Digital Repository Universitas Jember

ENHANCING THE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT BY USING TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH AT MAN 1 JEMBER

THESIS

By:

MIDDAY RACHMAWATI

NIM. 130210401046

ENGLISH EDUCATION PROGRAM

THE LANGUAGE AND ARTS EDUCATION DEPARTEMENT

THE FACULTY OF TEACHING TRAINING AND EDUCATION

JEMBER UNIVERSITY

2018

Digital Repository Universitas Jember

ENHANCING THE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT BY USING TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH AT MAN 1 JEMBER

THESIS

Composed to fulfil one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Art Departement, Faculty of Teacher Trainning and Education, The University of Jember

By:

MIDDAY RACHMAWATI

NIM. 130210401046

ENGLISH EDUCATION PROGRAM

THE LANGUAGE AND ARTS EDUCATION DEPARTEMENT

THE FACULTY OF TEACHING TRAINING AND EDUCATION

JEMBER UNIVERSITY

2018

Digital Repository Universitas Jember

DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Agus Veriyanto and Mujiwati who have always been my everytime condolence;*
2. *My teachers and lectures who become my source and guidance of knowledge.*

Digital Repository Universitas Jember

MOTTO

"A Professional writer is an amateur who didn't quit."

(Richard Bach)

(Source: www.goodreads.com)

Digital Repository Universitas Jember

STATEMENT OF AUTHENTICITY

I certify that his thesis is an original and authentic piece of work made by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencementt date of the approved thesis title; this thesis has not been submitted previousely, in a whole or in a part, to quality for any other academic award; ethic procedures, and guidelines of the thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g cancelation of academic award.

I hereby grant the University of Jember the right to archieve and to reproduce and to communicate to the public my thesis or my project in a whole or in part in the University/Faculty libraries in all forms of media, now or here after known.

Jember, 7th February 2018

The Writer

Midday Rachmawati

130210401046

Digital Repository Universitas Jember

CONSULTANTS' APPROVAL

ENHANCING THE TENTH GRADE STUDENTS' WRITING ACHIEVEMENT BY USING TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH A T MAN 1 JEMBER

THESIS

Composed to fulfil one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Art Departement, Faculty of Teacher Trainning and Education, The University of Jember

Name	**: Midday Rachmawati**
Identification Number	**: 130210401046**
Level	**: 2013**
Place, Date of Birth	**: Jember, October 26th , 1994**
Department	**: Language and Arts Education**
Program	**: English Education**

Approved By:

Consultant I	Consultant II
Dra. Siti Sundari, M.A	Drs. Sugeng Ariyanto, M.A
NIP. 19581210 198802 2 001	NIP. 19590412 198702 1 001

Digital Repository Universitas Jember

APPROVAL OF THE EXAMINATION COMMITEE

THESIS

This thesis entitled **"Enhancing The Tenth Grade Students' Writing Achievement by Using Task-Based Language Teaching (TBLT) Approach at MAN 1 Jember"** is approved and received by the examination commitee of the Faculty of Teacher Training and Education of Jember University.

Day : Thursday

Date : 22nd of February 2018

Place : Faculty of Teacher Training and Education, Jember University

Examination Commitee

Chairperson,	**Secretary,**
Dr. Budi Setyono, M.A	**Drs. Sugeng Ariyanto, M.A**
NIP. 19630717 199002 1 001	**NIP. 19590412 198702 1 001**

Members,

Member 1,	**Member 2,**
Dra. Siti Sundari, M.A	**Dr. Aan Erlyana Fardhani, M.Pd**
NIP. 19581210 198802 2 001	**NIP. 19650309 198802 2 001**

The Dean,

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

Digital Repository Universitas Jember

ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitute to Allah SWT, as the most Gracious and Merciful because of his countless blessing, Mercy and Grace, I can accomplish writing this thesis.

I do realize that this thesis would not be finished without the people to whom I owe the great deal of support, motivation, and suggestion. I would like to express the deepest and sincerest grateful to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Language Education Study Program;
4. The first consultant and my academic advisor, Dra. Siti Sundari, M.A. and the second consultant, Drs. Sugeng Ariyanto, M.A for the guidance and valuable suggestion that led me compile and finish my thesis;
5. The examination committee, especially for examiners, Dr. Budi Setyono, M.A., and Dr. Aan Erlyana Fardhani, M.Pd., for the critics and suggestions;
6. My academic supervisor, Dra. Siti Sundari, M.A
7. The lectures of English Language and Arts Department for valuable knowledge, guidance, and advices during the years of my study;
8. The Headmaster and the English teachers of MAN 1 Jember for giving me permission and opportunity to conduct this research.

Finally, I hope this thesis will be useful and present valuable information to readers. Therefore, any constructive suggestion and criticisms will be respecfully welcomed and appreciated for betther further.

Jember, February 2018

Digital Repository Universitas Jember

TABLE OF CONTENTS

TITLE ..... **i**

DEDICATION ..... **ii**

MOTTO ..... **iii**

STATEMENT OF THESIS AUTHENTICITY ..... **iv**

CONSULTANTS' APPROVAL ..... **v**

APPROVAL OF THE EXAMINATION COMMITTEE ..... **vi**

ACKNOWLEDGEMENT ..... **vii**

TABLE OF CONTENTS ..... **viii**

THE LIST OF TABLES ..... **x**

THE LIST OF APPENDICES ..... **xi**

SUMMARY ..... **xii**

CHAPTER 1. INTRODUCTION 1

1.1 The Background of the Research 1

1.2 The Problem of the Research 3

1.3 Objective of the Research 3

1.4 Contribution of the Research 3

CHAPTER 2. LITERATURE REVIEW **4**

2.1 Task-Based Language Teaching: Theoretical Framework 4

2.2 Conceptual Framework 7

2.2.1 The Procedures of TBLT in Teaching Writing 7

2.2.2 TBLT in Teaching Descriptive Writing for Tenth Grade Students 8

2.4 Previous Research Results 10

2.5 Research Hypothesis 12

CHAPTER 3. RESEARCH METHOD 13

3.1 Research Design 13

3.2 Research Context 13

Digital Repository Universitas Jember

3.3 Research Participant 14
3.4 Data Collection Method 14
3.4.1 Writing Test 15
3.4.2 Observation 15
3.4.3 Questionnaire 16
3.5 Research Procedures..... 16
CHAPTER 4. RESULT AND DISCUSSION 19
4.1 The Result of Observation in Cycle 1..... 19
4.1.1 The Result of Observation in Meeting 1 19
4.1.2 The Result of Observation in Meeting 2 21
4.2 The Result of Writing Test in Cycle 1 23
4.3 The Result of Reflection in Cycle 1 23
4.4 The Result of Observation in Cycle 2 24
4.4.1 The Result of Observation in Meeting 1 24
4.4.2 The Result of Observation in Meeting 2 27
4.5 The Result of Writing Test in Cycle 2 27
4.6 The Result of Reflection in Cycle 2 28
4.7 The Result of Questionnaire 29
4.8 Discussion 30
CHAPTER 5. CONCLUSION AND SUGGESTION..... 36
5.1 Conclusion 36
5.2 Suggestion 37
REFERENCES 40
APPENDICES

