

**THE INFLUENCE OF TBLT AND LEARNING MOTIVATION TOWARD WRITING
ACHIEVEMENT TO THE ELEVENTH GRADE STUDENTS OF SMK N 3
PALEMBANG**

Vivin Afini, Andika, Arief Rahman Hakim

vivin@unisti.ac.id, andilupana@gmail.com, ariefrh13@gmail.com

Sjakhyakirti University, Sjakhyakirti University, STMIK Palcomtech

ABSTRACT: This research was conducted in experimental group with the total sample was 34 students of eleventh grade students of SMK N 3 Palembang in the second semester in the academic year 2016-2017 and it inquiry of the influence of TBLT and Learning Motivation toward Writing Achievements. The problem of this study is to find out the significance average score and motivation between TBLT and Conventional Technique. Due the interpretation of this study, it found that: (1) there was a significant difference in writing achievement between the student who taught by using TBLT and those are taught using conventional technique (2) there was significant difference in writing achievement between the students who have high motivation by using task based language teaching and conventional technique (3) there was significant difference in writing achievement between the students who have low motivation by using task based language teaching and conventional technique 4) there was significant difference in writing achievement between the students who have low and high motivation by using task based language teaching and (5) there was an interaction effect of technique used and student's motivation in improving writing achievement.

Keywords: TBLT Technique, Motivation, and Writing

INTRODUCTION

In learning process, English Skills and English aspects must be mastered by the students. In English, it has four skills; (1) Listening, (2) Speaking, (3) Reading, and (4) Writing. Writing skill is one of important skills that should be learnt by each person because writing skill relates each skill.

Besides that, writing skill also must be supported by other aspects, such grammar and structure, vocabulary and pronunciation. Besides that, in English language teaching has identified the "four skills" those are listening, speaking, reading, and writing, they are as of paramount importance. It is as perfectly appropriate to identify language

performance. The human race has shaped forms of productive performance are oral and written then forms of receptive performance are aural (hearing) and reading. The difference of four skills produced as a second language learners discover the differences and interrelationship among these four primary modes of performance. Meanwhile, in learning English process, every person have aims at one of English skills, for example writing skill.

According to Harmer (2006: 79), writing is a form of communication to deliver or to express feeling in written form. Furthermore, someone can express ideas in written form using letter, words, art, or media and it requires process in order to express the media. On the other hand, Styati (2010: 14) states that writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. While, Brown (2004: 356-358) states that writing is classified by six aspects: those are (1) content, (2) organization, (3) discourse, (4) syntax, (5) vocabulary, and (6) mechanics.

Based on the statement above, there is a technique in supporting writing

achievement, that is TBLT. According to Paul (2010:1), TBLT is Task-based language teaching (TBLT) has become a dominant approach to language teaching worldwide. However, despite being used around the world for more than two decades, task-based approaches have been unable to displace more traditional pedagogies in many EFL contexts. This is especially true in Japan, where conventional form-focused approaches, such as grammar translation and presentation-practice-production (PPP), have long held sway. Besides that, According to Ellis (2009:224), TBLT is not a monolithic teaching method, but an adaptable approach to language teaching. Furthermore, there is no single way of doing TBLT.

In previous study, Sholihah (2013) in title "*TBLT can Improve Students' Ability*", she says that TBLT technique gives evidences of the research that designed to identify the strength and the weaknesses of the implementation in improving writing ability. Furthermore, TBLT also give the chance to the students to explore their ideas and to choose their own words, encourages students to be active learners and it could raise the student's participation in writing class and could enhance the student's writing. In other related previous study,

Douglas and Kim (2014) in title "*Task Based Language Teaching and English Academic Purposes*", TBLT is an approach to language teaching that provides opportunities for students to engage in the authentic use of the target language through tasks. As the principal component in TBLT, the task provides the main context and focus for learning, and it encourages language use similar to the way language is used outside of the classroom.

In this study, the writer concern on one of the skills of English that is writing, because writing was one of important skill in learning process. According Poblete (1999:285), writing means the carefully guided marks on paper that teachers assist students in making unless a teacher is teaching a course in advanced composition or creative writing for more advanced students.

Besides writing, the writer also will use the motivation in his learning process where motivation is one of the ways make the students more active in learning process. In supporting the statement, motivation is perceive to be composed of three elements. These include effort, desire, and effect. Effort refers to the time spent studying the language and the drive of the learner. Desire

indicates how much the learner wants to become proficient in language, and affect illustrates the learner's emotional reactions with regard to language study (Gadner, 2003). Furthermore, Jaya (2017) also divides the motivation into two parts such as integrative and instrumental motivation. In addition, in other expert, motivation is a purpose that determines the level of activity, intensity, consistency, and direction common of human behavior (Slamento, 2003:170). In supporting statements, according to Clelland (1996:28) "a motive is the reintegration by a cue of a change in an affective situation."

