

**IMPROVING CHARACTER BASED WRITING BY APPLYING TASK  
BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF  
SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF  
2019/2020**

**S-1 THESIS**

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate  
Degree of English Education Study Program**



**By**

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**KLATEN**

**2020**

## APPROVAL

**IMPROVING CHARACTER BASED WRITING BY APPLYING TASK  
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SMK MUHAMMADIYAH 2 KLATEN IN ACADEMIC YEAR OF  
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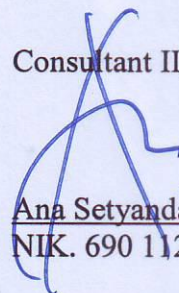
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SMKMUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF  
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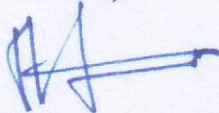
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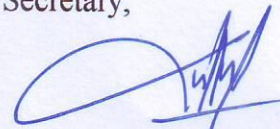
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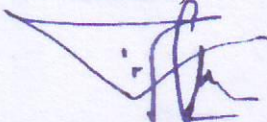
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## PRONOUNCEMENT

This is to verify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED WRITING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN IN ACADEMIC YEAR OF 2019/2020”**.

It is not plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography. If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten,



Agita Riyandawati

## MOTTO

“ Bukan tentang siapa yang langkahnya lebih cepat, melainkan siapa yang arahnya paling tepat.

Lebih baik sampai ditujuan meski terkesan lambat, daripada harus mengulang dari awal karena tersesat. ”

- **AyatSuci**

“ Jikaurusandiserahkanbukankepadaahlinya, makatunggulahkehancuranitu.”

- **HR Al-Bukhari**

“ If you do good, you do good for yourself.”

- **Al-Isra': 7**

“ Selalu berusaha, bekerja keras, dan berdoa meminta kepadaNya semua akan berjalan dengan baik meskipun banyak kesulitan yang dihadapi tapi percayalah semua itu akan memberikan hasil yang sangat luar biasa.

- **Me**

“ Many of life's failures are people who did not realize how close they were to successwhen they gave up.”

\_ Thomas Edison

Maka sesungguhnya sesudah kesulitan ada kemudahan.

\_ **Al-Insyirah: 6**

## **PRESENTATION**

*This thesis is thesis to my beloved father and mother thank you for your endless love, care, prayer, support, advices, motivation, all all of things that have been sacrificed for me.*

*My beloved sister, thank you for your support and prayer.*

*My beloved partner Rizka Rony Setiawan, thanks for your support, motivation, and prayer.*

*My beloved best friends, we did this. We made this far. Alhamdulillah.*

*I LOVE YOU ALL !*

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The writer does realize that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for the writer to get critiques and suggestions to make this thesis better.

Klaten, 6 Juli 2020

Agita Riyandawati



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## ABSTRACT

**Agita Riyandawati. 1511202939.** English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University. 2020. *Improving Character Based Writing by Applying Task Based Learning Method of the Tenth Year Students of SMK Muhammadiyah2 Klaten in Academic Year of 2019/2020.*

The objective of this research is to verify if task based learning method can be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The research was action research. The subject of the research was the students of X OTKP 2. The data were obtained through the observation, interview, test, documentation, and questionnaire. The actions implemented in this research were applying the Task Based Learning Method in writing activity to improve students' character based writing skill. There were some steps in applying Task Based Learning Method, they are; pre-task, task, planning, report, analysis, and practice. The material used in the teaching and learning process of writing was about recount text. The research were conducted of precycle and cycle 1.

The findings showed that students' competence in character based writing improved gradually. The mean score of the students improved from 65.04 to 72.94. Meanwhile, the students' character was also improved from 2.69 to 3.19. Based on the result achieved in both cycles, Task Based Learning Method can improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

**Key words:** *Task Based Learning, writing, character.*



## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Writing is an activity to express ideas, thinking or feeling, experiences and knowledge in the form of notes using letters and symbols that are made systematically so that it can be easily understood by the reader. It means that writing can be used to express ideas, thinking, or feeling, telling experiences and knowledge by using letters and symbols into statements and paragraph that will be understood by the reader. In writing activity the students can express their idea, thinking, experiences and knowledge in a writing form using some media such as paper and computer.

The media such as paper and computer can be use to express ideas, thinking and feeling in the written form which involves mental work. According to Sokolik (2003: 88) writing means 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 reader. It means that writing is a process of inventing ideas and how to express them into statement and paragraph which is done by the writer who can arrange their mind clearly. Writing is a language skill used to communicate indirectly, not face to face with others (Tarigan, 2013: 3). It means that writing is a skill that is needed in written communication. Written communcation is difficult,

because the writer must be able to make the writing with the correct sentence that it is easily understood by the reader. So, writing is a difficult skill because the writer does not simply pour the ideas into writing but the writer must understand the grammatical rules. According to Bahri and Sugeng (2009: 2) the difficulty of writing is the students possess limited vocabulary and poor understanding of grammar. It is supported by Huy (2015: 66) stating that writing is one of the most important things in learning English and it is one of the language skills that must be learnt in the learning activity.