Digital Repository Universitas Jember

LIST OF TABLES AND CHARTS

Table 2.1 The Example of Descriptive Text 8

Table 4.2 The Result of Students' Writing Achievement in Cycle 1 23

Table 4.3 Revison of stragey in Cycle 1..... 24

Table 4.4 The Result of Students' Writing Achievement in Cycle 2..... 28

Chart 4.1 The Percentage of Students Achieving The Target Score..... 28

Chart 4.2 The Mean Score of Students' Writing Achievement Test..... 29

Chart 4.3 The Result of Questionnaire..... 29

Chart 4.4 Total Group Improved in Descriptive Paragraph in Task-Cycle..... 33

Digital Repository Universitas Jember

LIST OF APPENDICES

Appendix A. Research Matrix.....43

Appendix B. Original Scoring Rubric..... 45

Appendix C. Adapted Scoring Rubric..... 46

Appendix D. Students' Names and Scores..... 47

Appendix E. Observation Guide..... 48

Appendix F. Questionnaire..... 49

Appendix G. The Result of Interview..... 50

Appendix H. Lesson Plan Cycle 1..... 51

Appendix I. Lesson Plan Cycle 2..... 61

Appendix J. Result of Observation..... 70

Appendix K. Table 4.2 Result of Students' Writing Achievement Cycle 1..... 76

Appendix L. Table 4.4 Result of Students' Writing Achievement Cycle 2..... 78

Appendix M. Example of Students' Descriptive Paragraph Writing..... 80

Appendix N. Statement Letter From MAN 1 Jember..... 84

Digital Repository Universitas Jember

SUMMARY

Enhancing The Tenth Grade Students' Writing Achievement by Using Task-Based Language Teaching at MAN 1 Jember; Midday Rachmawati, 130210401046; 2013; English Education Program. Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research employed classroom action research design which aimed to improve the tenth grade students' writing achievement by using Task-Based Language Teaching Approach. Based on preliminary study done at MAN 1 Jember, it was found that the students had problems in writing; lack of vocabulary and grammatical knowledge that leaded them to have low score. Task-Based Language Teaching is an approach which had been paid attentively by worldwide expertise since past two decades. It is believed as the approach which uses a series of tasks as the core of teaching learning and can explore either spoken or written language production of EFL/ESL learners. The previous research results showed Task-Based Language Teaching had en effect on helping students in English writing. In addition, the area of implementation is in Asia whose most of the countries use English as either a foreign or second language.

This research was conducted in MAN 1 Jember whose participants were from a science class of the tenth grade. There were 3 science classes in MAN 1 and one class was chosen purposively based on the problem in writing. X-IPA 1 that had 34 students was chosen since it had the lowest mean score among the other classes. This score was collected in the preliminary study before the implementation from the English teacher.

In improving the students' writing achievement, this research proposed two research questions; 1) how can TBLT improve the tenth grade students' writing achievement? and 2) how can the phases of TBLT help the tenth grade students in writing a descriptive paragraph?. The first question was to describe the quantitative result of the progress of the students' achievement in writing a descriptive paragraph and the second question was to describe the contribution of TBLT phases in assisting the students in writing a descriptive paragraph.

There were three data collection method which were applied to collect data; namely writing test, observation, and questionnaire. The data were obtained

Digital Repository Universitas Jember

from writing test that were analyzed by using a formula that could show the percentage of the students who achieved the criteria of success. This research is categorized successful if at least 60% students get score ≥72 in the writing test. The data of observation were obtained from the field note during the teaching learning process to collect the contribution of TBLT phases in assisting the students in writing a descriptive paragraph. The questionnaires were distributed to collect students' personal opinion about the application of TBLT during the teaching learning of writing.

The result showed that there was improvement of the students' writing achievement. In Cycle 1, the students' mean score was 75.9 which had 61.7% of the students succeed in achieving target score (≥72), so that Cycle 1 was categorized as succeed. In Cycle 2, the improvement of the students' mean score was 82.4 which had 84.8% of the students succeed in achieving target score (≥72). The result of observation showed that the *pre-task* helped the students to generate ideas while involving in the topic, the *task cycle* helped them to write a descriptive paragraph and gave them opportunity to communicate actively, and the *language focus* helped them to associate their knowledge of language use and what they had done and also helped them to increase the awareness of language use. Meanwhile, the results of questionnaires showed that TBLT phases helped 85% of the students in writing descriptive paragraph. Besides, as much as 73.5% of students chose language focus phase out of other two phases as the most helpful phase in TBLT. Based on the mentioned result, it can be concluded that Task-Based Language Teaching enhanced the tenth grade science class students' achievement in writing descriptive paragraph.

Digital Repository Universitas Jember

CHAPTER 1. INTRODUCTION

This chapter presents the research background, the problem, the research objectives, and the contributions of the research.

1.1. Background

Task-Based Language Approach has gained much attention currently since its presence in 80's (Ahmed and Bidin, 2016). It promotes the students communicative skill, oral and written language production without overriding the function of grammatical knowledge. It provides opportunities for learners to experiment with and explore both spoken and written language through a series of task as the main core of teaching learning activities. By applying TBLT Approach for teaching writing, the learners are able to perform their written language while they foster their communicative skill to make meaning (Valli and Vishnu, 2016).

As writing plays an important role in our personal, academic and professional lives, otherwise it also has been remarked as the most difficult of the language skill to acquire (Valli and Vishnu, 2016), an it also becomes the challenging skill for both language teachers and learners. Writing has more complex process of competence that necessarily to be achieved to produce a good effective writing. In other words, it has complex system and convention therefore it requires a special skill to master and there is no other way than constant practice. EFL/ESL learners must consider many essential aspects to make effective writing such as spelling, vocabulary, grammar, and syntax. Raimes (1992) states that a writer has to deal with syntax, content, grammar, writing process, mechanics, organization, word choice, purpose, and audience. Furthermore, some other aspects beyond sentence level like cohesive devices that the students need to pay attention to sometimes are very hindering and frustrating. However, by using interesting, innovative, and practical approach, the emergence of TBLT approach over past decades is believed can cope the challenges in writing. One of the phase of TBLT that focuses on language use after the main task accomplished could be appropriate to teach writing.

Some previous studies had currently been done upon the implementation of TBLT to teach writing for EFL context. One of them was Parvizi, Khoshsima, and

Digital Repository Universitas Jember

Tajik (2016) who conducted quasi-experimental research found there was a significant effect on the use of TBLT than the use of traditional approach (PPP). It proved that TBLT had more practical and potential effect on writing proficiency.

Ahmed and Bidin (2016) also employed quasi-experimental design by applying TBLT in a certain university in Malaysia. They found in their research that there was greater improvement of writing ability in after implementing TBLT the students mostly agreed with the use of TBLT for teaching writing. Min (2014) employed experimental research on the Chinese college students and he found from the data of questionnaire that TBLT could enhance their writing through interactive activities, gave interesting learning environment, and gave chances for oral communication while improving academic performance. Hai-yan (2014) who conducted an experimental research on Chinese English college students found that most of the students agreed with the effectiveness of TBLT on enhancing writing skill through some aspects including the role of the TBLT.

Marashi and Dadari (2012) conducted a true experimental research on Iranian college students' result. It showed that the effect of TBLT benefited them in the term of their writing performance and creativity. The same experimental design was conducted by Birjandi and Malmir (2009) on Iranian college students to teach Narrative and Expository text. The result found that TBLT had significance effect to teach narrative and expository text writing than the traditional approach.

