

The Influence of Task Based Language Teaching and Learning Motivation Toward Writing Achievement

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Abstract

This study was to investigate the influence of task based language teaching and learning motivation toward writing achievement. The population of this study was the eleventh grade students at SMK N 3 Palembang. The sample was 64 students taken by using cluster random sampling. In carrying out of the research, the writer used an experimental method; factorial design. The writer distributed pretest, posttest, and attitude questionnaire in collecting the data. Then, in analyzing the data the writer used t-test and two-way ANOVA. The result of this study analysis indicated 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 TBLT and conventional teaching technique, (3) there was significant difference in writing achievement between the students who have low motivation by using TBLT and conventional teaching technique, (4) there was significant difference in writing achievement between the students who have low and high motivation by using TBLT, 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 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 second language learners discover the differences and interrelationship among these four primary modes of performance. Meanwhile, in

learning English process, every person has aims at one of English skills, for example writing skill.

Brown (2001:356-358) states that writing is classified by six aspects: those are (1) content, (2) organization, (3) discourse, (4) syntax, (5) vocabulary, and (6) mechanics. In this study, the writer would concern one of the skills of English that was writing, because writing was one of important skill in learning process.

Besides that, there was a technique in supporting writing achievement, which is TBLT. According to Paul (2010:1), TBLT is Task-based language teaching (TBLT) has become a dominant approach to language teaching worldwide. This technique also was not a monolithic teaching method, but an adaptable approach to language teaching. 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.

This study investigates some aspects such as writing paragraph, finding an appropriate word suitable with the topic, using of correct tenses as well as correct spelling, and punctuation, making a good organization, and exploring ideas.

Literature Review

Task Based Language Teaching

Task Based Language Teaching (TBLT) is to consider in apply in language classroom's activities and offers students material that they have to actively and also it focuses on task activity, provides contexts to activate learning acquisition process, and promotes language learning.

According to Bygate, et.al (2017:1), TBLT is an educational framework for the theory and practice of teaching second or foreign languages, Mike (2015:6) says that task start with a task-based needs analysis to identify the target task for a particular group of learners what they need to be able to do in the new language. Karim, et.al (2014) say that TBLT is an approach of teaching which

focuses on task activity, provides contexts to activate learning acquisition process, and promotes language learning.

Writing

Writing is refers to students' activity to make narrative paragraph. Their skills in writing will be emphasized on the content, organization, vocabulary, language use, and mechanics. According to Hairstone (1986:2), "Writing skill is the major tool for learning". Therefore, language learners should master this skill. Writing is considered as one of the hardest language skills used in communication. Besides, according to Oshima and Hogue (2007:15), there are some steps in process of writing (1) prewriting, (2) Organizing, (3) Writing, and (4) Polishing. According to Nunan (2003:88), writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

Narrative

Writing English is one of skills that to improve their writing achievement, in learning process according As Hasani (2005), narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. In other expert, Keraf (2007:136) says that narrative asa story tells or describes an action in the past time clearly, so narrative is tried to answer the question. In other hand, according to Grace and Sudarwati (2007:154) the purpose of narrative text is to entertain the reader with story a deals with complication or problematic events, which lead to a crisis and in turn finds a resolution.

Motivation

Motivation is one of the factors that can determine someone to do something to get success in the level of activity and life, consistency, discipline, and has good behavior in paying attention, connecting in learning process, monitoring and planning.

Methodology

Method of Research

The writer used experimental method that conducts factorial design as a method of research, which modifies of pretest-posttest 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:

Table
Factorial Design

Experimental Group :	R	O ₁	X	Y ₁	O ₂
Control Group :	R	O ₁	C	Y ₁	O ₂
Experimental Group :	R	O ₁	X	Y ₂	O ₂
Control Group :	R	O ₁	C	Y ₂	O ₂

Source : Fraenkel and Wallen (2012: 277)

Legands:

- R = Random
- O₁ = Pre-test
- O₂ = Post-Test
- X = Experimental Group / Treatment
- C = Control Group
- Y₁ = High Motivation
- Y₂ = Low Motivation

