

APPLYING TASK - BASED LEARNING IN IMPROVING THE STUDENTS' MASTERY IN PRESENT CONTINUOUS TENSE

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui apakah Pembelajaran Berbasis Tugas dapat meningkatkan penguasaan siswa dalam present continuous tense atau tidak. Dalam penelitian ini, penulis memutuskan untuk mengambil hanya 67 siswa sebagai sampel penelitian ini, di mana mereka dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan tes tertulis dengan bentuk pilihan ganda. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Melalui analisis data diketahui bahwa persentase kelas yang lulus KKM (75) pada post tes siklus 2 adalah 97,01%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK) ini, ada 65 siswa yang lulus KKM dan ada 2 siswa yang nilainya di bawah KKM. Persentase kelas dari post tes 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pre-tes (17,91%). Peningkatan siswa yang lulus KKM adalah 79,10% (97,01% - 17,91%). Namun, dari persentase ini, PTK telah berhasil. Jadi hipotesis penelitian ini yang menyatakan: "Ada peningkatan yang signifikan dari penguasaan siswa dalam present continuous tense setelah mereka diajarkan dengan menggunakan Pembelajaran Berbasis Tugas", diterima.

Kata Kunci : pembelajaran berbasis tugas, present continuous tense

ABSTRACT

This research is carried out in order to know whether Task-Based Learning can improve the students' mastery in present continuous tense or not. In this research, the writer decides to take only 67 students as the sample of this research, in which they are chosen randomly. For getting the needed data, the writer uses the written test with multiple choice form. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning", is accepted.

Keywords : Task-Based Learning, present continuous tense

I. INTRODUCTION

In conducting teaching and learning process, the teacher should follow the curriculum recommended. It can be represent

in the teaching and learning process, on presenting kinds of the text types; it needs to be covered the three aspect of that text. Those are schematic structure, vocabulary, and linguistic features. In case of schematic

structures, it discusses how the text is organized. It would be simply known by analyzing the time, the place, and the participant who taking part in the text.

Grammar is the one of the most important parts to be learnt is “tense”. Tense is usually defined as relating to the time of an action, event or state. (Baurer, 1983)

According to Lock (1996), there are three tense forms normally called simple present, simple past and simple future. By tense, the students can know what time the actions occur, and understand the correspondence between the form of the verb and their concept of time, for example, the form of present continuous tense (s + V-ing) is easy to remember but the students are lazy to memorize verb-ing. Most of the time the teacher presented the formula and asked the students to memorize it, and then they should do the exercises. Many factors caused the students comprehension about the present continuous tense low; we divide the factors into two categories. The first category comes from the inside of students themselves that we called internal factor. This factor contains motivation, interest, intelligence, and etc. The second category is called external factor that comes from outside of the students such as school curriculum, physical conditions, the teacher, learning material including the teaching method.

Actually, there are many kinds of method of approach can be applied in teaching present continuous tense. Method by which students are taught may have some effects on their motivation. If they have confidence in the method they will find it motivating. By motivation, students are eager to study and it easy to difficult area of all to be certain of.

To support teaching and learning process, there are many methods that appear to help the learners in acquiring the language and help teachers to achieve the learning goals. One of the methods that can be used in teaching learning process is Task-Based Learning. Harmer (2007) writes that, “Task-

Based Learning is a natural extension of communicative language teaching. In Task-Based Learning, the emphasis is on the task rather than the language”. Here, the students are given a task, before the teacher give explanation about one topic.

Based on the explanation above, the writer intends to prove that Task-Based Learning method can be applied to teach present continuous tense. The title of her research is : “Applying Task-Based Learning in improving the students’ mastery in present continuous tense”, the writer has chosen the topic based on the following reasons :

1. The writer want to find out whether Task-Based Learning can improve the students’ mastery in present continuous tense or not.
2. The writer chooses Task-Based Learning, because it is the best method to teach grammar, the students are given a task, before the teacher give explanation about one topic. This makes the students focus on the task so that it will engage the students to analyze the task and they can later make a presentation about the task.
3. The writer chooses present continuous tense, because it is stated in curriculum for the seventh grade of Junior High School.
4. As far as she knows the topic is still new for it has never researched by other researchers before.

