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THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

Grand Mercure Hotel, Medan City, North Sumatera, Indonesia
October 16-17, 2017

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16-17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be cheked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,
- **Rector of State University of Medan**, Prof. Dr. Syawal Gultom, M.Pd.
- **Vice Rectors of UNIMED**
- **Professor Keiichiro Yoshinaga**, PhD, **Institute of Liberal Arts and Science**, **Kanazawa University** – Japan
- **Dr. Bambang Sumintono**, M.Ed., **University Malaya** – Malaysia
- **Dr. Sitti Maesuri Patahuddin**, **Faculty of Education, Science, Technology and Mathematics**, **University of Canberra** – Australia
- **Yuli Rahmawati**, **Chemistry Education Program**, **Universitas Negeri Jakarta**
- **Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics**
- **Vice Directors of Postgraduate School of UNIMED**
- **All speakers, lecturers, researchers, students, and participants**

Good Morning
Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera. and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and colaborated in actualizing the seminar.

**Director of Postgraduate Unimed**

Prof. Dr. Bornok Sinaga, M.Pd
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The Effect of Applying Task Based Learning (TBL) Approach on the Students’ Ability in Writing Descriptive Paragraph

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Abstract—The goal of this study was to find out the effect of applying Task Based Learning Approach on students’ ability in teaching descriptive paragraph. The population of this research consisted of 32 students for experimental and 32 students for control group the study found that using Task Based Learning (TBL) Approach on students’ ability in teaching descriptive paragraph was better than using Explanation Method as the Conventional Method. Had been analyzed, the data showed a significant difference in writing achievement between the students who were taught by Task Based Learning (TBL). The mean difference was 1.25, while the value of \( t_{\text{test}} = 2.77 \). It means that the \( t_{\text{test}} = 2.77 \) was higher than \( t_{\text{table}} = 1.66980 \) with \( df = 62 \) at the level of significance 0.05. It means that the Alternative Hypothesis (Ha) is accepted. Students’ ability in teaching descriptive paragraph using Task Based Learning (TBL) was more significance than those using explanation method.

Keywords: task based learning, descriptive paragraph

1. INTRODUCTION

Writing Descriptive paragraph by using Task Based Learning (TBL) was the most useful for the students at SMP Nusantara Lubuk Pakam. Most of the students thought that English written was the most difficult subject, because in writing they had to use grammar and vocabulary, so that the students did not like to study English especially in writing. Therefore, by using Task Based Learning, the students could express their idea or thoughts in writing form is writing descriptive paragraph. Hence, by looking the essay test to write a paragraph the students could express the idea, feeling, purpose easily. Besides that, the student’s result of writing descriptive paragraph by using Task Based Learning more systematically and structurally. Nunan (1989) states that TBL is to find a solution in teaching learning process. It means that by using TBL approach, teacher and students will help to overcome their problem in teaching learning process through doing task [1]. Sembiring (1981) states that “Writing is the most difficult to study. Nevertheless, it would be easier to study it. After the students had a written the most difficult subject, they would be helped by it”. Relate to the statement above that in this world, all people must have much knowledge, in order to get a good position in society [2]. By using Task Based Learning (TBL) in the classroom, the students could solve their problem or difficulties in express, generating and organizing ideas or thought. Task Based Learning (TBL) has point of views or perspectives that helped students express and generate their ideas or thought. Where each point of views or perspective provided simple steps into from simple question as guideline applied in writing a type of paragraph or text. By applying Task Based Learning (TBL) in the class, the students could make easier in writing. Moreover, it is affect for the students at junior high school especially in SMP Nusantara Lubuk Pakam in writing descriptive paragraph. Besides that, it was useful for the researcher to sharpen and measure their knowledge in writing and language teaching in junior high school students at SMP Nusantara Lubuk Pakam in particular who were interested in writing and language teaching especially the using of Task Based Learning. The teacher of English gives information or knowledge for their students in writing descriptive paragraph. The topic of effect of applying Task Based Learning in writing descriptive paragraph is interesting to discuss, the topic is important and any students of this school have never discussed it.

Actually the researcher was very interested in writing, especially in writing descriptive paragraph, because based on the researcher’s experience most of the students could not create a paragraph well because there are some problem in writing faced by the students, such as they are difficulties in express ideas or thoughts in the form of written. The students was lack vocabulary, tenses and grammar mastery. So writing and express idea or thought are become problem for them and based on the researcher’s point of view descriptive paragraph is more interesting than the other kinds of writing. Moreover, because the researcher very curious to know about is there any influence of applying Task Based Learning in teaching descriptive paragraph.

