



**THE USE OF TASK-BASED LEARNING (TBL) TO IMPROVE THE 7<sup>TH</sup>  
GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT  
AT SMPN 2 JEMBER**

**THESIS**

**By**

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**ENGLISH EDUCATION PROGRAM**

**THE LANGUAGE AND ARTS DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education, Jember University

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**2018**

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**THE USE OF TASK-BASED LEARNING (TBL) TO IMPROVE THE 7<sup>TH</sup>  
GRADE STUDENTS' DESCRIPTIVE TEXT WRITING ACHIEVEMENT  
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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English  
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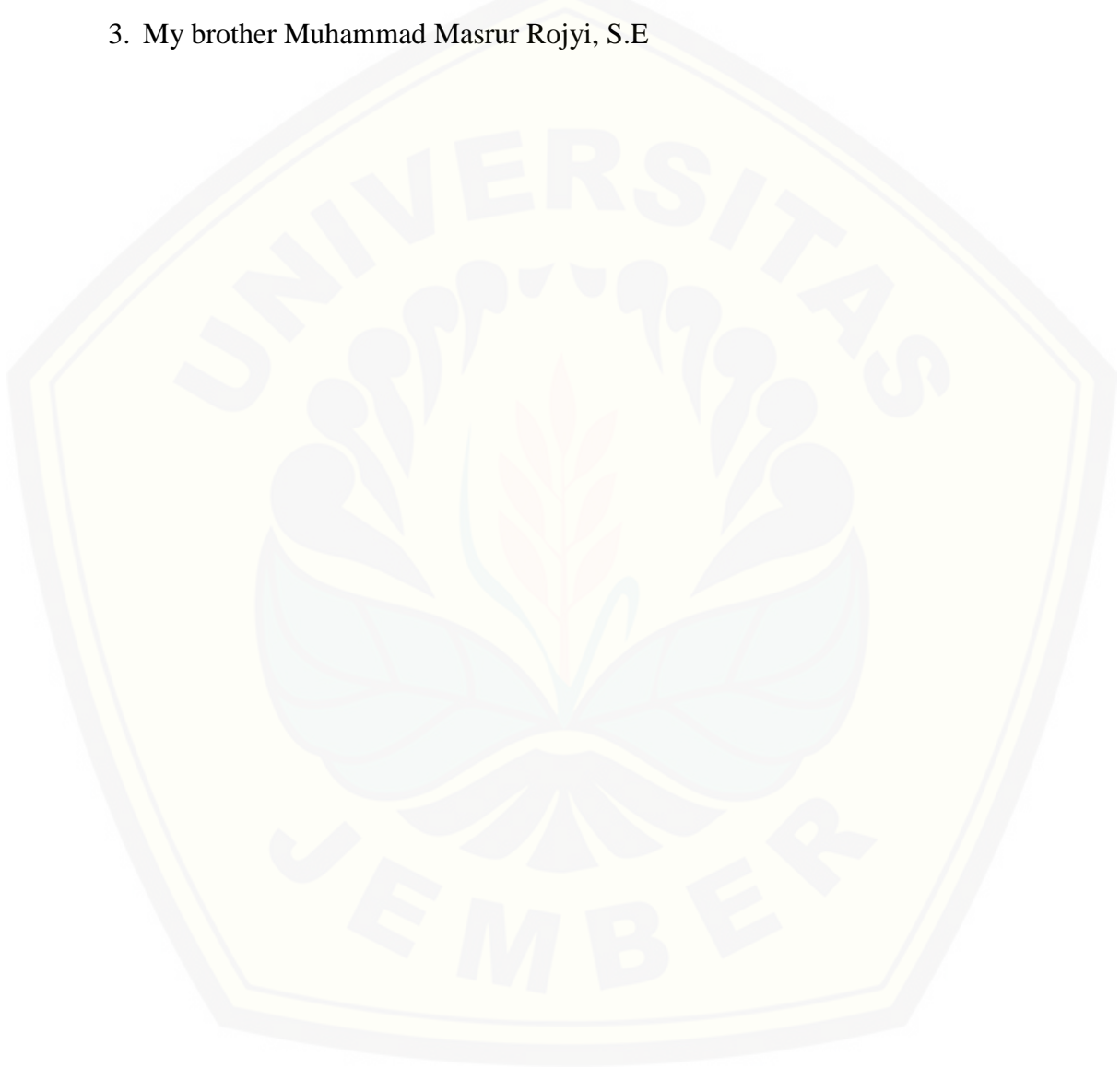
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## DEDICATION

This thesis is honorably dedicated to:

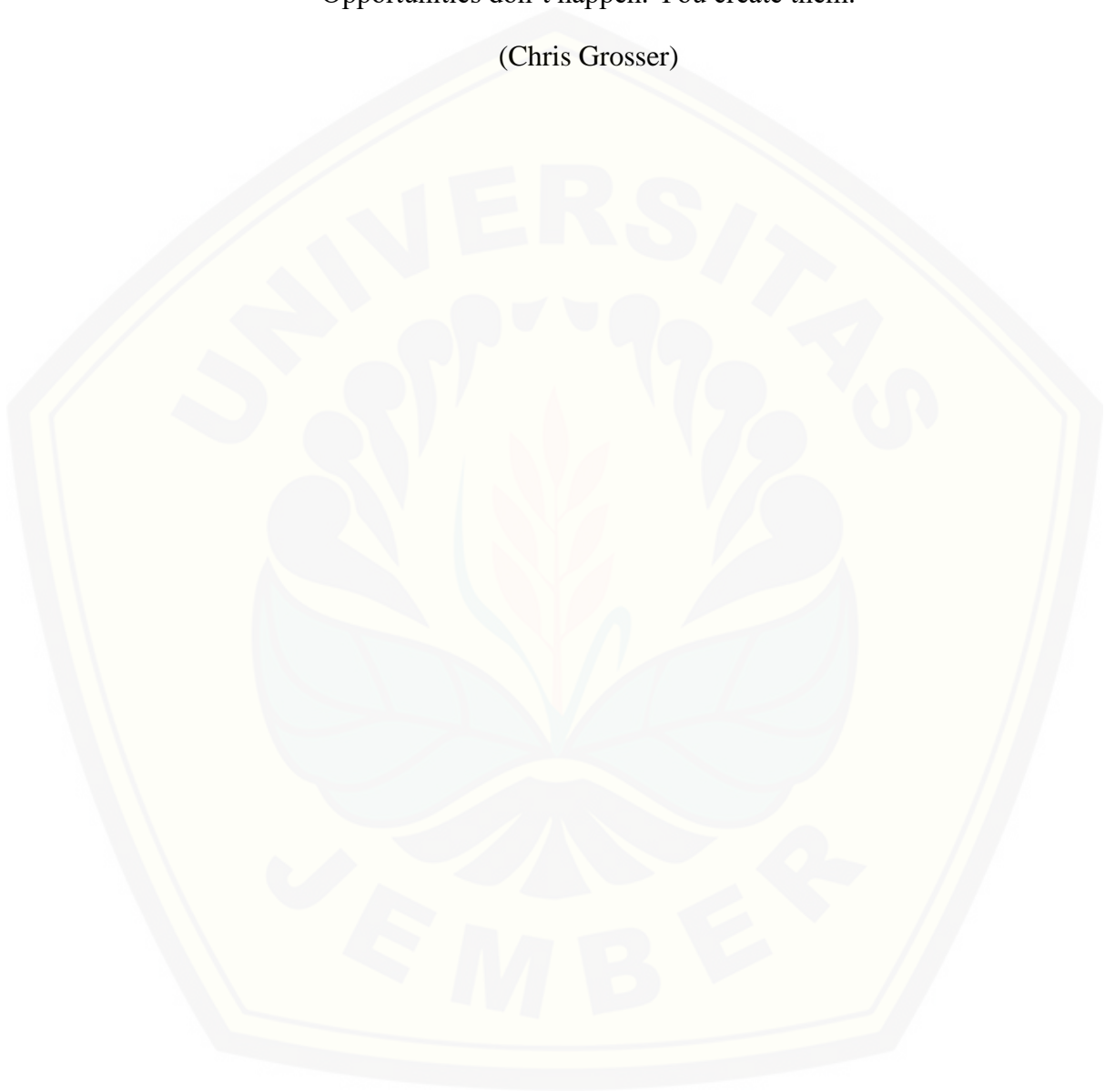
1. My beloved parents, Ir. Nurhadi and Ir. Windah Trisilawati.
2. My sister Nurinda Fahmita Ariyanti, S.Pd
3. My brother Muhammad Masrur Rojyi, S.E



**MOTTO**

“Opportunities don’t happen. You create them.”

(Chris Grosser)





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Finally, I hope this thesis will become useful and provides valuable information to readers. Any constructive suggestions and criticisms will be respectfully welcomed and appreciated for better further.

Jember, November 2018

The writer



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## SUMMARY

**The Use of Task-Based Learning (TBL) to Improve the 7<sup>th</sup> Grade Students' Descriptive Text Writing Achievement at SMPN 2 Jember;** Nurmalinda Maharani Farizka, 140210401053; 2014; 41 pages, English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

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Key words : Task-Based Learning (TBL), Writing, Descriptive Text.

This classroom action research was intended to improve the seventh grade students' descriptive text writing achievement and their active participation at SMPN 2 Jember in the 2017/2018 academic year through Task-Based Learning (TBL). Based on the preliminary study which was conducted on August, 31<sup>st</sup> 2017, most of the seventh grade students still experienced difficulties in writing. The information was gained by interviewing the English teacher, doing a diagnose test and observing the students in the teaching learning process. The result of interview indicated that most of the seventh grade students experienced difficulties in writing in terms of developing and organizing their ideas and choosing the appropriate vocabulary. It was supported by the result of the diagnose test that showed 73% (27 students) of 37 students got scores  $\leq 78$  with the average score of 69. Furthermore, the researcher observed the class directly to know the students' participation. The result was there were about 46% students who were active in the writing class.

This research was conducted collaboratively by the researcher with the English teacher. In other words, the researcher was as the doer while the English teacher was as the observer who observed the students' participation during the implementation of the action. The respondents of this research were obtained by using purposive method that were 37 students of class VII E. In this research, the researcher collected the data by using the observation checklist and the writing tests. The data were analyzed to know the results of the students' descriptive text writing



achievement and their participation by taking part in the Task-Based Learning (TBL)'s activity. The action was implemented in two cycles in order to achieve the criteria of success. In each cycle, there were 2 meetings and a test. The stages of activities in each cycle consisted of planning the actions, implementing the actions, observing and evaluating the actions, analyzing the data and reflecting the actions

After the actions were implemented, the result of observation toward students' participation by taking part in the Task-Based Learning (TBL)'s activity improved from 69 (68.91%) in cycle 1 to 84 (83,88%) in cycle 2 and the students' writing score also improved from 76% (75,67%) to 86% (86,48%). It indicated that the action was successful. There were two reasons that influence the successfulness of Task-Based Learning (TBL) technique in this research. First, Task-Based Learning (TBL) activities allowed the students became active participants that got students engaged in the meaningful activities. They participated in pair work, group discussion or shared their ideas in the class as they had the chance to have discussion with their friends, deliver their ideas, present their work, ask and answer questions, and give some comments or feedback. Second, Task-Based Learning (TBL) activities could solve the students' problem in writing such as in developing and organizing their ideas, choosing the appropriate vocabulary, writing grammatically correct sentences, and applying mechanics of writing correctly.

The result of the action in this research showed that the use of Task-Based Learning (TBL) was able to improve the students' active participation by taking part in Task-Based Learning (TBL)'s activities (pre-task activity, during-task activity, and post-task activity) in the teaching learning process of writing descriptive text and improve the students' descriptive writing achievement. It is suggested to the English teachers to use Task-Based Learning (TBL) to improve the students' writing achievement and their active participation. Besides, this research result can be used as an additional contribution of teaching writing by using Task-Based Learning (TBL). It also can be used for the readers for their reference and help them to support or prove their arguments. The future researchers also suggested to conduct a further research with the same research design to improve the students writing achievement with different strategies and materials.



## CHAPTER I INTRODUCTION

This chapter presents the discussion of some aspects dealing with the topic of the research. They are background of the research, the problem of the research, the objectives of the research, and the significance of the research.

### 1.1 The Research Background

Learning a language as in writing is one of the four language skills which is very important to learn. However, among the other skills, writing is the most difficult skill to be learnt, because it needs long process and other components in producing words, sentences, and paragraph at the same time. It was supported by Richard and Renandya (2002; 303) who stated that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Therefore, before doing writing activity, the students must have ability in mastering the components of writing such as grammar, vocabulary, mechanics, organization and content through a suitable technique to overcome writing related some difficulties. Hopefully, it could give the appropriate solutions in students' writing difficulties.

The writing difficulties also happened at SMPN 2 Jember. Based on the preliminary study which was conducted on August, 31<sup>st</sup> 2017, most of the seventh grade students still experienced difficulties in writing. The information was gained by interviewing the English teacher, doing a diagnose test and observing the students in the teaching learning process. The result of interview indicated that most of the seventh grade students experienced difficulties in writing in terms of developing and organizing their ideas. It was supported by the result of the diagnose test that clearly showed about the students' writing result was disappointed. In terms of vocabulary, the students sometimes could not choose the appropriate word. They chose inappropriate words which made their sentence meaningless or unclear. For example: "Tiger has four toes", "food tiger a mead", "tiger is will animal". Dealing

with the grammatical problem, they were often unable to make sentences by using appropriate grammar. For example: “Tiger have a long tail”, “tiger have a big claws”, “tiger live in zoo”. In other case, the result of observation presented that most of the students were getting bored in the process of writing and became passive students. There were so many students were talking with their friends if they got difficulties on the topic and stuck of their writing until the time for English subject was over. This information was taken directly from the classroom.

In addition, the result of the preliminary study pointed out that the writing score of 7E class was the lowest among all the seventh year students of SMPN 2 Jember. It showed that 73% (27 students) of 37 students got scores  $\leq 78$  in the diagnose test with the average score of 69. In other words, there were many students who not get the minimum requirement standard could score ( $\geq 78$ ). Some students said that they experienced difficulties in developing and organizing their ideas well on the topic that was not their interest and they did not familiar yet with the topic. Furthermore, the researcher observed the class directly to know the students' participation. The result was there were about 46% students who were active in the writing class. The students who sat on the first and the second row were silently doing the task when teacher gave them exercise. Besides, the other students talked with their friends and walked around to other students to ask about their difficulty. It seemed that some students with low capability of writing skill were confused with the task then behaved unusual by asking other students that made a noisy classroom. Some students assumed that their movements disturbed other students in doing the task. Unconsciously, it could affect the other students' concentration and for students who were confused, they becoming passive and bored with the learning process of writing.

To solve the problem, the researcher and the teacher agreed to use Task-Based Learning (TBL) in teaching writing. It was expected to solve the problems faced there. First, it was because the teacher set a topic that made students difficult in developing and organizing their ideas. However, since the topic of their writing was being set by the teacher, that would make students finish the task with disappointed result. Therefore, the teacher should be able to present the task using

Task-Based Learning (TBL) stages by providing some interesting topics that the students may choose a topic that was interesting and familiar with them. It would make the students easier in developing and organizing ideas because the students already have their own background knowledge about it. The teacher then should provide some supporting materials in order to relate their background knowledge with the useful vocabulary or important functionality sentence patterns that will help them in choosing appropriate word and grammar usage. Second, it was because a noisy classroom that became uneasy situation to think for students. Thus, the teacher should be able to overcome students' movement by encouraging them to participate in pair work, group discussion or teacher-student interaction to make it all students will have the same responsibility to complete the task much easier. Briefly, all the Task-Based Learning (TBL) activities can reduce students' passiveness because this technique required students to exchange personal information, to solve problems or to make a collective judgment with other students' in the terms of discussion.

The finding of previous research was important to support the action and was made as reference. Rad and Jafari (2013) found that Task-Based Learning (TBL) could give students' vocabulary improvement and other's writing components. The improvement was achieved by discovering the language in which students took active part in doing the task. Besides, Task-Based Learning (TBL) can take students' attention away from what they are trying to do because they will think the task completion as their responsibility to finish it well. Those findings of the previous research proved that the teacher have to emphasize the use of Task-Based Learning (TBL) to solve the problems that were faced by the teacher. First was to solve students' difficulties in writing skill and second was to build students' high participation during teaching and learning process of writing.

In this research, the researcher conducted a classroom action research by using Task-Based Learning (TBL) to improve the students' descriptive text writing achievement and their active participation in the teaching learning process of writing a descriptive text. The reason of choosing Task-Based Learning (TBL) was based on the fact that Task-Based Learning (TBL) aimed at presenting opportunities

for learners to solve their writing problems by engaging them in learning activities designed (Lin, 2009). Likely, it could improve students' writing achievement since they were provided with enough input to help them generate ideas and enough motives to actively take part in the learning process (Marashi & Dadari, 2012). Moreover, Hashemi, Azizinezhad, & Darvishi, (2012) added that there were some special features of this technique that can help the teacher copes with the problem in the class were as follow: (a) Task-Based Learning (TBL) can ensure that students start to be an active role in task-based lesson, (b) Task-Based Learning (TBL) can ensure that students are primarily focused on process when they perform a task; and (c) Task-Based Learning (TBL) requires students to evaluate their performance and progress naturally to overcome their difficulties in writing.