This design also illustrate as follows:

Table
Factorial Design

	TBLT Strategy (X)	Conventional strategy (C)
High Motivation (Y ₁)		
Low Motivation (Y ₂)		

Population and Sample

In this study, the writer took the population of State Vocational School Number 3 of Palembang. The total number of the students as the population

was 140 students and the sample of the study was 34 students where it was experimental and control group

Technique for Collecting Data and Analyzing Data

A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). A test was given to the sample of the study before and after the treatment and the writer used the pre-test and post-test and questionnaire whether in experimental and control group. Furthermore, the writer also determined the level of learner's motivation whether the learner who had high, middle, and low motivation in learning narrative writing by using the interval score of motivation.

Besides, the writer also showed the reliability and validity to collecting the data in the table 1 and table 2

Table 1: Reliability

Cronbach's Alpha	N of Items
.848	15

Table 2: Validity

Item of Questionnaire	r_{count}	r_{table}	Note
Item 1	.590	.339	Valid
Item 2	.451	.339	Valid
Item 3	.450	.339	Valid
Item 4	.342	.339	Valid
Item 5	.399	.339	Valid
Item 6	.528	.339	Valid
Item 7	.443	.339	Valid
Item 8	.497	.339	Valid
Item 9	.358	.339	Valid
Item 10	.396	.339	Valid
Item 11	.497	.339	Valid

Item 12	.528	.339	Valid
Item 13	.527	.339	Valid
Item 14	.566	.339	Valid
Item 15	.626	.339	Valid

Based on the explanation above, the writer analyzed questionnaire by using correlate between the score of each items correlate significantly with total score by using SPSS 22 towards student's motivation. Furthermore, the writer applied several statistical analyses: Kolmogorov-Smirnov, Levene to test the homogeneity, paired samples t-test and spearman rank correlation, and used two-way anova.

Data Analysis

Statistic descriptive and frequency student's score high motivation and low motivation in the experimental and control group

Table 3

Statistic of High Motivation Posttest's Score in the Control Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		24.59	15.94	15.00	14.82	3.41	73.76
Median		25.00	16.00	15.00	15.00	3.00	74.00
Mode		25	16	15	14 ^a	3	74 ^a
Std. Deviation		.712	.899	1.061	1.015	.507	1.678
Variance		.507	.809	1.125	1.029	.257	2.816
Minimum		23	14	13	13	3	70
Maximum		26	17	17	17	4	77
Sum		418	271	255	252	58	1254

Based on the table 3 above, the writer got the frequency of student's score post-test in the control group. It is found that, there was one student who got 70, one student who got 71, one student who got 72, three students who got 73, five students who got 74, five students who got 74, and one student who got 77.

Table 4

Statistic of High Motivation Posttest Score in the Experimental Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		26.12	16.00	15.59	14.71	3.35	75.76
Median		26.00	16.00	15.00	15.00	3.00	76.00
Mode		26	16	15	15	3	76
Std. Deviation		.781	1.000	1.064	1.213	.493	2.166
Variance		.610	1.000	1.132	1.471	.243	4.691
Minimum		25	14	14	13	3	71
Maximum		27	18	18	18	4	79
Sum		444	272	265	250	57	1288

Based on the table above, the writer found that frequency of student's score posttest in the experimental group. It was found that, there was one student who got 71, two students who got 73, two students who got 74, six students who got 76, three students who got 77, one student who got 78, and two students who got 79.

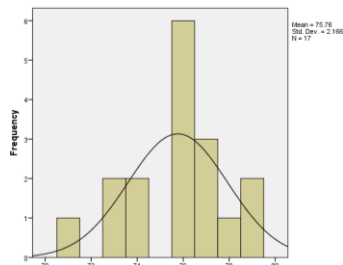


Figure 1: Distribution Frequency of High Motivation Student's Posttest Score the Experimental Group

Table 5

Statistic of Low Motivation Posttest Score in the Experimental Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		26.47	15.82	15.82	15.35	3.53	77.00
Median		27.00	16.00	16.00	15.00	4.00	78.00
Mode		27	15	17	15	4	78 ^a
Std. Deviation		1.231	1.185	1.237	1.057	.514	2.761

Variance	1.515	1.404	1.529	1.118	.265	7.625
Minimum	24	14	14	14	3	72
Maximum	28	19	18	17	4	81
Sum	450	269	269	261	60	1309

Based on the data above, the writer was found that there were two students who got 72, two students who got 74, one student got 75, one student who got 76, two students who got 77, three students who got 78, three students who got 79, two students who got 80, and one student who got 81.