Based on the explanation above, this research was to find out whether task based learning significantly affects on the students’ ability in writing descriptive paragraph.
II. REVIEW LITERATURE

Richard and Roger (1986:2) states, “Four types often confusion among the term, approach, strategy, method, and technique”. These four terms might be divided as a points along continuum from the theoretical (approach), in which basic beliefs about language and learning were considered how was the way to teach (strategy) to design (method) in which a particular plan for teaching plan for teaching (or learning) a language was considered to details (technique) where the actual learning activity took place [3].

Brown (2001:14) says that, “Technique are the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well”. More clearly stated that technique as a super ordinate term to refer various activities that either teachers or learners perform in the classroom [4].

TBL has increasingly achieved popularity in recent years and recommended as a forward in English Language Teaching (ELT). Prabhu stands as the first significant person in the development of TBL. His main contribution has been raising awareness of ELT world it TBL. Prabhu (1987) defines a task as “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process” [5]. Besides that, Nunan (1989) uses the word ‘task’ instead of ‘activity’. He defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing on interacting in the target language while their attention is principally focused on meaning rather than form”. He suggests that in all definitions of tasks, one can see communicative language use where the learner focuses on meaning instead of linguistic structure [1].

The TBL consist of three main phrases, provides three basic conditions for language learning (Wills, 1996). These are pre-task, task-cycle and language focus.

a. Pre-task: introduces the class to the topic and the task activating topic-related Words and phrases.

b. Task Cycle: offers learners the chance to use whatever language they know in order to carry out the task and then to improve their language under the teacher guidance while planning their reports on the task. Task cycle offers learners holistic experience of language in use. There are three components of a task cycle:

1. Task: learners use whatever language they can master, working simultaneously, in pairs or small groups to achieve goals of the task.

2. Planning: comes after the task and before the report, forming the central part of the cycle. The teacher’s role here is that of language adviser. Learners plan their report, effectively and maximize their learning opportunities.

3. Report: is the natural condition of the task cycle. In this stage, learners tell the Class about their findings. Therefore, the report stage gives students a natural stimulus to upgrade and improve their language. It presents a real linguistic challenge communicate clearly and accurately in language appropriate to the circumstances.

c. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the Language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986. P.75). Language focus has two components:

1. Analysis: analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and Braden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on language already experienced.

2. Practice: practice activities based on features of language that have already occurred in previous texts and transcripts or in features have studied in analysis activities [6].

Hypothesis

The hypothesis of the study was as follow:

Ha : there is any significantly affects on the students ability in writing descriptive paragraph

III. METHODS

This research was conducted at SMP Nusantara Lubuk Pakam. The population of this research was taken from the eighth grade students of SMP Nusantara Lubuk Pakam. There were two classes consist of VIII/1 class (32 students) and VIII/2 class (32 students). Therefore, the population was consists of 64 students in two classes.

Research Design

The experimental quantitative research was applied in this research. The experimental quantitative research was divided the group into, experimental and control group. The experimental group was taught by using Task Based Learning (TBL). The control group was taught by using Explanation Method.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>✓</td>
<td>Task Based Learning (TBL) Method</td>
<td>✓</td>
</tr>
<tr>
<td>Control</td>
<td>✓</td>
<td>Explanation Method</td>
<td>✓</td>
</tr>
</tbody>
</table>

Pre-test was given before teaching-learning process in order to find out the beginning ability of the students, and the post-test was given after the teaching-learning process in order to find out the students’ ability after getting the treatment.

The Instrument of the Research

This research was writing test as the instrument for collecting data. The students were asked to write descriptive paragraph based on the topic given by the teacher. The
paragraph was 7-10 sentences by writing a descriptive paragraph. Experimental group and control group either have same in pre-test or post-test.

1. Scoring the Test
Some important indicators was considered in scoring the students’ writing result. Heaton (1988:146) stated, “There are five scoring components scales namely, content, organization, vocabulary, language use and mechanics”. The specific criteria described in detail in the following stages:

a. Content
Content refers to the students’ ability to write ideas, and information in good logical sentences, the criteria is:
- 30-32 Excellent to very good: knowledgeable; substantive; through development of the thesis; relevant to assign topic.
- 26-22 Good to average: some knowledge of subject; adequate range; limited development of thesis; mostly relevant to the topic, but lack detail.
- 21-17 Fair to poor; does not show knowledge of subject; non substantive; non pertinent, or not to evaluate.

b. Organization
Organization refers to the students’ ability to write ideas, and information in good logical order. The topic and the supporting sentences are clearly stated.
The criteria are:
- 20-18 Excellent to very good: fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive.
- 17-14 Good to average: somewhat choppy; loosely organize but main ideas stand out; limited support; logical but incomplete sequencing.
- 13-10 Fair to poor: non-fluent; ideas confused or disconnected' Tracks logical sequencing and development.
- 09-07 Very poor: does not communicative; no organization; or not enough to evaluate.