Based on the background above, the writer took a title of this classroom action research entitled **“The Use of Task-Based Learning to Improve the 7<sup>th</sup> Grade Students' Descriptive Text Writing Achievement at SMPN 2 Jember”**.

### **1.2 The Research Problems**

Based on the background presented above, the problems of this research were formulated as follow:

1. How can the use of Task Based Learning (TBL) improve the 7<sup>th</sup> grade students' descriptive text writing achievement at SMPN 2 Jember?
2. How can the use of Task Based Learning (TBL) improve the students' active participation by taking part in Task Based Learning (TBL)'s activities in the teaching learning process of writing a descriptive text at SMPN 2 Jember?

### **1.3 The Research Objectives**

From the previous discussion in the background of the study, the objectives of this study were as follow:

1. To improve the 7<sup>th</sup> grade students' descriptive text writing achievement at SMPN 2 Jember by using Task-Based Learning (TBL).



2. To improve the 7<sup>th</sup> grade students' active participation by taking part in Task Based Learning (TBL)'s activities in the teaching learning process of writing a descriptive text at SMPN 2 Jember.

#### **1.4 The Research Significances**

The result of this study can provide useful information for the following people.

1. Theoretical Contribution

The result of this study can be used as an additional contribution of teaching writing by using Task-Based Learning (TBL). It also can be used for the readers for their reference and help them to support or prove their arguments through the result of teaching writing by using Task-Based Learning and for further researchers who are interested in teaching descriptive writing at junior high school level can get the basic information from this study to do the further research.

2. Empirical Contribution

The result of this study can motivate and improve the students writing skill. Hopefully, the students can provide a better way for them in writing meaningful and grammatical correct sentences correctly in the form of descriptive writing text.

3. Practical Contribution

The result of this study was useful for English teachers at Junior High School level to experience and develop their teaching techniques using Task-Based Learning (TBL). The English teacher may select this as the most suitable model for that purposes.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the discussion of some aspects dealing with the topic of the research. They are theoretical framework, conceptual framework, and previous research review.

#### **2.1 Theoretical Framework**

##### **2.1.1 The Definition of Task-Based Learning**

Task-Based Learning (TBL) follows the principles and effectiveness of experiential learning introduced by John Dewey (1859-1952) and real life situations are rehearsed in the language teaching classrooms (Ellis, 2009; Hu, 2013). History of Task-Based Learning (TBL) actually goes back in the early 1980s as it emerged out of the Communicative Language Teaching task in India by Prabhu (1987). The rationale behind its origination is the lack of performance in the target language production and other limitations of the traditional language teaching methodologies based on the structural approach following PPP (Presentation-Practice-Production) paradigm. It was assumed that students could master a language if they only mastered the grammar of the target language. It proved wrong because students master the target language more powerfully when being exposed to meaningful task-based activities in a natural way (Nunan, 1989; Prabhu, 1987).

Task-Based Learning (TBL) is a learner-centered approach, based on the constructivism theory of learning. Wang (2011) stated that constructivism emphasizes students' autonomy, reflectivity, personal involvement and active engagement of the students in the process of learning. During Task-Based Learning (TBL), the teacher plays the role of a facilitator and not as the master of the show in the traditional language methodologies (Ellis, 2009; Robinson, 2011; Willis & Willis, 2007; Carless, 2009; Samuda & Bygate, 2008). However, the roles performed by the language learners in Task-Based Learning (TBL) are labeled as: participants, risk takers, innovators and sequencer. Thus, Task-Based Learning

(TBL) states clearly that language is best learned when a language learner plays a dynamic role in the whole process of learning (Zahoor, R & Jamilah, S, 2016).

More recently in modern theories of learning, Task-Based Learning (TBL) is a technique that gets students engaged in the meaningful activities to exchange personal information, to solve problems or to make a collective judgment (Miao, H; 2014). Besides, Task-Based Learning (TBL) offers some supporting materials in order to relate students' background knowledge with the useful vocabulary or important functionality sentence patterns to achieve goal or complete a task easily and naturally. All those activities require the students to actively engage in the tasks, and to successfully complete the task. Nunan (1989:10) defines a task as a piece of classroom work which involves learners in comprehending, producing or interacting in the target language. The students may be encouraged by participating in pair work, group discussion or teacher-student interaction through Task-Based Learning stages such as pre-task activity, during-task activity, and post-task activity. However, different the stages seem to be, they all stress the importance of activity and the process of learning by doing. Since then, Task-Based Learning (TBL) has become extremely popular among teachers because they all stress the importance of activity and the process to promote learning.

### **2.1.2 Descriptive Text and Its Features in Junior High Context**

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Mark,A and Kathy,A; 1998). The social purpose of descriptive text is to give an account of imagined or factual events (Hyland, 2004:214). It means to describe relying heavily on visual details, begin by establishing the perspective from which something is seen and then guides a reader's eye from this point to other points. The movement may be from top to bottom, bottom to top, near to far, far to near, or the like. In other words, it is to help the readers see the objects, person, and sensation you present (White, 1986:61).

According to Wardiman,A (2008), the generic structures of a description are as follow:

1. Identification: identifies the phenomenon to be described



2. Description of features: describes features in order of importance:

- a. Parts/things (physical appearance)
- b. Qualities (degree of beauty, excellence, or worth/value)
- c. Other characteristics (prominent aspects that are unique).

According to Mark,A and Kathy,A (1998), the language features of description are as follow:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

In teaching writing a descriptive text, this research used the general steps of writing process that was stated by Walter (2013:8) that included pre-writing (modeling), drafting, sharing and responding to writing, and revising writing.

1. Pre – writing (modeling)

Prewriting activities involved students in collecting ideas of possible writing ideas, vocabulary, and language structures through supporting materials.

2. Drafting

Students can put down their ideas that the students had generated and organized in pre-writing process, and started to write a paragraph.

3. Sharing and responding to writing

This process involved some discussion between teacher and other students in smoothing out the words, adding more detail, and making other changes that will help students say what they want to say in the best way.

4. Revising writing

Students incorporated feedback from responses and made correction, additions, or deletion to their writing.

### 2.1.3 Writing Achievement

The students' writing achievement dealt with the students' ability or knowledge as the result of writing test. It is supported by McMillan (1992:117) who stated that students' achievement is the students' knowledge, understanding, and

skill acquired as a result of specific educational experience. From the explanation above, writing achievement in this research means students' ability in writing a descriptive text after being taught by using Task-Based Learning (TBL). Their writing achievement was indicated by the scores of writing test evaluated from some aspects of writing; grammar, vocabulary, mechanics, organization, and content. Therefore, an assessment or evaluation was required to measure the students' writing achievement.

#### **2.1.4 The Advantages and Disadvantages of Using Task-Based Learning (TBL)**

##### **2.1.4.1 The Advantages of Using Task-Based Learning (TBL)**

According to Nunan (2004), there are several advantages of using Task-Based Learning (TBL). They are as follow:

1. Encourage the transformation of knowledge within the learner rather than the transmission of knowledge from the teacher to the learner.
2. Encourage learners to participate actively in small, collaborative groups.
3. Emphasize process rather than product, learning how to learn, self-inquiry, social and communication skills.
4. Encourage self-directed rather than teacher-directed learning.

##### **2.1.4.2 The Disadvantage of Using Task-Based Learning (TBL)**

Beside the Task-Based Learning (TBL) gives some advantages for learning process, it also has its weaknesses. According to Brown (2007:243) it will be difficult for learners. It happens because in order to complete a task, a student needs to master the principle phases of Task-Based Learning (TBL). Some students may not understand what the task demands and they may find it's hard to make them understood while taking part in the task. To overcome this, teachers may be recommended to apply task-based instruction in their teaching of writing (Hai, M, 2014). In other words, it will guide the students in taking part in the task.

## 2.2 Conceptual Framework

### 2.2.1 The Steps of Teaching Writing by Using Task-Based Learning (TBL)

According to Hai, M (2014), to teach a lesson practically with Task-based learning (TBL), it involved three principle phases: pre-task, during-task (pair work, group discussion, first draft and discussion of the product), and post-task. The steps that were used by the teacher in teaching writing were as follow:

#### I. Pre-Task Activity

1. Teacher gave 2 reading models and picture prompts (supporting materials) to provide students with some information about descriptive text.

#### II. During-Task Activity

##### a) Pair Work

2. The teacher divided students into pairs (with their desk friend) to discuss about the supporting materials then the teacher asked the students to choose 1 topic from 2 provided topics based on their interest/preference.
3. The teacher guided the students in understanding the materials about the definition, social function and generic structures of descriptive text based on the supporting materials that have been given.

##### b) Group Discussion

4. Students came together in a group which has the same interest topic. They re-discussed the topic selected. The purpose was to help them in choosing the subject/object that would be described and started to organize ideas easier by involving them in the same topic discussion.

##### c) First Draft

5. The teacher let students develop their ideas during discussion in their group and they have to complete task 1 or first draft in the class.

##### d) Discussion of the Product

6. After the completion of the first draft, the students exchanged their first draft with their friends. It was then every student's duty to check and provide their friend's work with necessary feedback. (*Every student has*

*to write their feedback on the checklist paper that was provided by the teacher).*

### III. Post-Task Activity

7. The teacher asked all of the students to display their work on the wall and discussed together in the class. The teacher directed all of the students' attention to listen on their friend's feedback, then guided them in restructuring their sentences together to make better than before.

## **2.3 Previous Research Review**

In this section, the writer presented some studies that related to the use of Task-Based Learning (TBL) to support and build the theory or background and rationales of conducting this study. The first study dealing with the implementing of Task-Based Learning (TBL) to improve students' writing achievement was an action research conducted by Yan (2014) in Chinese. The research result explained how the researcher could teach students English writing more efficiently through a series of well-designed tasks that could help students in solving their problems. In other words, as tasks could help students to actively engage in activities and concentrate more on the process of developing and organizing ideas, researcher might be recommended to apply the three stages of Task-Based Learning (TBL) in her/his teaching of writing. The three stages of well-designed tasks namely pre-task activities, during-task activities (pair work, group discussion, first draft and discussion of the product), and post-task activities.

The other research was conducted by Marashi and Dadari (2012). According to Marashi, H & Dadari, L (2012:2506) since imagination and creative thinking are central concepts of writing, students need be encouraged to develop the process in their task-based writing. This research inspired the researcher that the students were benefited from kinds of supporting materials such as reading models, picture prompts, audio CDs, and discussions over the writing topics before and after the writing in applying Task-Based Learning (TBL). In this way, the result showed that kinds those supporting material could be used to help students easier in organizing and developing their ideas more fluently and learn the useful vocabulary or



important functionality sentence patterns that will help them in choosing appropriate word and grammar usage in writing.

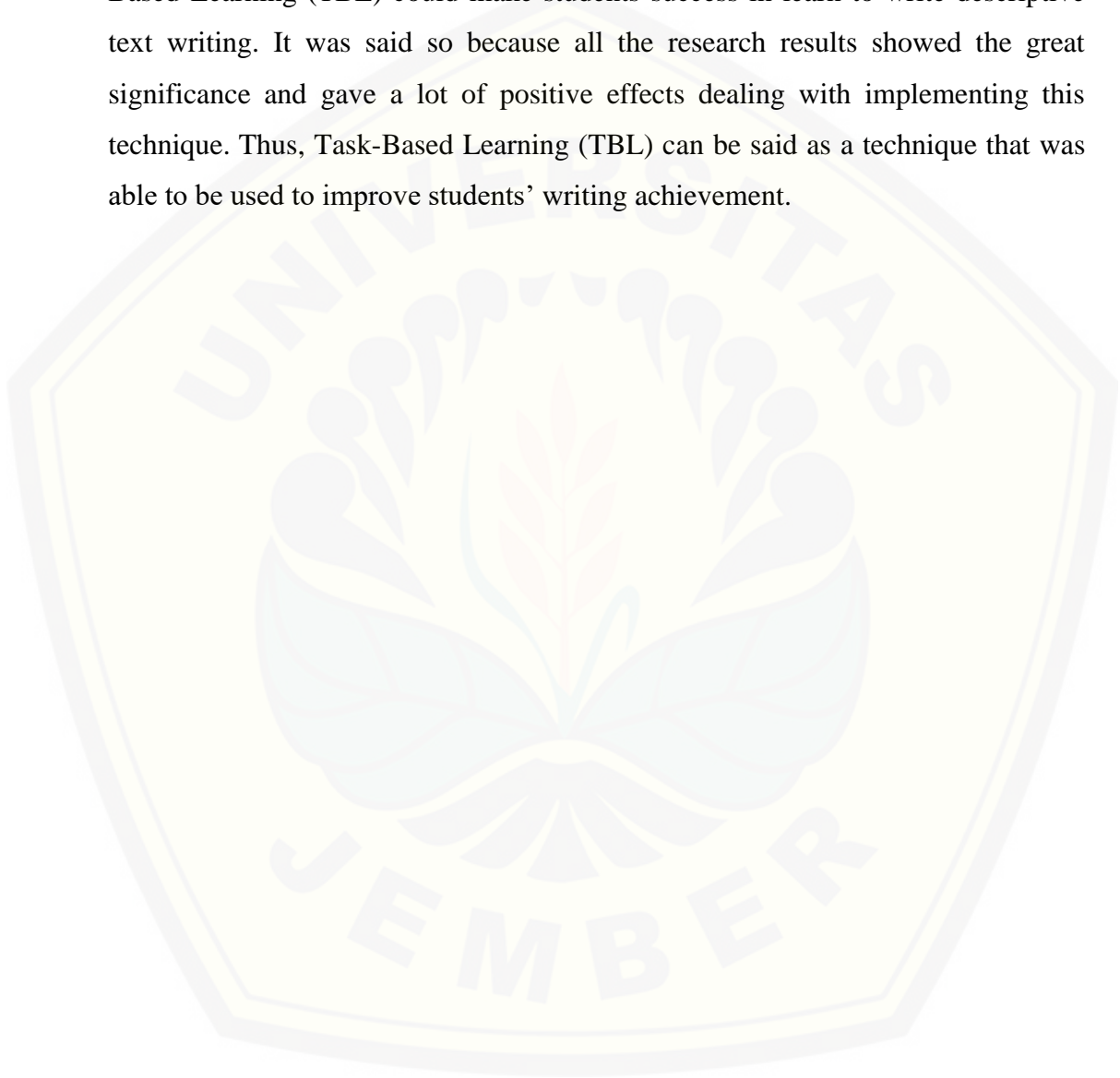
The next was a research that was conducted by Hismanoglu, S & Hismanoglu, M (2011). The research gave information about Task-Based Learning (TBL) which could sort out the problems that students encounter in writing process namely passiveness and boredom. Being a learner-centered approach, Task-Based Learning (TBL) emphasized students' active engagement in the process of learning. When students undertake a writing task, they will take active part in the tasks to achieve their outcome. This research overcomes the students' passiveness and boredom by performing a task in pairs work, group discussion or teacher-student interaction to complete the task. The result could increase students' highly participation in learning cooperatively and be motivated to finish the task well.

Another research was conducted by Hashemi, M., Azizinezhad, M., & Darvishi, S (2012). This research affected the researcher believes in using Task-Based Learning (TBL) since this research result can solve the students writing problems dealing with how the way they can organize and develop their ideas well. The result showed that when students are carrying out the task, they will easy to organize ideas in the part where teacher allows students to borrow the useful related information from the input data (supporting material). The specific aim was to encourage students' participation in the task especially for those poor learners when they feel speechless and confuse. Besides, the result also showed that while discussing, some unexpected questions and answers will come up, for the students' imagination and creativity have been greatly motivated. And it might help them to develop ideas and enhance the students' interest in the task.

Based on those previous studies above, the researcher was inspired to conduct a study on the use of Task-Based Learning (TBL) in improving students' writing achievement. There were some differences between the previous study above and the research that was conducted by the researcher. The first was about the research context and the research participant. The previous research involved the primary students and private language school students meanwhile, this research involved the seventh grade students of SMPN 2 Jember as the research participant.

The next was about the kind of text that achieved. The previous research writing achievements were writing a short article and free essays, yet this research achieved descriptive text writing achievement.

From these researcher's previous studies, the writer believed that Task-Based Learning (TBL) could make students success in learn to write descriptive text writing. It was said so because all the research results showed the great significance and gave a lot of positive effects dealing with implementing this technique. Thus, Task-Based Learning (TBL) can be said as a technique that was able to be used to improve students' writing achievement.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents description of the research method in this study. It presents research design, research context, research participants, data collection method, the research procedure, and data analysis.

