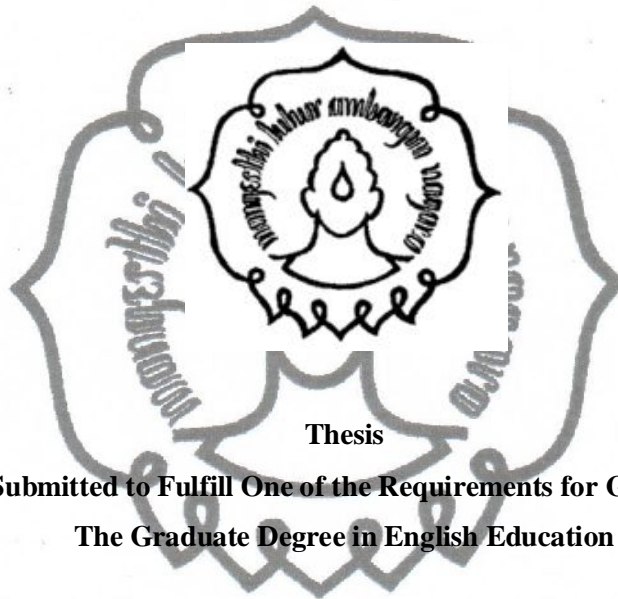


**The Effectiveness of Task-Based Language Teaching (TBLT)
to teach Writing viewed from the Students' Interest**
(An Experimental Research in the Tenth Graders of
SMA Negeri 1 Binangun, Cilacap Regency in the Academic Year of 2012/2013)



Thesis

**Submitted to Fulfill One of the Requirements for Getting
The Graduate Degree in English Education**

Written by:

Tri Wahyuni Diyah Vitriyanti

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**ENGLISH DEPARTMENT
GRADUATE SCHOOL
SEBELAS MARET UNIVERSITY
SURAKARTA
2013**

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APPROVAL

**The Effectiveness of Task-Based Language Teaching (TBLT)
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SMA Negeri 1 Binangun, Cilacap Regency in the Academic Year of 2012/2013)**

**By
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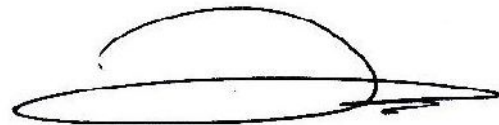
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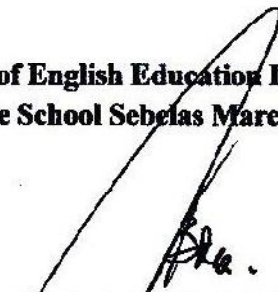
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THESIS


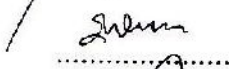

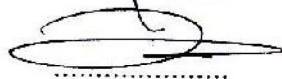
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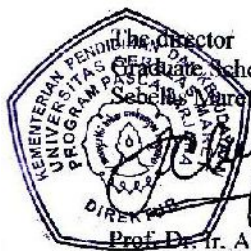
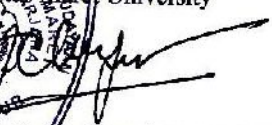
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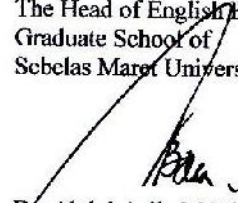
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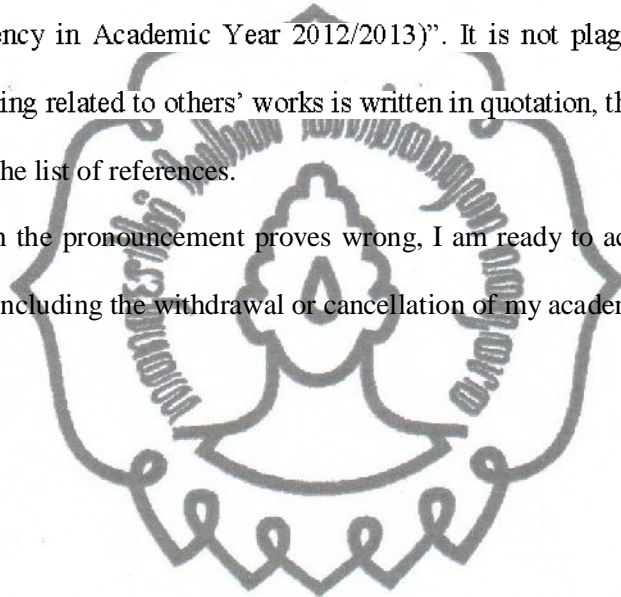

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “The Effectiveness of Task-Based Teaching Learning (TBLT) to Teach Writing Viewed from the Students’ Interest (An Experimental Research in the Tenth Graders of SMA Negeri 1 Binangun, Cilacap Regency in Academic Year 2012/2013)”. It is not plagiarism or made by others. Anything related to others’ works is written in quotation, the sources of which are listed on the list of references.