Based on the preliminary study done at MAN 1 Jember, the researcher found that there were some real challenges of the students' writing skill in English classroom. The students were mostly insecure in producing language since they were lack of English proficiency (*e.g.*, lack of vocabulary and grammatical knowledge). Thus, the lack of the competences in writing skill leaded them to make some errors in some aspects and to get low score.

While the previous researches focused on experimental design and the use of EFL college students as participants, this research employed classroom action research design on senior high school students. In addition, to cope with the students' problem in writing and improve their scores, the focus of this research was to enhance the students' writing achievement by implementing TBLT

Digital Repository Universitas Jember

Approach and to describe the contribution of the phases of Willis' framework of TBLT in assisting the students in writing a descriptive paragraph.

1.2. Research Problem

1. How can the use of Task-Based Language Teaching Approach enhance the tenth grade students' achievement in writing descriptive paragraph at MAN 1 Jember?
2. How can the phases of Task-Based Language Teaching Approach help to enhance the tenth grade students' achievement in writing descriptive paragraph at MAN 1 Jember?

1.3. Research Objective

1. To describe the improvement of the tenth grade students' achievement in writing descriptive paragraph after being taught by using TBLT Approach.
2. To describe the contributions of the phases of TBLT Approach to enhance the tenth grade students' achievement in writing descriptive paragraph.

1.4 Research Contribution

a) Practical Contribution

This research can be beneficial resources for the English teacher who wants to implement TBLT approach in their classroom in order to improve their students' achievement especially in writing skill.

b) Empirical Contribution

For future researchers, this research can be used as a frame to conduct the same or different research design by using TBLT Approach to teach writing skill.

Digital Repository Universitas Jember

CHAPTER 2. LITERATURE REVIEW

This chapter presents the theoretical and conceptual review, previous research results, and hypothesis of the research.

2.1. Task-Based Language Teaching : Theoretical Framework

TBLT is an approach which emphasizes on a series of task as a core of teaching learning. The framework cannot be split from the notion of tasks, its characteristics, the phases, and the strengths. Phrabu (1987) defines "a task as an activity that requires learners to arrive an outcome through some process of thought" (Valli and Vishnu, 2016). Similar to Phrabu, Lee (2000; in Valli and Vishnu, 2016) says a task is a classroom activity that has objective obtained only by interacting with other. Meanwhile, Nunan (2004), in Munira and Syeda (2012) defines more specifically:

> A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (Nunan, 2004)

Nunan (2004) explains in detail that the activities can be comprehending, manipulating, producing or interacting. He also asserts that grammatical knowledge is meant to convey meaning rather than to manipulate form. In other way, conveying meaning comes first before manipulating form.

Ricards (2006:31) arrieves at some characteristics of a task; 1) it deals with the learners do to acquire the existing language resources, 2) it has outcome which is not simply linked to language learning, although the language acquisition may occur during the doing of the task, 3) It focuses on meaning, and 4) in case the task is done by several learners, it can be the opportunity for them to use communication strategies or interaction skill. In line with Nunan, Richards gives clearer and further view about the characteristics of a task that it has to acquire learners' existing language and communication strategies. It also has outcome and focuses on meaning.

Nevertheless, the definition of task has been strongly implied that grammatical knowledge is meant to express meaning. As Nunan (2004) argued, "tasks have clear context for the teacher to teach grammar and language features"

Digital Repository Universitas Jember

It means TBLT which uses tasks as the basis of teaching learning cannot be left out without the importance of language use or grammatical knowledge; although the concept is meaning is primary.

In a result, a task can be said as classroom activity that is meant to be accomplished to arrive an outcome and to convey meaning. From here, TBLT can be simply defined as an approach that uses a task as the core of teaching learning (Richards and Rodgers, 2001).

The appearance of Communicative Language Teaching (CLT) which puts communicative competence as its core gives significant perspective of language teaching which against the issues of traditional approach which focuses on linguistic competence. According to Nunan (2004) TBLT is the representation of CLT in the level of methodology and syllabus design. It is on the level of material development which focuses on communicative competence. Since then, many researchers have proposed task-based syllabuses (Phrabu, 1987; Breen, 1984; Long, 1985), cited in Hai-yan (2014).

TBLT has some characteristics. Nunan (1991; Min, 2014) formulates five characteristics. First, TBLT emphasizes on the meaning before form. It gives learners an opportunity to engage in communication actively in the process of completing tasks. Second, TBLT requires social activities of learners. Hai-yan (2014) says that TBLT emphasizes communicative activities that require learners to participate in pair work, group discussion, or teacher-student interaction, and all belonging to dialog encounter in order to exchange personal information, to solve problems or to make a collective judgment. Thus, the pair work method was applied in this research.

Third, the learning material should give opportunity to use target language. On the other hand, Willis (1996) argued that students can also use any language they can recall. It means students are free to use language they have while communicating and be given more chances to explore the target of language. The fourth is it emphasizes on experiential learning. Ganta (2013) explains this approach has starting point on the learners' immediate personal experience. It means the students' personal experience is important. The last, TBLT attempts to

Digital Repository Universitas Jember

connect the language used inside with outside the classroom. In other words, it emphasizes of using authentic material (Willis, 1996).

Accordingly, TBLT can be concluded as an approach which involves accomplishing pedagogical tasks that focuses on providing the opportunity to communicate actively to convey meaning without abandoning the importance of grammatical knowledge. It requires the students doing the tasks in pair or group discussion using either target language or any language they can recall to exchange opinion and to achieve an outcome.

Furthermore, Willis (1996) formulates three stages of TBLT: 1) pre-task, 2) task cycle, and 3) post task. In **pre-task**, activities should involve all the learners about the topic, give them relevant exposure, and create interest in doing a task. For example, teacher brainstorm ideas with the class using pictures, mime or personal experience to introduce the topic (Richards and Rodgers, 2001). There are three steps in **task cycle**; *task* is the step for the students to gain fluency and confidence for communication, *planning* is the step to give the learners time and support to prepare for the linguistic challenge of going public, *report* is the step to give them natural stimulus to improve their language (form and meaning). Two steps in **language focus** are; *language analysis* is also called as language awareness activity like focus explicitly on form and use, and *language practice* is an activity that promotes learner deeper insight into the use of grammatical and lexical competence.

According to Ganta (2013), some strengths of TBLT are: first is to help learners to interact spontaneously, second is to give language learners opportunity to learn vocabulary, third is to provide essential conditions for language learning forth is automaticity, fifth is to maximize scope for communication, and the last is experiential learning. The points of strengths of TBLT by Ganta are also supported by Ahmed and Bidin (2016) who state TBLT basically follows on the principles of experiential learning, and learners' motivation, cognitive ability, and autonomy which are the central of constructivism.