#### **3.1 Research Design**

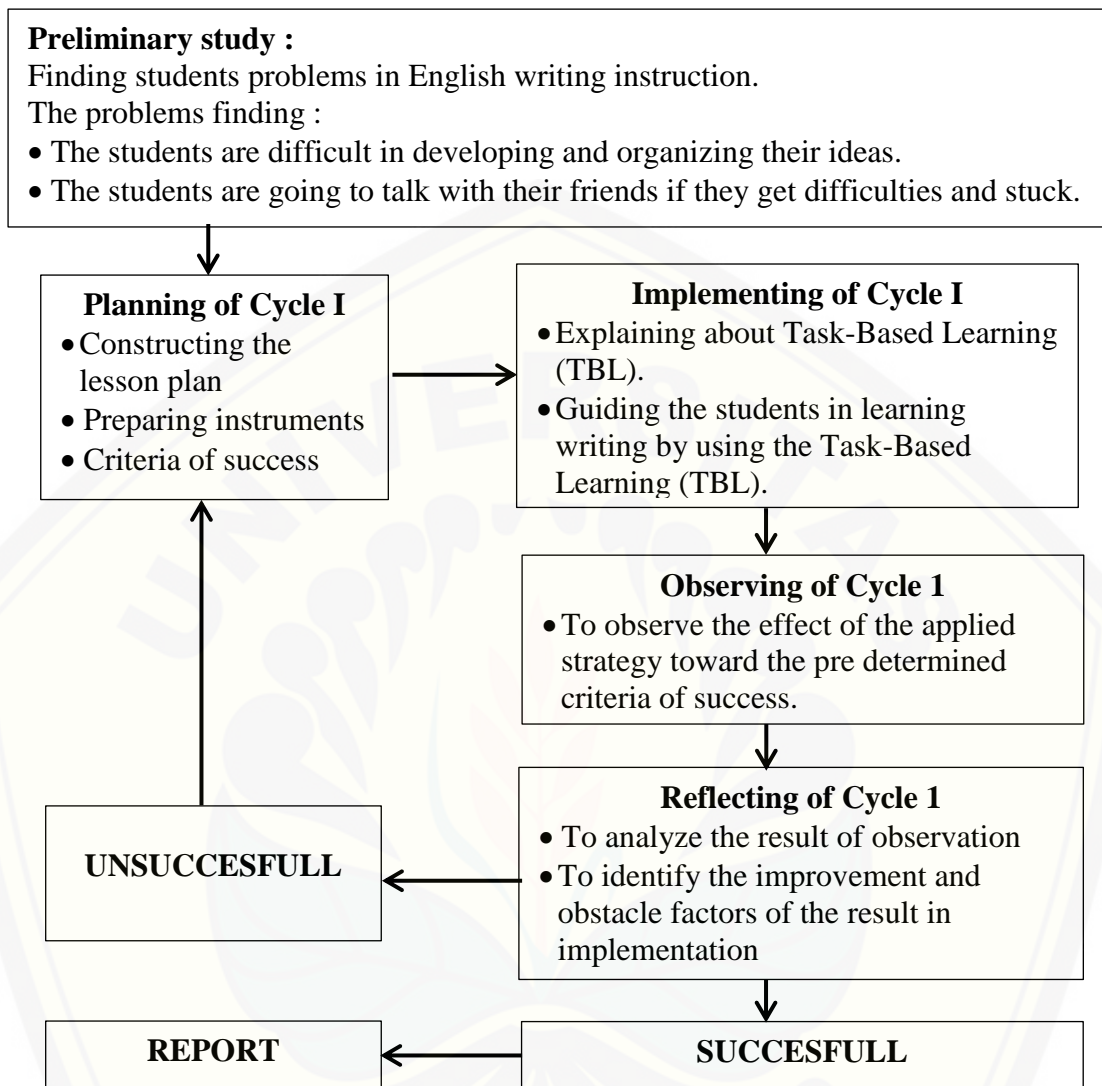
The design of this study was using Classroom Action Research (CAR). McMillan (1992:44) stated that a classroom action research is a type of applied action research with the purpose of solving a specific classroom problems or decision making at single local site. In addition, Elliot (1991:69) explained that an action research is the study of a social situation, with a view to improve the quality of action within it. Therefore, the primary reason for engaging action research was to improve the quality of teaching and learning process. Hence in this research, the researcher used classroom action research to overcome the problems which were faced by the seventh E students of SMPN 2 Jember in the process of writing descriptive text.

This classroom action research was conducted at SMPN 2 Jember. In conducting a classroom action research, the researcher directly worked together with the English teacher at the school to conduct the research as well as to cope with the student's problem concerning with their writing that they encountered in the class. This classroom action research was conducted with the cycle models based on the model of Elliot (1991) in which each cycle covers four stages of activities of the planning of the action, the implementation of the action, classroom observation and evaluation, and the reflection of the action. Since the result of descriptive text writing and observation in the first cycle did not achieve the research objective or the criteria, the action was continued to the second cycle.

The design of this action research was illustrated in the following diagram;



### The Model of the Classroom Action Research



*Adapted from Elliot in Atmono (2009:15)*

The activities of the research design above were as follow:

1. Interviewing the English teacher of grade VII E to gain specific information related to the students' problem.
2. Identifying and analyzing the students' problem in writing a descriptive text.
3. Planning the actions by constructing the lesson plan for meeting I and meeting II in the first cycle.
4. Implementing the action (teaching writing using Task-Based Learning).

5. Monitoring the implementation of the action by doing observation using observation checklist.
6. Giving a test in the form of writing a descriptive text.
7. Analyzing the result of writing test and analyzing the percentage of the students who actively participate.
8. Determining whether or not a following cycle will be stopped if the criteria of success in the study are achieved.
9. Reflecting the result of the classroom observation and the writing achievement test.
10. Drawing a conclusion to answer the research problems.

### **3.2 Research Context**

This study conducted at SMPN 2 Jember and this school was chosen to be the place of the research because of some reasons as follow:

1. First, the researcher concerned with the result of interview and diagnose test on the learning of writing. It showed that students still had problems in terms of developing their ideas and choosing appropriate vocabulary. It was known from the students' diagnose test was only 27% or 10 students who got score  $\geq 78$ .
2. Second, the researcher concerned with the result of observation. It showed that students felt passive and bored then behave unusual by walking around to other students that made a noisy classroom. Besides, the English teacher had never use Task-Based Language (TBL) as a technique in teaching writing.

### **3.3 Research Participants**

The research participants of the study were the VII E students of SMPN 2 Jember in the 2017/2018 academic year. There were 37 students and all of them were 25 females and 12 males. The purposive method was conducted in a class based on the English teacher's considerations: the students' previous writing score still get  $\geq 78$  in the diagnose test and the students' active participation was low.

### 3.4 Data Collection Method

The data was collected from the writing test and observation. The writing test consisted of students' writing achievement while observation consisted of students' active participation.

#### 3.4.1. Writing Test by Using Controlled-Writing Test

In this research, controlled-writing test was used to get primary data of seventh grade students' writing ability. This test was intended to measure the students' writing ability in establishing their ideas development, grammatical patterns, sentence structure, punctuation and word order. Concerning with the scoring method, the analytic scoring method was used in this research as what Hughes (2003:100) stated that analytic method is a method of scoring with requires a separate score for each number of task. In this case, there were 5 aspects of writing scored analytically: content, organization, vocabulary, grammar, and mechanics.

**Table 3.1 The Scoring rubrics of Students' Descriptive Text Writing**

Aspects of Writing	Score	Criteria
Content	5	Main ideas stated clearly and accurately, change of opinion very clear.
	4	Main ideas stated fairly clearly and accurately, change of opinion relatively clear.
	3	Main ideas somewhat unclear and inaccurate change of opinion statement somewhat weak.
	2	Main ideas not clear and accurate change of opinion statement weak.
	1	Main ideas not all clear and accurate change of opinion statement very weak.
Organization	5	Well organized and perfectly coherent.
	4	Fairly well organized and generally coherent
	3	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Ideas disconnected, lacks logical sequencing.
	1	No organization, incoherent.
Vocabulary	5	Very effective choice of words and word forms.
	4	Effective choice of words and word forms.
	3	Adequate choice of words but some misuse of vocabulary and word forms.
	2	Limited range, confused use of words and word forms.

	1	Very limited range, very poor knowledge of the words and word forms.
Grammar	5	No errors, full control of complex structure.
	4	Almost no errors, good control of structure.
	3	Some errors, fair control of structure.
	2	Many errors, poor control of structure.
	1	Dominated by errors, no control of structure.
Mechanics	5	No errors of spellings and punctuations.
	4	Few errors in spellings and punctuations.
	3	Fair number of spellings and punctuations errors.
	2	Frequent errors in spellings and punctuations.
	1	No control over spellings and punctuations.

**Score:**

Content:\_\_\_+Organization:\_\_\_+Vocabulary:\_\_\_+Grammar:\_\_\_+Mechanics:\_\_\_

$$\text{Writing Score} : \frac{\text{total score}}{25} \times 100 = \dots$$

*(Adopted from Cohen, 1994)*

In this research, writing test was given once in each cycle. The test form which was used in this research was descriptive text that approximately consisting of 100 words as what the English teacher of SMPN 2 Jember said that 100 words were the suitable words limit for seventh grade of junior high school level in 40 minutes. The description was about a topic from some provided topics based on the students' own interest topic and the time allocation is 40 minutes.

**3.4.2. Observation**

This observation was to know students' participation (active or passive) in the teaching learning process writing by using Task-Based Language (TBL). There were four indicators of the students' participation to be evaluated. They were as follow:

1. First was the students' participation in discussing the materials in group; (a) pair work and (b) group discussion. The students have to create a good cooperation from both sides, the student and the student when they needed to ask questions for things they were confused about and do what other student suggested them to do. Thus, in this part the students have to share their knowledge each other to make the activity more meaningful (Hai, M, 2014).

2. Second was the students' participation in giving friend's work feedback. The existence of friend's feedback can reduce students' anxiety from teacher's perception about their writing and it was aimed to make them actively involved in giving precious suggestions as their ability in writing achievement to the student's compositions (Graham, 2003).
3. And the last was the students' participation in sharing the topic in the class. In this part, the students needed to free their idea or argument in writing. Usually, the teacher felt that it was teacher's responsibility to criticize the inappropriate content of the students' writing, but now students were allowed in taking part to make students understand regarding the error together and also employ a lot of time for students to practice their ability in writing (Gama, 2016).

### **3.5 The Research Procedure**

In this classroom action research, the action of each cycle were implemented in four stages of activities in each cycle, namely (1) the planning of the action, (2) the implementation of the action, (3) the observation and evaluation, (4) the data analysis and reflection of the action.

#### **A. The Action Procedure of Cycle 1 and Cycle 2**

##### **3.5.1. The Planning of the Action**

In this research, the planning of the action was done before the actions were carried out. The activities before the implementation of the action were as follow:

1. Choosing the topic based on the basic course of 2013 institutional level curriculum (K-13) for the seventh year students of junior high school.
2. Constructing the lesson plans for the first cycle (meeting 1 and meeting 2).
3. Constructing the lesson plans and consulted to the English teacher and the consultants.
4. Preparing the teaching materials and reading models/audio/video,etc as the supporting material.
5. Preparing the Task-Based Instruction for the students.



6. Preparing the observation guide in each meeting of each cycle in the form of checklist containing the indicators to be observed.
7. Constructing the writing test by Task-Based Learning (TBL).
8. Determining the criteria of the success of the action.
9. Constructing the lesson plans for the second cycle by revising the weak aspects of the first cycle.

### **3.5.2. The Implementation of the Action**

After the planning of the action, the researcher implemented the action in the class that was teaching writing a descriptive text by using Task-Based Learning (TBL). The implementation of this research was carried out during the school hours by the researcher for 2x40 minutes. At the implementation of the action was based on the lesson plans made by the researcher. The implementation on the first cycle based on the lesson plan 1 for the first meeting and lesson plan 2 for the second meeting. The implementation on the second cycle based on the revised lesson plan.

### **3.5.3. Classroom Observation and Evaluation**

#### **3.5.3.1. Classroom Observation**

Observation was done to monitor students' participation in the classroom. It was done during the teaching learning process of writing a descriptive text by using Task-Based Language (TBL).

- a. The researcher used the observation in the form of checklist which contained the indicators being observed to monitor the students' participation during the teaching learning process of writing by using Task-Based Learning (TBL). The indicators of the students' participation to be evaluated were as follow; 1) the students' participation in pair work session, 2) the students' participation in group discussion session, 3) the students' participation in giving friend's work feedback, and 4) The students' participation in sharing the topic in the class.

The students were categorized as active students if they did at least three indicators. Otherwise, they are considered passive. Besides, the observation was

successful if at least 75% of the students were active in the teaching and learning process of descriptive text writing by using Task-Based Language (TBL).

The observation guide in the form of checklist was as follows:

**Table 3.2 The Student's Participation Checklist:**

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

The indicators of the observation were:

1. The students' participation in pair work session. (During-Task Activity, second and third steps)
2. The students' participation in group discussion session. (During-Task Activity, fourth step)
3. The students' participation in giving friend's work feedback. (During-Task Activity, sixth step)
4. The students' participation in sharing the topic in the class. (Post-Task Activity, seventh step)

### 3.5.3.2. Evaluation

Evaluation in this research was conducted to know whether the use of Task-Based Language (TBL) could improve the students' descriptive text writing achievement. There were two kinds of evaluation in this research, namely product evaluation and process evaluation. The product evaluation was carried out the end of the action in form of writing test whereas the process of evaluation was done by conducting observation. The criteria of the success of the action were as follow.

1. At least 75% of the students got the minimum requirement standard score that is 78.
2. At least 75% of the students involved in teaching and learning process of writing by using Task-Based Language (TBL).



### 3.5.4. Reflection of the Action

Reflection was conducted to reflect the result of the action of the first meeting and the second meeting in each cycle. It was gained from class observation and structure test in each cycle. The function of this reflection was to know the action that is doing in cycle one and whether there was a problem. The researcher and the English teacher discussed to solve the problem and find another solution to overcome the problem. Then, the result of reflection in the first cycle was used as a guide to produce the lesson plan in the second cycle by revising some weak aspects in the first cycle.

### 3.6 Data Analysis

In this research, the data were collected from the writing test and observation. The results of writing test in the form of the students' scores of descriptive writing test. Besides, the results of the observation were analyzed to describe based on the fact of the students' active participation in the teaching learning process writing by using Task-Based Language (TBL). The researcher used the following formula:

#### 1. Product Evaluation Analysis

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of students who get score  $\geq 78$  in the writing test.

n = the total number of students who get score  $\geq 78$  in the writing test.

N = the number of students as the research subject.

(Adopted from Ali, 1993:39)

#### 2. Process Evaluation Analysis

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of students who actively participate

n = the number of students who actively participate

N = the number of students as the research subject.

(Adopted from Ali, 1993:39)

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and some suggestions based on the basis of research findings and the discussion described in the chapter above.

#### 5.1 Conclusion

Based on the result of the data analysis and discussion that have been discussed in chapter 4, it could be concluded that:

1. The use of Task-Based Learning (TBL) in teaching descriptive writing could improve the seventh grade students' writing achievement at SMPN 2 Jember in the 2017/2018 academic year. It could be seen from the percentage of the students who got at least 78 in the writing test as many as 75,67% in cycle 1 to 86,48% of the students in cycle 2.
2. The use of Task-Based Learning (TBL) in teaching descriptive text writing could improve the seventh grade students' active participation at SMPN 2 Jember in the 2017/2018 academic year. The improvement could be seen from the average percentage of the students who were active in cycle 1 as many as 68.91% to 83,88% in cycle 2.

#### 5.2 Suggestions

Based on the results of the action research, some suggestions are proposed to the following people:

1. The English Teachers

It is suggested that when the English teachers use Task-Based Learning (TBL) in teaching writing, they should provide some supporting materials for the students in order to assist the students write their composition.

2. Future Researchers

The future researchers or the other teachers who have the same problems are suggested to conduct a further research with the same research design to improve the students writing achievement with different strategies and materials. It also

can be used for the readers for their reference and help them to support or prove their arguments through the result of teaching writing by using Task-Based Learning (TBL).