If then the pronouncement proves wrong, I am ready to accept any academic punishment, including the withdrawal or cancellation of my academic degree.



Surakarta, July 2013

Tri Wahyuni Diah Vitriyanti

ABSTRACT

Tri Wahyuni Diah Vitriyanti. S891202061, *“The Effectiveness of Task-Based Teaching Learning (TBLT) to Teach Writing Viewed from the Students’ Interest (An Experimental Research in the Tenth Grade Students of SMA Negeri 1 Binangun, Cilacap Regency in the Academic Year of 2012/2013)”*, English Education Department, Graduate School, Sebelas Maret University of Surakarta.

This research was conducted with the objectives to prove whether (1) TBLT is more effective than Direct Instruction (DI) to teach writing, (2) students having high interest have better writing skill than those having low interest; (3) there is an interaction between teaching methods and students’ interest to teach writing.

The research was conducted at the tenth graders of SMA Negeri 1 Binangun in the academic year of 2012/2013. The research method was quasi experimental research. The population in this research was the tenth graders of SMA Negeri 1 Binangun. The writer used cluster random sampling to get the sample. The sample consists of 64 students which are divided into two classes, XA consisting of 32 students, as an experimental class and XB consisting of 32 students, as a control class. The instruments used to collective data were writing test to get the students’ writing score and questionnaire to get the score of students’ interest. Before the instruments were used, the tryout was done to know the readability of writing test. The writer analyzed the data in term of their normality and homogeneity. Then, the data were analyzed by using multifactor analysis 2x2 (ANOVA), then followed by Tukey Test.

The findings in this research lead some conclusions: (1) TBLT is more effective than DI for teaching writing; (2) the students having high interest have better writing skill than the students having low interest; and (3) there is an interaction between teaching methods and students’ interest for teaching writing. TBLT is suitable for the students having high interest and DI is suitable for students having low interest. Therefore TBLT is an effective method to teach writing for the tenth graders of SMA Negeri 1 Binangun in the academic year of 2012/2013.

Finally, it can be concluded that: (1) TBLT is more effective than Direct Instruction (DI) to teach writing, (2) students having high interest have better writing skill than those having low interest; (3) there is an interaction between teaching methods and students’ interest to teach writing. Hopefully, the result of this research will be considered by an English teacher to select and determine an appropriate teaching method to teach writing for the students who have low or high interest.

Key word: *writing, Task-Based Language Teaching, Direct Instruction, students’ interest, experimental research*

MOTTO

Do not look back too often to your past, and continue reeling off your past disappointments to muddy up your today.

(Mario Teguh)



DEDICATION



This thesis is dedicated to:

- My beloved father, Sutarno, A.Ma.Pd and mother, Endang Budiyarti, S.Pd.SD
- My beloved, Agus Khozin Wibowo, S. Kep., Ns.
- My beloved sister and brother, Luky Handayani, Sukardi, Aji Suseno, and Arisca Mamik Carlina
- My beloved nephews and niece, Guruh Pedrosa Al-Baihaqi, Farel Iffan Attalah, and Chania Attaya Balqish

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2. The Head of English Department of Graduate School of Sebelas Maret University for his support and guidance writing this thesis
3. Prof Dr. Joko Nurkamto, M.Pd., the first consultant, for all his invaluable guidance, advice, encouragement, and patience during the writing process of this thesis.
4. Dr. Sumardi, M.Hum., the second consultant, for all his invaluable guidance, advice, encouragement, and patience during the writing process of this thesis.
5. The Headmaster and the English teacher of SMA Negeri 1 Binangun for his permission to carry out the research in the school and helped in conducting the experiment.
6. All of the tenth graders of SMA Negeri 1 Binangun in the academic year of 2012/2013, especially class XA and XB, for their cooperation during the research.

The researcher realizes that her thesis has not yet reached its truly ideal composition. Therefore, suggestion and constructive critics are welcome for the completion of her thesis.

Surakarta, July 2013

Tri Wahyuni Diyah Vitriyanti

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TABLE OF ABBREVIATION

TBLT : Task-Based Language Teaching

DI : Direct Instruction

ESL : English for Second Language

KTSP : Kurikulum Tingkat Satuan Pendidikan

ANOVA : Analysis of Variance



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