Digital Repository Universitas Jember

2.2. Conceptual Review

2.2.1 Procedures of TBLT in Teaching Descriptive Paragraph

A task-based lesson consists of three stages of three phases or stages: 1) pre-task activity, 2) task cycle, and 3) language focus (Willis, 1996). The procedures which were applied through teaching descriptive paragraph writing are as follows:

1. **Pre-task**: in this phase, the topic and the model of the task is presented by recalling the students' prior knowledge. The teacher introduces the topic and gives the students clear instruction about what to do in the task, lead them to recall topic-related words, phrases, expression dealing with the task, provides video, audio recording, or pictures as the language input for the students (Karim *et.al*, 2014). In addition, Min (2014) concludes from the data of his research that students realized the importance and necessity of adequate input, thus thought "the more input one gets, the more output can one produce". Therefore, the researcher tried to introduce the topic by providing language input as much as possible. To brainstorm the students, the researcher provided pictures, videos, recording of related-topic, the definition and element of good-well organized paragraph were also presented, the generic structure and language feature of descriptive paragraph, as well as the vocabularies they might need for descriptive paragraph writing. Those helped them to generate their ideas by finding new vocabularies, phrases that could be useful to develop a descriptive paragraph.
2. **Task cycle**: it consists of three elements (task, planning, and report).
   a) Task: After being led to the main task, the students wrote descriptive paragraph in pair using target language. After finishing the task, the students exchanged their works to get written feedback from their pairs. By writing descriptive paragaph with their pair, it helped them to be more fluent in using target language in writing (Hung, 2014).
   b) Planning: Students prepare a short oral or written report on their work. The teacher polishes and corrects their language production. This step helped them to be more aware of the language they might use in front of the public.
   c) Report: The students presented about their works in front of others. Not only the teacher corrected and gave feedback, but also other students did. This

Digital Repository Universitas Jember

step helped them to experience in communication actively to make meaning such as sharing, delivering information, negotiating, argumentating, etc.

3. **Language focus**: this phase has two steps (language analysis and language practice).
   a) Language analysis: In the first steps, after reporting their work, the teacher noted some language error that the students have made, and then she helped the students to correct the language form by analyzing their own or others' written language production. This steps aimed to make them more aware about the rules of language.
   b) Language practice: In the last step, after the teacher explained about the language rules, she provided the students some more practices dealing with vocabulary and grammar. In learning vocabulary, they defined and classified some words and constructed the word into a sentence. In learning grammar, they were provided with practices dealing with present tense that was used to describe a place. This steps aimed to consolidate the students' mastery about the language and become more accurate in producing target language (Hung, 2014).

2.2.2 TBLT in Teaching Descriptive Paragraph Writing for Tenth Grade Students

There are kinds of tasks that have been formulated by Nunan (2004). One of them is opinion exchange task which engages the learners in discussion and exchange ideas; they do not need to reach an agreement (Nunan, 2004). This type of task can be done by pairing the students to write in order they can exchange opinions during the task with language they can recall. In addition, descriptive paragraph is included of one the genre that the tenth grade students need to learn.

The genre of describing is the most used genre since it has some fundamental functions of any language system (Knapp, Peter, and Watkins 2005). Describing is also used extensively in many text types, such as information reports, literary descriptions, and descriptive recounts. It talks about the general characteristics of an object like an animal or a place or a thing.

Digital Repository Universitas Jember

Table 2.1 The generic structures and the example are shown in the table below.

Classification	It generally names the thing, then it classifies it	*Frogs are amphibians.* There are over 2700 types of frogs in the world. The smallest frog is 2 cms long and the froth protects the frogs' eggs.
Description	It deals with its attributes, behaviors, functions and so on	Frogs have webbed feet and slimy skin and frogs like to live in moist places. Tadpoles change into frogs when they're older. Frogs have large bulging eyes. The male can croak louder than the female. Frogs eat flies and small water insects. Frogs have long sticky tongues so they can catch small water insects and flies. Frogs have 4 legs the back legs are longer because it helps the frog jump higher. (Knapp, Peter, and Watkins (2005)

Learning writing for academic purposes cannot be successful without understanding certain aspects in writing skill. Hyland (2004) states learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts. In order to make a comprehensive and good writing, the learners need to understand and follow some aspects in writing. For the aspects of writing which later are going to be used for scoring rubric, this research adopt the aspects of scoring writing by Jacob *et. Al* (1981; Weigle, 2002: 116) which are as follows:

1) Content. Content is substance or the idea that should be in a piece of writing. Hall (1982), in Nik *et al.*, (2010:55) says that through the content people can judge that the text is worth-reading or not. In this research, the content is based on the certain topic and the way the students develop their idea.
2) Organization. Organization of text sometimes includes in unity and coherency. Unity means the oneness among the sentences in a paragraph upon the main idea. To have unity paragraph, only one main idea is allowed in a paragraph (Oshima and Hogue 2007:67). Meanwhile coherence means the relevancy of each sentence. A coherent paragraph is when its sentences relate to each other not only in content but also in grammatical structure and choice of words.

Digital Repository Universitas Jember

3) Grammar. Syntax is a part of grammar. It deals with sentence construction. Aarts (2001) defines that syntax concerns with the structure of sentences. It is the elements of sentence which are combined orderly.
4) Vocabulary. In aspect of vocabulary it deals with the use of appropriate word in level of meaning and function for certain context within a sentence. According to Alqahtani (2015) vocabulary is total number of words which are needed to communicate and express ideas or meaning. Not only the meaning, vocabulary also refers to part of speech which is the function of word such as, verb, adjective, noun, and adverb.
5) Mechanics. It is known as signal or sign to help reader comprehend the writing. In the other hand, the errors of using mechanics will make the content is less comprehensive that may lead the reader to misinterpret the message. As supported by Fairbairn and Winch (2011:80), mechanical errors in writing can make a writer less successful in conveying the idea or message of his writing. This research focuses on some aspects in mechanics: 1) punctuation which concerns about period (.), comma (,), exclamation mark (!), question mark (?), and apostrophe (‘). 2) Capitalization which refers to the rule of using capital letter, for instance, the using word *city* in *I live in a big city* is different from *I live in New York City*. 3) Spelling which is a way how letters are constructed into a meaningful word.

Furthermore, Hughes (2003) says analytic scoring more clearly defines the features to be assessed by separating each of aspects. This research employs analytical scoring method since it can give clear basis of criteria to be assessed.

In order to ease the researcher and raters in scoring the students’ writing and also to fulfill the need, this research adapted some points from the original scoring rubric by Jacob *at al.* (1981) including in the criteria and the score. The score of organization, vocabulary, and language use were set into highest since these three aspects were the most difficult ones. The original scoring rubric is enclosed in Appendix B. The adapted version is enclosed in Appendix C.

2.3. Previous Research Results

Five previous researches that were used to support this research are done in Iranian, Chinese, Malay college students within writing skill context.

Digital Repository Universitas Jember

Parvizi, Khoshsima, and Tajik (2016) employed quasi-experimental design. The research aimed to examine practical and potential ideas of how TBLT applied in teaching writing to 40 female Iranian learners who studied English in Jehad-e Daneshghani Language Institute. The result found there was a significant effect on experimental group which had applied TBLT by Willis (1996) than in control group which applied traditional approach (PPP). It proved that TBLT had more practical and potential effect on writing proficiency.