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RESEARCH MATRIX: CLASSROOM ACTION RESEARCH

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Use of Task-Based Learning (TBL) to Improve the 7 <sup>th</sup> Grade Students' Descriptive Text Writing Achievement at SMPN 2 Jember.	<p>1. How can the use of Task-Based Learning (TBL) improve the 7<sup>th</sup> grade students' descriptive text writing achievement at SMPN 2 Jember?</p> <p>2. How can the use of Task-Based Learning (TBL) improve the students' active participation by taking part in Task-Based Learning (TBL)'s activities in the teaching learning process of writing a descriptive text at SMPN 2 Jember?</p>	<p><b>1. Independent:</b> Teaching writing by using Task-Based Learning.</p>	<p><b>Steps:</b> <b><u>I. Pre-Task Activity</u></b> 1. Teacher gives 2 reading models and picture prompts/video (supporting materials) to provide students with some information about descriptive text.</p> <p><b><u>II. During-Task Activity</u></b> <b>a) Pair work</b> 1. The teacher divides students into pairs (with their desk friend) to discuss about the supporting materials then the teacher asks the students to choose 1 topic from 2 provided topics based on their interest/preference. 2. The teacher guides the students in understanding the materials about the definition, social function and generic structures of descriptive text based on the supporting materials that have been given.</p>	<p><b>1. Participations:</b> The 7<sup>th</sup> year students of SMPN 2 Jember.</p> <p><b>2. Interview:</b> The English teacher of the 7<sup>th</sup> year students of SMPN 2 Jember.</p> <p><b>3. Documentation:</b> a. The names of the subjects. b. The 7<sup>th</sup> year students' previous writing score. c. Diagnose test.</p>	<p><b>1. Research Design:</b> A classroom action research with the cycle model in with each cycle covers: 1. The planning of the action. 2. The implementation of the action. 3. Classroom observation and evaluation. 4. Data analysis and reflection of the action. <i>Adapted from Elliot in Atmono (2009:15)</i></p> <p><b>2. Area Determination Method:</b> Purposive.</p> <p><b>3. Participants Determination Method:</b> Purposive.</p> <p><b>4. Data Collection Methods:</b> a. Primary Data: Writing Test by using TBL and observation. b. Supporting Data: Interview with the English teacher and documentation.</p> <p><b>5. Data Analysis Method:</b> a. The primary data taken from the test in each cycle will be analyzed by using the following formula: <math display="block">E = \frac{n}{N} \times 100\%</math></p>	<p>The Use of Task-Based Learning (TBL) can improve the 7<sup>th</sup> grade students' descriptive text writing achievement at SMPN 2 Jember.</p> <p>The Use of Task-Based Learning (TBL) can improve the students' active participation by taking part in Task-Based Learning (TBL)'s activities in the teaching learning process of writing a descriptive text at SMPN 2 Jember.</p>

			<p><b>b) Group Discussion</b></p> <p>3. Students come together in a group which has the same interest topic. They re-discuss the topic selected. The purpose is to help them in choosing the subject/object that will be described and start to organize their ideas easier by involving them in the same topic discussion.</p> <p><b>c) First Draft</b></p> <p>4. The teacher let students develop their ideas during discussion in their group and they have to complete task 1 or first draft in the class.</p> <p><b>d) Discussion of the product</b></p> <p>5. After the completion of the first draft, the students exchange their first draft with their friends. It is then every student's duty to check and provide their friend's work with necessary feedback.</p>		<p>E = the percentage of students who get score <math>\geq 78</math> in the writing test.  n = the total number of students who get score <math>\geq 78</math> in the writing test.  N = the number of students as the research subject.  <i>(Adopted from Ali, 1993:39)</i></p> <p>b. The primary data taken from the observation in each cycle will be analyzed by using the following formula:</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of students who actively participate.  n = the total number of students who actively participate.  N = the number of students as the research subject.  <i>(Adopted from Ali, 1993:39)</i></p>	
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		<p><b>2. Dependent:</b> The students' descriptive text writing achievement.</p>	<p><b>III. Post-Task Activity</b></p> <p>6. The teacher randomly calls the name of some students in a group to be displayed and discussed together in the class. The teacher direct all of the students' attention to listen on their friend's feedback, then guides them in restructuring their sentences together to make better than before.</p> <p>a. The students writing test scores.</p> <p>b. The students active participation's indicators:</p> <ol style="list-style-type: none"> <li>1. The students' participation in discussing the materials in group.             <ol style="list-style-type: none"> <li>a) pair work</li> <li>b) group discussion</li> </ol> </li> <li>2. The students' participation in giving friend's work feedback.</li> <li>3. The students' participation in sharing the topic in the class.</li> </ol>		
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**LESSON PLAN**  
**(Cycle 1 Meeting 1)**

<b>School</b>	: SMPN 2 Jember
<b>Subject</b>	: English
<b>Class / Semester</b>	: VII / II
<b>Genre</b>	: Descriptive Text about Animal
<b>Skill</b>	: Writing Skill
<b>Time Allocation</b>	: 2 X 40 minutes

**A. Standard Competence**

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Basic Competences and Indicators**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.7 Teks Deskriptif. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan	4.7.1.1 Writing a descriptive text



<p> sederhana, terkait orang,   binatang, dan benda, dengan   memperhatikan fungsi sosial,   struktur teks, dan unsur   kebahasaan, secara benar dan   sesuai konteks. </p>	
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### C. Teaching Learning Objectives

4.7.1 Students are able to write a descriptive text

### D. Material

- a) Definition : Descriptive text is a text that describes a particular animal, person, thing or place. In this case, it describes about animal.
- b) Social Function : To describe a particular animal, person, thing, or place. In this case, it describes about animal.
- c) Generic Structures
  1. Identification

It contains the identification of something that will be described.
  2. Description

It contains the explanation/description of the animal/person/thing/place to mention a few properties.
- d) Language Features
  - a. Using Simple Present Tense (to describe/express habits, unchanging situations, general truths, and fixed arrangements).
  - b. Using adjectives (to describe the features of the subject).
- e) Topic: Descriptive Text (Animal).

Example (appendix 2)

### E. Learning Method

Approach : Scientific Approach

Technique : Task-Based Learning (TBL)

**F. Media**

LCD, power point presentation, white board, board marker, students' answer sheet, rewards, reading models and picture prompts.

**G. Resources**

- 1) English Book When English Rings The Bell kelas VII, Kementrian Pendidikan dan Kebudayaan. Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017
- 2) English Book Mandiri : Practice Your English Competence SMP/MTs Kelas VII
- 3) Internet: [www.dailyenglish.com](http://www.dailyenglish.com)

**H. Teaching Learning Process**

Activities	<i>Sintaks Model Pembelajaran</i>	Description	Time
<b>a. Introduction</b>		<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Greeting to the students.</li> <li>2. Praying. (<b>PPK</b>)</li> <li>3. Checking the students' attendance.</li> <li>4. Managing the classroom.</li> <li>5. Giving leading questions.</li> <li>6. Stating objectives.</li> </ol>	<b>3'</b>
<b>b. Main Activities</b>	<u>Stimulation</u> <i>(stimulasi/ pemberian rangsangan)</i>	<b>Observing</b> <u>Stage 1: Pre-Task Activity</u> 7. Giving supporting materials; 2 reading models and picture prompts. ( <i>Literasi</i> )	<b>10'</b>
	<b>Problem statement</b> <i>(pernyataan/</i>	<b>Questioning</b> <u>Stage 2: During-Task Activity</u> a) Pair Work	



## I. Evaluation

Process : The students' participation in the teaching learning process of writing by using Task-Based Learning (TBL)

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

Instrument : Observation Checklist (✓)

The indicators to be evaluated:

1. The students' participation in pair work session. (During-Task Activity, second and third steps)
2. The students' participation in group discussion session. (During-Task Activity, fourth step)
3. The students' participation in giving friend's work feedback. (During-Task Activity, sixth step)
4. The students' participation in sharing the topic in the class. (Post-Task Activity, seventh step)

Note:

- The students are categorized as active students if they did at least three indicators. Otherwise, they are considered passive.

**Jember, 28 April 2018**

**English Teacher**

**Researcher**

**Fauzi, M. Pd**  
NIP. 19710316 199802 1 001

**Nurmalinda Maharani Farizka**  
NIM. 140210401053

## **Appendix 1**

### **Leading Questions:**

- *“What kinds of animal do you like?”*
- *“Okay listen to me please: ‘meow... meow... meow’? Can you guess what animal it is?”*
- *“Is it tame or wild animal?”*
- *“Can you mention what are animal belong to tame animal and wild animal?”*

## **Appendix 2**

### **Supporting Materials**

#### **I. Reading Models**

##### **Cat**

My pet is a cat. Its name is Kitty. It lives in my house.

My cat has two short ears, two bright eyes, a nose, and a moustache. It also has sharp claws and teeth, four legs, and a furry tail. It has soft fur on its body. The color is brown. Kitty likes eating some fresh fish. Its weight is between 2.5 to 7 kilograms.

I love my kitty cat very much. I want to give her lots of love and feed her lots of treats.

##### **Elephant**

Elephant is a wild animal. It lives in forest, hilly or mountainous area.

Elephant has two big ears, two small eyes, a long trunk and two long tusks. It also has four legs and a long tail. It has thick and tough skin. The color is grey. Elephant eats grasses, leaves, fruits, branches, and bark of tree. Its weight is up to 5,400 kilograms.

I love elephant very much because elephant is a smart animal.



## II. Picture Prompts



**Appendix 3**

**Pre-Task Activity (Controlled Writing)**

**Cat**

My pet is a cat. Its name is Kitty. It lives in my house.

}

}

My cat has two short ears, two bright eyes, a nose, and a moustache. It also has sharp claws and teeth, four legs, and a furry tail. It has soft fur on its body. The color is brown. Kitty likes eating some fresh fish. Its weight is between 2.5 to 7 kilograms.

}

I love my kitty cat very much. I want to give her lots of love and feed her lots of treats.

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

**Conclusion:**

Descriptive text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Elephant**

Elephant is a wild animal. It lives in forest, hilly or mountainous area.

Elephant has two big ears, two small eyes, a long trunk and two long tusks. It also has four legs and a long tail. It has thick and tough skin. The color is grey. Elephant eats grasses, leaves, fruits, branches, and bark of tree. Its weight is up to 5,400 kilograms.

I love elephant very much because elephant is a smart animal.

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

}

}

}

Conclusion:

Descriptive text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Appendix 4**

**Students' Worksheet**

**FIRST DRAFT ACTIVITY (30 MINUTES)**

**Name** : \_\_\_\_\_

**Class / Student's Number** : \_\_\_\_\_ / \_\_\_\_\_

**TASK 1**

Instruction:

Choose one of the following topics then rewrite the story by changing the animal based on your own interest/preference.

- a. Tame Animal (Pet)
- b. Wild Animal

Answer:

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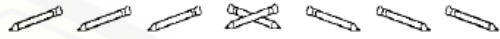


**Appendix 5**

**Students' Pair Feedback**

Date: \_\_\_\_\_

**Peer Writing Checklist**



Author: \_\_\_\_\_ Editor: \_\_\_\_\_

Title of piece: \_\_\_\_\_



yes	no	Characteristics of Good Writers
		The author has a clear idea and many details.
		The author's details are in an order that makes sense.
		The author expresses emotion in the writing piece.
		The author uses <b>fabulous</b> word choice.
		The author's sentences have different beginnings.
		The author started all sentences with a capital letter.
		The author ended all sentences with the <b>correct</b> punctuation.
		The author capitalized the names of places, people and pets.
		The author used neat handwriting and the piece is easy to read.
		<b>Point:</b> What the author did well
		<b>Question:</b> One question you have
		<b>Suggestion:</b> How the author can improve





**Appendix 6****TASK-BASED INSTRUCTION FOR STUDENTS (CYCLE 1 MEETING 1)****1. PRE-TASK ACTIVITY (10 MINUTES)**

- Teacher gives reading models and picture prompts as the supporting material.
- Teacher guides students in understanding descriptive text.

**2. DURING-TASK ACTIVITY (50 MINUTES)****a) Pair Work: 5 minutes.**

- Teacher divides students into pairs to talk about reading models.

1. Read the texts carefully to understand the content.
2. Please learn the useful vocabulary and importance sentence pattern that the writers use in describing animal.
3. Which impresses you most from those two reading models? Is it tame animal or wild animal?
4. Discuss with your partner which text you will use as a model.
5. Decide one reading model for your reference to develop descriptive text.

- Choose 1 topic from two provided topics (tame animal or wild animal) based on your own interest/preference.

**b) Group Discussion: 5 minutes.**

- You should come together in a group which has the same topic discussion. You may re-discuss to share your knowledge about the topic.
- Decide and select the animal that will be your descriptive text.

**c) First Draft: 30 minutes.**

- You have to complete your first draft in the class.

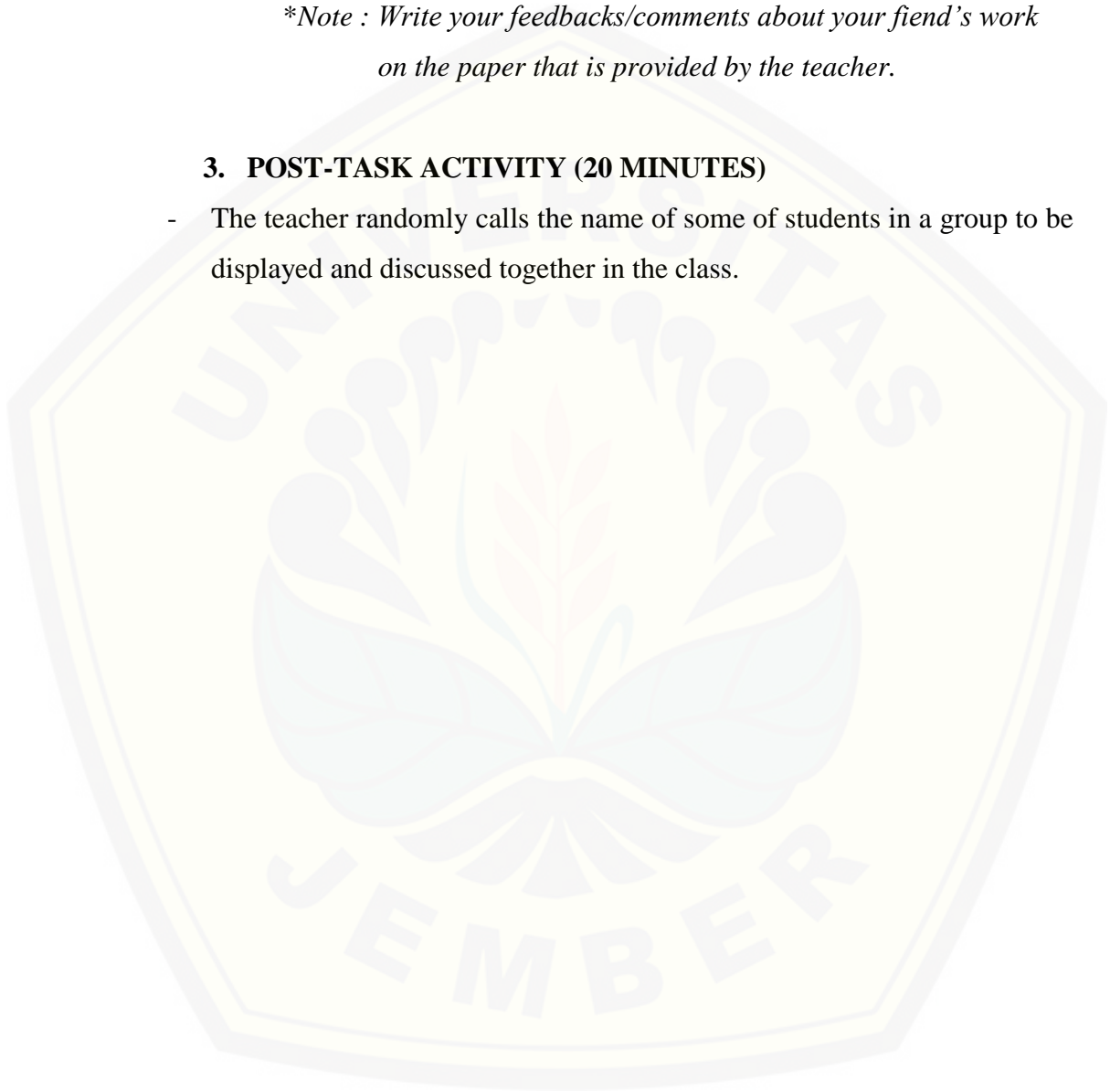
**d) Discussion of the Product: 10 minutes.**

- The students exchange their first draft with their friend. It is then every student's duty to check and provide your friend's work with necessary feedback.

*\*Note : Write your feedbacks/comments about your fiend's work on the paper that is provided by the teacher.*

**3. POST-TASK ACTIVITY (20 MINUTES)**

- The teacher randomly calls the name of some of students in a group to be displayed and discussed together in the class.



**LESSON PLAN**  
**(Cycle 1 Meeting 2)**

<b>School</b>	: SMPN 2 Jember
<b>Subject</b>	: English
<b>Class / Semester</b>	: VII / II
<b>Genre</b>	: Descriptive Text about Person
<b>Skill</b>	: Writing Skill
<b>Time Allocation</b>	: 2 X 40 minutes

**A. Standard Competence**

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Basic Competences and Indicators**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.7 Teks Deskriptif. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek	4.7.1.1 Writing a descriptive text

<p>dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
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### C. Teaching Learning Objectives

4.7.1 Students are able to write a descriptive text

### D. Material

- a) Definition : Descriptive text is a text that describes a particular animal, person, thing or place. In this case, it describes about person.
- b) Social Function : To describe a particular animal, person, thing, or place. In this case, it describes about person.
- c) Generic Structures
  1. Identification  
It contains the identification of something that will be described.
  2. Description  
It contains the explanation/description of the animal/person/thing/place to mention a few properties.
- d) Language Features
  - a. Using Simple Present Tense (to describe/express habits, unchanging situations, general truths, and fixed arrangements).
  - b. Using adjectives (to describe the features of the subject).
- e) Topic: Descriptive Text (Person).  
Example (appendix 2)

### E. Learning Method

Approach : Scientific Approach

Technique : Task-Based Learning (TBL)

**F. Media**

LCD, power point presentation, white board, board marker, students' answer sheet, rewards, reading models and video.

