



**THE EFFECT OF TASK BASED LANGUAGE
TEACHING METHOD ON STUDENTS' WRITING
ACHIEVEMENT IN PROCEDURE TEXT AT IX GRADE
OF SMP NEGERI 1 LUMUT TAPANULI TENGAH**

A THESIS

Submitted to The Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd) in English

Written By :

JULI ERMINA LUBIS

Reg. Number : 18 203 00118

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022



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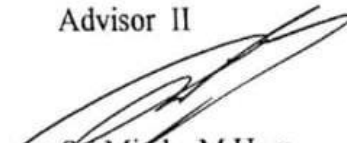


ENGLISH EDUCATION DEPARTMENT

Advisor I


Fitri Rayani Siregar, M.Hum.
NIP 19820731 200912 2 004

Advisor II


Sri Minda, M.Hum.
NIDN 2018018801

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2022**

LETTER AGREEMENT

Term : Munaqosyah
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Padangsidempuan, 07 January 2023
a.n. **Juli Ermina Lubis**
To : **Dean**
Tarbiyah and Teacher Training
Faculty
In-
Padangsidempuan

Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Juli Ermina Lubis**, entitled "**The Effect of Task Based Language Teaching Method on Students' Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut Tapanuli Tengah**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department. Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

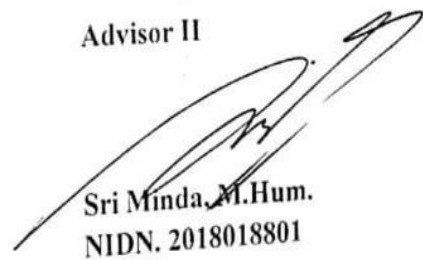
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

Advisor I


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

Advisor II


Sri Minda, M.Hum.
NIDN. 2018018801

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Juli Ermina Lubis
Reg. Number : 18 203 00118
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : The Effect of Task Based Language Teaching Method on Students' Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut Tapanuli Tengah

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Juli Ermina Lubis
Juli Ermina Lubis
Reg. Number. 18 203 00118

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As Academic Cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:


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Registration Number : 18 203 00118
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
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Signed





Juli Ermina Lubis
Reg. Number 18 203 0018

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Juli Ermina Lubis
Registration Number : 18 203 00118
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The Tittle of Thesis : The Effect of Task Based Language Teaching Method on Students' Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut Tapanuli Tengah

Chief,

Secretary,

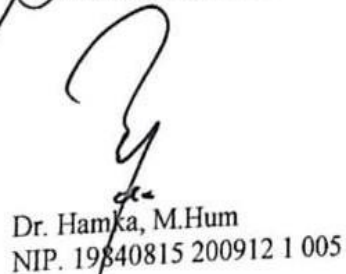

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Members,


Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004


Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001


Dr. Hamka, M.Hum
NIP. 19840815 200912 1 005


Sri Minda, M.Hum
NIDN. 2006058602

Proposed:
Place : Padangsidempuan
Date : December, 30th 2022
Time : 14.00 WIB until finish
Result/Mark : 84 (A)
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : The Effect of Task Based Language Teaching Method on Students' Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut Tapanuli Tengah

Name : Juli Ermina Lubis

Reg. Num : 18203 00118

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, 8 November 2022.
Dean of Tarbiyah and Teacher Faculty



Name : Juli Ermina Lubis
Reg. Number : 1820300118
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title of Thesis : The Effect of Task Based Language Teaching Method on Students' Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut Tapanuli Tengah

ABSTRACT

This research focussed on the effect of task based language teaching method on students' writing achievement in procedure text at IX grade of SMP Negeri 1 Lumut Tapanuli Tengah. The problem that faced by students in writing procedure text were : 1) The students sometimes do not understand about English, 2) The students face up difficulties in making sentence, 3) The students have no enthusiasm in writing because the teacher does not have interesting method, 4) The students are confused how to make goal, material, and steps in writing procedure text, 5) The students are lack of vocabulary.

There are two formulations of the problem, they are does task based language teaching method significantly affect on students' writing achievement in procedure text and how task based language teaching method significantly affect on students' writing achievement in procedure text at IX grade of SMP Negeri 1 Lumut Tapanuli Tengah. The purpose of this research were to know task based language teaching method significantly affects on students' writing achievement in procedure text and how task based language teaching significantly affects on students' writing in procedure text at IX grade of SMP Negeri 1 Lumut Tapanuli Tengah.

This research used quantitative approach by using experimental method with pre- test post- test control group design. The population were all the students of SMP Negeri 1 Lumut. The sample were IX A as experimental group consisted of 33 students and IX B as control group consisted of 33 students. The data were collected through pre-test and post-test in writing test and analyzed by using independent sample T-test.

The result of this research showed that mean score of experimental research was higher than mean score of control group after using spelling bee game. The mean score of experimental research after using task based language teaching method was 79.06 and mean score of control research was 63.54. It can be concluded that task based language teaching method is very useful on students' writing achievement. In addition, $t_{count} > t_{table}$ ($7.162 > 1.99773$). It means task based language teaching method significantly affects on students' writing achievement in procedure text at IX grade students of SMP Negeri 1 Lumut.

Key Words : Task Based Language Teaching, Writing Procedure Text

Nama : Juli Ermina Lubis
NIM : 1820300118
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Pengaruh Pengajaran Bahasa Berbasis Tugas Terhadap Pencapaian Menulis Siswa Dalam Teks Prosedur di Kelas IX SMP Negeri 1 Lumut Tapanuli Tengah

ABSTRAK

Penelitian terfokus pada pengaruh pengajaran bahasa berbasis tugas terhadap pencapaian menulis siswa dalam teks prosedur. Beberapa masalah yang dihadapi siswa dalam menulis teks prosedur adalah : 1) terkadang siswa tidak mengerti mengenai bahasa Inggris, 2) Siswa menghadapi kesulitan dalam membuat kalimat, 3) siswa tidak mempunyai semangat dalam menulis karena guru tidak mempunyai metode yang menarik, 4) siswa bingung bagaimana membuat tujuan, bahan dan langkah-langkah didalam menulis teks prosedur, 5) siswa kekurangan kosakata

Ada 2 rumusan masalah dalam penelitian ini, yaitu apakah pengajaran bahasa berbasis tugas berpengaruh secara signifikan terhadap pencapaian menulis siswa dalam teks prosedur dan bagaimana pengajaran bahasa berbasis tugas berpengaruh secara signifikan terhadap pencapaian menulis siswa dalam teks prosedur di kelas SMP Negeri 1 Lumut Tapanuli Tengah. Penelitian ini bertujuan mengetahui apakah pengajaran bahasa berbasis tugas berpengaruh secara signifikan terhadap pencapaian menulis siswa dalam teks prosedur dan bagaimana pengajaran bahasa berbasis tugas berpengaruh secara signifikan terhadap pencapaian menulis siswa dalam teks prosedur di kelas SMP Negeri 1 Lumut Tapanuli Tengah.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan menggunakan kelompok pengendalian sebelum dan sesudah tes rancangan. Populasinya adalah seluruh kelas SMP Negeri 1 Lumut. Sampelnya adalah IX A sebagai kelompok eksperimen terdiri dari 33 siswa dan IX B sebagai kelas kontrol terdiri dari 33 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes menulis dan dianalisis menggunakan rumus independent sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan metode pengajaran bahasa berbasis tugas. Rata-rata skor kelompok eksperimen setelah menggunakan pengajaran bahasa berbasis tugas adalah 79.06 dan rata-rata skor kelompok kontrol adalah 63.54. Sehingga dapat diartikan bahwa pengajaran bahasa berbasis tugas sangat bermanfaat terhadap pencapaian menulis siswa dalam teks prosedur. Selain itu, $t_{hitung} > t_{tabel}$ ($7.162 > 1.99773$). Dapat disimpulkan bahwa pengajaran bahasa berbasis tugas berpengaruh secara signifikan terhadap pencapaian menulis siswa dalam teks prosedur di kelas IX SMP Negeri 1 Lumut Tapanuli Tengah.

Kata Kunci : Task Based Language Teaching, writing procedure text.

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The researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be grateful for correction to level up this thesis.

Padangsidempuan, September 2022

Researcher

Juli Ermina Lubis

Reg. No. 1820300118

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CHAPTER I

INTRODUCTION

A. The Background of The Research

Expressing ideas, thought, and feeling and make it into the text called writing¹. This kind of writing needs to describe the message and it called the process of writing. This skills have to master by the learners. Next, Raiman Stated that writing helps students learn². Next, the writing activity have some advantages, those advantages such as more focus and students make the English language more accurate. Then, directly, the language is provoke the students“ to encourage the language development. The creativity may increase cause the solving problem is required in writing activity.

Writing product of language is the result of the writing. Distributing the idea into writing form for example as a text. It is the result of a series of thought activities, but require skills that are not acquired naturally. Luckily, this kind of skill able to learn by lots of people, practiced, and mastered. Teachers should know and use the appropriate the teaching-learning process in order to make the students observe the material in teaching-learning process³.