c. Vocabulary
Vocabulary refers to the students’ ability in using word or idiom to express ideas logically, it also refers to the ability to use the synonym antonym, prefix, and suffix exactly.
The criteria are:
- 20-18 Excellent to very good: sophisticated range; effective word, choice and usage; word form mastery; appropriate register.
- 17-14 Good to average: adequate range; occasional errors of Word/idiom choice; usage but meaning not obscured.
- 13-10 Fair to poor: limited range; frequent errors of word/idiom Form; choice; usage meaning confused or obscured.
- 09-07 Very poor: essentially translation; little knowledge of English vocabulary, idiom, word form, or not enough to evaluate.

d. Language use
Language use refers to the students’ ability in writing the sentences simple, complex or compound sentences correctly and logically it refers to the ability to use agreement in the sentences and some other words such as noun, adjectives, verbs, and time signals.
The criteria are:

<table>
<thead>
<tr>
<th>25-22</th>
<th>Excellent to very good: effective complex construction; few errors of arrangement, tense, number, word order/function, articles, pronouns, prepositions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-18</td>
<td>Good average: effective but simple construction; minor problems in complex constructions; several errors of arrangement, tense, number, word order/function, articles, pronouns, preposition.</td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor: major problems in sample/complex construction; frequent errors of negation, arrangement, tense, number, word order/function, articles, pronouns and prepositions, and or/fragment, run-ons, deletions, meaning confused or obscured.</td>
</tr>
<tr>
<td>10-05</td>
<td>Very poor: virtually no mastery of sentence construction rules; dominated by errors, does not communicated; or not enough to evaluate.</td>
</tr>
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</table>

a. Mechanics
Mechanics refers to the students’ ability in using words appropriately using function correctly; paragraph and the text can read correctly, paragraph and the text can read correctly. The criteria are:

| 05 | Excellent to very good: demonstrates mastery of convention; few errors spelling, capitalization, paragraphing. |
| 04 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing. |
| 03 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting; meaning confused or obscured. |
| 02 | Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, paragraphing, handwriting illegible' or not enough to evaluate [7]. |

The Procedure of the Treatment
In getting data, three procedures was taken by researcher namely, Pre-test, Treatment (Teaching Presentation) and Post-test.
1.1 Pre-test
Pre-test was the test that given before treatment begun. The test was aimed to find out the student’s writing skill of both groups. Both experimental and control groups were given the same test, they were asked to write descriptive paragraph based on the given situation. The result of the test was compared to find out the effect of using TBL in writing descriptive paragraph.

1.2 Treatment
The treatment was given to the both group. The experimental group and control were gave the same material but different technique. For experimental group, students were taught by using Task Based Learning (TBL) and in the
control group, the students were taught by using task based learning and in the control group, the students were taught by using Explanation Method.

1.3 Post-Test
The posttest was administered after treatment complete. The administration means to find out the difference in mean-score of both control and experimental group. it also used to find out the students’ ability in teaching descriptive paragraph after the treatment.

The Technique of Data Analysis
The data analysis based on following steps:
1. Checking the samples’ answer
2. Scoring the result
3. Calculating the data. A calculating (t) make to find out the whether the application of Task Based Learning (TBL) has a significant difference between the two means (pre-test and post-test) in teaching or not.
To know the difference between two groups, the researcher used t-test as formula below:
\[
t = \frac{M_a - M_b}{\sqrt{\left(\frac{d_a^2 + d_b^2}{n_a + n_b - 2}\right)\left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}
\]
- \(M_a\) = Mean of experimental group
- \(M_b\) = Mean of control group
- \(d_a^2\) = Deviation of experimental group
- \(d_b^2\) = Deviation of control group
- \(N_a\) = Number of students of experimental group
- \(N_b\) = Number of students of control group

III. RESULT
Based on the calculation, the result of t-test was 2.77 and was higher than t-table (1.66980). In the hypothesis testing, it shown that the alternate hypothesis was accepted. It meant that task based learning (TBL) method gave significant effect on learning descriptive paragraph. It was proved from the data showing that the score of experimental group (task based learning) was higher than the score of control group (using explanation method).
The technique gave a better way to gather all information well. It helped the students to learn by experience or real situation. It also encouraged them to be more active and interested in writing.

IV. CONCLUSION
Based on the calculation, the result of t-test was 2.77 and was higher than t-table (1.66980). In the hypothesis testing, it shown that the alternate hypothesis was accepted. It mean that Task Based Learning (TBL) Approach gave significant effect on learning descriptive paragraph.
It was proved from the data showing that the score of experimental group (using Task Based Learning) was higher than the score of control group (using explanation method).
The contribution of variable x and y using the coefficient determination (KD), and the contribution of variable x and y was 76.72%.
The technique gave a better way to gather all information well. It helped the students to learn by experience or real situation. It also encouraged them to be more active and interested in writing.

REFERENCES