Table 6

Statistic of Low Motivation Posttest Score in the Control Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		24.94	15.76	14.71	14.94	3.47	73.82
Median		25.00	16.00	15.00	15.00	3.00	74.00
Mode		24	15	15	15	3	71
Std. Deviation		1.029	1.147	1.213	1.391	.514	2.628
Variance		1.059	1.316	1.471	1.934	.265	6.904
Minimum		24	13	13	13	3	70
Maximum		27	17	17	17	4	79
Sum		424	268	250	254	59	1255

Based on the data above, the writer found that there was one student who got 70, five students who got 71, four students who got 74, three students who got 75, one student who got 76, two students who got 77, and one student who got 79.

Hypotheses Testing

- 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

Table 7

Independent Samples 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
Gabungan Equal variances assumed	1.066	.306	4.534	66	.000	2.588	.571	1.449	3.728
Equal variances not assumed			4.534	64.567	.000	2.588	.571	1.448	3.728

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.

- 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 teaching technique

Table 8

Independent Samples 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
Gabungan Equal variances assumed	.808	.375	3.010	32	.005	2.000	.665	.646	3.354

Equal variances not assumed			3.010	30.121	.005	2.000	.665	.643	3.357
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Based on the data above, the writer 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).

- 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

Table 9

Independent Samples 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
Gabung a Continue..... Equal assumed		.810	3.436	32	.002	3.176	.924	1.293	5.060
Equal variances not assumed			3.436	31.921	.002	3.176	.924	1.293	5.060

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

- d. Measuring the Descriptive of High and Low Motivation in Narrative Writing after being Taught TBLT

Table 10

Independent Samples 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
T B L T Equal variances assumed	.985	.329	2.350	32	.025	1.941	.826	.259	3.623
T L T Equal variances not assumed			2.350	30.875	.025	1.941	.826	.256	3.626

Based on the table above, the writer concluded that there was the different average between students who had high motivation and low motivation. Not only the average but also there were 17 students who had high motivation and there were 17 students who had low motivation, it means that the category of them there were 50% who had high and low motivation after being taught TBLT technique.

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

Table 11

Tests of Between-Subjects Effects

Dependent Variable: Writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	112.725 ^a	15	7.515	3.158	.011	.725
Intercept	126930.688	1	126930.688	53340.523	.000	1.000
TBLT	57.564	10	5.756	2.419	.049	.573
Motivasi	6.586	1	6.586	2.768	.113	.133
TBLT * Motivasi	49.554	4	12.388	5.206	.006	.536
Error	42.833	18	2.380			
Total	185305.000	34				
Corrected Total	155.559	33				

a. R Squared = .725 (Adjusted R Squared = .495)

Based on the data above, the writer found 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).

Discussion

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 discussion 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 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 experimentals' average score (75.76) and control's average score (73.76) group It means H_0 was rejected and H_a2 was accepted. This discussion 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. This discussion also has similarities with Kim and Eouanzoui (2007) state that many of these statements 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, 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_{a5} was accepted. It also 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.

Conclusion and Suggestion

Based on the conclusions above, the writer 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. Based on the findings, the writer would like to offer some suggestions to the teacher of English because this research also can be an alternative teaching since it has shown that the teaching of writing using TBLT can develop the student's writing skill achievement in narrative writing. Besides, the teacher also must focus on the organization and language use since they were very poor in writing especially in narrative writing. Furthermore, the other researchers might conduct similar study using more samples where there are still many unexplained factors to the students, and investigated TBLT in narrative writing achievement.

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