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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
وَبَشِّرِ الصَّالِحِينَ إِذْ إِذْ أَنْزَلْنَا إِلَيْنَا الْكِتَابَ

MALAYSIA



2<sup>nd</sup> ICEL 2014  
THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014  
Bandar Lampung University, Indonesia  
**PROCEEDINGS**

Hosted by  
Teacher Training and Education Faculty (FKIP),  
English Education Study Program, Bandar Lampung University (UBL)

# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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# THE INFLUENCE OF TASK-BASED INSTRUCTION TOWARDS THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT GRADE TEN OF SMA TRI SUKSES NATAR LAMPUNG SELATAN IN ACADEMIC YEAR 2013-2014

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## Abstract

The objective of This research was to find out The Influence of Task-Based Instruction Towards the Students' Ability in Writing Procedure Text at Grade Tent of SMA Tri Sukses Natar. The data were collected by incorporating two pre-test and two post-test for experimental and control group. Treatment was administered for experimental group. While control group received traditional teaching. Data analysis was attempted using t-Test for two group design. Result indicated p-value 1% = 2,68 , 5% = 2.01, and t-value = 7,12. It is statistically significant. Therefore, null hyphothesis [Ho] was rejected and alternative hyphothesis [Ha] was accepted. These findings suggest that there is influence of Task-Based Instructions towards the students' Ability in Writing procedure text at grade ten of SMA Tri Sukses Natar Lampung Selatan in Academic Year 2013-2014. It is suggested that the teachers should teach writing using Task-Based Instructions.

*Keywords:* task-based instruction, writing procedure text

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## 1. INTRODUCTION

The objective of teaching and learning English is to develop four language skills: listening, speaking, reading and writing. Harmer (2009:12) says that writing process is a way of looking at what people do when they compose written text. The writer focuses on writing because writing is one of the basic skills of English as important as listening, speaking and reading. Many students thought that writing is more complex than the other skills because in writing the students have to notice on many aspects or elements. Writing is not only focused on punctuations, vocabulary and composition but also grammatical construction. Besides, to write well, the students are hoped to be able to present their ideas in writing and they can communicate their ideas through writing. Writing is a skill that is acquired through study. When the writer did internship at SMA Tri Sukses Lampung Selatan, it was found that there were some problems in teaching writing. At that time the writer gave the students an example of procedure text and concluded the structures of procedure text, such as aim or goal, material and steps or methods. However, that was not interesting for the students. Most of the students looked bored and hard to understand or catch the lesson. In fact, they are still not capable of making a good writing. The reason why they could not make a good writing was caused by poor vocabulary, difficult in generating ideas, and lack of mastering grammar, as we know that the students' learning or using English only at school or classroom. For that reasons, the writer assumes that an interesting technique must be applied in order to attract the students and make them easier to understand the lesson well.

## 2. LITERATURE REVIEW

Richards et al (2010:71-72) says that Task-Based Learning (sometimes referred to as Task-Based Instruction, or TBI) make the performance of the meaningful tasks central to the learning process. It is formed by belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms. Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve.

Procedure texts should be acquired by the tenth grade students of Senior High School and the students are expected to be able to write a simple short procedure text. Procedure text is commonly called as an instruction text. Anderson et al (1998: 2) explain that a procedure is a piece of text that tells the reader or listener how to do something. It is to provide instructions for making something, doing something or getting somewhere procedure is commonly used to describe how to make something which is close to our daily activity for example how to make a cup of coffee. Therefore the students have to write about their procedure text based on their experience in daily activities.

### 3. RESEARCH METHOD

The procedures of this research are as follows:

1. The researcher determined the subjects by choosing the sample of the research randomly. By using random sampling technique, the experimental group and control group were selected. The random sampling technique was applied based on the consideration that every class at grade ten had the same opportunity to be selected and in order to avoid the subjectivity in the research.
2. Then, the writer selected the material that was going to be taught to the students. The material was about procedure text on the Task- Based Instruction and the writer chooses one title: How to cook noodle.
3. After that, the writer gave the two group design (experimental group and control group) pre-test.
4. As the treatments, the writer applied Task-Based Instruction in teaching procedure text. The title of the procedure text that and old method. Each treatment was conducted in 45 minutes.
5. The writer gave two groups post-test. The objective of the post-test was to find out the students ability in writing procedure text after treatments.
6. After the writer getting the data of pre-test and post-test of the experimental and control group, the writer analyzed the data by using t-Test. They were analyzed to identify whether the using of Task-Based Instruction technique had influence towards the students' ability in writing procedure text.
7. Finally, the reports of the research findings were prepared.