From the statement above, it can be said that writing skill is one of skills that should be mastered by the students. Not only it but also one of the techniques to improve student's writing is TBLT where TBLT is to consider in apply in language classroom's activities and offers students material that they have to actively.

Based on the information of English teachers in SMK N 3, there are some students who got difficulties and lower score in writing paragraph and do not know about the grammatical and structure, and the students have low motivation in the way of

the teacher in learning process where the teacher gives the instruction to focus on writing using conventional teaching technique. By using this TBLT technique, the writer will hopefully make the students get interested in writing paragraph and and they are able to use the exact words, punctuation, grammatical and structure and it is expected that the writer is able to motivate the students to learn about narrative text.

RESEARCH METHOD

The writer used experimental method that conducts factorial design as a method of research, which modifies of pretest-post-test control group design, and it divides into two groups, the first group is as the experimental group and the other one is as a control group. According Fraenkel, et al (2012:227), “moderator variable may be either treatment variables or subject characteristics variable.” This design can be seen as follows:

In this study, the writer took the population of SMK N 3 Palembang. The total number of the students as the population is 140 students. The sample for this study is from the population by using

cluster random sampling, where it is used the lottery system. The writer wrote the name of the class on small pieces on the paper and rolled them. Besides, the writer also took randomly one paper which an experimental class taught by TBLT and the other one as a control class that taught by using conventional teaching technique. In other word of test, the questionnaire was used into the stages where the unit of analysis in the systematically grouped and it was categorized into experimental and control by the writer.

Technique for analyzing data is by using the test and question, the writer answered the question of questionnaire with $SS=5$, $S=4$, $N=3$, $TS=2$, and $STS=1$ based on Badan Pusat Statistik, 2003. In addition, with the maximum score for 14 items is 70 the minimum score is 14. Based on the result of the student's response, it would be analyzed and determined whether the students had high or low motivation in learning English. The students who get the score from 14 to 42 would be categorized into low motivation. Meanwhile, the students who got the score from 43 to 70 would be categorize into high motivation, besides that, several statistical analysis were also applied such as:

1. Kolmogorov-Smirnov to test the normality with the criterion and if the significance of Kolmogorov-Smirnov $> \alpha$ (0,05), it means the data obtained is considered normal
2. Levene to test the homogeneity with the criterion and if the significance of Homogeneity $> \alpha$ (0,05), it means that the data is homogenous
3. Paired samples t-test and spearman rank correlation with the criterion:
If sig (2-tailed) $> \alpha$ (0,05), H_0 accepted while H_a rejected
If sig (2-tailed) $< \alpha$ (0,05), H_a accepted while H_0 rejected
4. Two-way anova in analyzing the interaction effect from student's writing achievement using TBLT and student's motivation toward student's narrative writing achievement and two-way anova will found in SPSS 22.

The Scoring Rubric (Weigle.2002.*Assessing Writing*.Cambridge.United Kingdom.New York)

RESEARCH FINDINGS

Based on the research, the writer was used to answer the hypotheses in the statistical processed and the writer would like independent t-test and Two-way Anova

to know whether or not (a)there is a significant difference in average score of narrative writing achievement between students being taught using TBLT and those who were being taught using conventional technique, (b) there is a significant difference in average score between the student's narrative writing who are in high motivation taught using TBLT and conventional technique, (c) there is a significant difference in average score between the student's narrative writing who are in low motivation taught using TBLT and conventional technique, (d) statistic analysis of high and low motivation in narrative after being taught TBLT, and (e) there is a significant interaction effect on student's narrative writing and motivation taught using TBLT and conventional technique.

a. Measuring the Significant Difference in Writing on Narrative Text Between Students after being Taught Using TBLT and those who are Taught Using Conventional Teaching Technique

The Independent t-test is the most common to test the significant difference

between experimental and control group. Based on the result on statistical Independent t-test, there was a significant between student's after being taught TBLT as the experimental group and those who were taught using conventional technique as the control group. it can be seen that it was significant because the average score in the experimental group was higher than control group. Meanwhile, the score of students who being taught in TBLT was 76.38 and the score of students who being taught conventional technique was 73.79.