The writing is an activity to arrange or relate some words, phrases,

¹Raudhatul Jannah et al., “The Use of Poster Media to Enhance Student Learning Outcomes in Descriptive Text Writing,” *JETLEE: Journal of English Language Teaching, Linguistics, and Literature* 2, no. 1 (2022): 26–34, p.29. [shorturl.at/clwB5](#)

²Raimes Ann, *Techniques in Teaching Writing* (USA: Oxport University Press, 1983), [shorturl.at/ajmqC](#)

³Utami Anna, “Improving the Ability in Writing Descriptive Texts Through Brainstroming Technique for Grade VIII Students at SMP N Piyungan” (Universtas '98 Negeri Yogyakarta, 2014),p.10.[shorturl.at/pqC](#)

sentences, and paragraphs become a good written text⁴. done to demonstrate decontextualized factual knowledge and is largely unnoticed by readers other than the teacher-examiner. Writing is a physical and mental job. So writing is the physical act of communicating words and ideas to a medium, whereas mental work is coming up with ideas and figuring out how to best express them in sentences and paragraphs⁵.

Procedural text is one of the kinds in writing text. Writing procedural texts is one of the writing skills that students have or must have, how to prepare or create something, how to behave in a particular situation such as a school, company, or community, how to travel to a particular place⁶. Instructions are text that describes how to do something⁷.

In the curriculum for junior high school, to reach the KKM score (75), the students must arrange random sentences into procedure text and the students must write essay into procedure text. in the fact, the SMP Negeri 1 Lumut has found most of students in ninth grade get low writing result that their score is 60, beside the the KKM score is 7,5. This finding is said by the teacher.

In fact, based on an interview done by researcher with one of the English teachers in SMP Negeri 1 Lumut, it has been known that the students sometimes do not understand about Writing. it refers to the

⁴ Sri Rahmadani et al, Estafet Writing Technique in Teaching Writing Recount Text at Pesantren An-Nur Padangsidempuan in Covid-19 Era, *Jurnal Penelitian Ilmu-ilmu Sosial Keislaman* vol 7, no 01 (2021),p.156.

⁵Mutia Khanza and Tatu Zakiyatun Nufus, "The Effect of Scaffolding toward Students" Writing Procedure Text," *English Language in Focus (ELIF)* 2, no. 1 (2019): 33,p.34. shorturl.at/enQSV

⁶MutiaKhanza and TatuZakiyatunNufus, p. 34.

⁷Amerson, K, ,, 'Text Types in English,'"" (South Yarra:Macmillan Education Ltd, 2003)

writing procedure text. The students do not understand about the language features and generic structure of procedure text and the students have lack of vocabulary⁸.

Futhermore, Based on an interview between the researcher and Alisa Sihombing, one of the students in SMP Negeri 1 Lumut,⁹ . She said that She faced difficulty in making sentences. She is confused about the generic structure of procedure text. She has no enthusiasme in writing because the teacher does not have interesting method.

Then, an interview the researcher with Nova Anggraini, one of the students in SMPNegeri 1 Lumut. She said that she has lack of vocabulary in making procedure text. Besides students do not have enthusiasm in writing class, the teacher does not give practicing how to make something¹⁰.

To solve students' problems about learning writing, there are many approaches and strategies to be implemented in this kind of strategies. The task Elli described is a task plan that requires learners to process language practically in order to produce results that can be evaluated as to whether the correct or appropriate propositional content has been conveyed¹¹. The usage of the task with the good planning in this kind of method refers to teaching based language task. It means task is the

⁸Private Interview, Suki, an English Teacher in SMPN Negeri 1 Lumut, 28 October 2021 13:41 p.m.

⁹Private Interview, Sihombing Alisa, students in SMPN Negeri 1 Lumut, 28 October 2021 14: 00 p.m

¹⁰Private Interview, Anggraini Nova , students in SMPN Negeri 1 Lumut, 28 October 2021 14: 00 p.m

¹¹Jack C Richard and Theodore , Approaches and Method in Language Teaching , Italy : Cambridge University, 2014.

central activities that are given by the teacher to students . It can be done as a teaching method. The product is not the main purpose of this language, but process is the important one. This means that task-based methods focus on the process of creating or doing something rather than the outcome of actions. Task Based Language Teaching is a language teaching system that focusses on tasks assigned to the students. Task are given the center of language activities. To give task to students will be one of the ways to measure students' abilities and understanding about the material.

There are some prior researches that applied task based language teaching method in learning English. The first was written by Haziroh, She concluded that task-based language teaching methods improved student behavior towards the writing teaching and learning process. Teaching and writing able to make the students engaged in the teaching-learning process. Students had more opportunities to explore their thoughts and choose their own words. In addition, teachers had many opportunities to develop various activities¹².

The second was written by Widiana. from her result, it can be known that the condition of teaching-learning process can be improved such as more active by using this kind of strategy. So, the teaching

¹²Hazoroh Indriani, "Improving Writing Ability of Grade Xii Students At Sma" (Univeritas Negeri Yogtakarta, 2017).

learning process can be improved in recount text for example¹³. The last was written by Kaharuddin. From his research, it can be seen that developing students' strategy may be gotten by implementing this strategy¹⁴.

The researcher wants to solve the students' problem in procedure text. This kind of strategy has been implemented. The result showed lots of students have improved in writing skill such as easier to improve the students' descriptive text.

From the explanation above, actually there are many methods to face the problems in teaching writing in procedure text in junior high school. The researcher is interested research of „,The Effect of Using Task Based Language Teaching Method on Students Writing Achievement in Procedure Text at IX Grade of SMP Negeri 1 Lumut“.

B. The Identification of The Problems

There are some problems that researcher found about writing in procedure text in SMP Negeri 1 Lumut.

The problems as follows

1. Students sometimes do not understand about English
2. Students face up difficulties in making sentence

¹³Widiana, "The Effect of Using Task-Based Language Method on the Students' Achievement in Writing Recount Text" (Universitas Muhammadiyah Sumatera Utara, 2017), shorturl.at/cfADL

¹⁴Kaharuddin et al., "Examining the Skill in Writing Descriptive Text Among Indonesian Learners of English: The Effects of Task-Based Language Teaching (TBLT)," *Journal of Language Teaching and Research* 13, no. 1 (2022): 46–57, p.54.shorturl.at/yHS59

3. Students have no enthusiasm in writing because the teacher does not have interesting method.
4. The steps of writing procedure text could make students be confused, so they hard to produce good writing.
5. The lack of vocabulary of the students.

C. The Limitation of The Research

There are many Approaches in writing teaching. Actually there are many kinds of text. so, this research has the limitation, the study is focused on The Effect of Task Based Language Teaching Method on Students' Achievement Procedure Text at IX Grade of SMP Negeri 1 Lumut.

D. The Formulation of The Problems

After finding the problem, the researcher created the formulation of the problem which show as follow:

1. Does Task Based Language Teaching Method significantly affect on students' achievement in procedure text at XI Grade of SMP Negeri 1 Lumut ?
2. How Does Task Based Language Teaching Method significantly affect on students' achievement in procedure text at XI Grade of SMP Negeri 1 Lumut ?

E. The Objectives Of The Research

From the formulation of the problem above, the writer created some objective of the research which showed as follow:

1. To know if Task Based Language Teaching Method significantly affect on students' achievement in procedure text at XI Grade of SMP Negeri 1 Lumut.
2. To describe how the Task Based Language Teaching Method significantly affect on students' achievement in procedure text at XI Grade of SMP Negeri 1 Lumut.

F. The Significances of The Research

This research must give some advantages for some sides, the following point would show some advantages of this research:

1. English Teacher, it gives information about the effect of using task based language teaching method and teacher can enrich the quality of teaching and learning process.
2. The developing of students' writing by the students' themselves makes students more interested in task based language teaching method.
3. Researcher, it is useful to add their resources of the research. Also can be used for researcher to compare with the new research about task based language teaching method.

G. The Definition of the Operational Variabels

1. Writing skills

Writing achievement is the students' success in achieving English Writing through certain learning process.

2. Task Based Language Teaching

Task Based Language Teaching is a language teaching system that focuses

on the task. Task is the central of activities in the classroom.

H. The Outline of Thesis

Five chapters exist in this research. Every chapter divided into some subtopics. Chapter one consisted of introduction that consist of: the background of the problem, focus of the research, formulation of the problem, objective of the problem, and definition of key term.

Next, chapter two consisted of the theoretical description. It is divided into subtopics which consist of body language and the related findings.

Then, Chapter three contains research methodology to find out the teacher's strategies in teaching writing at Madrasah Aliyah Swasta Yayasan Pondok Pesantren Modern Baharuddin. Research methodology consist of place and time of the research. Kinds of the research subject of the research, instrument of collecting data, technique of data collection, technique of data analysis, technique to mountain the data trustworthiness, and outline of the research.

Next, Chapter four consisted of data description, the result of the research, threats of the research that found by the researcher.

The last, chapter five consisted of the conclusion about the result of this research and suggestion that were given.

CHAPTER II

THEORITICAL DESCRIPTION

A. Task Based Language Teaching

1. Definition of Task Based Language Teaching Method

Task-based language teaching is a method of language teaching that gives students functional tasks and focuses primarily on semantic exchange and real-world use of the language¹⁵. Task Based Language Teaching refers to the use of the tasks as at the core unit of planning and instruction in language teaching.

