

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Writing is a skill that must be considered in English as a foreign language, writing is categorized as a productive skill. The English curriculum for writing competence is given from the beginning of the odd semester to the even semester. It aims to realize the teacher's expectations of students, namely students can master writing competence well by describing their ideas, thoughts, opinions, or feelings in writing through descriptive text learning using their own sentences. It is believed that students can master grammar and improve their vocabulary quickly. Based on the high school curriculum, writing is one of the other English skills that must be mastered by high school students, because English subjects are specifically written in the national exam for third grade. According to data obtained through interviews with the school, there were many complaints from students who found it difficult to face the English exam, because their writing competence was still very limited. As conveyed by Aunurrahman, Hamied, & Emilia, (2017) This difficulty is not only in developing and organizing these ideas into text but also in translating those ideas into readable text. Therefore, the researcher decided to help the students reduce this problem, by collaborating with the English teacher in finding an efficient learning method so that it can help students, especially tenth graders so that they are ready to face the exams that will be held at the end of their education in senior high school. In addition to writing skills that must be mastered, students can also improve critical thinking skills through writing skills.

Critical thinking is an intellectual thought process in which the thinker deliberately assesses the quality of his or her thinking, the thinker using reflective, independent, clear, and rational thinking. According to Robert Ennis (1992) Similar to writing, critical thinking is also very important for students, here are some of its origins: 1) Critical thinking allows students to harness their potential in seeing problems, solving problems, creating, and being self-aware. 2) Critical thinking is a universal skill. The ability to think clearly and rationally is necessary at any job, when studying any field of science, to solve any problem, so it is a valuable asset for a career. 3) Critical thinking is very important in the era of information and technology. One must respond to change quickly and effectively, requiring flexible intellectual skills, the ability to analyze information, and integrate various sources of knowledge to solve problems.

In the initial observation, the researcher found problems that occurred in tenth grade students based on interviews with English teachers. The problems faced by students are as follows; students have low writing skills, assume that learning to write is very difficult, lack of interest and motivation of students to practice writing, students have not mastered spelling, vocabulary, and punctuation correctly, and have difficulty thinking critically to develop their writing. Meanwhile, the difficulty of critical thinking encountered by researchers in the field was the lack of students' ability to analyze problems, students did not want to think hard so they did not find a way out of a problem, lacked confidence in expressing opinions and support a problem, lack of general knowledge about the problem or problems that occur.

Therefore, the researcher advocated using the Task-Based Learning (TBL) method to increase students' writing skills and critical thinking in a descriptive text. The methods taught can make students express their ideas in writing. Some methods used are aimed at improving students' writing skills. One of the methods used is Task-Based Learning (TBL). Task-Based

Learning is more student-centered so, it might be helpful to students in language learning. In task-based learning, understudies are more expected to total errands given by communicating and sharing their claim thoughts. (Krismawarti & Wulanjani, 2020), According to (Kusnawati, 2010) In the task-based learning method, learners are encouraged in learning through the assignment of tasks that include listing, ordering, sorting, comparing, problem-solving, sharing personal experiences, and creative tasks. The purpose of using the task-based learning method is for students to actively search for themselves knowledge they had not gained before.

By using this method, which is supported by previous theories, that this method has always been successfully applied in the classroom, the researcher believes that the Task-Based learning method can improve students' ability to write descriptive texts and think critically.

## **B. Research Questions**

Based on the background above, the research question of this research is How Can the Task-Based Learning (TBL) Method help improve the skill of students' writing skills and critical thinking with a tenth grade of SMA N 1 Sungai Ambawang?

## **C. Research Purposes**

Based on the prior research questions, this study aims To identify how Task-Based Learning (TBL) can improve students' writing skills and critical thinking of students at the tenth grade of SMA N 1 Sungai Ambawang.