Besides writing, the students must also master three other skills they are listening, speaking, and reading. Sadiku (2015: 29) states that there are four language skills, they are listening, speaking, reading, and writing. The four skills should be master by the learners. The four skills had an interrelated each other. Listening and reading are common called a passive or receptive skill. Speaking and writing are common as an active or productive skills. Harsyaf, et al (2009: 3) state that as one of the four language skills, writing is one important skill that must be learnt. Writing is the most difficult skill for students to master, because they have to master the correct structure of a sentence, have more vocabulary, and have a good idea to express in their writing.

In those four skills, there are three aspects that the learners must understand. The three aspects are grammar, vocabulary and spelling. The learners must understand each aspects if the learners want to get a good

skills. The first aspect is grammar. According to Thornbury (1999: 1), grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that govern how a language's sentences are formed. The second aspect is vocabulary. Vocabulary is all the words that a person knows or uses (Hornby, 2005: 1707). The last aspect is spelling. Spelling is the act of forming words correctly from the individual letters; the ability to do this (Hornby, 2005: 1472).

According to *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah menyatakan bahwa dimensi keterampilan yang harus dimiliki tingkat SMA/MA/SMALB harus memiliki keterampilan berpikir dan bertindak antara lain: kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif. Melalui pendekatan ilmiah sebagai pengembangan dari yang dipelajari di satuan pendidikan dan sumber lain secara mandiri. So, the standard of graduation competency consists of qualifying criteria ability of the learners are expected to be reached after completing the learners' education unit at the level of primary and secondary education.*

In this study, the writer will focus on writing. Writing in foreign language is a way to express idea or thinking into written form since it has been considered that students' ability in English will be shown through

their competence in writing as Sokolik (2003: 89) states that students' writing production was concerned more with correctness on form over function in second language writing instruction during this time and it was used to show that students had mastered a particular grammatical rule.

Effective writing skills demand knowledge, discipline, effort and organization (Mahmoud, 1992: 11). It means that a good writing demand of the students' knowledge and experience. Writing habits are an effective way to improve creativity students' writing and add vocabulary to the students. In learning foreign language, the students has different knowledge and different abilities in writing. For the students, writing is very difficult because the students do not understand how to write sentences with the correct structure.

Based on observation on Thursday, 5<sup>th</sup> March 2020 at 10:25 a.m until 12:45 p.m in class X OTKP 2 of SMK Muhammadiyah 2 Klaten Utara, the writer got some data about the students. First, the students had difficulty in using grammar. Most of them could not make sentence correctly. Second, they lacked of vocabulary. It looked when they tried to make a sentence but they still mixed it into Bahasa. Third, they had wrong structure. It was a basic problem of them in writing skill.

Based on this problem, a teacher can use several methods to improve the students writing skills. In order to improve the students' writing skills, a teacher can apply various teaching methods such as Contextual Teaching and Learning (CTL), Problem Based Learning (PBL), Student Teams

Achievement Division (STAD), Think Pair Share (TPS), Task Based Learning (TBL), etc. In this research, the writer tries to apply Task Based Learning method to improve students' writing skill. Task Based Learning is activities that require the use of target language in order to complete a writing task.

According to Alsagheer & Hasan (2014: 254) Task Based Learning is an instruction in the field of language acquisition and learning. It focusses on the students doing meaningful task using target language. In task based learning, the students are learning focused on the task.

Desmayenni (2012) conducted a similar research with the similar research with the title "Implementation of Task Based Learning Method in Writing Descriptive Text at Class X.9 of SMAN 5 Bandar Lampung in Academic Year 2012/2013". The result of the research showed that the use of the Task Based Learning method was able to improve the students' writing ability. While, Eva Nuryani (2017) also tested Task Based Learning in a class of eleventh grade students' of MA Utsmaniyah Ngroto Gubug. The result showed that the implementation of TBL to improve students' writing skills is really successful.

Based on two previous studies above, the writer concluded that Task Based Learning method was one of the methods proposed to be a good method in improving the students' writing skills. Task Based Learning is supposed to be appropriate to develop students' writing skill. This strategy can improve the students' abilities and make the students more active in

the teaching and learning process. The task based learning can provide more opportunities to the students to externalize their thinking through their actions. This can help them to reflect on their thinking. The teacher can also be more responsive to the needs of students.

According to *Undang-Undang Republik Indonesia No. 20 Tahun 2003 Bab II Pasal 3*, "National education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of learners to become human beings who believe and be devoted to God Almighty, having noble, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens." Therefore, in addition to improve writing skills, using Task Based Learning method can also improve students' character in the teaching and learning process. Task Based Learning drives the students to be closer to good character such as knowledgeable, skilled, creative, independent and responsibility.