As it has been explained in the preceding sub chapter that this research is carried out in order to find out whether Task-Based Learning can improve the students’ mastery in present continuous tense or not. The limitation of this research can be seen below :

1. Task-Based Learning is the reversion of PPP (presentation, practice, and production) method since TBL takes third element (production) as the starting point. In PPP, the first thing that students do is listening to the

teachers' explanation (of one topic), then the teacher gives the students a practice. Finally, the teacher asks the students to make a production (of the topic given) by their selves.

2. The students' mastery in present continuous tenses in the topic of this research means the students' ability in using tenses which is talking about actions in the present, or thing that are going on or happening now.
3. The Object of this research is the seventh grade students of SMP Negeri 3 Padangsidempuan.

A research is carried out in order to study the problem and it is done formally by using the scientific method. As Gay says, "Research is the formal, systematic, application of the scientific method to the study of problem".

From above quotation it is clear enough of us that problem is assumed as the most important element of a research, and we make a research in order to the study of problem.

Based on the above explanation, the writer can formulate the problem of this research as follows : "Can Task-Based Learning improve the students' mastery in present continuous tense?".

The writer formulate the hypothesis of this research as follows : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning".

After finishing carrying out this research it is expected that :

1. For the English teacher

The result of the research will be helpful for the teacher to improve their technique in teaching especially in teaching present continuous tense text. It is hoped that it can overcome the problem of the students in mastering present continuous tense.

2. For the students

This research would be useful for the students who learn English, especially in mastering present continuous tense text. The result of this treatment will make the students more easily to understand about the present continuous tense text, so that it can help the students in mastering present continuous tense text.

3. For the school

The result of this research would be useful for educator who has responsibility to plan, design, and develop teaching grammar focus. Moreover, it is hoped that this research can be input for school in planning, designing and developing the English curriculum.

4. For the researcher, this research can be used as a media for implementing her knowledge that has been got during her study in the university and it is also used for getting information about the English teaching in the school, especially about the application of Task-Based Learning and present continuous tense.

II. THE THEORITICAL FRAMEWORKS

Task-Based Learning Methodology

Generally, a Task-Based Learning involves pre-task, a task-cycle, and language focus as written in Harmer (2007). The Task-Based Learning framework shown bellow has been adapted from the Willis' framework (1996):

1. Pre-task : Introduction to topic and task
2. Task cycle : Task, Planning and Report
3. Language focus : Analysis and Practice

Present Continuous Tenses

The present continuous tense is one of the important elements of English language especially in grammar. Present continuous tense is also known as present progressive tense. (Swan, 1980)

According to Robert Krohn (1970) who stated, the present progressive is made with form of be and the –ing form of the main verb and indicates an action or event which is actually in progress at this moment but may terminate at any time. In addition, Ann Seaton (2000) explains the present continuous tense is talking about actions in the present, or thing that are going on or happening now. Ann Seaton also explicates the form of present continuous tense, that is by adding –ing to the verb, for example:

1. I am learning how to make origami
2. My mother is cooking at the kitchen
3. Rina is reading a magazine at the corner

Derived from those definitions, it can be concluded that the present continuous tense indicates the activity that is going on or in progress at the moment of speaking.

Action Research

There are various research methodologies in conducting a research into a classroom. In the study, the writer decides to use one of them; that is action research. Thus, in doing this study, the writer's position is not only an observer but also as a researcher.

Action research is popular in educational field. Kurt Lewin, then a professor at MIT, first coined the term "action research" an about 1944. He described that action research ac a "comparative research on the condition and effects of various forms of social action and research leading to social action as cited in (www.wikipedia.com.)

Another researcher (Reason and Bradbury, 2001) also mentioned in the same website defined that "Action research is an interactive inquiry process that balance

problem solving action implemented in a collaborative context with data-driven collaborative analysis or organizational change. Arikunto (2006) also defines that action research (classroom) is an observation towards an action that is conditioned in the classroom.

From the definitions above, the writer intends to give her definition about action research. According to the writer, classroom action research is a research that is done in a classroom by the teachers to improve and motivate students in teaching learning process so that the students could solve the problem during the process of assessing target or aim of the study.