Task based instruction is not monolithic it does not constitute one single methodology¹⁶. It is a multifaced approach, which can be used creatively with different syllabus and for different purposes. Proponents of Task Based Language Teaching Method consists with earlier grammar focused approach to teaching such as Audio lingulism, that they characterize as a teacher dominated, form oriented classroom practice¹⁷

.The concept of task seems to chapter the essential. Here are the aspects of the task

- 1) The primary of meaning
- 2) The solving problem in communication.
- 3) Real activities required in this research.

¹⁵Rodgers S Theodore and Richard C Jack, *Approaches and Methods in Language Teaching, Third Edition*, ed. Rodgers S Theodore and Richard C Jack, *The Korean Language in America*, Third Edit (Italy, 2016),p.174. shorturl.at/ntDKU

¹⁶Leaver and Willis, “Approaches and Methods in Language Teaching,”(Italy: Cambrige University,2014), p.174.

¹⁷Van Den Branden, “Approaches and Methods in Language Teaching,”(Italy: Cambrige University,2014), p.174.

- 4) The priority of task.
- 5) Outcome come from the assessment¹⁸.

Here are the summarization of the task.

- 1) Focus in the process not the product.
- 2) The communication and meaning are the basic purpose of this research.
- 3) Interaction in communication among the learners need as the purpose of the language.
- 4) The pedagogical of specific purpose in task and activities in the classroom to gain the real communication.
- 5) The activity in the classroom must be related to the syllabus and it called task in sequences.
- 6) The previous experience of the students become a difficulties for them, the complexity of the task, the language required to undertake the task, and the degree of support available¹⁹.

2. Principle of Task Based Language Teaching Method

- 1) The clear outcome and clear purpose have to be perceived in the classroom.
- 2) Students may do some task individually in order to see their ability, this called pre-task. This activity help students to think logically and involve lots of thinks in answering the questions.
- 3) The necessary process need to make students think specifically.

¹⁸ H. Douglas Brown, Teaching by Principle and Interactive Approach to Language Pedagogy, (California: Longman, 2000).p. 50.

¹⁹ Rodgers Theodore S and Richard C Jack, P. 176.

- 4) Then, in this process, teachers should make sure that every single students have to involved and knowing the way students“ act in this process. So, teachers“ know the students“ perception.
- 5) The various language may be used. Teacher used the most simple language in order to make students understand the instruction of the task.
- 6) The repeatation may be seen as teachers repeat the students“ language. This process will make students easier master the target language.
- 7) Listening to different information by the students can be used in Jigsaw technique and needs to answer the task.
- 8) The feedback may be used as the result of students“ performance based on their ability. The meaning is the main focus of this activity.
- 9) The way students ask by the teacher is important in order to know the way students thinking.

3. Types of Task

Pedagogical task and real life task are two different classification of task:

- 1) Task of pedagogy.

Pedagogical task based on Ellies as follow:

A task is a plan of work that requires the learner to process language practically in order to produce an outcome that can be evaluated as to whether the correct or appropriate propositional content has been conveyed. For this purpose, they should concentrate primarily on meaning and use their own linguistic resources, although the design of the task may tend to favor a particular format. It is intended to bring language

usage that is directly or indirectly similar to how language is used in²⁰.

2) Real Life Task

Real tasks mean real interactive communication outside the classroom. For example, Booking airline tickets, interviewing for jobs, making new friends. The basic purpose of a task is to achieve a purpose and result, not just communication, but the focus is mainly on the practical meaning²¹.

4. The advantages of Task Based Language Teaching Method

There are some advantages of Task Based Language Teaching Method

- 1) The natural learning opportunity may be gotten by in the classroom and used task based language teaching.
- 2) Some words are giving stressed such as however and others.
- 3) The target language may be master by the students.
- 4) Motivate intrinsically
- 5) Learner may be consistent– teacher give the guidance and focus on pilosopy.
- 6) It contributes to the improvement of communicative fluency while not disregarding accuracy.
- 7) It can be deployed together with a more traditional approach.

²⁰Nunan David, *Task Based Language Teaching* (Edinburgh: United States of America, 2004).

²¹Sara Fazli and Seyyed Hassan Seyyedrezaei, "The Effect of Task Based Language Teaching on Writing of EFL Learners in Malaysia" 4, no. June (2016): 103–8.P. 4.

5. Disadvantages of Task Based Language Teaching Method

Beside the advantages of the based language teaching, there are also some disadvantages. Here are the advantages of based language teaching method:

- 1) Conducting the instruction in task based language teaching method become the difficulty in implemented this method.
- 2) The high thinking and creativity need in applying this method. The teacher not allow using the old method in teaching writing. Then, the unpredictable of teaching may be exist.
- 3) Task Based Language Teaching necessitates resources beyond the textbooks and related materials generally available in foreign language classroom.
- 4) Students may, at first, refuse or object to task-based language learning in that this type of instruction is not what many students expect and want from a language class.

6. The Procedure of Task Based Language Teaching Method

Here are some procedures in doing Task Based Language Teaching Method:

- 1) The task and topic are introduced.
 - a) The object of the task should be understand by the student with teachers help, for instance, teachers support by giving various media such as picture, rescording, and so on.
 - b) Then, pre-task active their brain and also called with brainstorming.

- c) Giving students time to answer the questions.
 - d) The general information may be heard by the students.
- 2) The task cycle²².

Task

- a) Pair group may use in this kind of method
- b) Target language would be gotten when teacher try to push and support the students in doing this kind of method.
- c) The students are directed by the teacher
- d) The motivations of the students may be increased with good setting goal.

Planning

- a) This point needs to make student think what they want to do next.
- b) Making a draft by the students to make them easier in writing.
- c) Going around the class and pay attention with the students.
- d) The usage of dictionaries and work in pairs may be implemented in this kind of research.
- e) Students in personal type have big chance in this kind of steps. Asking for specific language may be seen in this step.

Report

- a) Some pairs were asked by the students to say the information from entire class.

²²Rodgers Theodore S and Richard C Jack, p.192.

b) The content of the student would be respond or comment by the teacher.²³

3) Post task

a) The recording would play and watching the clip so they can compare their task with the media that they see.

b) The task of the students evaluates by the teacher. This step would see the success of this kind of method.

7. Learner Roles

This kind of method gives may give the overlap roles in this kind of research,the other task refers to the focus of the activity with this kind of research. Some of roles that refers to task as follow:

1) Small group may be used in this task. It can give the advantages for the individual or group learners.

2) The designing of the class is very important especially in English language class. Designing it would make students be known how to use the language in the classroom. Next, the students must be focus with the form of this strategy, for instance students can monitor the whole packed form during the activity²⁴.

8. Teacher Roles

The following roles for teachers in task based language teaching as follows:

²³Rodgers Theodore S and Richard C Jack, p.190.

²⁴Rodgers Theodore S and Richard C Jack, p.187.

- 1) Students should be asked to push their motivation and give the mental attention to know the performance while during this kind of strategy.
- 2) Students should be given the clear instruction and organizing in order to make them able to prepare the task clearly and efficiently.

B. Definition of Writing

1. Definition of Writing

Writing is a tool that students can use to review knowledge, organize their thinking, and evaluate their content writing. Writing to learn can help learners explore, process and express what they have learned²⁵.

Writing is a complex process that produces and develops ideas, analyzing meaning, and making conclusions about sentences²⁶. The usage of writing is very useful. Lots of advantages that get from this skill such as application letter for scholarship and applying work, newspaper online and any other things. By this, the government tries to make the English in the curriculum. So, it is the important one in English skills²⁷.

This kind of skills belongs to the productive skills. Communicate or deliver the information to the reader through the text called writing. So writing is an ability that must have of the learners and the way they express their ideas or thoughts by word. Some characteristics of written language, from

²⁵Carver Lin and Atkins S Holly, *Writing Is Thinking Strategies For All Content Areas*, ed. Carver Lin and Atkins S Holly, (London: Rowman & Littlefield, 2022).

²⁶Fitri Rayani Siregar et al, Guided Writing Technique on Writing Recount Text at Yayasan Pendidikan Syekh Muhammad Baqi Babussalam Basalam Baru, English Education Program, no 06 (2021), P. 18.

²⁷Iftanti Erna, "Improving Students' Writing Skills Through Writing Journal Articles," *Lingua Scientia* 8, no. 1 (2016): 22, shorturl.at/nK469

the perspective of a reader.²⁸

The arrangement of word and make it into the text called writing, it is nature process. Some steps such as drafting, editing, and so on must be applicated in the process of writing. This kind of skill has to be learned so become specialized and not all people can do it. So the researcher wants to conclude the process of organizing the idea, though, opinions, feeling into written form called writing.

2. Form of Writing

1) Narrative Text

Telling the story refers the narrative text. This kind of text refers to the imagination and sometimes also the event include in it. Lots of form may in narrative text like story, poems, and fairy tales²⁹. Text structure of a narrative text consist of three parts:

- a) An orientation, at this point, the writer would introduce the place, time, and character of the event.
- b) A complication, it start to show the problem.
- c) A resolution, there is a solution for the problem.