Furthermore, the writer completed the analysis of the different score of the narrative writing between students who being taught using TBLT and the students who being taught using conventional technique

b. Measuring the Significant Difference in Writing on Narrative Text Between Students who are in High Motivation after being Taught Using TBLT and those who are Taught Using Conventional Teaching Technique

This part, Independent t-test used to test the significant level in average score between student's narrative writing who were in high motivation taught using TBLT

as the experimental group and those who were taught using conventional technique as the control group. The result of TBLT technique was 75.76 and the result of conventional technique was 73.76. Based on the result, there was a significant average between experimental group and control group in high motivation.

Besides, the writer also analyzed the result and found that there was a significant where the p-output was 0.01 (0.005) it means that the result was lower than the level of significant (0.05). It is also displayed in table 7.

c. Measuring the Significant Difference in Writing on Narrative Text Between Students who are in Low Motivation after being Taught Using TBLT and those who are Taught Using Conventional Teaching Technique

This part, Independent t-test used to test the significant level in average score between student's narrative writing who were in low motivation taught using TBLT as the experimental group and those who were taught using conventional technique as the control group. The result of TBLT technique was 77.00 and the result of conventional technique was 73.82. It showed

that there was a significant average between experimental group and control group in high motivation.

Based on the result, the writer found there was a significant average between experimental and control group. Meanwhile the result of p-output of significant is lower than the level of significant (0.05) where the result was 0.002.

e. Measuring the Significant Interaction Effect of TBLT and Motivation on the Student's Writing Achievement

Based on the result on two-way anova in spss 22, the writer got the result of interaction effect. Where the interaction's score was 0.006, it means that there was an interaction effect between TBLT and motivation on the student's writing achievement, because the score of the result was lower than the level of significant (0.05). It is also shown in table 13.

Based on the data analysis, the writer inferred that student's writing achievement taught using Task Based Language Teaching (TBLT) approach had a significant increase. It was indicated also in teaching writing using TBLT gave a significant different on student's writing

achievement than those who were not. It also can be seen that there was a progress achieved by high motivation and low motivation. The different achievement might only because by different teaching approach used in the experimental and control group. Some interpretations are made based on the data statistic analysis and related to the findings. They are described as follows:

First, the teaching of writing using TBLT technique is effectively applied in the experimental group because there was a significant different average score between the teaching of writing using TBLT and conventional technique where the average score of TBLT was higher than Conventional Technique, it also shown that the average score in experimental group is 76.38 and the average score in control group is 73.79. It means that H_0 was rejected and H_a1 was accepted. This interpretation also echoes Willis (2007), where his statement that the task-like activities should engage learners' interest because they claim that without genuine interest, there can be no focus on meaning or outcome.

Second, TBLT technique was applied to develop student's writing achievements effective to be taught in high

motivation because using TBLT gave the significant different between high motivation after being taught TBLT and high motivation after being Conventional, beside that the writer shows the result of the average score between in experimental's average score (75.76) and control's average score (73.76) group. It means H_0 was rejected and H_{a2} was accepted. This interpretation also support by Lipstein and Renninge (2007) where their research gave the feedback to students in writing narrative achievement.

Third, TBLT technique was applied to develop student's writing achievements effective to be taught in low motivation taught TBLT, because the writer found that the result of experimental group is 77.00 and the average score of control group is 73.82. It means that there is a significant level between low motivation using TBLT and Low motivation using Conventional and it means that H_0 was rejected and H_{a3} was accepted. The interpretation of this statement focused on rhetoric or genres (27%) or the expression of ideas or knowledge (21%). Smaller percentages of the statements that the students made referred to goals for improving their composing processes (8%), developing their identity or

self-awareness (4%), improving their affective states related to writing (3%), or aspects of learning while writing (2%).

Forth, TBLT also was applied to develop the student's writing achievement effective to be taught in high and low motivation. The writer found that there was a significant difference teaching writing using TBLT towards high and low motivation and where the average score in high motivation was 75.76 and the average score in low motivation was 73.82 and it means that H_0 was rejected and H_{a4} was accepted. It also stated by Tahriri (2014), the results showed a significant relationship between scores of students on post-test and their motivation. It can be concluded that motivated students can have better performance in writing. Moreover, it was found out that the students of the class based on TBLT approach gained higher scores both on the post-test and motivation.

Fifth, although writing activities was difficult to the students at the beginning of the treatment, but they were enjoyed. This research, the writer also found that there was an interaction effect and motivation among the students which result in willingness to write narrative writing where the significant

is lower (0.03) than the significant level (0.05) and it means that H_0 was rejected and H_a was accepted. It has similarities Nasution (2013), he concluded that H_a was accepted and H_0 was rejected. It was found that there was a significant effect of TBLT on the students' achievement in writing.