Education can stimulate learners to increase the development potential of learners in schools. The potential of the students needs to be developed that aims to educate and improve the students' intelligence. The education is related to the students' character.

Related from the explanation, the writer hoped that the students can be creative and able to follow the teaching and learning writing skill by

applying task based learning method in the class. In task based learning the students are learning by doing. The lesson is focused on the task.

Based on the reason above, the writer would like to conduct a research with title “Improving Character Based Writing by Applying Task Based Learning Method of the Tenth Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year 2019/2020.”

#### **B. The Limitation of the Study**

The writer wants to limit this study. The limitation of the study is focused on the improvement of character based writing by applying task based learning method of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

#### **C. The Problem of the Study**

Based on the background of the study above, the problem of research can be formulated “can task based learning method be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?”.

#### **D. The Aim of the Study**

Based on the problem, in this study the writer wants to verify if task based learning method can be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

### **E. The Use of the Study**

By knowing the result of the research, the writer hopes this will be useful as follows:

#### **1. The Practical Use**

It can be used to improve the teaching of English especially in teaching writing.

#### **2. The Theoretical Use**

It can be used to enrich the repertoire of teaching and learning writing theory.

### **F. The Clarification of the Key Terms**

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

#### **1. Improving**

According to Hornby (1995: 598), improve is become or make something better. Improve can be stated to do something that can make something to be better.

According to Mulyasa (2009: 8), improving in action research means improve in learning quality, so that it is continuous improvement of learning process and continuous quality improvement. It means that improving is the condition of something that is better made. In this study, improving means making the students' writing skills getting better by using task based learning method.



## **2. Writing**

Writing encourages student to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which writing puts into their minds (Harmer, 2004: 31). According to Sokolik (2003: 88) writing means 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 reader.

In this study, writing skill means an ability that the students have to write the sentence or paragraph with the correct structure as well by task based learning method to improve writing skill for the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

## **3. Task Based Learning**

According to Ellis (2003: 16) a task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Task based learning also leads students to extensive use of language that comprehends chatting with a foreign person on the net, sending and receiving a message in English. Willis (1996: 1) states that task based learning approach where tasks are used as the main focus of the lesson within a supportive framework. In teaching and learning English task based learning can improve the students ability in writing skill. In this study

Task Based Learning is a method that focused on giving assignments in writing form within a supportive framework.

#### **4. Character Education**

Character education is important to the students. Character is means an attitude in daily activity. According to Lickona, (1991: 51) as cited in Kamaruddin, (2012: 225) noble character (good character) includes knowledge of goodness, and cause commitment (intention) of goodness, and finally actually doing good. In other words, the characters refer to a set of knowledge (cognitives), attitudes (attitudes), and motivations (motivations), and behavior (behaviors) and skills (skills). In this study, character education is process to educate and empower the potential of the students.

#### **G. The Organization of the Study**

To give clear understanding of the study, the writer has appointed the organization of the study as follows:

Chapter I is introduction. It consists of the background of the study, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is the review of related literature. It consists of previous study, position of the study, theory of writing, teaching writing, task based learning method, character education, theoretical framework, and action hypothesis.

Chapter III is the method of the study. It consists of the meaning of research method, the subject of the study, the research setting, the technique of collecting the data, and the technique of analysis the data.

Chapter IV is the result of the study. It consists of the data analysis, and the discussion of the research findings.

Chapter V deals with the conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the research from implementing Task Based Learning method to the tenth year students of SMK Muhammadiyah 2 Utara Klaten in academic year of 2019/2020.

#### A. Conclusion

Based on the result of the research, it can be concluded that Task Based Learning method can improve the teaching and learning of character based writing skill to the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. It makes the students easier to express their ideas in writing to did the task that given by the teacher. There is improvement on the students ability of writing skill. It is proved with the students mean score which improve from 65.04 in precycle and 72.94 in cycle one. Furthermore, Task Based Learning method can also improve the character of the students. It can be seen that the mean of students' character in precycle is 2.69 and in cycle one is 3.19. It is proved with an improvement in the characters that exist in every aspect, namely responsibility, honesty, creative, dicipline, and independence. Thus, the conclusion is Task Based Learning method can improve the students character based writing skill of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

## **B. Suggestion**

After the writer carried out the research by applying Task Based Learning method to improve the students character based writing skill, the writer would like to present some suggestions to the students and the English teacher.

### **1. To the Students**

To the students, they must be active and crative in teaching and learning process when they are taught by using any method especially in teaching writingby using Task Based Learning method. Because of this method, they can express their ideas or opinions to made the written text. So, the students can improve their writing skill and their character.

### **2. To English Teacher**

To the English teachers, the teacher is recomemended to be able to use Task Based Learning as an alternative method in teaching writing. The teacher should monitor students' activity during teaching and learning writing, support the students by giving some motivations to make the students more enjoy, active, and focus on material and the teacher helping the students if the students had difficulties in complete the task. Besides that, the teacher should make the learning process fun, interesting, and interactive to make the students more active.

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