Language features: words to link stages in time, adjective, and adverb for description use action verbs and can be written in first or third person.

2) Report

²⁸ Sujuangon Rambe And Jamila Harahap, Improving Students' Writing Ability By Using Genre Based Approach, Jurnal Penelitian Ilmu-ilmu Sosial dan Kebudayaan, vol 05, no 1 (2019), p.128.

²⁹ Mauran Hyland, Writing Text Types A Practical Journal, Westren Australia : Pty Ltd, 2009.

Describing the story of many things by classify them from events, and record called report text. The story may relate from the past and or the event nowadays.

Text structure: this kind of text start from the general topic which is introduction. This is followed by a description of features relevant to the topic. in some cases, this can take on the form of „named“ paragraphs or subheading. It can conclude with a summarizing statement.

Language features: vocabulary related to specific topic, action verb, words identifying classfication, descriptive language

3) Recount text

A recount text is a text that tells about past experience or events.

It can be based on the author“s experience not always factual or historical events.

Text structure: most recounts begin with some form of: orientation, where who, what, when, why of the text are introduced. This is followed by a chronologically ordered set of events. There can be some form of concluding statement or re-orientation at the end.

Language features: use past tense, correct sequencing of events, words related to time, action verb and personal comments.

4) Procedure text

A procedure text explains how to make or do something.

Text structure: a procedure text begins with an aim. In most cases this is followed by a list of required materials. Ordered actions or steps

then outline what or how things need to be done. The text can conclude with an evaluation. Language features: simple present tense, connective of sequence, numbering³⁰.

3. Process of Writing

ELS classrooms have been talking about the writing process for quite some time. This is just a writing process approach to teaching writing. The idea behind this is to completely separate writing from the written product and build process-oriented writing instruction that impacts performance rather than simply guiding students through different stages of the writing process.

Process writing as a classroom activity involves four basic phases of writing. In addition to planning, drafting, revising and editing, she has three other phases that the teacher imposes on the students from the outside: responding, reviewing and rewriting. Process writing in the classroom is highly structured. Because it requires methodical teaching of process skills, the writing phase cannot be freely changed, at least initially.

1) Planning

Prewriting is a class activity that encourages students to write. Inspire thoughts to get started. This encourages students to generate preliminary ideas and gather information to write without having to stand

³⁰M. Miftahul Huda, "Improving Students' Ability In Writing Procedure Text Through Demonstration (A Classroom Action Research with the Seventh Grade Students of MTs. Al Islam Jepara in the Academic Year of 2014/2015)," *English Language Education Department* (Semarang, 2015), shorturl.at/bhvBK.

in front of a blank page. The following activities provide a learning experience for many students³¹.

a) Group Brainstorming

Members of the group spit on ideas on the subject. Spontaneity is key here. There is no right or wrong answer. Students can cover similar terrain first and then move on to more abstract terrain.

b) Clustering

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters

c) Rapid free Writing

Individual students freely and quickly write down single word and phrases about topic. The time limit keeps the writer's minds ticking and think fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different method.

2) WQ- Questions

Students generate who, why, what, where, when, and how questions about a topic. More such questions can be asked of answer to the first string of wh-questions, and so on.

3) Drafting

During the drafting stage, the writer concentrates on the flow of

³¹Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge : University press, 2002), p.316.

the sentence and does not proceed with grammatical correctness or concise drafts. One aspect of her good writing is the author's ability to envision the reader. Classroom writing is mostly for teachers, but students can also write for a variety of audiences, including classmates, other classmates, pen pals, and family members³².

4) Revising

Revising needs to make the writing better. Then, the process of revising needs the process. The process may look the appropriate word, and the diction that suitable use in the writing.

5) Editing

This process done after revising. This process involved the students and may ask the teacher to help them. The aspects that they want to edit such as grammar, diction, structure, and accuracy in writing.

6) Responding

Teacher must be pay attention as the respond to make the writing of the students more successful. It is the teacher's quick initial reaction to students' draft. Response can be oral or in writing, after students have produced the first draft and just before they proceed to revise.

7) Evaluating

In evaluating students' writing, the scoring may be analytical or holistic. In order to effective, the criteria for evaluation should be made known to students in advance.

³²Jack C. Richard and Willy A. Renandya, p. 318.

8) Post- Writing

Post Writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, and so on.

4. Purpose of Writing

There are many aims for writing. Writing can be finished for a variety of reasons, including to give information, to express oneself, to provide information, to persuade someone and to create a literary work. There are three aims in writing

1) Inform

Writing to inform is one of the most common aims for writing. It means to share the knowledge of information with the readers, so the readers get the information.

2) Express

In expressing writing, the writer's purpose or goal is to put thoughts and feelings on the page.

3) Entertain

The purpose of writing, entertaining is often used with some other purpose to explain, argue, or inform in a humorous way. Sometimes, entertaining others with humor is the main goal.

5. Writing assessment Criteria

Some of the criteria that make the English writing good are:

organization, content, structure, vocabulary, and so on.³³

1) Content

The good writing must be have a good content. It can be seen from the discussion, the meaning of the writing, and the criteria of the information in the writing.

2) Organization

These steps refers to how the way of the students write the text. Collecting the information into a good arrangement and logic, so it become a good text.

3) Vocabulary

The quality of writing can be seen from the diction or vocabulary that choose in writing. Writer have to pay attention with the vocabulary that use in writing.

4) Mechanism

Mechanism refers to the students' ability in using word appropriatetly, using function.

5) Generic structure and Language Feature

The elements and process have to be arranged so it can relate each other. This process can be observed in order to make a paragraph in writing better. Then, in writing this text, the structure also required and based on it purpose.

³³Widiana, "The Effect of Using Task-Based Language Method on the Students' Achievement in Writing Recount Text."

C. Description of Procedure Text

1. Definition of Procedure Text

Procedure is a formal of official order or way of doing thing³⁴.series of actions conducted in a certain order or manner. It is way doing something. Especially the correct or usual way. Following the procedure can optimize the use of thing in order to get the best result.

Procedure text to describe how to do something through a sequence of actions or steps³⁵. It explain how people perform different processes in while recipe is a set of directions with a list of ingredients for making food and so on.Procedure text aims to inform readers about the steps or stages of doing something³⁶

a. Generic Stucture of Procedure text

Here are generic stuctures of procedure text about recipe, as follows

1) Goal

The purpose of the text is exist.

2) Language Features

The process or material is needed in language features.

3) Steps

To make something, it needs steps.

4) Language features

³⁴Dina Syarifah Nasution, Muhammad Hasyimsyah Batubara, and Rahmayana Rahmayana, "Increasing Students" Ability In Writing Procedure Text Through Learning Model Pictures And Pictures," *Journal of Linguistics, Literature and Language Teaching (JLLLT)* 1, no. 1 (2021): 8–19, p.10.
shorturl.at/fBJP2

³⁵SanggamSiahaan and KisnoShinoda, *Generic Text Stucture*, (Yogyakarta :Grahallmu, 2008).

³⁶JokoPrayudha, *JenisJenisTeksDalamBahasaInggris*, (Jakarta : Guepedia, 2022)

In procedure text, we use

- a) Simple present tense and
- b) Use of imperative (e.g: cut, do not mix)
- c) Use of action verb (e.g : turn, put)
- d) Use of connectives (e.g : first, then, finally)
- e) Use of adverbial phrases (e.g : for five minute, 2

centimeters from the top)

Examples of procedure text

Goal =>To save data into a disk

Ingredients =>Prepare a new disk. There must be a complete computer such as monitor, CPU, and complete A : drives

Steps

1. First, a drive is inserting by the disk
2. Next, save the data and type it.
3. Directly, click the data when it exist.
4. Turn the pointer at the menu "file"
5. Then,click ,, "save"" and for the available data, just conduct right click
6. Now, you can see the sub menu and turn the pointer to data destination. In this case, you save the date if you wish.
7. The name of the data is write
8. The last, close is click by the researcher.

How To make an omelet

Ingredients

- 2 eggs
- Salt

- Pepper
- Butter
- Shredded cheese and chopped sausage

Steps

1. First, crack two eggs into a bowl
2. Second, add some salt and pepper
3. Third, whisk evenly
4. Next, heat some butter over a frying pan
5. Then, pour in the egg mixture and cook it in medium heat
6. And then, add some shredded cheese and chopped sausage on the top
7. When top surface of eggs is thickened, fold the omelet in half
8. Last, put it on the plate and your breakfast is ready.

D. Review of Related Findings

In education field, this is not the first research. Lots of researches have been done by another researcher. There are some prior researchers that use this kind of the strategy. This kind of method use to know the significant effect on students' writing skills or not. The population of this research was the tenth grade students at SMANegeri 8 Padangsidempuan. The sample of this research was X-1 and X-2. X-1 was the experimental group and X-2 was control group. The writing skills that were taught by task based method better than students' writing skill is the result taught by

conventional method. It can be concluded that the task based method gave significant effect on students' writing skill at SMA 8 Padangsidempuan.