Ahmed and Bidin (2016) also employed quasi-experimental design by applying TBLT in experimental group and PPP Approach in control group whose participants were undergraduate students who enrolled English Language Intensive Program in certain university in Malaysia. It was quite different with the research done by Parvizi *et.*al, the purpose here was to improve students writing ability by considering the complexity, fluency, and accuracy and the students' feedback of TBLT treatment. It was found that there was greater improvement of writing ability in experimental group after implementing TBLT in pre-test and post-test and the students mostly agreed toward the use of TBLT for teaching writing.

Similar to Ahmed and Bidin, Min (2014) employed experimental research on the Chinese college students which the aim was to provide a practical and helpful way to improve learners' writing abilities by utilizing Willis' framework of TBLT which was carried out in experimental class and traditional approach in control class for one semester. The result was found from data questionnaire that TBLT could enhance their writing through interactive activities, give interesting learning environment, and give chances for oral communication while improving academic performance.

Similar work done by Hai-yan, M (2014) who conducted experimental research which aimed to provide practical help of teaching writing by using Nunan's framework of TBLT on Chinese English college students found from the data of questionnaire that most of students agreed of the effectiveness of TBLT in enhancing writing skill through some aspects including the role of the TBLT in aiding writing, building up confidence or interest, helping to express meaning,

Digital Repository Universitas Jember

focusing on language form, fostering autonomous learning, providing feedback, enhancing cooperation and strengthening the awareness of syntactic patterns.

Different with fore mentioned researches, Marashi and Dadari (2012) conducted true experimental research on Iranian college students to investigate the effect on students' writing performance and creativity. They applied PET and Creativity Test to plot the participants for experimental class and control class for homogeneity test. Both groups had same 6 topics and same textbooks for 18 sessions. The difference was only the experimental class was taught by Nunan's framework of TBLT (pre-task, during task, post task) and writing activities by pair work and peer feedback, while the control group here was taught by three phases (warm-up, main activity, and follow up) and the only tasks were from the textbook. The result showed that the effect of TBLT benefited them in the term of their writing performance and creativity.

The same experimental design was conducted by Birjandi, P and Malmir, A (2009) on Iranian college students to investigate the effectiveness of Willis' framework of TBLT to teach Narrative and Expository text. The experimental class which was applied by using TBLT was divided into two classes, one for narrative and the other for expository, while the control classes were divided into two classes and was applied traditional approach. The result found that TBLT had significance effect to teach narrative and expository text writing than traditional approach.

From those five previous researchers, it could be concluded that all of them were the experimental design which tried to find effectiveness of practical and helpful way about the feasibility of implementation of TBLT Approach either by the framework of Nunan or Willis to improve students' skill within the context of writing. Besides, all of the researches had used college students as the participants. On the other hand, this research employed classroom action research design to enhance senior high school students' achievement in writing and to describe the contribution of the phases of Willis' framework of TBLT in assisting the students in writing descriptive paragraph.

Digital Repository Universitas Jember

2.4 Research Hypothesis

1. The use of Task-Based Language Teaching Approach can improve the tenth grade students' achievement in writing descriptive paragraph.
2. The use of Task-Based Language Teaching Approach can help the tenth grade students' writing a descriptive paragraph.

Digital Repository Universitas Jember

CHAPTER 3. METHODOLOGY

The third chapter presents the research method applied in this classroom action research which covers research design, context, participants, data collection methods, research procedures, and data analysis method.

3.1. Research Design

The classroom action research design was applied in this research since it intended to obtain solutions over a problem on specific, practical issues, especially in educational context (Creswell, 2012). Koshy (2010:1) states that an action research is a specific method in conducting a research by professionals and practitioners with the purpose of improving educational practice. It supported practitioners to find ways in which they could provide qualified education by transforming the quality of teaching by enhancing students' learning. In addition, Cresswell (2012:586) states 'collaborate with others involve establishing acceptable and cooperative relationships. . .' Individuals can review the results, help to collect data or assist in the presentation of the final report (Cresswell, 2012). Thus, this research was conducted collaboratively with English teacher in implementing the action.

Classroom action research design which was applied in this research was expected to enhance the students' achievement in writing descriptive paragraph. Adapted from Zubber-Skerritt (1996a:3) in Cohen *et al* (2007:303), this research is divided into four stages of activities: (1) planning the action, (2) implementation of the action, (3) observation and evaluation, and (4) data analysis and reflection of the action.

3.2. Research Context

In MAN 1 Jember, English was one of compulsory subjects which was regarded as a foreign language. This means English was not applied as daily conversation, but it was used as media of instruction in classroom during English teaching learning. The teacher and the students did not fully apply English in the classroom. This made students lack of exposure of English.

One of the problems was the writing is not linier. It meant that the idea of writing was blunt or mostly disconnected. The teacher, moreover, rarely gave

Digital Repository Universitas Jember

correction and feedback to the students' writings. According to the teacher, she assessed the students' writing holistically. Hyland (2004) says that holistic scoring procedure may fail to distinguish students' strengths and weaknesses in writing. It certainly made them was not aware about language error they might have produced.

Thus the portion and time of applying English was limited. The students of MAN 1 learned English only during teaching learning English. Actually, the normal allocation time for English subject was 2 x 90 minutes in a week. On the other hand, the allocation time for teaching learning English in MAN 1 Jember was 2 x 80 minutes in a week due to the school regulation. As a result, this could lead the students likely to produce language errors while performing the language.

The area was determined by the purposive method. Fraenkel and Wallen (2009) state a purposive method is a method in choosing a research based on a certain purpose or reason. Therefore, three considerations in this classroom action research which was conducted at MAN 1 Jember, were as follows:

1. The Principal of MAN 1 Jember had given permission to conduct this research collaboratively with the English teacher.
2. According to the English teacher, the students in the tenth grade had problems in English writing skill.
3. The English teacher never applied Task-Based Language Teaching for teaching writing.

3.3 Research Participants

In determining the participants, purposive sampling method was used. Kothari (2004) says purposive sampling is a method that is purposefully selected by the researcher. The use of purposive sampling method was because the researcher purposefully chose the class with problems in writing. The tenth grade IPA-1 class was chosen and the name and the mean score of participants were enclosed in Appendix D.

3.4. Data Collection Methods

The methods of collecting the data were writing test, observation, and questionnaire.

Digital Repository Universitas Jember

3.4.1 Writing Test

Teaching and testing had a great effect on the learners' performance in acquire the target language. Thus writing achievement test was administered to evaluate their understanding upon the materials which had been taught. Hyland (2004) states that one of reason conducting a test which is called *achievement* is to demonstrate writing progress they have made in the course. The assessment was based on the clear indication of what had been taught. The result showed the progress rather than failure.

Validity and reliability were required in a good test. Valid test was a test which measured accurately the target skill. Hughes (2003) says 'a test is valid if it measures accurately what it is to be measured'. If the skill measured was writing, it meant that the students needed to write. In the writing test, the students wrote descriptive paragraph writing under a certain topic. Meanwhile reliable test meant that it had consistency of the score obtained. The test could be said as reliable if it had similar score whenever it was assessed by different examiners.

This research aimed to improve the students written language production in writing descriptive paragraph writing, so the instrument to measure the students score was writing scoring rubric. Furthermore, to minimize false scoring, the researcher decided to use two raters. The using of two raters was also supported by Hughes (2003) there must be two independent raters in order to give score for the test. Accordingly, to achieve reliable test, the employed method was called inter-rater reliability. The result was processed through SPSS Program.