In the research, the writer used a test as an instrument to obtain the data. The researcher gave a written test focused on subject matter to be studied. The test was related to the students' writing ability of procedure text. The test consisted of 1 instruction in which the students were asked to write a procedure text.

The results of the pre-test and post-test were statistically analyzed using t-Test of two group design. The formula is as follows:

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

### 4. RESULT AND DISCUSSION

It can be concluded that there is influence of using Task-Based Instruction towards the students' ability in writing procedure text at grade ten of SMA Tri Sukses South Lampung in academic year 2013 - 2014. It was shown that t-value was 7.12. This value referred to t-Test table (appendix) with degree of freedom (df) = 48. It was in the level of significance of 5% (1,99) and 1% (2,64). Therefore, the data showed that p-value was smaller than t-value that was 1,99 or 2,64 < 7.12. It meant that the result was statistically significant. It indicated that there was influence of Task-Based Instruction towards the students' ability in writing procedure text at grade ten of SMA Tri Sukses South Lampung in academic year 2013-2014. The results showed that alternative hypothesis (H<sub>a</sub>) was accepted and null hypothesis (H<sub>0</sub>) was rejected.

Table 4.1 Calculations of pre-test and post-test of control group (x).

| Control Group (x) |                            |                             |     |                |
|-------------------|----------------------------|-----------------------------|-----|----------------|
| Subject           | Pre Test (x <sub>1</sub> ) | Post Test (x <sub>2</sub> ) | X   | x <sup>2</sup> |
| 1                 | 60                         | 65                          | 5   | 25             |
| 2                 | 50                         | 40                          | -10 | 100            |
| 3                 | 55                         | 60                          | 5   | 25             |
| 4                 | 70                         | 75                          | 5   | 25             |
| 5                 | 50                         | 55                          | 5   | 25             |



|      |                   |                   |               |                  |
|------|-------------------|-------------------|---------------|------------------|
| 6    | 55                | 60                | 5             | 25               |
| 7    | 50                | 60                | 10            | 100              |
| 8    | 70                | 75                | 5             | 25               |
| 9    | 60                | 60                | 0             | 0                |
| 10   | 40                | 45                | 5             | 25               |
| 11   | 45                | 50                | 5             | 25               |
| 12   | 60                | 65                | 5             | 25               |
| 13   | 55                | 60                | 5             | 25               |
| 14   | 65                | 65                | 0             | 0                |
| 15   | 50                | 55                | 5             | 25               |
| 16   | 70                | 70                | 0             | 0                |
| 17   | 60                | 60                | 0             | 0                |
| 18   | 60                | 65                | 5             | 25               |
| 19   | 65                | 65                | 0             | 0                |
| 20   | 50                | 60                | 10            | 100              |
| 21   | 70                | 75                | 5             | 25               |
| 22   | 70                | 65                | -5            | 25               |
| 23   | 65                | 60                | -5            | 25               |
| 24   | 70                | 75                | 5             | 25               |
| 25   | 45                | 50                | 5             | 25               |
| N=25 | $\sum x_1 = 1460$ | $\sum x_2 = 1535$ | $\sum x = 75$ | $\sum x^2 = 725$ |

The equation of t-Test for two group design is presented as follows:

$$t = \frac{I M_x - My I}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$df = n_x + n_y - 2$$

$$t = \frac{I 3 - 12.4 I}{\sqrt{\left(\frac{500 + 556}{25 + 25 - 2}\right) \left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{9.4}{\sqrt{\left(\frac{1056}{48}\right) \times \left(\frac{2}{25}\right)}}$$

$$t = \frac{9.4}{\sqrt{22 \times \left(\frac{2}{25}\right)}}$$

$$t = \frac{9.4}{\sqrt{\frac{44}{25}}}$$

$$t = \frac{9.4}{\sqrt{1.76}} = \frac{9.4}{1.32} = 7.12$$

## 5. RECOMMENDATION

Some recommendations are attempted as follows:

The writer would suggest that the English teacher should try innovation in teaching writing by employing Task-Based Instruction. The students should have more time and be able to apply Task-Based Instruction to practice their English. The management of SMA Tri Sukses South Lampung should support the learning and teaching process especially to apply Task-Based Instruction by providing the media, speaker, LCD, books and supporting facilities. This can stimulate teacher's and students' interest in teaching and learning English better.



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