The second is Sarinnur. The quantitative which is experimental approach was applied in this research. The purpose of the study is to test whether task based method give significant effect on students' reading skills or not. The population of this research was the first grade students of senior high school of Madrasah Aliyah Negeri 1 Natal. The sample of this research was MIA-1 and MIA-2. MIA-1 was the experimental group and MIA-2 was control group. The result in this research showed that the students who taught by using Task Based Language Teaching method got higher score than those who taught by using conventional method. The finding showed that the students of conventional teaching method has lower scores than the students based language teaching. The significant of Task Based Language Teaching Method on their students' achievement in reading comprehension has been successful which was proven for the result of analysis, was higher than $(4.13 > 2.00)$ at $\alpha 0,05$, and $df 71$. It means the hypothesis alternative was accepted.

The third is Widiana. From her result, it can be known that t -table was lower than t -observer. Which is $49.00 > 2.024$. So, the result of this research is the significant effect of task based language teaching method in teaching writing exist. It means that the null hypothesis was rejected.

Based on the related findings above, some researchers used task based language teaching to improve students' writing and reading skills. And it will be different with these research, the method in teaching writing used task based language teaching approach. It hopes that this strategy may applied in the classroom.

E. Conceptual Framework

Writing is a skill must be having of students. Writing encourages the abilities of using in using language skills based on the context or situation within their environment. in writing students have to understand some types of genres with various purposes of communication and should be matched based on their level.

In the curriculum for junior high school, to reach the KKM score (75), the students must arrange random sentences into procedure text and the students must write essay into procedure text. in the fact, SMP Negeri 1 Lumut has found most of students in ninth grade get low writing result that their score is 69, beside the the KKM score is 7,5.

In fact, based on an interview done by researcher with one of the English teachers in SMP Negeri 1 Lumut, her name is Suki, S.Pd. She Said that the students sometimes do not understand about English. it refers to the grammar material. the students do not understand about the language features and generic stucture of procedure text and the students are lack of vocabulary.

Furthermore, the interview has been done SMP N1 Lumut. This

interview done by the teacher and researcher, it has been known that one of the difficulties is making sentence. The generic structure of this text often confused by the students. There is no enthusiasm in writing lesson because there is no interesting.

Then, Moreover an interview the researcher with Rini Anggriani, one of the students in SMP Negeri 1 Lumut. she said that she is lack of vocabulary in making sentence especially foods and drink vocabulary. besides students do not have enthusiasme in writing class, the teacher does not give practicing how to make something.

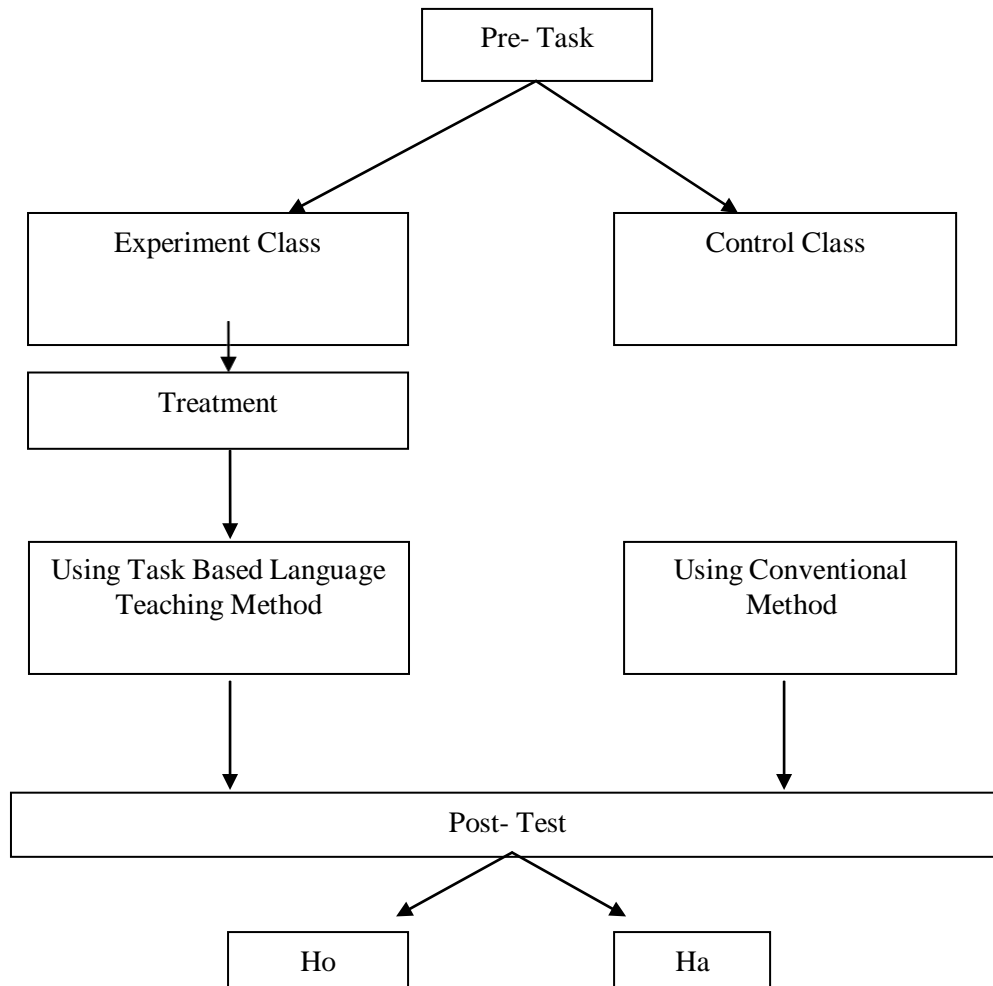
Task Based Language Teaching is inseparable with a consistent assessment or evaluation (feedback) system³⁷. It is a process to make students more focus and make the usage of language more real. This is one of the language approach that require students to ask that.

So, the researcher wants to investigate wheter there is significant effect or not on students' writing achievement in procedure text by using Task Based Language Teaching Method at IX grade of SMP Negeri 1 Lumut and to know how that strategy improve the students' ability.

So that, the researcher will do research with Pre-test and -post test control group is a design in which two groups are selected randomly and then given a pre test to determine the difference in initial condition between the experimental group and the control group.

³⁷Shijiun Cheng and Jing Wang, "Effect of Task Based Language Teaching Approach and Assesment on Students' Competences in Intensive Reading Course", Journal, Vol, 12, No, 5, 2019.

Figure 2. 1 : Conceptual Frame Work



F. Hypothesis of The Research

The hypothesis of this research is

1. Ha : there is a significant effect of using task based language teaching on students' ability in writing procedure text at IX grade of SMP Negeri1 Lumut.

CHAPTER III

RESEARCH METHOD

A. Place and Time of The Research

The research has done in SMP Negeri 1 Lumut. It is located at Jl. M. Sorimuda, No.56 Lumut, Tananuli Tengah, Sumatera Utara 22654.

The research started in August until september.

B. Research Design

The quantitative design with experimental method were applied in this research. So, the pre-test and post-test also applied in this research.

Pre-test and post-test control group is a design in which two groups are selected randomly and then given a pre-test to determine the difference in initial condition between the experimental group and the control group. Pre-test and post- test control group design is used to prove a causal relationship³⁸. A good pre-test result is if the value of the experimental group is not significantly different³⁹.

Two classes are used in this research, the class is control and experimental class. Experimental class will be taught by task based language teaching and control class will be taught by conventional method. It can be observed in the table below.

³⁸Husna Asmaul and Suryana Budi, *Metodologi Penelitian Dan Statistik*, 2017th ed., 2017, shorturl.at/GMO35

³⁹Sugiono, „Metode Penelitian Kuantitatif, Kualitatif“, (Bandung : Alfabeta, 2017),p. 118.

Table 3. 1 Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√ giving a writing test before Treatment)	√ Using Task Based Language Teaching)	√ giving a writing test after Treatment)
Control Class	√ giving a writing test before Treatment)	X Using Conventional Method)	√ giving a writing test after Treatment)

C. Population and Sample of The Research

1. Population of the Research

The researcher would be analyze the population⁴⁰. The research has finished in the Ninth Grade of SMP Negeri 1 Lumut. Then, four classes with 124 students were choosenas the sample in this research. The table below would show the detail of sample:

Table 3. 2 population of the Research

Class	Students
IX A	33
IX B	33
IX C	28
IX D	30
Total	124

⁴⁰Dyah Budiastuti and Agustinus Bandur, *Validitas Dan Reliabilitas Penelitian*, Mitra Wacana Media (Jakarta, 2018), www.mitrawacanamedia.com.

2. Sample of the research

The researcher used the type of the sampling with simple random sampling. The most fundamental factor in simple random sampling determining sample is that the researcher found the list of the classes in that school and two classes were chosen

Then, the XI A as the experimental class of this research and 33 students were include in this research. Next, 33 students from the class IX B was chosen as the sample class. It can be seen in the table below.

Table 3. 3 Sample of the Research

Class	Students
Experimental Class	33
Control Class	33
Total	66

D. Instrument of The research

The procedure text is the instrument of this research. There were two tests in this research. They were pre – test and post – test. The researcher has given writing test about procedure text. The students have written the text based on the researcher’s instruction.

