can be seen in the appendix .

2. Hypothesis Test

The data of this research is students' score on writing test. To analyze the data, the researcher use the formula of the t-test as shown below, to find which is more significant effect of task based method on students' ability in writing procedural text. The formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$T = \frac{67 - 62,78}{s\sqrt{\frac{1}{28} + \frac{1}{26}}}$$

$$s = \sqrt{\frac{(28-1)98 + (26-2)77{,}876}{28+26-2}}$$

$$= \sqrt{\frac{(27)98 + (24)77{,}876}{52}}$$

$$= \sqrt{\frac{2646 + 1869{,}024}{52}}$$

$$= \sqrt{4515{,}024} \quad = 67{,}19$$

$$t = \frac{67-62{,}78}{s\sqrt{\frac{1}{28}+\frac{1}{26}}} \quad = \frac{4{,}22}{67{,}19\sqrt{0{,}0357+0{,}0384}}$$

$$= \frac{4{,}22}{67{,}19\sqrt{0{,}0357+0{,}0384}}$$

$$= \frac{4{,}22}{67{,}19\sqrt{0{,}0746}}$$

$$= \frac{4{,}22}{0{,}964}$$

$$= 4{,}377$$

$-t_{tabel} < t_{hitung} < t_{tabel}$. By opportunity $\left(1-\frac{1}{2}\alpha\right)$ and $dk = (n_1 + n_2 - 2)$ and H_0 was rejected if has the other result. From the calculation that researcher found that $t_{hitung} = 4{,}377 > t_{table}\ 2{,}00$.

from the above calculation that H_0 was rejected and H_a was accepted.

So that, $H_a : \mu_1 > \mu_2$ was accepted, it's mean that hypothesis alternative (H^a) of research was students' ability in writing procedural text by using Task Based Method is better than conventional method. From the above explanation that there is the significant effect of Task Based Method on

students' ability in writing procedural text at SMA Negeri 8 Padangsidimpuan.

Next, to know the category how far the effect of Task Based Method on students' ability in writing is low, it would be interpreted from the table below:

Table 12
The Table Coefficient Effect of Interpretation

Coefficient interval	Effect level
0.00 – 0.20	Very low
0.21 – 0.40	Low
0.41 – 0.60	Enough
0.61 – 0.80	High
0.81 – 1.00	Very high

To know the effect of task based method on students' ability in writing procedural text, to minimized t_s (4,377 – 2,00 = 2,377). Next, the result of it interpretated to above table.

So that, the effect of Task Based Method on students' ability in writing procedural text at SMA Negeri 8 Padangsidimpuan is low.

D. Discussion

From the defenitions of task based in capter II the writer concludes that task based is a teaching method that is an activity or action which requires learners to use language, with emphasis on meaning to attain an objective. And

then, task is an activity or goal that is carried out using language, such as finding a solution to solve the problem.

Analysis result and hypothesis testing show that both these variables have the effect and hypothesis alternative (H_a) was accepted. This means that students' ability in writing procedural text by Task Based Method is better than conventional Method ($\mu_1 > \mu_2$). Hypothesis zero (H^0) was rejected. This means that students' ability in writing procedural text by Task Based Method is not better than Conventional Method ($\mu_1 = \mu_2$).

So, from the calculation above, the writer appropriated that the result of research has related with the above theory, this fact can be seen from means score between the experimental class and control class. It is indicated that the score of experimental class was bigger than control class ($67 > 62,8$). Finally, the writer concluded that Task Based Method was effective in writing ability.

E. Threats of the Research

The writer found the treath of this research as follow:

1. The students needed more time for answering the test.

2. The students were noisy when the answering the test.

3. The limited of the instrument of research.

4. The limited of English book (especially writing book) in the writer's campus.

5. The writer was lack of experience in processing data or lack of knowledge about it.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the writer got the conclusion about the effect of discussion strategy on reading comprehension. Based on the result of data analysis that has described in the previous chapter, the writer concluded as follows:

1. The students' ability in writing procedural text after learning by Task Based Method at the X grade students of SMA Negeri 8 Padangsidimpuan was 67. It can be seen from the mean score of experimental class.

2. The students' ability in writing procedural text after learning by conventional method at the X grade students of SMA Negeri 8 Padangsidimpuan was 62,8. It can be seen from the mean score of control class.

3. Students' ability in writing procedural text by using Task Based Method was better than conventional method ($\mu_1 > \mu_2$). Hypothesis alternative (H_a) was accepted and hypothesis zero (H_0) was rejected. It can be seen from the mean score of experimental and control class (67 > 62,8). From the calculation of $t_o = 4,377$ While t_s score is 2,00. So, students' ability in writing procedural text by task based method was better than conventional method at the X grade students of SMA Negeri 8 Padangsidimpuan.

B. Suggestion

After the writer finished this research, the writer has suggestions below:

1. For teacher, as an English teacher were hoped to use appropriate method to explain or to teach English subject to the students. Then, from the result of the researc, Task Based Method better than conventional method. So that, the writer suggests Task Based Method can be applied on the English teaching classroom especially for teachers who want to increase students' ability in writing.

2. For headmaster, to make students get the goal learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.

3. For students, students must follow the procedure of learning method.

4. For other research, the writer hope to the other researcher to do the research about the other method.

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