**G. Resources**

- 1) English Book When English Rings The Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017
- 2) English Book Mandiri : Practice Your English Competence SMP/MTs Kelas VII
- 3) Internet: <https://www.youtube.com/watch?v=7zCNjzTEOeI>

**H. Teaching Learning Process**

Activities	<i>Sintaks Model Pembelajaran</i>	Description	Time
<b>a. Introduction</b>		<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Greeting to the students.</li> <li>2. Praying. (<b>PPK</b>)</li> <li>3. Checking the students' attendance.</li> <li>4. Managing the classroom.</li> <li>5. Giving leading questions.</li> <li>6. Stating objectives.</li> </ol>	<b>3'</b>
<b>b. Main Activities</b>	<u><b>Stimulation</b></u> <i>(stimulasi/ pemberian rangsangan)</i>	<b>Observing</b> <u><b>Stage 1: Pre-Task Activity</b></u> 7. Giving supporting materials; 2 reading models and a video. ( <i>Literasi</i> )	<b>10'</b>
	<b>Problem statement</b> <i>(pernyataan/</i>	<b>Questioning</b> <u><b>Stage 2: During-Task Activity</b></u> a) Pair Work	





## I. Evaluation

Process : The students' participation in the teaching learning process of writing by using Task-Based Learning (TBL)

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

Instrument : Observation Checklist (✓)

The indicators to be evaluated:

1. The students' participation in pair work session. (During-Task Activity, second and third steps)
2. The students' participation in group discussion session. (During-Task Activity, fourth step)
3. The students' participation in giving friend's work feedback. (During-Task Activity, sixth step)
4. The students' participation in sharing the topic in the class. (Post-Task Activity, seventh step)

Note:

- The students are categorized as active students if they did at least three indicators. Otherwise, they are considered passive.

**Jember, 2 May 2018**

**English Teacher**

**Researcher**

**Fauzi, M. Pd**  
NIP. 19710316 199802 1 001

**Nurmalinda Maharani Farizka**  
NIM. 140210401053

## **Appendix 1**

### **Leading Questions:**

- *“Do you have someone who you love the most?”*
- *“Who are they? Your family member? Your best friend”*
- *“Do you know her/his so well?”*
- *“What does she/he look like?”*

## **Appendix 2**

### **Supporting Materials**

#### **I. Reading Models**

##### **Arkan**

Arkan is my best friend. His complete name is Muhammad Arkan. He lives near my house at angrek street number 27.

He is tall and fat. He has curly and black hair. He wears a pair of glasses. He has a flat nose, chubby cheeks, and small lips. Her skin color is light brown. Her weight is about 39 kilograms. He is thirteen years old. His hobbies are reading and playing football.

Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

##### **Clara**

Clara is my mother. Her complete name is Clara Maharani. She lives in my house at melati street number 15.

She is not tall but not short. She is medium. She has curly and brown hair. Her eyes color is brown. She has a pointed nose, chubby cheeks, and small lips. Her skin color is light brown. Her weight is about 55 kilograms. She is forty seven years old. Her hobbies are singing and dancing.

She is a good mother and I love her so much. She always has a smile on her face. She is so sweet and lovely.

## II. Video

**Youtube:** [What Does He Look Like? Song | Describing People - YouTube](https://www.youtube.com/watch?v=7zCNjzTEOeI)  
(<https://www.youtube.com/watch?v=7zCNjzTEOeI>)



**Appendix 3**

**Pre-Task Activity (Controlled Writing)**

**Arkan**

Arkan is my best friend. His complete name is Muhammad Arkan. He lives near my house at angrek street number 27.

He is tall and fat. He has curly and black hair. He wears a pair of glasses. He has a flat nose, chubby cheeks, and small lips. Her skin color is light brown. Her weight is about 39 kilograms. He is thirteen years old. His hobbies are reading and playing football.

Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

}

}

}

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

Conclusion:

Descriptive text is \_\_\_\_\_

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---



---



---



**Clara**

Clara is my mother. Her complete name is Clara Maharani. She lives in my house at melati street number 15.

She is not tall but not short. She is medium. She has curly and brown hair. Her eyes color is brown. She has a pointed nose, chubby cheeks, and small lips. Her skin color is light brown. Her weight is about 55 kilograms. She is fourty seven years old. Her hobbies are singing and dancing.

She is a good mother and I love her so much. She always has a smile on her face. She is so sweet and lovely.

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

}

}

}

Conclusion:

Descriptive text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

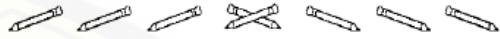


**Appendix 5**

**Students' Pair Feedback**

Date: \_\_\_\_\_

**Peer Writing Checklist**



Author: \_\_\_\_\_ Editor: \_\_\_\_\_

Title of piece: \_\_\_\_\_



yes	no	Characteristics of Good Writers
		The author has a clear idea and many details.
		The author's details are in an order that makes sense.
		The author expresses emotion in the writing piece.
		The author uses <b>fabulous</b> word choice.
		The author's sentences have different beginnings.
		The author started all sentences with a capital letter.
		The author ended all sentences with the <b>correct</b> punctuation.
		The author capitalized the names of places, people and pets.
		The author used neat handwriting and the piece is easy to read.
		<b>Point:</b> What the author did well
		<b>Question:</b> One question you have
		<b>Suggestion:</b> How the author can improve



**Appendix 6****TASK-BASED INSTRUCTION FOR STUDENTS (CYCLE 1 MEETING 2)****1. PRE-TASK ACTIVITY (10 MINUTES)**

- Teacher gives reading models and plays a video about describing person as the supporting material.
- Teacher guides students in understanding descriptive text.

**2. DURING-TASK ACTIVITY (50 MINUTES)****a) Pair Work: 5 minutes.**

- Teacher divides students into pairs to talk about reading models.

1. Read the texts carefully to understand the content.
2. Please learn the useful vocabulary and importance sentence pattern that the writers use in describing person.
3. Which impresses you most from those two reading models? Is it best friend or family member?
4. Discuss with your partner which text you will use as a model.
5. Decide one reading model for your reference to develop descriptive text.

- Choose 1 topic from two provided topics (best friend or family member) based on your own interest/preference.

**b) Group Discussion: 5 minutes.**

- You should come together in a group which has the same topic discussion. You may re-discuss to share your knowledge about the topic.
- Decide and select person that will be your descriptive text.

**c) First Draft: 30 minutes.**

- You have to complete your first draft in the class.

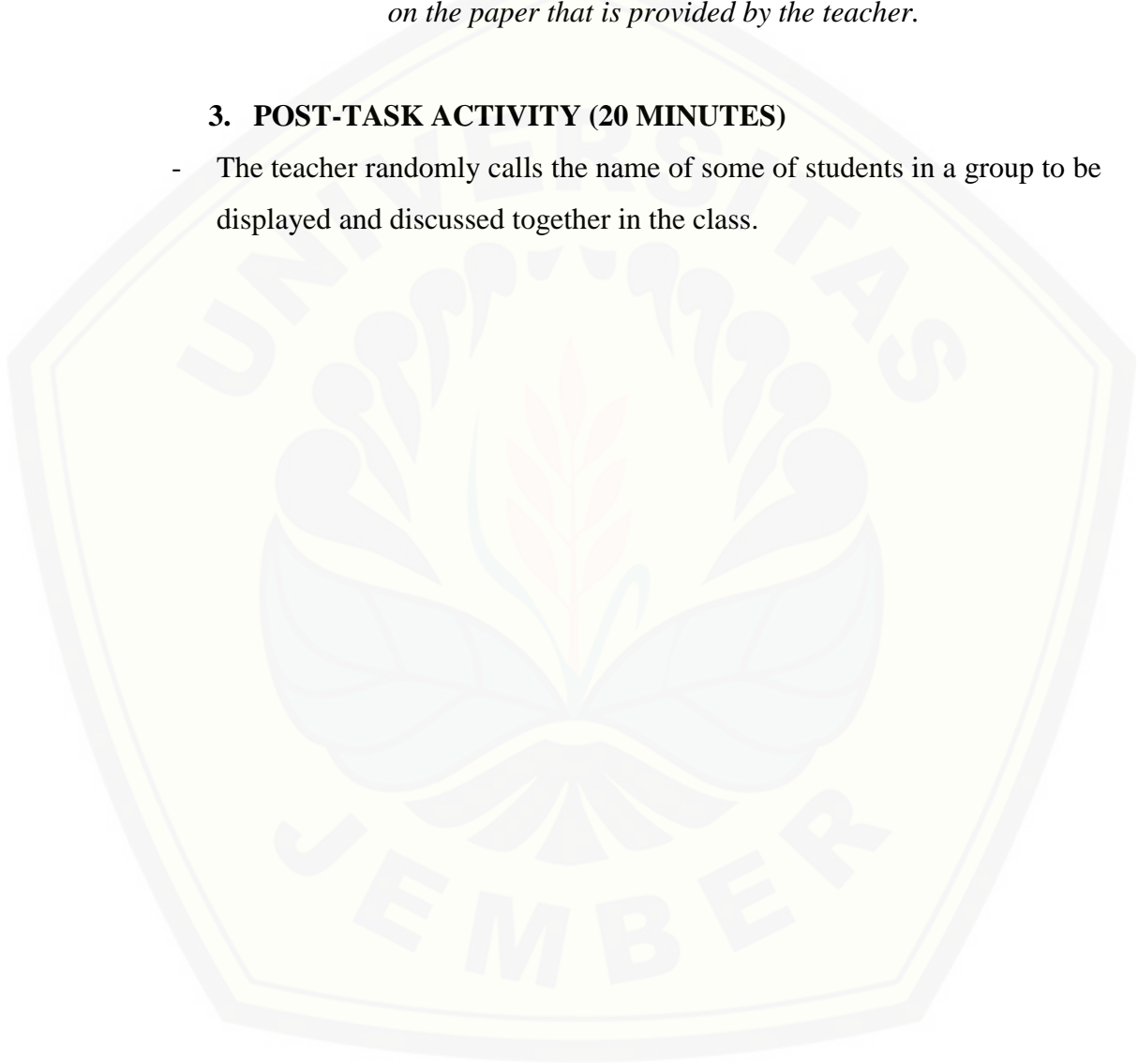
**d) Discussion of the Product: 10 minutes.**

- The students exchange their first draft with their friend. It is then every student's duty to check and provide your friend's work with necessary feedback.

*\*Note : Write your feedbacks/comments about your fiend's work on the paper that is provided by the teacher.*

**3. POST-TASK ACTIVITY (20 MINUTES)**

- The teacher randomly calls the name of some of students in a group to be displayed and discussed together in the class.







**LESSON PLAN**  
**(Cycle 2 Meeting 4)**

<b>School</b>	: SMPN 2 Jember
<b>Subject</b>	: English
<b>Class / Semester</b>	: VII / II
<b>Genre</b>	: Descriptive Text about Thing
<b>Skill</b>	: Writing Skill
<b>Time Allocation</b>	: 2 X 40 minutes

**A. Standard Competence**

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Basic Competences and Indicators**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.7 Teks Deskriptif. 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek	4.7.1.1 Writing a descriptive text

<p>dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
---	--

### C. Teaching Learning Objectives

4.7.1 Students are able to write a descriptive text

### D. Material

- a) Definition : Descriptive text is a text that describes a particular animal, person, thing or place. In this case, it describes about thing
- b) Social Function : To describe a particular animal, person, thing, or place. In this case, it describes about thing.
- c) Generic Structures
  1. Identification  
It contains the identification of something that will be described.
  2. Description  
It contains the explanation/description of the animal/person/thing/place to mention a few properties.
- d) Language Features
  - a. Using Simple Present Tense (to describe/express habits, unchanging situations, general truths, and fixed arrangements).
  - b. Using adjectives (to describe the features of the subject).
- e) Topic: Descriptive Text (Thing).  
Example (appendix 2)

### E. Learning Method

Approach : Scientific Approach

Technique : Task-Based Learning (TBL)

**F. Media**

LCD, power point presentation, white board, board marker, students' answer sheet, rewards, reading models and picture prompts.

**G. Resources**

- 1) English Book When English Rings The Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017
- 2) English Book Mandiri : Practice Your English Competence SMP/MTs Kelas VII
- 3) Internet: [www.dailyenglish.com](http://www.dailyenglish.com)

**H. Teaching Learning Process**

Activities	<i>Sintaks Model Pembelajaran</i>	Description	Time
<b>a. Introduction</b>		<b>Introduction</b> <ol style="list-style-type: none"> <li>1. Greeting to the students.</li> <li>2. Praying. (<b>PPK</b>)</li> <li>3. Checking the students' attendance.</li> <li>4. Managing the classroom.</li> <li>5. Giving leading questions.</li> <li>6. Stating objectives.</li> </ol>	<b>3'</b>
<b>b. Main Activities</b>	<u><b>Stimulation</b></u> <i>(stimulasi/ pemberian rangsangan)</i>	<b>Observing</b> <u><b>Stage 1: Pre-Task Activity</b></u> 7. Giving supporting materials; 2 reading models and picture prompts. ( <i>Literasi</i> )	<b>15'</b>
	<b>Problem statement</b> <i>(pernyataan/</i>	<b>Questioning</b> <u><b>Stage 2: During-Task Activity</b></u> a) Pair Work 8. Reviewing simple present tense.	





**I. Evaluation**

Process : The students' participation in the teaching learning process of writing by using Task-Based Learning (TBL)

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

Instrument : Observation Checklist (✓)

The indicators to be evaluated:

1. The students' participation in pair work session. (During-Task Activity, second and third steps)
2. The students' participation in group discussion session. (During-Task Activity, fourth step)
3. The students' participation in giving friend's work feedback. (During-Task Activity, sixth step)
4. The students' participation in sharing the topic in the class. (Post-Task Activity, seventh step)

Note:

- The students are categorized as active students if they did at least three indicators. Otherwise, they are considered passive.

**Jember, 9 May 2018**

**English Teacher**

**Researcher**

**Fauzi, M. Pd**  
NIP. 19710316 199802 1 001

**Nurmalinda Maharani Farizka**  
NIM. 140210401053

## **Appendix 1**

### **Leading Questions:**

- *“What kinds of things do you see around the classroom?”*
- *“What kinds of things do you see in your kitchen?”*
- *“What is your favorite thing from both of that place?”*
- *“Can you describe what does it look like?”*

## **Appendix 2**

### **Supporting Materials**

#### **I. Reading Models**

##### **Backpack**

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.

My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

##### **Blender**

I have a big blender in the kitchen. Its color is green. I always use it when I want to make a juice. The blender is made of plastic.

My blender crushes many things. Just put the things into the cup and push the “on” button. There are four blades in the transparent cup. The blades blend ice, fruit and vegetable. It is also useful for making chili sauce. It mixes chilies, onions and garlic to make delicious chili sauce.

## II. Picture Prompts



**Appendix 3**

**Pre-Task Activity (Guided Writing)**

**Backpack**

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric.

} \_\_\_\_\_  
 } \_\_\_\_\_  
 }

My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

} \_\_\_\_\_  
 }

\_\_\_\_\_ : Simple Present Tense      ○ : Adjective

Conclusion:  
 Descriptive text is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Simple Present Tense:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Formula:  
 \_\_\_\_\_

**Blender**

I have a big blender in the kitchen. Its color is green. I always use it when I want to make a juice. The blender is made of plastic.

My blender crushes many things. Just put the things into the cup and push the “on” button. There are four blades in the transparent cup. The blades blend ice, fruit and vegetable. It is also useful for making chili sauce. It mixes chilies, onions and garlic to make delicious chili sauce.

}

}

}

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

Conclusion:

Descriptive text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Simple Present Tense:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Formula:

\_\_\_\_\_



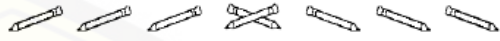


**Appendix 5**

**Students' Pair Feedback**

Date: \_\_\_\_\_

**Peer Writing Checklist**



Author: \_\_\_\_\_ Editor: \_\_\_\_\_

Title of piece: \_\_\_\_\_ 

yes	no	Characteristics of Good Writers
		The author has a clear idea and many details.
		The author's details are in an order that makes sense.
		The author expresses emotion in the writing piece.
		The author uses <b>fabulous</b> word choice.
		The author's sentences have different beginnings.
		The author started all sentences with a capital letter.
		The author ended all sentences with the <b>correct</b> punctuation.
		The author capitalized the names of places, people and pets.
		The author used neat handwriting and the piece is easy to read.
		<b>Point:</b> What the author did well
		<b>Question:</b> One question you have
		<b>Suggestion:</b> How the author can improve



## **Appendix 6**

### **TASK-BASED INSTRUCTION FOR STUDENTS (CYCLE 2 MEETING 1)**

#### **1. PRE-TASK ACTIVITY (10 MINUTES)**

- Teacher gives reading models and picture prompts as the supporting material.
- Teacher guides students in understanding descriptive text.

#### **2. DURING-TASK ACTIVITY (50 MINUTES)**

##### **a) Pair Work: 5 minutes.**

- Teacher divides students into pairs to talk about reading models.

1. Read the texts carefully to understand the content.
2. Please learn the useful vocabulary and importance sentence pattern that the writers use in describing thing.
3. Which impresses you most from those two reading models? Is it thing in your classroom or thing in your house?
4. Discuss with your partner which text you will use as a model.
5. Decide one reading model for your reference to develop descriptive text.

- Choose 1 topic from two provided topics (thing in your classroom or thing in your house) based on your own interest/preference.

##### **b) Group Discussion: 5 minutes.**

- You should come together in a group which has the same topic discussion. You may re-discuss to share your knowledge about the topic.
- Decide and select the animal that will be your descriptive text.

##### **c) First Draft: 30 minutes.**

- You have to complete your first draft in the class.