Table 3. 4 : Indicators of Procedure Text Modified from Brown and Bailey⁴¹.

No	Indicator	Indicator of Items	Score	Performance Description	Weighting
1	Generic Structure	Presented a topic, students can write procedure text by using goals, material, and steps.	5	Excellent	5 x
			4	Very good	
			3	Good to average	
			2	Fair to poor	
			1	Very poor	
2	Language Feature	Presented a topic, students can write procedure text by using simple present tense, connective, and action verb.	5	Excellent	5 x
			4	Very good	
			3	Good to average	
			2	Fair to poor	
			1	Very poor	
3	Vocabulary	Presented a topic, Students can write procedure text which is related to the context and use an appropriate words.	5	Excellent	4 x
			4	Very good	
			3	Good to average	
			2	Fair to poor	
			1	Very poor	
4	Content	Presented a topic, students can write procedure based on the topic.	5	Excellent	2 x
			4	Very good	
			3	Good to average	
			2	Fair to poor	
			1	Very poor	

⁴¹H. Douglas Brown, Language Assessment Principles and Classroom Practices, p.244.

5	Mechanism	Presented a topic, students can write procedure text by using punctuation, spelling word and capitalization.	5	Excellent	4 x
			4	Very good	
			3	Good to average	
			2	Fair to poor	
			1	Very poor	
			1	Very poor	

E. Validity and Reliability of The Research

1. Validity Test

A properly take a look at should have validity. So the take a look at can use to degree the factors with a purpose to be measured. In this research, the researcher makes use of assemble validity. The researcher makes use of assemble validity to get the validity of instrument. Construct validity is a part of the take a look at as a totality to degree the take a look at with the aid of using content. In this case, the researcher will validate the take a look at to the writing lecturer.

There are four valid written exams given by researchers. There are two questions for the pretest and one more for the posttest. Another requirement that is also important to researchers is reliability.

2. Reliability Test

Reliability means that the test results are similar. A research instrument represents a high confidence score if the test has measurably consistent results.

In this study, researchers used inter-rater reliability with Kappa

Cohen using SPSS to measure the reliability of written tests. Write test by Kappa Cohen confirms test device feasibility.

Table 3. 5 Interpretation of Kappa Score

Value of Kappa	Level of Agreement	Percent of data that is reliable
0 - 0,2	None	0 - 4 %
0,21 - 0, 39	Minimal	4 - 15 %
0,40 - 0, 59	Weak	15 - 35 %
0,60 - 0, 79	Moderate	35 - 63 %
0,80 - 0,90	Strong	64 - 81 %
0,90 - 1,00	Almost Perfect	82 - 100 %

Based on the result of the pre-test reliability test using SPSSV.24, the measure of agreement kappa was 0.822. So it can be concluded that the pre test reliable instrument test Strong category (the calculation can be seen in appendix).

Based on the result of the pre-test reliability test using SPSSV.24, the measure of agreement kappa was 0.821. So it can be concluded that the pre test reliable instrument test Strong category (the calculation can be seen in appendix).

F. The Procedure of Collecting Data

To get the data, the researcher applied these following steps :

1. Pre-Test

This research used before the research done. Here are the steps and procedures in this research:

- 1) The test of procedures text was made by the researcher.

- 2) The experiment and control class were given the sheet test by the researcher.
- 3) The instruction of how to answer the test was given by the researcher.
- 4) There is a time to answer the test.
- 5) The students' answer sheet were collected by the researcher.
- 6) The last, the students' answer were checked by the researcher.

2. Treatment

These were the steps of the treatment in using task based language teaching method in teaching procedure text.

- a) First, The teacher asked the students what's your favorite food
- b) Second, Students answered the teacher's questions
- c) Third, The teacher asked the students what's your favorite drink?
- d) Fourth, Students answered the teacher's questions
- e) Fifth, The teacher asked the students. Can you guess our material today?
- f) Eight, Students answered the teacher's questions
- g) Ninth, Students were asked to answer what's procedure text?
- h) Next, The procedure text was explained by the researcher.
- i) And Then, the example of procedure text was explained by the teacher.

-The task cycle

- a) First, The Teacher Decided students into pairs

b) Next, The teacher gave an assignment paper regarding the procedure text

c) Then, The teacher walked around the students, and monitors the students

-Report

a) First, Students were asked to briefly report the results of the discussion with their partner.

b) Second, The teacher gave comments on student assignments

-Post Task

a) Finally, The teacher gave a recording or students are given to watch a video about procedure text from native speakers and Students compare their work with others.

3. post-test

Post-Test was a test that researcher did after the researcher teaching in the classroom using this kind of strategy. To know the students' achievement in writing procedure text, the post -test was applied by the researcher.

1) The procedure text was the test that made by the students.

2) Then, the answer sheet was given by the researcher for experiment and control class.

3) After that, the instruction of the test was done by the teacher.

4) Next, there is a time that given by the researcher to answer the test.

- 5) Then, the students' answer were collected by the researcher
- 6) Then, the students' answer sheet were check by the researcher and give them students score.

G. Technique of Data Analysis

The data is going to be collected after the test was done. The independent sample using T-test and SPSS to analyze it. Two test to analyze the data were as follow:

They are:

1. Normality Test

The normal data or not would be gotten in this kind of test. Test of normality in this research conducted by using Non Parametric Test, One Sample Kolmogorov Sumirnov with using SPSS. It is the program that used to analyze statistic data with computer application. The formulation below would show to test hypothesis.

H_0 = Distribution of normal data

H_a = The distribution not normal data

While the criteria of acceptance and rejection of normality test

They are:

H_0 is accepted if $\text{sig} > \alpha = 0,05$

H_a is accepted if $\text{sig} < \alpha = 0,05$

Table 3. 6 : Normality Test of Pre Test Experimental

One-Sample Kolmogorov-Smirnov Test		
		Pre test experimental
N		33
Normal Parameters ^{a,b}	Mean	52.2121
	Std. Deviation	11.96808
	Most Extreme Differences	Absolute
	Positive	.107
	Negative	-.135
Test Statistic		.135
Asymp. Sig. (2-tailed)		.133 ^c

Based on the calculation the one sample Kolmogorov Smirnov by using SPSS it was found that a sysmp significant 2 tailed is 0.133 is higher then the significant alpa 0,05. It means that H_0 is accepted and H_a is rejected. So, it can be known that the data from the table above was normally.

Table 3. 7 :Normality Test of Pre Test Control

One-Sample Kolmogorov-Smirnov Test		
		Pre test control
N		33
Normal Parameters ^{a,b}	Mean	63.0606
	Std. Deviation	9.58169
	Most Extreme Differences	Absolute
	Positive	.106
	Negative	-.132
Test Statistic		.132
Asymp. Sig. (2-tailed)		.153 ^c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the calculation the one sample Kolmogorov Smirnov by using SPSS it was found that a sysmp significant 2 tailed is 0.153 is higher then the significant alpa 0,05. It means that H_0 is accepted H_a is rejected.in other words it can be said that the data in pre-test in control class is distributed normally.

Table 3. 8:Normality Test of Post Test Experimental

One-Sample Kolmogorov-Smirnov Test		
		Post test experime ntal
N		33
Normal Parameters ^{a,b}	Mean	79.0606
	Std. Deviation	8.41479
	Most Extreme Differences	
	Absolute	.122
	Positive	.066
	Negative	-.122
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200 ^c

Based on the calculation the one sample Kolmogorov Smirnov by using SPSS it was found that a sysmp significant 2 tailed is 0.200 is higher then the significant alpa 0,05. It means that H_0 is accepted H_a is rejected.in other words it can be said that the data in post test in experimental class is distributed normally.

Table 3. 9 :Normality Test of Post Test Control

One-Sample Kolmogorov-Smirnov Test		
		Post test control
N		33
Normal Parameters ^{a,b}	Mean	63.5455
	Std. Deviation	9.16887
Most Extreme Differences	Absolute	.137
	Positive	.127
	Negative	-.137
Test Statistic		.137
Asymp. Sig. (2-tailed)		.117 ^c

Based on the calculation the one sample Kolmogorov Smirnov by using SPSS it was found that a sysmp significant 2 tailed is 0.117 is higher than the significant α 0,05. It means that H_0 is accepted H_a is rejected. So, it can be known that the data from the table above was normal.

The data is distributed normally so the researcher will continue to do the next test. The next test is homogenous of variance. The homogeneity of the data would be seen by the researcher.

2. Homogeneity Test

The normally data was distributed, so the researcher will continue to do the next test. The next test is homogenous of variance. The homogeneity of the data would be seen by the researcher. The Homogeneity test used by the researcher is the homogenous of variances.

Homogeneity test is used to see the data from two classes are

same or not. Homogeneity test means to know whether experimental class and control class have the same variant or not. The researcher used Test of Homogeneity of variances with using SPSS.