In conducting the writing test, the teacher asked the students to write descriptive paragraph about topics based on the syllabus which was about place. Before the students doing the test, the teacher had already taught them through the phases of TBLT Approach to accomplish certain learning objectives dealing with the topic given. In the test, the students had to write at least 2 paragraphs consisting of 125-150 range of words. Then the students needed to finish it for about 2 x 40 minutes.

3.4.2 Observation

Observation was used to record the teaching learning process related to either the progress or obstacles that were found in the research. McMillan (1992:128) observation in classroom action research is used to describe the

Digital Repository Universitas Jember

activities, responses, and involvement of the students. The observation field note was used to observe teaching learning activities. Spradley (1980), quoted in Cohen *et al*, (2007) suggests a checklist of the content in field note are space, actors, activities, objects, acts, goals, and feelings. (see Appendix E).

3.4.3 Questionnaire

Questionnaire is a form containing set of questions. The type of used questionnaire in this research was close-ended question. Cresswell (2012) defines close-ended questions is list of questions provided by the author as well as its optional answers. Close-ended question is useful to knowing the parameters of response options (Cresswell, 2012). This questionnaire was used to get information from the students after teaching and learning process which was to know their personal opinion dealing with the contribution of TBLT in assisting them in writing (see in Appendix F).

3.5. Research Procedures

The procedures of this classroom action research were as follows:

1. The planning of the action

   Planning of the action referred to the activities done before implementation. The steps were; 1) Undertaking preliminary study to identify the problems of students (Appendix G). 2) Preparing the material for teaching descriptive paragraph writing. 3) Constructing the lesson plans of Cycle 1 and Cycle 2 (See Appendices H&I). 4) Preparing the students' tasks. 5) Preparing the observation guide and questionnaire. 6) Constructing the writing achievement test. 7) Setting the criteria of success of the action.

2. The implementation of the action

   The implementation of the action was done following the schedule of English teaching learning in MAN 1 Jember. The allocation time was about 2 x 40 minutes. The action in Cycle 1 and Cycle 2 had two meetings. The researcher did the teaching activity and the English teacher observed.

3. Observation and evaluation

   a. Observation

   The observation was done by both the English teacher and the researcher. The English teacher was only as the observer, while the researcher was as

Digital Repository Universitas Jember

the teacher and the observer. It was to record the contribution of TBLT in assisting the students writing descriptive paragraph.

b. Evaluation

The evaluation was to evaluate the students' achievement test whether or not it achieved the criteria of success. This research set the criteria of success if the score of achievement test was ≥72, while at least 60% of the students achieved the score. It meant that this research would have succeed under condition 60% students had achieved score ≥72 in the test.

4. Data Analysis and Reflection

a. Data Analysis

The result of the students' writing score was analyzed by using this formula.

E% = n/N x 100%

Notes:

E: the percentage of the students who achieve score ≥72

n: the number of the students who achieve score ≥72

N: the total number of the students

(Adapted from Ali 1993:186)

Meanwhile, the data observation was analyzed descriptively by employing thematic analysis. The field note guide was categorized into classroom activity (involving the phases of TBLT), description (involving the students' feeling or attitude and the aspects of writing), and the comment (involving the observer's commentary).

b. Reflection

It was done to reflect the result of writing achievement and observation in each Cycle. It reviewed the strengths and weakness of the implementation of the action. The weaknesses which were found in Cycle 1 were revised to produce lesson plan for Cycle 2. Furthermore, lesson plan in Cycle 2 was needed to re-implementing the action whenever Cycle 1 did not achieve the criteria of success. However the criteria of success were achieved in Cycle 1, Cycle 2 was still conducted to reinforce the result of success. Meanwhile, this research had weaknesses in Cycle 1 although achieved the criteria of success.

Digital Repository Universitas Jember

Therefore the researcher still needed to revise and to construct the lesson plans in Cycle 2. Then the action was repeated. After that, it was to reflect the action in Cycle 2 before drawing a conclusion to answer the research problems.

Digital Repository Universitas Jember

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presented the conlusion of the research and the suggestion for the students, the teacher, and the future researchers. The explanation is stated respectively in each of the following section.

5.1 Conclusion

According to the result of the analysis data of writing test, observation and questionnaire, it can be concluded that Task-Based Language Teaching Approach can improve the tenth grade (IPA-class) students' writing achievement at MAN 1 Jember. The statement is supported by the fact of the numerical data from the students' writing achievement test before and after the implementation of TBLT. Before the implementation, the total number of students was 56% of them achieved score ≥72 and the mean score was 70. In Cycle 1, the total number od the students who succeed in achieving the target score beame 62% and the mean score increased as much as 5.7 became 75.7. In Cycle 2, the students who succeed in achieveing the target score became 85% and the mean score increased as much as 6.7 and became 82.4. The increasing total number of the students who achieved the target score before and after the impplementation of TBLT was 96%. Meanwhile, the mean score increased for about 12.4. Thus, this research had already been successful since the minimum target of research was only 60% students should achieve the target score.

From the result of analysis data of observation proved that the phases of TBLT contributed in assisting the students in writing descriptive paragraph. In the pre-task, the students were leaded to recall their prior knowledge to prepare them with the topic; questioning them, displaying pictures, videos, and listening narration. After being exposed to the language input and any prior knowledge they might recall, they were asked to generate their idea by drawing mind map. Here the focus was to help them in choosing vocabularies that might become in handy. This was also proven that there were 3 students thought the pre-task phase could help them in writing. Then in task cycle, the students were asked to write short descriptive paragraph and exchange their works to other pairs to get feedback before the came in front of the class to report their works. The focus of

Digital Repository Universitas Jember

these activities was to make them practically write their first draft of writing along with the trial to make them more exposed and aware upon other pairs' work. Here again, the data from questionnaire showed that 3 students thought the task cycle could help them to write. In language focus, the students were given explanation and discussion about some language errors they had made and then they were asked to do the provided tasks dealing with their material that they had learned. The focus of this phase was to increase their awareness and associate it to their written language error production in order they could learn how to correct it and the tasks were to foster their knowledge about language use. In addition, data from questionnaire showed that there were 73.5 % or 25 of students thought language focus could help them to write descriptive paragraph. Therefore it could be concluded that the phases of TBLT Approach could assist the students write descriptive paragraph.

In addition, the result from the questionnaire was also stated that there were 85 % or 29 of students thought TBLT could reduce the problems of writing and help them to write.

5.2 Suggestion

Considering with the result of this classroom action research that proved the enhancement of the tenth grade (IPA class) students' writing achievement at MAN 1 Jember, some of suggestions were proposed for English teacher and future researcher.

1. The English Teacher

This research could be a reference for the English teacher if she wants to enhance the students' writing achievement by applying TBLT Approach. The teacher should follow the procedures of this approach very well in order to get the best result. She could design the materials and activities in the more interesting way, for instance by giving them other kinds of tasks like problem solving task where the students could be more active and competitive. Moreover, the teacher also needed to manage the classroom in order the students could be more communicative in delivering their ideas since the focus of TBLT was not merely about fostering the language use, but also the language usage to make meaning.

Digital Repository Universitas Jember

And the last, the teacher also needed to provide more discussion, explanation and practice about the language use to make the students more aware of it.