## **D. Research Significance**

### **1. Theoretical Significant**

Literature review in a study can help the researcher determine a topic worthy of research. Creswell (2012), states that researcher can limit the scope needed during the investigation. However, the researcher believes that, although this research still has a narrow reach, it can have an impact on both students and teachers in improving students' writing skills and critical thinking by using the Task-based Learning (TBL) method in the classroom.

### **2. Practical Significant**

By this study, the researcher expects this study can be a useful contribution including the following:

a. To the Teacher

The findings of this study will be expected to be a source of information that will provide information to English teachers in using task-based learning (TBL) methods to improve students' writing skill and critical thinking.

b. To Students

The findings of this study are expected to provide good benefits to students in improving writing skills and critical thinking.

c. To School

The findings of this study will be expected to be one of the sources or reading materials large enough to enrich students' English knowledge and also become a basic reference to teachers in the learning process using Task-based learning methods.

d. To researcher

This study will be expected to increase researcher awareness of the importance of applying learning methods in the classroom to improve

students' learning abilities while improving good cooperation with teachers and colleagues in the school.

## **E. Scope of the Research**

### **1. Research Variable**

Variable is the first term measured in a study. Without variables, the researcher could not continue the study. Variables are the main focus of any study. If the variables are not clear then the researcher will have difficulty when conducting the study. “The manipulated variable which in some instances could be more than one in number is referred to as the independent variable while the variable which is expected to be affected by the manipulation is called the dependent variable” (Jaiyeoba, Ayeni, 1963). In this study, the researcher uses qualitative variable and quantitative variable and researches the tenth-grade students of senior high school as the subject of the research.

### **2. Terminology**

To ensure uniformity and understanding of these terms throughout the study, the following definitions are provided:

#### **a. Task-Based Learning (TBL) Method**

Task-based learning (TBL) is one of the language teaching methods that focus on giving a series of exercises or activities intended for the achievement of larger ones. In this study, the researcher will examine Task-based learning (TBL) methods to improve writing skills and critical thinking with the tenth-grade students of SMA N 1 Sungai Ambawang. Task-based learning is done to make it easier for students to answer the tasks given by teachers and expand students' views on how to improve the ability to write descriptive text and think critically.

In addition, by using this method students can express their ideas that are poured into a given task. Task-based learning is utilized for the reason that learners will get utilized with assignments and materials that have been balanced to their work.

b. Writing in descriptive text

Writing is one of the fundamental skills in the world of education, by writing individual can express their thoughts or ideas in the form of writing, such as write songs, journals, blogs or even writing personal letters to others which will be explained in detail in this research. The purpose of writing is to improve the ability of students to express their ideas in the writing created. By writing students also have good grammar skills and multiply vocabulary so that students can string together words well and interestingly by the writing they make. In this study, the researcher used descriptive text to improve students' writing skills. Descriptive text is a text which describes the place, person, situation, mood, etc.

c. Critical Thinking

Critical thinking is a human way of thinking to respond to someone in analyzing facts to form a judgment. Critical thinking skills can be used by students in observing various opinions others are the same or different. Based on knowledge of opinions contrary to that, one can judge and decide which opinions are more inclined to scientific truth. This can be done using the ability to think critically clearly, and become never in doubt in decision making. Critical thinking is very important for high school students so that they can think and directionally towards a goal. That way researcher wanted to

improve students' thinking skills so that students can become active and adventurous students in the classroom.

d. Classroom Action Research (CAR)

Classroom Action Research (CAR) is action research conducted by teachers with the aim to improve the quality of learning in their classrooms. Classroom Action Research focuses on the learning process that occurs in the classroom and is carried out in the actual (natural) situation. This means that the act is an activity that is deliberately designed to be carried out by students with a specific purpose. Because the purpose of CAR is to improve the quality of the learning process, the activities carried out must be in the form of actions that are believed to be better than the usual activities. In other words, the actions given to students should look more effective, efficient, creative, and innovative. Or in other words, there are things that are different from what teachers used to do in previous learning practices because what has been done is considered not to provide satisfactory results.