While the criteria of acceptance and rejection of homogeneity test

They are :

H_0 is accepted if $\text{sig} >^a = 0,05$

H_a is accepted if $\text{sig} <^a = 0,05$

Table 3. 10 :Descriptive of Homogeneity Test in Pre Test

Descriptives								
Pre test								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Pre test experimental	33	52.21	11.968	2.083	47.97	56.46	30	69
Pre test control	33	63.06	9.582	1.668	59.66	66.46	40	75
Total	66	57.64	12.066	1.485	54.67	60.60	30	75

Table 3. 11 :Homogeneity Test of Pre Test

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	df1	df2	Sig.
2.708	1	64	.105

The data of post-test and pre-test were compared in homogeneity test and using SPSS. It was found that a significant 2 tailed is 0.105 is higher than the significant α (alpha) 0,05. It means that H_0 is accepted H_a is rejected. In other words it can be said that the data has compare in pre-test in experimental class and pre-test control class is homogenous .

Table 3. 12:Descriptive of Homogeneity Test in Post Test

Descriptives								
Post test								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
post test experimental	33	79.06	8.415	1.465	76.08	82.04	50	92
post test control	33	63.55	9.169	1.596	60.29	66.80	40	74
Total	66	71.30	11.720	1.443	68.42	74.18	40	92

Table 3. 13 :Homogeneity Test of Post Test

Test of Homogeneity of Variances				
Post test				
Levene Statistic	df1	df2	Sig.	
.368	1	64	.546	

The data of post-test and pre-test were compared in homogeneity test and using SPSS. It was found that a significant 2 tailed is 0.546 is higher than the significant α (alpha) 0,05. It means that H_0 is accepted H_a is rejected. In other words it can be said that the data has compared in post-test in experimental class and post-test control class is homogenous .

3. Hypothesis Test

Then, T-test was used to process the hypothesis by the researcher. Next, independent sample was used in T-test and SPSS V.24. So that, it can be seen from the mean. This score would show whether there is the difference between mean score of control group and mean score of experimental group. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} .

CHAPTER IV

RESEARCH RESULT

In this chapter, researchers described the results of the effects of task-based language instruction on students' writing performance in a 9th grade procedural text from the SMP Negeri 1 Lumut. Then, post-test and pre-test were used in this research. Researchers process a study using a pre-test to determine student performance on the procedural text before treatment and a post-test to determine student performance on the procedural text after treatment. In conducting the quantitative study, the researchers used an independent t-test formulation using the spss application to the hypothesis.

A. Description Data

1. Score of Pre – test in Experimental Group

As an experimental group, researchers received Class IX A. Based on the student's answers on the pre-test, the researchers calculated the results of the student's answers. The researcher gave them a test on the written test, then the researcher checked the answer sheets and scored them based on the written metrics.

After student scores were obtained experimentally on pretests, researchers calculated the day using a formula based on statistical formulas describing student scores. Researchers have mean score, median, mode, range, minimum, maximum, variance, and standard deviation. You can see it in the table below.

Table 4. 1 Statistics Pre Test in Experimental Class

Statistics		
Pre testexperimental		
N	Valid	33
	Missing	0
Mean		52.21
Median		55.00
Mode		35
Std. Deviation		11.968
Variance		143.235
Range		39
Minimum		30
Maximum		69
Sum		1723

The total score that was gotten was the total of points that was got by students is 1723 total of score in pre-test experimental class. Next, the maximum score of the students was 69. It means that nobody students in this class pass the standard score for writing. The standart score is 75. the frequent score found in the data was 35, Next, mean can be said to be representative of the data set. The mean score found in the data was up to 50. Then, median is the middle of value after all the data is sorted, the median score found in the data was 55 after calculating using SPSS v.24. Last, range means the difference between the greatest and the smallest value. It was gotten that 39 was the range score.

2. Score of Pre- test in Control Class

As a control group, researchers received class XB. Based on the student's responses on the pre-test, the researchers calculated the student's response outcome. The researcher gave them a test on the written test, then the researcher checked the answer sheets and scored them based on the written metrics.

After the student's score was under control on the pretest, the researchers calculated the day using a formula based on statistical formulas describing the student's score. Researchers have mean score, median, mode, range, minimum, maximum, variance, and standard deviation. You can see it in the table below.

Table 4. 2 Statistics Pre Test in Control Class

Statistics		
Pre test		
N	Valid	33
	Missing	0
Mean		63.06
Median		64.00
Mode		60 ^a
Std. Deviation		9.582
Variance		91.809
Range		35
Minimum		40
Maximum		75
Sum		2081

The total of points showed that was got by students is 2081 total of score in pre-test experimental class. Next, the maximum score of the

students is 75. It means that one of students in this class pass the standard score for writing. The standart score is 75. The frequent score found in the data was 60, next, mean could say representative of the data set. The mean score found in the data was up to 60. Then, median was the middle of value after all the data is sorted, the median score found in the data was 64 after calculating using SPSS v.24. Last, range means the difference between the greatest and the smallest value. The range score found in the data was 35.

3. Score of Post – test in Experimental Group

As an experimental group, researchers received Class X A. According to pre-test students' answer sheet, the result of the students calculated by the researcher of the student's answers. The written exam form was given by the researcher, then answer sheet was checked by the researcher and scored them based on the written metrics.

After the student's score was under control on the pretest, the researchers calculated the day using a formula based on statistical formulas describing the student's score. Researchers have mean score, median, mode, range, minimum, maximum, variance, and standard deviation. You can see it in the table below.

Table 4. 3 Statistics Post Test in Experimental Class

Statistics		
Post test experimental		
N	Valid	33
	Missing	0
Mean		79.06
Median		79.00
Mode		80
Std. Deviation		8.415
Variance		70.809
Range		42
Minimum		50
Maximum		92
Sum		2609

The total score of the table above showed the points that was got by students is 2609 total of score in pre-test experimental class. Next, the maximum score of the students was 92. It means students in this class pass the standard score for writing. The standart score is 75. the frequent score found in the data was 80, Next, mean can be said to be representative of the data set. The mean score found in the data was up to 79,06. Then, median is the middle of value after all the data is sorted, the median score found in the data is 79 after calculating using SPSS v.24. Last, range means the difference between the greatest and the smallest value. The range score found in the data is 42.

4. Score of Post – Test in Control Group

As a control group, researchers received class X B. Based on the student's answers on the pretest, the researchers calculated the results of the student's answers. The test with writing exam for was given by the researcher, then the students' answers sheet was checked by the researcher based on the written metrics.

After the student's score was under control on the pretest, the researchers calculated the day using a formula based on statistical formulas describing the student's score. Researchers can see the mean score, median, mode, range, minimum, maximum, variance. Those table would be seen below.

Table 4. 4 : Statistics Post Test in Control Class

Statistics		
Post test control		
N	Valid	33
	Missing	0
Mean		63.5455
Median		64.0000
Mode		60.00 ^a
Std. Deviation		9.16887
Variance		84.068
Range		34.00
Minimum		40.00
Maximum		74.00
Sum		2097.00

The total score of the table above showed the points that was got

by students is 2097 total of score in pre-test experimental class. Next, the maximum score of the students was 74. It means that nobody students in this class pass the standard score for writing. The standart score is 75. The frequent score found in the data was 60,Next, mean is representative of the data set. The mean score found in the data was up to 63. Then, median is the middle of value after all the data is sorted, the median score found in the data is64 after calculating using SPSS v.24. Last, range means the difference between the greatest and the smallest value.The range score found in the data is 34.

B. Hypothesis Test

The researcher have known the data normal or not, homogenous or not. It means the researcher have to choose the next formula to look the hypothesis. If the data normal or homogenous so the researcher have to use parametric statistic to analyze the hypothesis. Parametric statistic such as independent sample t- test, paired sample t- test, and One – way Annova. The researcher used used T – test to examine the hypothesis. The researcher used Independent Sample T- test with using SPSS. The result can be seen from the mean of score .Before using the Method (Pre – test) for experimental group mean score is 63.54 and after using the Method (Post – test) mean score is 79.06. to see the effect on students’ achievement in procedure text, the researcher made the data analyze in table below .

Table 4. 5 Statistic of Post test in Experimental and Control Class

Group Statistics					
	Model	N	Mean	Std. Deviation	Std. Error Mean
hasil	Post tes experi mental	33	79.06	8.415	1.465
	Post test contro l	33	63.54	9.169	1.596

Table below presents that both sample has 33 participants. It showed that control group was higher than control group. From the mean, it can be seen the result. The result was 79.06 as the experimental group and 63.54 as the score from control group. So, from the result of data above, there is different achievement between the class that though by the strategy with the class that do not use the strategy. For significant (2 tailed), can be seen in the table below.

Table 4. 6 : T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Students' Vocabulary Learning	Equal variances assumed	.368	.546	7.162	64	.000	15.515	2,166	11.187	19.843
	Equal variances not assumed			7.162	63.534	.000	15.515	2,166	11.187	19.843

From the table above, it can be seen that t count is 7.162. After seeing at t table it is 1.99773. it means $t_{\text{count}} > t_{\text{table}}$ (7.162 > 1.99773) that means H_a “ There is a significant effect on students’ achievement in writing procedure text at XI Grade of SMP Negeri 1 Lumut.

C. Discussion

Based on the result of the data, in this step, the researcher would discuss the impact of using this strategy in teaching methods on student

performance in procedural texts, resulting in higher mean scores in the experimental group than those in the control group. After application of task-based verbal instruction, the mean score of the experimental group is 79.06 and the mean score of the control group is 63.55. From this, we can conclude that task-based language teaching methods for writing procedural texts have improved.