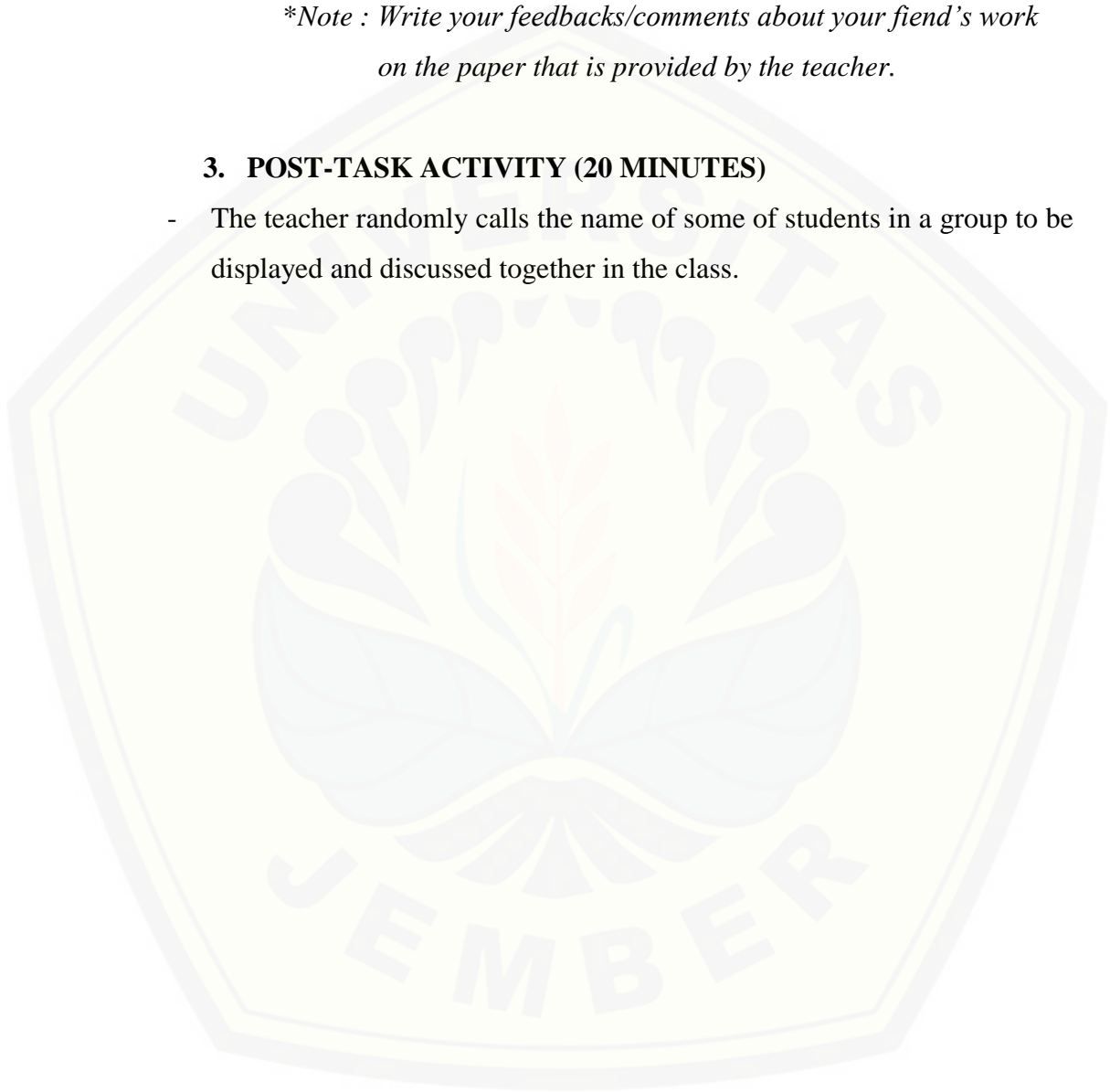
**d) Discussion of the Product: 10 minutes.**

- The students exchange their first draft with their friend. It is then every student's duty to check and provide your friend's work with necessary feedback.

*\*Note : Write your feedbacks/comments about your friend's work on the paper that is provided by the teacher.*

**3. POST-TASK ACTIVITY (20 MINUTES)**

- The teacher randomly calls the name of some of students in a group to be displayed and discussed together in the class.



**LESSON PLAN**  
**(Cycle 2 Meeting 5)**

<b>School</b>	: SMPN 2 Jember
<b>Subject</b>	: English
<b>Class / Semester</b>	: VII / II
<b>Genre</b>	: Descriptive Text about Person
<b>Skill</b>	: Writing Skill
<b>Time Allocation</b>	: 2 X 40 minutes

**A. Standard Competence**

- KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Basic Competences and Indicators**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.7 Teks Deskriptif.	
4.7.1 Menyusun teks deskriptif lisan dan tulis sangat pendek	4.7.1.1 Writing a descriptive text



<p>dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	
---	--

### C. Teaching Learning Objectives

4.7.1 Students are able to write a descriptive text

### D. Material

- a) Definition : Descriptive text is a text that describes a particular animal, person, thing or place. In this case, it describes about person.
- b) Social Function : To describe a particular animal, person, thing, or place. In this case, it describes about person.
- c) Generic Structures
  1. Identification  
It contains the identification of something that will be described.
  2. Description  
It contains the explanation/description of the animal/person/thing/place to mention a few properties.
- d) Language Features
  - a. Using Simple Present Tense (to describe/express habits, unchanging situations, general truths, and fixed arrangements).
  - b. Using adjectives (to describe the features of the subject).
- e) Topic: Descriptive Text (Person).  
Example (appendix 2)

### E. Learning Method

Approach : Scientific Approach

Technique : Task-Based Learning (TBL)

**F. Media**

LCD, power point presentation, white board, board marker, students' answer sheet, rewards, reading models and video.

**G. Resources**

- 1) English Book When English Rings The Bell kelas VII, Kementerian Pendidikan dan Kebudayaan. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017
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	<b>Problem statement</b> <i>(pernyataan/</i>	<b>Questioning</b> <u>Stage 2: During-Task Activity</u> a) Pair Work 8. Reviewing simple present tense.	



## I. Evaluation

Process : The students' participation in the teaching learning process of writing by using Task-Based Learning (TBL)

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		

Instrument : Observation Checklist (✓)

The indicators to be evaluated:

1. The students' participation in pair work session. (During-Task Activity, second and third steps)
2. The students' participation in group discussion session. (During-Task Activity, fourth step)
3. The students' participation in giving friend's work feedback. (During-Task Activity, sixth step)
4. The students' participation in sharing the topic in the class. (Post-Task Activity, seventh step)

Note:

- The students are categorized as active students if they did at least three indicators. Otherwise, they are considered passive.

**Jember, 12 May 2018**

**English Teacher**

**Researcher**

**Fauzi, M. Pd**  
NIP. 19710316 199802 1 001

**Nurmalinda Maharani Farizka**  
NIM. 140210401053

## **Appendix 1**

### **Leading Questions:**

- *“Do you have a favorite Indonesian artist?”*
- *“Who is she/he? A singer? A comedian? Or something else?”*
- *“Do you know her/his so well?”*
- *“What does she/he look like?”*

## **Appendix 2**

### **Supporting Materials**

#### **I. Reading Models**

##### **Agnes Monica**

My favorite female artist is Agnes Monica. Her full name is Agnes Monica Muljoto. She was born on 1 July 1986 in Jakarta. She is a singer.

She has straight and black hair. Her eyes color is brown. She also has a pointed nose, chubby cheeks, slanting eyes, and small lips. Her skin color is light brown. She is 165 cm tall. Her weight is about 55 kilograms. She is thirty two years old. Her hobbies are singing and dancing.

Agnes monica is a talented artist and I love her so much.

##### **Sule**

My favorite male artist is Sule. His full name is Entis Sutisna. He was born on 15 November 1976 in Bandung. He is a comedian.

He has straight and brown hair. His eyes color is brown. He also has a flat nose, chubby cheeks, slanting eyes, and small lips. His skin color is light brown. He is 170 cm tall. His weight is about 68 kilograms. He is forty two years old. His hobbies are singing and acting.

Sule is a famous comedian in Indonesia and I love his jokes so much.



## II. Picture Prompts





**Appendix 3**

**Pre-Task Activity (Guided Writing)**

**Agnes Monica**

My favorite female artist is Agnes Monica. Her full name is Agnes Monica Muljoto. She was born on 1 July 1986 in Jakarta. She is a singer.

She has straight and black hair. Her eyes color is brown. She also has a pointed nose, chubby cheeks, slanting eyes, and small lips. Her skin color is light brown. She is 165 cm tall. Her weight is about 55 kilograms. She is thirty two years old. Her hobbies are singing and dancing.

Agnes monica is a talented artist and I love her so much.

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

Conclusion:

Descriptive text is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Simple Present Tense:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Formula:

\_\_\_\_\_

**Sule**

}

My favorite male artist is Sule. His full name is Entis Sutisna. He was born on 15 November 1976 in Bandung. He is a comedian.

}

He has straight and brown hair. His eyes color is brown. He also has a flat nose, chubby cheeks, slanting eyes, and small lips. His skin color is light brown. He is 170 cm tall. His weight is about 68 kilograms. He is forty two years old. His hobbies are singing and acting.

}

Sule is a famous comedian in Indonesia and I love his jokes so much.

}

\_\_\_\_\_ : Simple Present Tense

○ : Adjective

Conclusion:  
 Descriptive text is \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Simple Present Tense:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Example:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Formula:  
 \_\_\_\_\_

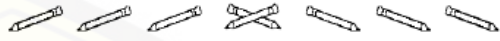


**Appendix 5**

**Students' Pair Feedback**

Date: \_\_\_\_\_

**Peer Writing Checklist**



Author: \_\_\_\_\_ Editor: \_\_\_\_\_

Title of piece: \_\_\_\_\_



yes	no	Characteristics of Good Writers
		The author has a clear idea and many details.
		The author's details are in an order that makes sense.
		The author expresses emotion in the writing piece.
		The author uses <b>fabulous</b> word choice.
		The author's sentences have different beginnings.
		The author started all sentences with a capital letter.
		The author ended all sentences with the <b>correct</b> punctuation.
		The author capitalized the names of places, people and pets.
		The author used neat handwriting and the piece is easy to read.
		<b>Point:</b> What the author did well
		<b>Question:</b> One question you have
		<b>Suggestion:</b> How the author can improve



**Appendix 6****TASK-BASED INSTRUCTION FOR STUDENTS (CYCLE 1 MEETING 2)****1. PRE-TASK ACTIVITY (10 MINUTES)**

- Teacher gives reading models and plays a video about describing person as the supporting material.
- Teacher guides students in understanding descriptive text.

**2. DURING-TASK ACTIVITY (50 MINUTES)****a) Pair Work: 5 minutes.**

- Teacher divides students into pairs to talk about reading models.

1. Read the texts carefully to understand the content.
2. Please learn the useful vocabulary and importance sentence pattern that the writers use in describing person.
3. Which impresses you most from those two reading models? Is it female artist or male artist?
4. Discuss with your partner which text you will use as a model.
5. Decide one reading model for your reference to develop descriptive text.

- Choose 1 topic from two provided topics (female artist or male artist) based on your own interest/preference.

**b) Group Discussion: 5 minutes.**

- You should come together in a group which has the same topic discussion. You may re-discuss to share your knowledge about the topic.
- Decide and select person that will be your descriptive text.

**c) First Draft: 30 minutes.**

- You have to complete your first draft in the class.

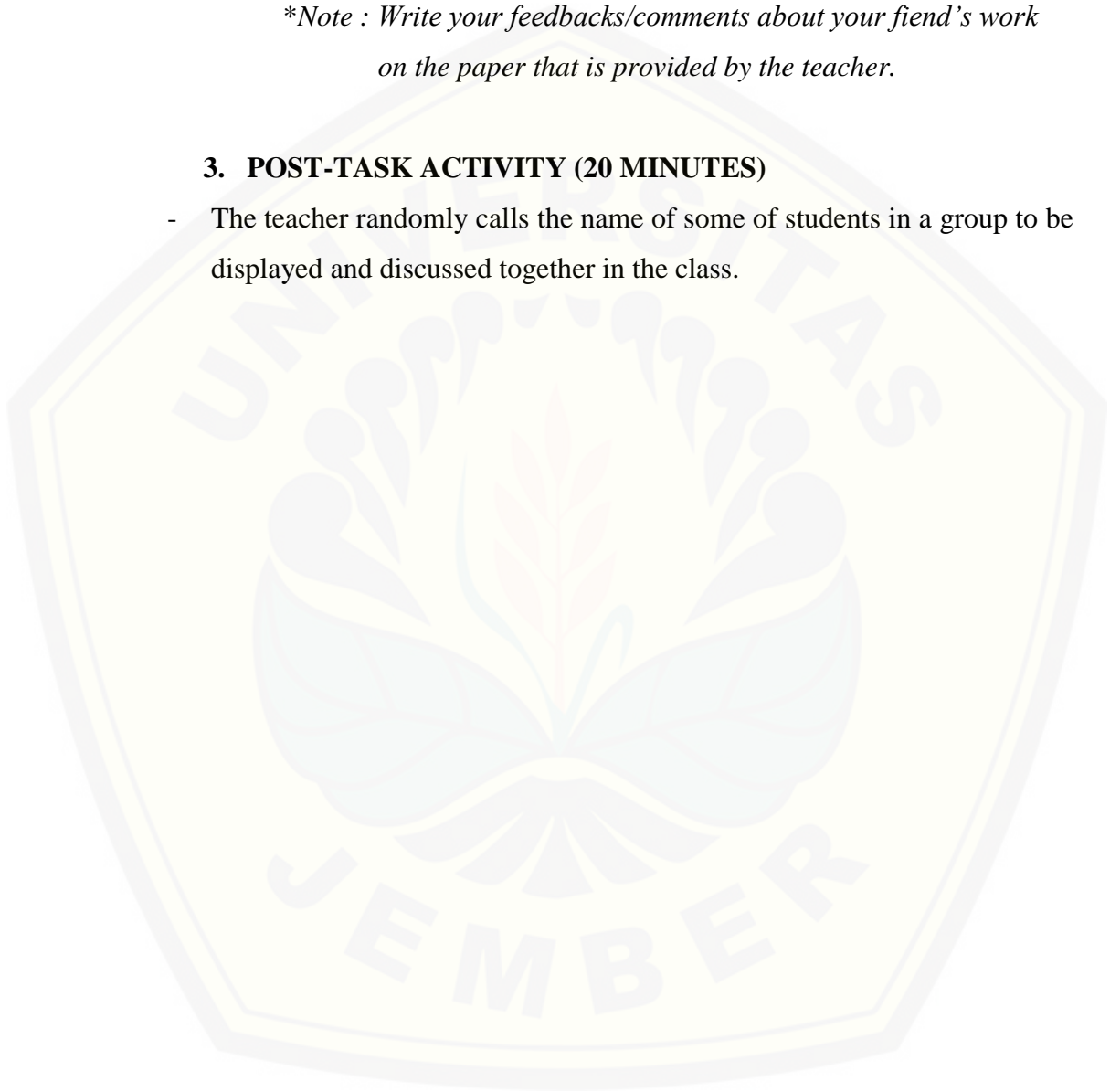
**d) Discussion of the Product: 10 minutes.**

- The students exchange their first draft with their friend. It is then every student's duty to check and provide your friend's work with necessary feedback.

*\*Note : Write your feedbacks/comments about your fiend's work on the paper that is provided by the teacher.*

**3. POST-TASK ACTIVITY (20 MINUTES)**

- The teacher randomly calls the name of some of students in a group to be displayed and discussed together in the class.