2. The Future Researcher

This research could be done in similar way or different way. Future researchers could add other kinds of questions, such as how TBLT improve the students' writing ability or how TBLT reduce the students' problems in writing. Moreover, the meetings in each Cycle of also could be added if the phases needed more activities and time.

Digital Repository Universitas Jember

REFERENCES

Aarts, B. (2001). *English Syntax and Argumentation*. New York: Palgrave.

Ahmed, R. Z., and Siti J. bt B. (2016). The Effect of Task-Based Language Teaching of Writing Skill on EFL Learners in Malaysia. *Open Journal of Modern Linguistics.* 6. 207-218.

Ali, M. (1993). *StrategiPenelitianPendidikan*. Bandung: Angkasa.

Arikunto, S. (2006). *ProsedurPenelitian: SuatuPendekatanPraktik.* Jakarta: RinekaCipta.

Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education.* 3(3).

Bathia, V. (2013). *Analysing Genre: Language Use in Professional Settings*. New York: Reuledge.

Birjadi, P., and Malmir A. (2009). The Effect of Task-Based Approach on The Iranian Advanced EFL Learners' Narrative Vs. Expository Writing. *Iranian Journal of Applied Language Studies.*1(2), 1-26

Brown, H. D. (2007). *Principles of Language Learning and Teaching (5th edition).* Addison Wesley. New York: Longman

Cao, L. (2012). A Feasibility Study of Task-based Teaching of College English Writing in Chinese EFL Context. *English Language Teaching* (hal. Vol. 5, No. 10; 2012 ISSN 1916-4742 E-ISSN 1916-4750). Canadian Center of Science and Education

Cohen, L., Manion L., and Keith M. (2007). *Research Method in Education* (Sixth Edition). Newyork: Routledge

Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education Inc.

Fairbairn, G., and Christoper W. (2011). *Reading, Writing and Reasoning: A Guide for Students* (3rd Edition). Berkshire: Open University.

Fraenkel, J. R., and Wallen N. E. (2012). *How to Design and Evaluate Research Education.* San Fransisco: Mc Graw Hill Companies.

Gabrielatos, C. (2002) Writing Product and Process.*Seminar Procedings OMIROS Language Schools Teachers.*

Ganta, T. (2012). The Strenghts And Weaknesses of Task Bask Learning (TBL) Approach.*Schoolary Research Journal for Interdisiplinary.* 3(16)

Digital Repository Universitas Jember

Hai-yan, M. (2014). The Task-Based Teaching of Writing to Big Classes in Chinese EFL Setting.*English Language Teaching Journal.* 7(3).

Harmer, J. (2004). *How to Teach Writing*. Edinburgh: Pearson Education Limited.

Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Education Limited.

Huges, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Hung, N. (2014). Review of Notion and Framework of Task-Based Language Teaching. *International Journal of English Language and Linguistics Research.* 2(1), 39-48

Hyland, K. (2004). *Second Language Writing.* Cambridge: Cambridge University Press.

Knapp, P., and Watkins M. (2005). *Genre, Text, Grammar*. Sydney: University of New South Weles.

Karim, I., Djamiah H., and Sukardi W. (2014). The Implementation of Task-Based Language Teaching (TBLT) to Improve Students' Ability in Writing Narrative Text. *Procedin Seminar Nasional.* 1(1).

Koshi, V. (2005). *Action Research For Improving Practice*. New Delhi: Paul Capman Publishing.

Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International.

Marashi, H,.and Dadari, L. (2010). The Impact of Using Task-based Writing on EF Learners' Writing Performance and Creativity. *Theory And Practice in Language Study.* 2(12), 2500-2507.

McMillan, J. (1992). *Educational Research: Fundamentals for the Consumers.* New York: Harper Collins Publisher.

Min, H. (2014).The Effects of Task-Based Teaching Approach on College Writing Classes. *Studies in Literature and Language.* 9(3), 182-186

Munira and Syeda F. (2012). A Study of TBLT Approach: An Experiment of Sample Lesson and Preparing Lesson Plan for EFL Classroom. *UITS Journal*. (1), Issue 2.

Munirah and Muhsin. (2015). Using Task-Based Approach in Improving the Students. *Journal of Education and Human Development.* 4(3), 181-190.

Digital Repository Universitas Jember

Nik, Y., Azizah H., and Hasif . 2010. A Comparative Study on The Factors Affecting The Writing Performance Among Bachelor Students. *International Journal of Educational Research and Technology.* (1), 54-59.

Nunan, D. (2004). *Task Based Language Teaching.* Cambridge: Cambridge University Press.

Oshima, A., and Hogue A. (2007). *Introduction to Academic Writing* (3rd Edition). New York: Pearson Education Inc.

Parvizi, K., Khoshsima and Tajik. (2016). The Impact of Task-Based Language Teaching on Iranian Female Intermediate EFL Learners' Writing Performance. *International Journal of Learning and Development.* 6 (4).

Raimes, A. (1983). *Techniques in Teaching Writing.* New York: Oxford University Press.

Richards, J. (2006). *Communicative Language Learning Today.* New York: Cambridge University Press.

Richards, J., and Theodore S. (2001). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press

Sarani and Sahebi. (2012). The Impact of Task-based Approach on Vocabulary Learning in ESP Courses. *English Language Teaching*. 5(10).

Shabani and Gashemi. (2014). The Effect of Task-Based Language Teaching (TBLT) andContent-Based Language Teaching (CBLT) on The IranianIntermediate ESP Learners' Reading Comprehension. *Procedia-Social and Behavioral Sciences.* 98, 1713-1721. Urmia University. Published by Elsevier Ltd.

Valli, K. and N. S Vishnu P. (2016). A Task-Based Approach to Develop the Writing Skills in English of Students at College Level. *International Journal of Applied Engineering Research.* 11(3), 2145-2148.

Weigle, S. (2002). *Assessing Writing.* Cambridge: Cambridge University Press.

Willis, J. (1996). *A Framework For Task-Based Language Learning.* Harlow: Longman.

Digital Repository Universitas Jember

Appendix B

Original scoring rubric by Jacobs *et al.*'s (1981), cited in Weigle (2002:116)

Aspect	Score	Level	Criteria
CONTENT	30-27	Excellent – very good	Knowledgeable; substantive; thorough; development of thesis; relevant to assigned topic
	26-22	Good – average	Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail
	21-17	Fair – poor	Limited knowledge of subject; little substance; inadequate development of topic
	16-13	Very poor	Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate
ORGANIZATION	20-18	Excellent – very good	Fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesive
	17-14	Good – average	Somewhat choppy; loosely organized but main idea stands out; limited support; logical but incomplete sequencing
	13-10	Fair – poor	Non-fluent; ideals confused or disconnected; lacks logical sequencing and development
	9-7	Very poor	Does not communicate; no organization; or not enough to evaluate
VOCABULARY	20-18	Excellent – very good	Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register
	17-14	Good – average	Adequate range; occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	Fair – poor	Limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate
	25-22	Excellent – very good	Effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good – average	Effective but simple constructions; minor problems in complex constructions; several errors of