Task-based language teaching was discussed by Widiana. Her study concludes that using task-based language teaching methods has a significant impact on students' performance in writing recalculated texts. A task-based language method was the solution to help students become more proactive and improve their performance in writing retelling texts.

According to Krismawarti's research, it has been known that this strategy improves students' ability to write procedural texts. In addition, student participation in group and individual assignments is believed to help increase students' confidence in completing assignments and thereby improve learning outcomes.

Next, a study by Emma Sari Matondang. She concludes that task-based methods have a greater impact on students' ability to write procedural texts than discussion methods. It shows that the scores of the experimental class were higher than those of the control class (67 > 62.8).

The end of Maranti Samira. Effects of content-based instruction and task-based language instruction on the communication abilities of

students at the Talbiya National Institute of Research Faculty (IAIN). In conclusion, she found that content-based instruction and task-based language instruction had a significant impact on communicative competence. Shown in $F_{observed} > F_{table}$ ($8.6 > 3.22$).

After the researcher doing the research and other researcher's result prove that this kind of strategy very essential for helping students in writing. This method is recommended for teaching writing procedure text. final the researcher concluded that task based language teaching was effective in writing achievement.

D. Threats of the Research

After done the research, there were some threats of it as follow:

1. The limitation of the time may be the obstacle in answering this research.
2. The students were noisy to answers the writing test.
3. The processing of the data include knowledge and by the researcher.
4. The researcher not able to make sure the serious or the situation of the students' in answering the text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After calculation and description of the data. The researcher conclude all the result based on as follow:

1. Task Based Language Teaching significantly affects on students' writing achievement in procedure text at IX Grade of SMP Negeri 1 Lumut.
2. Task Based Language Teaching significantly affects on students' achievement in procedure text at IX grade of SMP Negeri 1 Lumut , it was proved by t_{count} was higher than t_{table} ($7.162 > 1.997$) it means H_a was accepted.

B. Suggestion

Here are some suggestions that may improve the next research. Here are the suggestions in this research:

1. First, the Students should exercise their writing skills either in classroom or outside the class and the students should follow the procedure of learning in the classrom.
2. Second, for the teacher. Teacher needs to be selective in choosing an appropriate method to overcome students' writing achievement especially in procedure text.
3. Third, For next researcher, if want to conduct the research about Task Based Language Teaching, the should apply Task Based Language Teaching without considering writing in this research or better to choose another method such as demonstration method. This kind of method should apply to teenager or the university students.

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Appendix 3

Score of Control and Experimental class in Pre - Test

a. Score of Control Class in Pretest

No	Initial name of students	Pre test
1	AM	62
2	AD	65
3	AMM	67
4	AS	40
5	AT	70
6	AZ	70
7	A	74
8	AP	50
9	CG	66
10	D	75
11	DL	56
12	ER	68
13	EH	74
14	FZ	72
15	HS	60
16	JD	64
17	LW	60
18	MG	72
19	MM	50
20	NL	72
21	NH	70
22	OSH	64
23	PDH	48
24	RW	73
25	RR	62
26	SM	60
27	SW	72
28	SDM	74
29	MD	58
30	W	60
31	HW	55
32	LN	61
33	WN	60

b. Score of Experimental Class in Pretest

No	Name of students	Pre test
1	AHI	34
2	AS	65
3	A	40
4	AS	45
5	AJ	48
6	AL	55
7	AB	50
8	CD	60
9	DHT	68
10	E	35
11	EH	58
12	HP	56
13	HK	63
14	IG	68
15	IB	45
16	JB	35
17	LS	30
18	LD	54
19	M	62
20	MAT	60
21	M	54
22	NA	30
23	NS	53
24	PT	61
25	PE	48
26	RE	62
27	RP	58
28	RSH	65
29	RS	55
30	R	35
31	SP	40
32	WW	64
33	ZA	69

Appendix 7

Result of Normality Test in Pre-Test of Experimental Class and control class

a. Result of normality test in pre test of Experimental class

One-Sample Kolmogorov-Smirnov Test		
		Pre test experimental
N		33
Normal Parameters ^{a,b}	Mean	52.2121
	Std. Deviation	11.96808
Most Extreme Differences	Absolute	.135
	Positive	.107
	Negative	-.135
Test Statistic		.135
Asymp. Sig. (2-tailed)		.133 ^c

b. Result of Normality Test in Pre Test of Control Class

One-Sample Kolmogorov-Smirnov Test		
		Pre test control
N		33
Normal Parameters ^{a,b}	Mean	63.0606
	Std. Deviation	9.58169
Most Extreme Differences	Absolute	.132
	Positive	.106
	Negative	-.132
Test Statistic		.132
Asymp. Sig. (2-tailed)		.153 ^c

Appendix 8

Result of Homogeneity test Pre Test

Descriptives								
hasil								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Pre test experimental	33	52.21	11.968	2.083	47.97	56.46	30	69
Pre test control	33	63.06	9.582	1.668	59.66	66.46	40	75
Total	66	57.64	12.066	1.485	54.67	60.60	30	75

Test of Homogeneity of Variances				
hasil				
Levene Statistic	df1	df2	Sig.	
2.708	1	64	.105	

Appendix 9

Score of Control class and Experimental class in Post test

a. Score of Control Class in Post - test

No	Name of students	Pre test
1	AM	62
2	AD	65
3	AMM	70
4	AS	40
5	AT	63
6	AZ	70
7	A	73
8	AP	74
9	CG	66
10	D	60
11	DL	56
12	ER	68
13	EH	74
14	FZ	73
15	HS	60
16	JD	64
17	LW	40
18	MG	69
19	MM	55
20	NL	72
21	NH	74
22	OSH	64
23	PDH	48
24	RW	73
25	RR	62
26	SM	60
27	SW	72
28	SDM	74
29	MD	90
30	W	74
31	HW	83
32	LN	79
33	WN	92

b. Score of Experimental Class in Post – test

No	Name of students	Pre test
1	AAI	88
2	AS	80
3	A	82
4	AS	87
5	AJ	76
6	AL	86
7	AB	77
8	CD	80
9	DHT	79
10	E	74
11	EH	86
12	HP	75
13	HK	76
14	IG	85
15	IB	80
16	JB	50
17	LS	84
18	LD	65
19	M	72
20	MAT	68
21	M	78
22	NA	78
23	NS	84
24	PT	77
25	PE	90
26	RF	89
27	RP	75
28	RRH	70
29	RS	90
30	R	74
31	SP	83
32	WW	79
33	ZA	90

Appendix 10

Result of Normality Test in Post -Test of Experimental Class and Control class

a. Result of normality test in post of Experimental class

One-Sample Kolmogorov-Smirnov Test		
		Post test experimental
N		33
Normal Parameters ^{a,b}	Mean	79.0606
	Std. Deviation	8.41479
Most Extreme Differences	Absolute	.122
	Positive	.066
	Negative	-.122
Test Statistic		.122
Asymp. Sig. (2-tailed)		.200 ^{c,d}

b. Result of Normality Test in Post -Test of Control Class

One-Sample Kolmogorov-Smirnov Test		
		Post test control
N		33
Normal Parameters ^{a,b}	Mean	63.5455
	Std. Deviation	9.16887
Most Extreme Differences	Absolute	.137
	Positive	.127
	Negative	-.137
Test Statistic		.137
Asymp. Sig. (2-tailed)		.117 ^c

Appendix 11

Result of Homogeneity test in Post Test

Post test								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
post test experimental	33	79.06	8.415	1.465	76.08	82.04	50	92
post test control	33	63.55	9.169	1.596	60.29	66.80	40	74
Total	66	71.30	11.720	1.443	68.42	74.18	40	92

Test of Homogeneity of Variances				
Post test				
Levene Statistic	df1	df2	Sig.	
.368	1	64	.546	

Appendix 12

The Result of Reliability in pre test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.822	.091	9.019	.000
N of Valid Cases		20			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Appendix 13

The Result of Reliability in post test

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Agreement	Kappa	.821	.090	8.916	.000
N of Valid Cases		20			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Appendix 14

The Result of T- test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The Result of Students' Vocabulary Learning	Equal variances assumed	.368	.546	7.162	64	.000	15.515	2,166	11.187	19.843
	Equal variances not assumed			7.162	63.534	.000	15.515	2,166	11.187	19.843

Documentation of The Research

Giving Pre Test in Experimental Class Teaching Task Based Language Teaching Method in Experimental Class







Giving Post Test in Control Class



CURRICULUM VITAE



A. Identity

Name : Juli Ermina Lubis
Reg. Number : 17 203 00118
Place/ Birth : Lumut, July 7th 2000
Sex : Female
Religion : Islam
Address : Lumut

B. Parents

Father's Name : Sahrun Bahri Lubis
Mother's Name : Nuralawiyah Nasution

C. Educational Background

1. Elementary School : SD Negeri 153070 Lumut, 2012
2. Junior High School : SMP Negeri 1 Lumut, 2015.
3. Senior High School : SMA Negeri 1 Pinangsori, 2018.