**DAFTAR NAMA SISWA KELAS VII E**  
**SMP NEGERI 2 JEMBER**  
**TAHUN PELAJARAN 2017-2018**

No	No. Induk	Nama Peserta didik	L/P
1.	12067	Afrio Syahreza	L
2.	12078	Ahmad Raihan Zacky	L
3.	12083	Aninditya Sekar Kinasih	P
4.	12092	Ayesha Verna Paramesthi	P
5.	12104	Clarisa Maharany	P
6.	12110	Daniella Erlian Devi	P
7.	12115	Davina Zahra Fernanda	P
8.	12122	Dina Zulfa Aliyah	P
9.	12130	Elsa Noviana Arifin	P
10.	12137	Fauzan Daris Ramantika	L
11.	12138	Febinda Queenta Aurelia	P
12.	12139	Fernanda Raihan Bagus W	L
13.	12141	Fitriana Amalia Rachman	P
14.	12145	Hanunah Ayesha Rahmadini	P
15.	12146	Hillmania Fauzia Rahmad	P
16.	12152	Ishaq Naim Maulana	L
17.	12159	Khansa Adiba Zhafarina	P
18.	12160	Khaylila Rindu Iftitah A. P	P
19.	12165	Laila Fitria Wibisono	P
20.	12175	Malinda Qurrotha Ainy	P
21.	12185	Mohammad Arda Wahyu P	L
22.	12189	Muhammad Arya Dwi Kesuma	L
23.	12190	Muhammad Farrel Khoirur R	L
24.	12191	Muhammad Fikri Haikal	L
25.	12198	Nabila Aliya Syakira	P
26.	12202	Nafisyia Kisma Kamila	P
27.	12206	Najiha Mufida Prameswari	P
28.	12210	Naurah Ariella	P
29.	12216	Niluh Komang Ayu Saraswati	P
30.	12230	Rangga Maheswhara Arya P	L
31.	12234	Resa Aditya Arel Pratama	L
32.	12248	Salsabila Meisya Raju Putri	P
33.	12255	Sofyan Hadi	L
34.	12260	Tania Aqilah Wardoyo	P
35.	12263	Tazqy Aulia Busro	P
36.	12268	Vania Ulfah Aditama	P
37.	12278	Zakiya Annisa Hapsari	P

**PREVIOUS SCORE**

No	The Students' Initial Name	Previous Score
1.	AS	70
2.	ARZ	57
3.	ASK	64
4.	AVP	80
5.	CM	72
6.	DED	75
7.	DZF	60
8.	DZA	63
9.	ENA	81
10.	FDR	66
11.	FQA	81
12.	FRBW	80
13.	FAR	57
14.	HAR	74
15.	HFR	74
16.	INM	83
17.	KAZ	76
18.	KRIAP	81
19.	LFW	87
20.	MQA	82
21.	MAWP	60
22.	MADK	64
23.	MFKR	60
24.	MFH	60
25.	NAS	60
26.	NKK	86
27.	NMP	75
28.	NA	60
29.	NKAS	60
30.	RMAP	61
31.	RAAP	65
32.	SMRR	84
33.	SH	70
34.	TAW	60
35.	TAB	62
36.	VUA	60
37.	ZAH	60
<b>Score</b>		<b>2570/37 = 69,45</b>

**OBSERVATION RESULT FOR EACH INDICATOR IN CYCLE 1  
(MEETING 1)**

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		
1	AS		✓				✓
2	ARZ	✓					✓
3	ASK		✓	✓	✓	✓	
4	AVP	✓		✓	✓	✓	
5	CM	✓	✓	✓		✓	
6	DED	✓	✓	✓		✓	
7	DZF	✓	✓				✓
8	DZA	✓		✓	✓	✓	
9	ENA		✓	✓	✓	✓	
10	FDR	✓		✓	✓	✓	
11	FQA	✓		✓	✓	✓	
12	FRBW		✓				✓
13	FAR	✓					✓
14	HAR		✓	✓	✓	✓	
15	HFR	✓		✓	✓	✓	
16	INM	✓		✓	✓	✓	
17	KAZ	✓	✓	✓		✓	
18	KRIAP	✓	✓	✓		✓	
19	LFW	✓		✓	✓	✓	
20	MQA		✓	✓	✓	✓	
21	MAWP	✓					✓
22	MADK		✓	✓	✓	✓	
23	MFKR	✓	✓		✓	✓	
24	MFH		✓				✓
25	NAS	✓	✓				✓
26	NKK		✓	✓	✓	✓	
27	NMP	✓	✓	✓		✓	
28	NA	✓					✓
29	NKAS	✓	✓				✓
30	RMAP		✓				✓
31	RAAP	✓	✓		✓	✓	
32	SMRR		✓	✓	✓	✓	
33	SH	✓		✓	✓	✓	
34	TAW	✓	✓				✓
35	TAB		✓	✓	✓	✓	
36	VUA		✓	✓	✓	✓	
37	ZAH	✓	✓	✓		✓	
<b>Total</b>		<b>24</b>	<b>24</b>	<b>23</b>	<b>19</b>	<b>25</b>	<b>12</b>
<b>Percentage (%)</b>		<b>64,86%</b>	<b>64,86%</b>	<b>62,16%</b>	<b>51,35%</b>	<b>67,56%</b>	<b>32,43%</b>

**OBSERVATION RESULT FOR EACH INDICATOR IN CYCLE 1  
(MEETING 2)**

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		
1	AS	✓	✓				✓
2	ARZ			✓			✓
3	ASK	✓	✓	✓		✓	
4	AVP	✓	✓	✓	✓	✓	
5	CM	✓	✓	✓		✓	✓
6	DED		✓	✓			✓
7	DZF	✓	✓				✓
8	DZA		✓	✓	✓	✓	
9	ENA	✓	✓	✓	✓	✓	
10	FDR	✓		✓	✓		✓
11	FQA		✓	✓	✓	✓	
12	FRBW		✓	✓			✓
13	FAR	✓					✓
14	HAR		✓	✓	✓	✓	
15	HFR	✓		✓	✓	✓	
16	INM	✓	✓	✓	✓	✓	
17	KAZ		✓				✓
18	KRIAP	✓					✓
19	LFW		✓	✓	✓	✓	
20	MQA	✓	✓	✓		✓	
21	MAWP	✓					✓
22	MADK	✓	✓		✓	✓	
23	MFKR	✓		✓	✓	✓	
24	MFH		✓				✓
25	NAS	✓	✓		✓	✓	
26	NKK	✓	✓	✓	✓	✓	
27	NMP	✓	✓		✓	✓	
28	NA		✓				✓
29	NKAS	✓	✓		✓	✓	
30	RMAP	✓			✓		✓
31	RAAP	✓		✓	✓	✓	
32	SMRR	✓	✓	✓	✓	✓	
33	SH	✓		✓	✓	✓	
34	TAW	✓	✓				✓
35	TAB	✓	✓	✓		✓	
36	VUA		✓	✓	✓	✓	
37	ZAH		✓	✓	✓	✓	
<b>Total</b>		<b>25</b>	<b>27</b>	<b>23</b>	<b>21</b>	<b>26</b>	<b>11</b>
<b>Percentage (%)</b>		<b>67,56%</b>	<b>72,97%</b>	<b>62,16%</b>	<b>56,75%</b>	<b>70,27%</b>	<b>29.72%</b>

**OBSERVATION RESULT FOR EACH INDICATOR IN CYCLE 2  
(MEETING 4)**

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		
1	AS	✓		✓	✓	✓	
2	ARZ	✓		✓	✓	✓	
3	ASK		✓	✓	✓	✓	
4	AVP	✓	✓	✓	✓	✓	
5	CM	✓	✓	✓	✓	✓	
6	DED	✓	✓	✓	✓	✓	
7	DZF	✓	✓	✓	✓	✓	
8	DZA	✓		✓	✓	✓	
9	ENA	✓	✓	✓	✓	✓	
10	FDR	✓	✓	✓	✓	✓	
11	FQA	✓	✓	✓	✓	✓	
12	FRBW	✓	✓	✓	✓	✓	
13	FAR	✓	✓				✓
14	HAR	✓	✓	✓	✓	✓	
15	HFR	✓		✓	✓	✓	
16	INM	✓	✓	✓	✓	✓	
17	KAZ		✓	✓	✓	✓	
18	KRIAP	✓	✓	✓	✓	✓	
19	LFW	✓	✓	✓	✓	✓	
20	MQA		✓				✓
21	MAWP	✓					✓
22	MADK	✓	✓	✓	✓	✓	
23	MFKR	✓	✓	✓	✓	✓	
24	MFH		✓				✓
25	NAS	✓	✓				✓
26	NKK	✓	✓	✓	✓	✓	
27	NMP	✓	✓				✓
28	NA	✓					✓
29	NKAS	✓	✓		✓	✓	
30	RMAP		✓	✓	✓	✓	
31	RAAP	✓		✓	✓	✓	
32	SMRR		✓	✓	✓	✓	
33	SH	✓	✓	✓	✓	✓	
34	TAW	✓	✓	✓		✓	
35	TAB	✓	✓	✓	✓	✓	
36	VUA	✓	✓	✓	✓	✓	
37	ZAH	✓	✓	✓	✓	✓	
<b>Total</b>		<b>31</b>	<b>30</b>	<b>29</b>	<b>29</b>	<b>30</b>	<b>7</b>
<b>Percentage (%)</b>		<b>83,78%</b>	<b>81,08%</b>	<b>78,37%</b>	<b>78,37%</b>	<b>81,08%</b>	<b>27,02%</b>



**OBSERVATION RESULT FOR EACH INDICATOR IN CYCLE 2  
(MEETING 5)**

No	Students' Initial Name	Indicators				Active	Passive
		1	2	3	4		
1	AS	✓	✓				✓
2	ARZ	✓	✓	✓	✓	✓	
3	ASK	✓	✓	✓	✓	✓	
4	AVP	✓	✓	✓	✓	✓	
5	CM	✓	✓	✓	✓	✓	
6	DED	✓	✓	✓	✓	✓	
7	DZF	✓	✓	✓	✓	✓	
8	DZA	✓		✓	✓	✓	
9	ENA	✓	✓	✓	✓	✓	
10	FDR	✓	✓	✓	✓	✓	
11	FQA	✓	✓	✓	✓	✓	
12	FRBW	✓	✓	✓	✓	✓	
13	FAR	✓	✓				✓
14	HAR	✓	✓	✓	✓	✓	
15	HFR	✓		✓	✓	✓	
16	INM	✓	✓	✓	✓	✓	
17	KAZ		✓	✓	✓	✓	
18	KRIAP	✓	✓	✓		✓	
19	LFW	✓	✓	✓	✓	✓	
20	MQA		✓	✓	✓	✓	
21	MAWP	✓					✓
22	MADK	✓	✓	✓	✓	✓	
23	MFKR	✓	✓	✓	✓	✓	
24	MFH		✓				✓
25	NAS	✓	✓		✓	✓	
26	NKK	✓	✓	✓	✓	✓	
27	NMP	✓	✓		✓	✓	
28	NA	✓					✓
29	NKAS	✓		✓	✓	✓	
30	RMAP		✓	✓	✓	✓	
31	RAAP	✓		✓	✓	✓	
32	SMRR		✓	✓	✓	✓	
33	SH	✓		✓	✓	✓	
34	TAW	✓	✓	✓		✓	
35	TAB	✓	✓	✓	✓	✓	
36	VUA	✓	✓	✓	✓	✓	
37	ZAH	✓	✓	✓	✓	✓	
<b>Total</b>		<b>32</b>	<b>31</b>	<b>30</b>	<b>30</b>	<b>32</b>	<b>5</b>
<b>Percentage (%)</b>		<b>86,48%</b>	<b>81,08%</b>	<b>81,08%</b>	<b>81,08%</b>	<b>86,48%</b>	<b>13,51%</b>

## STUDENTS' SCORING CRITERIA IN CYCLE 1

No	SS Names	Scorer 1					Score	Scorer 2					Score	Average Score
		C	O	V	G	M		C	O	V	G	M		
1	AS	4	4	3	3	3	68	4	3	3	3	3	64	66
2	ARZ	5	4	4	4	3	80	4	4	4	3	4	76	78
3	ASK	5	5	4	4	4	88	5	5	4	4	4	88	88
4	AVP	5	5	5	4	4	92	5	5	5	4	3	88	90
5	CM	5	4	4	4	3	80	5	4	4	4	4	84	82
6	DED	4	4	4	4	4	80	4	4	4	4	4	80	80
7	DZF	5	4	3	4	4	80	4	4	4	3	4	76	78
8	DZA	4	4	4	4	4	80	4	4	4	4	4	80	80
9	ENA	5	5	4	5	4	92	5	5	5	4	4	92	92
10	FDR	4	4	4	5	5	88	4	4	4	5	5	88	88
11	FQA	5	5	4	4	4	88	5	4	4	4	4	84	86
12	FRBW	4	4	5	3	4	80	5	4	4	4	3	80	80
13	FAR	4	4	4	3	3	72	4	3	4	3	4	72	72
14	HAR	4	4	4	4	4	80	5	4	4	4	4	84	82
15	HFR	5	4	3	4	4	80	5	4	3	4	4	80	80
16	INM	5	5	4	3	4	84	5	5	4	3	4	84	84
17	KAZ	4	4	5	3	4	80	4	4	5	4	3	80	80
18	KRIAP	5	4	3	4	3	76	4	5	3	3	4	76	76
19	LFW	5	5	4	3	4	84	5	5	5	3	4	88	86
20	MQA	5	4	4	3	4	80	5	4	4	4	3	80	80
21	MAWP	4	4	4	3	4	72	4	3	4	3	4	68	70
22	MADK	5	4	4	5	3	84	5	4	4	5	4	88	86
23	MFKR	5	4	3	4	3	76	4	5	3	4	3	76	76
24	MFH	3	3	4	3	3	64	3	3	4	3	3	64	64
25	NAS	4	4	5	3	4	80	4	4	4	3	4	76	78
26	NKK	5	5	4	4	4	88	5	5	4	4	4	88	88
27	NMP	5	4	3	4	4	80	4	4	4	4	4	80	80
28	NA	4	4	4	4	4	80	4	4	4	3	4	76	78
29	NKAS	4	4	4	3	4	76	4	4	4	3	3	72	74
30	RMAN	4	4	4	4	4	80	4	4	4	4	4	80	80
31	RAAP	4	4	4	4	4	80	5	4	4	4	4	84	82
32	SMRP	5	5	4	4	4	88	5	5	5	4	4	92	90
33	SH	4	4	4	4	4	80	5	4	5	3	4	84	82
34	TAW	4	4	3	3	3	68	4	3	3	3	3	64	66
35	TAB	4	4	5	3	4	80	4	4	4	3	4	76	78
36	VUA	4	4	4	3	3	72	4	4	3	3	3	68	70
37	ZAH	4	4	4	4	4	80	4	5	3	4	4	80	80
<b>Total</b>		<b>2960</b>						<b>2940</b>						<b>2950</b>
<b>Mean Score</b>		<b>80,00</b>						<b>79,45</b>						<b>79,72</b>

## STUDENTS' SCORING CRITERIA IN CYCLE 2

No	SS Names	Scorer 1					Score	Scorer 2					Score	Average Score
		C	O	V	G	M		C	O	V	G	M		
1	AS	4	4	3	3	4	72	4	4	4	3	3	72	72
2	ARZ	4	5	4	3	3	80	4	4	4	4	3	76	78
3	ASK	4	4	4	5	4	84	4	4	5	4	5	88	86
4	AVP	5	5	5	5	4	96	5	5	5	5	4	96	96
5	CM	4	4	4	5	4	84	5	4	4	5	4	88	86
6	DED	5	5	5	4	4	92	5	5	4	4	4	88	90
7	DZF	5	5	5	3	3	84	5	4	4	4	4	84	84
8	DZA	5	5	5	4	4	88	5	4	4	4	4	84	86
9	ENA	5	5	5	4	4	92	5	5	5	5	4	96	94
10	FDR	5	5	5	5	4	96	5	5	5	4	4	92	94
11	FQA	5	5	5	4	3	88	5	5	5	4	3	88	88
12	FRBW	4	5	4	3	4	80	4	5	4	3	4	80	80
13	FAR	4	4	4	3	3	72	5	4	4	3	3	76	74
14	HAR	5	5	4	3	4	84	5	5	4	4	4	88	86
15	HFR	5	5	4	5	4	92	5	4	4	5	4	88	90
16	INM	5	5	5	4	4	92	5	5	5	4	4	92	92
17	KAZ	4	5	4	5	4	88	5	5	4	3	4	84	86
18	KRIAP	4	4	4	5	5	88	5	5	4	4	3	84	86
19	LFW	5	5	4	5	4	92	5	5	4	5	4	92	92
20	MQA	4	5	4	5	4	88	4	5	4	4	4	84	86
21	MAWP	4	4	3	3	3	68	4	4	3	3	3	68	68
22	MADK	4	5	4	5	4	88	4	5	4	5	4	88	88
23	MFKR	4	5	4	5	4	88	4	5	4	4	4	84	86
24	MFH	3	3	4	3	4	68	3	3	4	3	4	68	68
25	NAS	4	4	4	4	4	80	4	4	4	4	4	80	80
26	NKK	5	5	5	4	4	92	5	5	5	4	4	92	92
27	NMP	4	5	4	5	4	88	4	5	4	4	4	84	86
28	NA	4	4	4	5	3	80	4	4	4	5	4	84	82
29	NKAS	4	4	4	4	4	80	4	4	4	4	3	76	78
30	RMAN	4	5	4	3	4	80	5	4	4	3	4	80	80
31	RAAP	4	5	4	5	4	88	5	4	4	5	4	88	88
32	SMRP	5	5	4	3	3	96	5	5	4	3	3	96	96
33	SH	5	5	4	4	4	88	5	5	4	4	4	88	88
34	TAW	3	4	4	3	3	68	4	4	4	3	3	72	70
35	TAB	4	4	4	4	4	80	4	4	4	4	4	80	80
36	VUA	4	5	4	3	3	80	4	5	4	3	3	80	80
37	ZAH	5	5	5	3	4	88	5	5	4	4	3	84	86
<b>Total</b>		<b>3141</b>						<b>3138</b>						<b>3140</b>
<b>Mean Score</b>		<b>84,89</b>						<b>84,81</b>						<b>84,86</b>



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
**UNIVERSITAS JEMBER**  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

**13 APR 2018**

Nomor : **3 1 3 6** / UN25.1.5 / LT / 2018  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

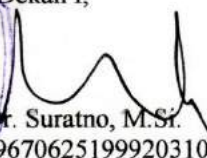
Yth. Kepala SMPN 2 Jember  
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Nurmalinga Maharani Farizka  
NIM : 140210401053  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: **“THE USE OF TASK-BASED LEARNING (TBL) TO IMPROVE THE 7<sup>TH</sup> GRADE STUDENTS’ DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT SMPN 2 JEMBER”**. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Wakil Dekan I,  
  
Prof. Dr. Suratno, M.Si.  
NIP. 1967062519992031003







**PEMERINTAH KABUPATEN JEMBER**  
**SMPN 2 JEMBER**

Jalan PB. Sudirman 26 Jember. 68118, Telp. 0331- 484878,

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E-mail : [info@smpn2jember.sch.id](mailto:info@smpn2jember.sch.id)



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**SURAT KETERANGAN**

No. 421.3/076.1/413.01.20523904/2018

Yang bertanda tangan di bawah ini Kepala SMPN 2 Jember menerangkan dengan sebenar-benarnya bahwa:

Nama : Nurmalinda Maharani Farizka

NIM : 140210401053

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

Benar – benar telah melaksanakan penelitian di **SMPN 2 Jember** dari tanggal: **25 April 2018 s.d 15 Mei 2018** dalam rangka menyelesaikan penyusunan skripsi dengan judul: **“THE USE OF TASK-BASED LEARNING (TBL) TO IMPROVE THE 7<sup>TH</sup> GRADE STUDENTS’ DESCRIPTIVE TEXT WRITING ACHIEVEMENT AT SMPN 2 JEMBER”**.