The Frame of Mind

One method in language teaching is Task-Based Learning (TBL). Harmer (2007) writes that, "Task-Based Learning is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language". Here, the students are given a task, before the teacher give explanation about one topic. However, it can be very effective in intermediate levels and beyond" The principle is that the teachers are only an observer during the task plan and become a language informant only during "language focus" stage. This makes the students focus on the task so that it will engage the students to analyze the task and they can later make a presentation about the task.

As one of language components, grammar is important to be learnt by students. It will help them use English creatively. In fact, Indonesian and English grammars are quite different. The present continuous tense is one of English grammar topics that is given to the seventh grade students of junior high school. Seeing for the relation of TBL and the teaching of grammars, the writer will apply the TBL method to teach present continuous tense. As we know that, the students still have difficulty in mastering tenses since it also has the rule of the changing of verb. For

that reason, the teachers need a good method in helping their students understand and master grammar especially present continuous tense since teaching structure is not easy. The writer intends to prove that TBL method can be applied to teach present continuous tense.

III. THE METHODOLOGY OF RESEARCH

The method is important to be applied, because it can be used as a means to overcome the problem of the research. Because this research is assumed as a scientific research and it is done formally, so that in carrying out this research the writer applies the scientific method.

Arikunto (1989) state that, method was a way that was used to get the data by the researcher. In the research activity, the researcher has to choose and used the suitable method.

Based on the main purpose of this research, that is, in order to find out how far the improvement of the students mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year is, so that in this research the writer uses class action research (CAR).

The population is the whole number of the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year. They are 277 students. The writer decides to take only 67 students as the sample of this research.

IV. THE RESULT AND DISCUSSION

Pre-test

From the result of the pre-test that had been done before teaching Present Continuous Tense by using Task-Based Learning to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year, it has been got that the highest score by the students is 80 and the lowest score is 50.

Post-Test

After applied the Task-Based Learning in teaching Present Continuous Tense to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year, it has been got that the highest score of post-test cycle one is 90 and the lowest score is 60.

In the post-test cycle 2; it has been got that the highest score of post-test cycle one is 95 and the lowest score is 70.

At it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

In this research, these are the criteria of the action success as follow:

1. The achievement of students that is proved from final score in conditional sentence type 1 showed 75% of students could achieve the target score 75.
2. The improvement of students' mastery in conditional sentence type 1 showed 75% of students could achieve the target score 75.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to

the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year", is accepted.

In the pre-test, the mean score of students on Present Continuous Tense test before using CAR and applying Task-Based Learning in teaching Present Continuous Tense is 65.60. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five*). So, mean score 65.60 is assumed as the incapable score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 75.07. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 17.91 %. Meanwhile, the class percentage which passes the KKM in posttest 1 is 67.16%. It shows there are 45 students who pass the KKM and there are 22 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% from the class percentage. That is why the writer and the teacher continue to the second cycle.

Furthermore, the mean score of post-test 2 is 85.52. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 30.38%. Meanwhile, the class percentages which pass the KKM are 97.01%. It means there are 65 students whose score pass the KKM and only 2 students is under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success. Then, the score proves the successful indicator can be reached. Therefore, the CAR can be said success and the cycle of CAR is not continued.

There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year. So, it can be said that Task-Based Learning method is good to be applied to improve the students' abilities in Present Continuous Tense.

V. CONCLUSION AND SUGGESTION

The Conclusions

After following the statistical process in the research we may conclude :

1. Before applying Task-Based Learning in teaching, the students' Present Continuous Tense score can be categorized into the incapable category. It can be seen from the value of Present Continuous Tense mean score of pre test, that is 65.60.
2. After applying Task-Based Learning in cycle one and two, the students' Present Continuous Tense score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 75.07 and 85.52.
3. The percentage of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 97.01 %.
4. There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year", it can be seen from the percentage of students' improvement of Present Continuous Tense test score

between pre-test and post-test 2 is 30.38%.

5. The hypothesis of this research is accepted

The Suggestions

1. For the head master, head master should facilitate the learning process to make the learning effective.
2. For the teachers, they should be creative in using Task-Based Learning in the classroom because successful language learning is depends on the teacher technique to use Task-Based Learning, since the teacher is the fundamental classroom aid to language learning.
3. Based on the above conclusion, Task-Based Learning has provided a positive influence to students through its habit formation, so the teachers may use the Task-Based Learning in teaching grammar as an alternative method.
4. For the next researcher, it is hoped to make further writing research that concerns with this study.

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