From the result of student's writing that was evaluated by two raters, it could be found that all the aspects of writing influenced student's writing achievement. The highest score was content (28), it was because the content was easier than the organization where the content of writing the students wrote by good words and sentences. Meanwhile, the lowest score was organization because the aspects of organization the students got the difficulties to found the generic structure of narrative's writing and sometimes the students can not divided which one is the reorientation and resolution. Based on the explanation above, the writer concluded that there was a progress achieved both experimental and control group. However, the experimental group had a better progress in writing achievement than the control group. Furthermore, the writer also said TBLT was effective in improving student's writing

achievement in the experimental group. It is also done by Sabet et.al (2014), they state that it is evident that the group of students which was taught based on TBLT principle, which comprise the experimental group, were more successful in post-test.

CONCLUSION

From the data which have been analyzed above, it can be concluded that:

1. There was significant difference in writing achievement between the student who were taught by using TBLT and those were taught using conventional teaching technique.
2. There was significant difference in writing achievement between the students who had high motivation by using Task Based Language Teaching and conventional teaching technique.
3. There was significant difference in writing achievement between the students who had low motivation by using Task Based Language Teaching and conventional teaching technique.
4. There was significant difference in writing achievement between the students who have low and high

motivation by using Task Based
Language Teaching.

5. There was an interaction effect of
technique used and student's motivation
in improving writing achievement.

REFERENCES

- Brown, H.D. 2004. *Language Assessment Principles and Classroom Practices*. White Plains, New York: Longman.
- Cleland, David, Mc.1996.*Interaksi & Motivasi Belajar Mengajar*.Jakarta: Raja Grafindo Persada.
- Dickinson, Paul. 2010. *Implementing TBLT in a Japanese EFL Context*.UK. Birmingham University.
- Douglas, S. R. & Kim, M. 2014.*Task-Based Language Teaching and English for Academic Purposes: An Investigation into Instructor Perceptions and Practice in the Canadian Context* TESL CANADA JOURNAL/REVUE TESL DU CANADA 1. VOLUME 31, SpECiAL iSSUE 8, 2014
- Ellis, R. 2009. *Task-Based Language Teaching: Sorting Out The Misunderstandings*.Shanghai International Studies University and University of Auckland
- Fraenkel, Jack R. and Norman E. Wallen. 2012. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, Inc.
- Gardner, R. C. (2003).*S ocial Psychology and Second Language Learning* . London: Edward Arnold.
- Harmer, J. 2006. *The Practice of English Language Teaching*. England: Edinburg Gate Harlow.
- Jaya, A. (2017). The Effects of Group Discussion on The Students' Speaking Achievement And Self-Efficacy. *English Empower: Journal of Linguistics and Literature* , 2(01), 10-19.
- Liebstein & Renninge, K.A.2007.*Interest for Writing: How Teachers Can Make A Difference Retrieved*. From Jessorbishop.Wiki.Westega.Edu/ffile/view/interest+for+Writing.pdf
- Nasution,A.S.2017.*The Effect of Task-Based Learning Method on Students' Achievement in Writing*. A graduate of English Language and Literature Department of UNIMED
- Poblette, Judy H. 1999. *Communicating Christian Values Through Teaching English as a Second Language : The Use of Poetry*. Michigan: Andrews University.
- Sabet,K,M.& Tahriri,A.2014.*The Impact of Task-based Approach on Iranian EFL Learners' Motivation in Writing Research*.Journal of Language Teaching and Research, Vol. 5, No. 4, pp. 953-962, July 2014© 2014 ACADEMY PUBLISHER Manufactured in Finland.
- Sholihah, Umi. 2013. **Task-Based Language Teaching (Tbtl) Can Improve Students'Writing Ability**. [.http://scholar.google.co.id](http://scholar.google.co.id). (Februari ,2017)

Slamento. 2003. *Belajar & Faktor-Faktor yang Mempengaruhi*. Jakarta: Bumi Aksara.

Styati, Erlik Widiyani. 2010. *The Effectiveness of Cluster Technique in Teaching Writing Skill Viewed from Students' Linguistic Intelligence (an Experimental Research on Descriptive Writing for the Second Semester of English Department of IKIP PGRI Madiun in the Academic Year of 2009/2010)*. Unpublished Thesis English Education Department Graduate School Sebelas Maret University of Surakarta.

Weigle. 2002. *Assessing Writing*. Cambridge. United Kingdom.

Willis, D. & Willis, J. (2004). *Task-based language teaching: some questions and answers*. The Language Teacher, 33/3, 3–8.

Willis, D. & Willis, J. (2007). *Doing Task-based Teaching*. Oxford: Oxford University Press.