Demikian surat keterangan ini kami buat sebenar-benarnya untuk dipergunakan sebagaimana mestinya

Jember, 19 Mei 2018

Kepala Sekolah



**M. Subarno, S.Pd, M.Pd.**

**NIP. 19630813 1986002 1 006**

**RESULT OF INTERVIEW**

<b>No</b>	<b>Question</b>	<b>Teacher's Response</b>
1	How often do you teach English in a week?	Two times in a week and I teach all the seventh grade classes.
2	What curriculum is applied in teaching English at SMPN 2 Jember?	This school applies Curriculum 2013 (K-13)
3	What is the minimum requirement standard score at SMPN 2 Jember?	78.
4	How do you teach writing?	I give the students a topic then ask them to write about it.
5	What techniques or media used to help students learn writing?	Sometimes, I used pictures only.
6	Have you ever used technique in teaching English?	No, I have not. But, I usually use the relevant English textbooks.
7	Is there any class that has problems in the process of teaching learning writing?	Yes, there is VII E class. You may conduct a diagnose test to give an evidence about the class that has the lowest score among all the seventh year students of SMPN 2 Jember and I will help you in conduct the test.
8	What kind of general difficulties are there in learning writing for most of the seventh grade students?	Most of the seventh grade students experienced difficulties in writing in terms of developing and organizing their ideas.
9	How do you overcome the students' difficulties in learning writing?	I give them some exercise about tenses before they write.
10	Have you ever used Task-Based Learning technique in teaching writing?	No, I haven't. But I often hear that technique. It is an example of applying the 2013 curriculum.



THE STUDENTS' WRITING PRODUCTS (CYCLE 1 AND CYCLE 2)

The First Scorer (The Researcher)

Name / Absent Number: Elsa Noviana A1 9

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
 Level/Semester : VII/II  
 Class : VII E  
 Genre : Descriptive Text  
 Language Skill : Writing  
 Time Allocation : 40'

Instruction:  
 Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is a rabbit. Its name is Kitty. It lives in my beloved house.

My pet has two long ears, bright eyes, a cute nose and sharp claws. It also has four legs and a furry tail. It has soft fur on its body. The color is white. She eats some carrots. Its weight is between 3 to 7 kilograms. I love my pet very much because she is a cute animal.

C=5 O=5 V=4 G=5 M=4

92

The Second Scorer (The English Teacher)

Name / Absent Number: Elsa Noviana A1 9

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
 Level/Semester : VII/II  
 Class : VII E  
 Genre : Descriptive Text  
 Language Skill : Writing  
 Time Allocation : 40'

Instruction:  
 Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is a rabbit. Its name is Kitty. It lives in my beloved house.

My pet has two long ears, bright eyes, a cute nose and sharp claws. It also has four legs and a furry tail. It has soft fur on its body. The color is white. She eats some carrots. Its weight is between 3 to 7 kilograms. I love my pet very much because she is a cute animal.

C=5 O=5 V=5 G=4 M=9

92

**The First Scorer (The Researcher)**

Name / Absent Number: Salsabila Meisyah Raju Putri / 32

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- (a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

**Answer:**

Rabbit

My pet is a rabbit. Its name is Ruki. It lives in my house.

My rabbit has two big ears, two bright eyes, a nose, and a moustache. It also has no sharp claws and teeth, four legs and a fluffy tail. It has soft fur on its body. The colour is white. Ruki likes eating grass or carrot. Its weight is between 3 to 5 kilo grams.

I love my Ruki Rabbit very much, because Ruki is my best pet.

C=5 O=5 V=4 G=4 M=4

88

**The Second Scorer (The English Teacher)**

Name / Absent Number: Salsabila Meisyah Raju Putri / 32

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- (a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

**Answer:**

Rabbit

My pet is a rabbit. Its name is Ruki. It lives in my house.

My rabbit has two big ears, two bright eyes, a nose, and a moustache. It also has no sharp claws and teeth, four legs and a fluffy tail. It has soft fur on its body. The colour is white. Ruki likes eating grass or carrot. Its weight is between 3 to 5 kilo grams.

I love my Ruki Rabbit very much, because Ruki is my best pet.

C=5 O=5 V=5 G=4 M=4

92



**The First Scorer (The Researcher)**

Name / Absent Number: Fitriana Amalia Pachman / 13

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is a rabbit. Its name is Jack. Its lives in my house.

My rabbit <sup>(has)</sup> two long ears, has 2 round eyes a nose, and a moustache. It also <sup>(has)</sup> has four legs and a tail. Jack <sup>(has)</sup> have color white. Its weight is 2.5 to 5 kilograms. I love my Jack Rabbit very much because Rabbit is a cute animal.

C=4 O=4 V=4 G=3 M=3

72

**The Second Scorer (The English Teacher)**

Name / Absent Number: Fitriana Amalia Pachman / 13

**Writing Test of Cycle 1  
(Meeting 3)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is a rabbit. Its name is Jack. Its lives in my house.

has

My rabbit <sup>(has)</sup> has two long ears, has 2 round eyes a nose, and a moustache. It also <sup>(has)</sup> has four legs and a tail. Jack <sup>(has)</sup> have color white. Its weight is 2.5 to 5 kilograms. I love my Jack Rabbit very much because Rabbit is a cute animal.

C=4 O=3 V=4 G=3 M=4

72

The First Scorer (The Researcher)

Name / Absent Number: AFRio Sjahreza / 1

Writing Test of Cycle 1  
(Meeting 3)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- (a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is <sup>a</sup>rabbit. Its name is Mike. It lives in my house.

My rabbit <sup>has</sup> ~~have~~ two long ears, two eyes, <sup>a</sup>nose and <sup>a</sup>mustache. It also has teeth, four legs and short <sup>(tail)</sup>tail. It has soft four on its body. The color is white. Rabbit likes eating carrots. Its weight is between 0.4 to 4 kilograms. I love my Mike very much <sup>(because)</sup>because my pet is a <sup>(smart)</sup>smart animal.

C=4 O=4 V=3 G=3 M=3

68

The Second Scorer (The English Teacher)

Name / Absent Number: AFRio Sjahreza / 1

Writing Test of Cycle 1  
(Meeting 3)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- (a) Tame animal (pet) about a rabbit

My pet - name - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

- b. Wild animal about a tiger

is a wild animal - lives - ears - eyes - nose - and - it also has - legs - tail - the color - eats - weight - love - because

Answer:

Rabbit

My pet is <sup>a</sup>rabbit. Its name is Mike. It lives in my house.

My rabbit <sup>has</sup> ~~have~~ two long ears, two eyes, <sup>a</sup>nose and <sup>a</sup>mustache. It also has teeth, four legs and short <sup>(tail)</sup>tail. It has soft four on its body. The color is white. Rabbit likes eating carrots. Its weight is between 0.4 to 4 kilograms. I love my Mike very much <sup>(because)</sup>because my pet is a <sup>(smart)</sup>smart animal.

C=4 O=3 V=3 G=3 M=3

64



**The First Scorer (The Researcher)**

Name / Absent Number: Ayesha Verna Paramesthi<sup>2</sup> / 4

**Writing Test of Cycle 2  
(Meeting 6)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

- b. Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Maudy

My favorite female singer is Maudy. Her full name is Ayunda Faza Maudya or Maudy Ayunda. She was born on 19 December 1986 in Jakarta. Maudy is a talented singer.

She has short and black hair. Her eyes color is brown. She also has a pointed nose, chubby cheeks, slanting eyes, and small lips. Her skin color is light brown. She is 165 cm tall. Her weight is about forty nine kilograms. She is twenty four years old now. Her hobby is singing. She is a famous singer and I love her so much.

C=5 O=5 V=5 G=5 M=4

96

**The Second Scorer (The English Teacher)**

Name / Absent Number: Ayesha Verna Paramesthi<sup>2</sup> / 4

**Writing Test of Cycle 2  
(Meeting 6)**

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

- b. Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Maudy

My favorite female singer is Maudy. Her full name is Ayunda Faza Maudya or Maudy Ayunda. She was born on 19 December 1986 in Jakarta. Maudy is a talented singer.

She has short and black hair. Her eyes color is brown. She also has a pointed nose, chubby cheeks, slanting eyes, and small lips. Her skin color is light brown. She is 165 cm tall. Her weight is about forty nine kilograms. She is twenty four years old now. Her hobby is singing. She is a famous singer and I love her so much.

C=5 O=5 V=5 G=5 M=4

96

**The First Scorer (The Researcher)**

Name / Absent Number: Fauzan, Darius / 10.

**Writing Test of Cycle 2  
(Meeting 6)**

Subject : English  
 Level/Semester : VII/II  
 Class : VII E  
 Genre : Descriptive Text  
 Language Skill : Writing  
 Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy Ayunda

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobbies – famous.

- (b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobbies – famous.

**Answer:**

Afgan

My favourite male singer is Afgan. His full name is Afganegoh R.  
 He was born on 27 May 1989 in Jakarta. He is a singer.

He has straight and black hair. His eyes colour is black. He also has a sharp nose, chubby cheeks, slanting eyes, and small lips. His skin colour is light brown. He is 175 cm tall. His weight is about 70 kilograms. He is thirty five years old. His hobbies are singing and acting. Afgan is a famous singer in Indonesia and I love him.

C=5 O=5 V=5 G=5 M=4

96

**The Second Scorer (The English Teacher)**

Name / Absent Number: Fauzan, Darius / 10.

**Writing Test of Cycle 2  
(Meeting 6)**

Subject : English  
 Level/Semester : VII/II  
 Class : VII E  
 Genre : Descriptive Text  
 Language Skill : Writing  
 Time Allocation : 40'

**Instruction:**

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy Ayunda

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobbies – famous.

- (b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobbies – famous.

**Answer:**

Afgan

My favourite male singer is Afgan. His full name is Afganegoh R.  
 He was born on 27 May 1989 in Jakarta. He is a singer.

He has straight and black hair. His eyes colour is black. He also has a sharp nose, chubby cheeks, slanting eyes, and small lips. His skin colour is light brown. He is 175 cm tall. His weight is about 70 kilograms. He is thirty five years old. His hobbies are singing and acting. Afgan is a famous singer in Indonesia and I love him.

C=5 O=5 V=5 G=4 M=4

92



The First Scorer (The Researcher)

Name / Absent Number: Eubriana Amalia Rachman 113

Writing Test of Cycle 2  
(Meeting 6)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

(b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Afgan

My favorite male singer is Afgan. His full name is Afgan Syahreza. He was born on 27 May 1989 in Jakarta. Afgan is a professional singer.

He has straight and black hair. His eyes color is brown. He has a pointed nose, chubby cheeks, sparkling eyes, and small lips. His skin color is brown. He is 170 cm tall. His weight is about 63 kilograms. He is forty-two years old. His hobbies are singing and reading. Afgan is a singer in Indonesia and I love him so much.

C=4 O=4 V=4 G=3 M=3

72

The Second Scorer (The English Teacher)

Name / Absent Number: Eubriana Amalia Rachman 113

Writing Test of Cycle 2  
(Meeting 6)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

(b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Afgan

My favorite male singer is Afgan. His full name is Afgan Syahreza. He was born on 27 May 1989 in Jakarta. Afgan is a professional singer.

He has straight and black hair. His eyes color is brown. He has a pointed nose, chubby cheeks, sparkling eyes, and small lips. His skin color is brown. He is 170 cm tall. His weight is about 63 kilograms. He is forty-two years old. His hobbies are singing and reading. Afgan is a singer in Indonesia and I love him so much.

C=5 O=4 V=4 G=3 M=3

76

The First Scorer (The Researcher)

Name / Absent Number: Muhammad Fikri Haikal / 24

Writing Test of Cycle 2  
(Meeting 6)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

- (b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Afgan

My favorite male singer is Afgan. <sup>(His)</sup> He full name is – Afgan Syahreza. He was born on 27 may 1989 in Jakarta. Afgan is <sup>a professional singer</sup> singer professional. He has straight and short hair. <sup>His</sup> Eyes color is brown. He has a nose, cheeks, eyes and small <sup>(His)</sup> tips. He skin color is light brown. He is 172 cm tall. <sup>(His)</sup> He weight is 68 kilograms. He is twenty nine years old. Afgan is a <sup>(singer)</sup> singer in Indonesia.

C=3 O=3 V=4 G=3 M=4

68

The Second Scorer (The English Teacher)

Name / Absent Number: Muhammad Fikri Haikal / 24

Writing Test of Cycle 2  
(Meeting 6)

Subject : English  
Level/Semester : VII/II  
Class : VII E  
Genre : Descriptive Text  
Language Skill : Writing  
Time Allocation : 40'

Instruction:

Choose one of the following topics and write a short descriptive text consisting of 100 words.

- a. Female singer about Maudy

My favorite female singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

- (b) Male singer about Afgan

My favorite male singer – full name – was born – a singer – hair – eyes color – nose – cheeks – eyes – lips – skin color – tall – weight – years old – hobby – famous.

Answer:

Afgan

My favorite male singer is Afgan. He full name is – Afgan Syahreza. He was born on 27 may 1989 in Jakarta. Afgan is <sup>singer professional</sup> singer professional. He has straight and short hair. Eyes color is brown. he has a nose, cheeks, eyes and small tips. he skin color is light brown. He is 172 cm tall. He weight is 68 kilograms. He is twenty nine years old. Afgan is a <sup>singer</sup> singer in Indonesia.

C=3 O=3 V=4 G=3 M=4

68



THE STUDENT'S OBSERVATION PRODUCT

I. Pre-Task Activity (Controlled Writing)

Cat

My pet is a cat. Its name is Kitty. It lives in my house.

My cat has two short ears, two bright eyes, a nose, and a moustache. It also has sharp claws and teeth, four legs, and a furry tail. It has soft fur on its body. The color is brown. Kitty likes eating some fresh fish. Its weight is between 2.5 to 7 kilograms.

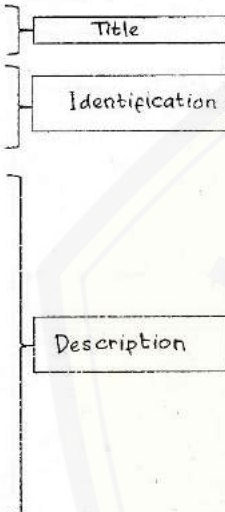
I love my kitty cat very much. I want to give her lots of love and feed her lots of treats.

\_\_\_\_\_ : Simple Present Tense

: Adjective = kata sifat

Conclusion:

Descriptive text is a text that describes a particular animal (cat). The social function is to describe a particular animal (cat). The generic structures are identification and description. Identification contains the identification of something that will be described. Description contains the description of the animal. The language features are using simple tense and using adjective.



II. Students' Worksheet

FIRST DRAFT ACTIVITY (30 MINUTES)

Name : Laila Fitriana Wibisono  
 Class / Student's Number : VII E / 19

TASK 1

Instruction:

Choose one of the following topics then rewrite the story by changing the animal based on your own interest/preference.

- a. Tame animal (Pet)
- b. Wild animal

Answer:

Dog

My pet is a dog. Its name is Chiko. It lives in my house.

My dog has two short ears, two bright eyes, a nose, and a moustache. It also has sharp claws and teeth, four legs, and a furry tail. It has soft fur on its body. The color is brown. Chiko likes eating some fresh meat. Its weight is between 5 to 10 kilograms.

I love my Chiko dog very much. I want to give her lots of love and feed her lots of treats.



III. Students' Pair Feedback

Date

Peer Writing Checklist

Author: Laila F.W. Editor: Nafisyah :)

Title of Piece: Dog

yes	no	Characteristics of Good Writers
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author has a clear idea and many details.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author's details are in an order that makes sense.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author expresses emotion in the writing piece.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author uses fabulous word choice.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author's sentences have different beginnings.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author started all sentences with a capital letter.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author ended all sentences with the correct punctuation.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author capitalized the names of places, people and pets.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The author used neat handwriting and the piece is easy to read.
Point: <small>What the author did well</small>		your grammar is good. 👍
Question: <small>One question you have</small>		No.
Suggestion: <small>How the author can improve</small>		All is perfect.