Digital Repository Universitas Jember

LANGUAGE USE			agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair – poor	Major problems in simple/complex constructions; frequent errors of negotiation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletion; meaning confused or obscured
	10-5	Very poor	Virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate
MECHANICS	5	Excellent – very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good – average	Occasional errors of spelling, punctuation, capitalization, paragraphing; but meaning not obscured
	3	Fair – poor	Frequent errors of spelling, punctuation, capitalization, paragraphing; meaning confused or obscured
	2	Very poor	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

TOTAL SCORE = content + organization + vocabulary + language use + mechanics

Digital Repository Universitas Jember

Appendix C

Adapted scoring rubric by Jacobs *et al.*'s (1981)

Aspect	Score	Level	Criteria
CONTENT	5	Excellent – very good	Knowledgeable; relevant to assigned topic; adequate detail
	4	Good – average	Some knowledge of object; mostly relevant to topic, but less detail
	3	Fair – poor	Limited knowledge of object; inadequate development of topic; least detail
	2	Very poor	Does not show knowledge of object; not relevant to topic; not enough to evaluate
ORGANIZATION	30-27	Excellent – very good	Ideas clearly stated/supported; well-organized, excellent use of generic structure
	26-22	Good – average	Main idea stands out; loose organization; less support, clear use of generic structure
	21-17	Fair – poor	Communication occasionally impaired, ideas confused or disconnected; least support; loose use of generic structure
	16-13	Very poor	Communication impaired; no organization
VOCABULARY	30-27	Excellent – very good	Sophisticated range; effective word choice and usage; closely to native-like writer
	26-22	Good – average	Adequate range; occasional errors of word choice and usage but meaning not obscured; little interfere of mother tongue
	21-17	Fair – poor	Limited range; frequent errors of word choice and usage; meaning confused or occasionally obscured; some interfere of mother tongue
	16-13	Very poor	Essentially translation; little knowledge of English vocabulary, heavy interfere of mother tongue or not enough to evaluate
LANGUAGE USE	30-27	Excellent – very good	Effective constructions; few errors of agreement, tense, number, word order, articles, pronouns, prepositions
	26-22	Good – average	Minor problems constructions; several errors of agreement, tense, number, word order, articles, pronouns, prepositions; little fragments/ run-ons; meaning seldom obscured
	21-17	Fair – poor	Major problems constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, preposition; some fragments/ run-ons; meaning confused or obscured
	16-13	Very poor	Virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate
	5	Excellent – very good	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good – average	Occasional errors of spelling, punctuation, capitalization, paragraphing; but meaning not obscured
	3	Fair – poor	Frequent errors of spelling, punctuation,

Digital Repository Universitas Jember

			capitalization, paragraphing; meaning confused or obscured
MECHANICS	2	Very poor	No mastery or conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate

TOTAL SCORE = content + organization + vocabulary + language use + mechanics

Digital Repository Universitas Jember

Appendix D

The mean scores of the X-IPA students' mean score

Number	Class	Mean Score
1.	IPA-1	70
2.	IPA-2	72
3.	IPA-3	73,3

The list of all X-IPA students' names and pre-writing scores

No	IPA-1 Students' Initial Names	Scores	IPA-2 Students' Initial Names	Scores	IPA-3 Students' Initial Names	Scores
1.	AB	70	AAM	67	ATH	90
2.	A	71	AWS	68	AWW	80
3.	AKW	78	AAPP	86	AIU	72
4.	ARS	60	AS	88	ATS	85
5.	BANF	70	AS	72	AQNT	78
6.	DS	65	AKMH	63	AHT	80
7.	DIF	75	ANC	69	AAM	85
8.	EM	73	CPNA	85	AOF	86
9.	FIAT	80	CAIN	78	AW	76
10.	FMN	82	EW	79	APM	78
11.	HS	62	EZL	85	ABN	70
12.	HM	60	FFH	85	BAK	65
13.	IAM	72	FZ	80	DYW	69
14.	ISM	70	FJAS	79	DAA	78
15.	IMA	65	FFN	80	DN	65
16.	LAN	71	FRKA	78	FBH	50
17.	LAN	79	FF	78	IR	78
18.	MF	76	HAS	90	IZ	58
19.	MA	86	IUK	78	IM	78
20.	MA	74	KN	78	KMS	58
21.	NFM	69	LA	80	KM	52
22.	NIA	71	MAD	85	LWN	63
23.	NNI	87	MNS	65	MFAM	78
24.	NI	83	MDPA	71	MY	76
25.	RW	78	MFA	78	MSFAG	80
26.	RLA	66	NN	83	NAJ	72
27.	SDA	60	NWAG	98	NLFF	63
28.	SZS	73	NHP	82	RN	72
29.	STMS	70	NM	70	RR	73
30.	SS	75	RMBBA	75	R	82
31.	TNH	75	SDYA	69	SNCI	88
32.	WRN	80	SFM	88	UZF	72
33.	WK	80	SEN	80	VZH	88
34.	ZDAP	73	WF	72	WSS	78

Digital Repository Universitas Jember

Appendix E

Observation Guide

Date :
Time :
Setting :
Participants :
Observer :

Classroom Activity	√	Descriptions	Observer's comment
Introduction 1. T greets the Ss 2. T checks the Ss' attendance 3. T delivers leading questions 4. T states the learning objectives			
Main Activity **Pre-Task** 5. Ss identify information on the video 6. Ss make a mind map about some vocabulary to describe a place **Task Cycle** 7. Ss work in pairs to write descriptive paragraph 8. Ss exchange their work to other pairs to get/give written comment 9. Ss report their work in front of the class 10. Other pairs give comment and feedback orally **Language Focus** 11. Ss analyze the other pairs' work facilitated by T 12. Ss classify some vocabularies into part of speech then make a sentence 13. Ss do tasks about the use of simple present tense			
Closing 14. T reviews today's material 15. T appraciates students' performance 16. T ends the class			

Digital Repository Universitas Jember

Appendix F

The Questionnaire

1. What the most difficult aspect of writing? give number 1-5 from the most difficult.
   - Grammar
   - Vocabulary
   - Paragraph Organization
   - Mechanics
   - Content
   - Other....
2. Do you think TBLT can help you to reduce the problem in writing?
   - Yes
   - No
   - Not sure
   - Other....
3. Do you think TBLT can help you to get better understanding about writing descriptive paragraph?
   - Yes
   - No
   - Not sure
   - Other....
4. Relating to number 3, what materials do you get from the teaching of TBLT?
   - New vocabulary
   - Better understanding about Simple Present Tense
   - Better understanding about writing system and rules
   - Other....
5. Relating to number 3, what phase do you think helping you the most?
   - Pre task (video, narration, mind map)
   - During task (writing descriptive paragraph using outline)
   - Language focus (analyzing error feedback of writing facilitated by teacher, vocabulary *practice*, simple present *practice*, identify topic, main idea and supporting details *practice*)
   - Other....
6. Relating to number 3, if your answer is no, what do you think the barriers are?
   - Not enough time
   - Not enough explaination
   - Not enough material
   - Other....

Digital Repository Universitas Jember

Appendix G

The Result of Interview from the Preliminary Study

QUESTIONS	ANSWERS
1. How many classes in tenth grade?	12 classes. It consists of 1 language program class, 3 natural science (IPA) classes, 2 BIC (Bina Insan Cendikia) classes, 2 PK (Pendidikan Keagamaan) classes, and 4 social science classes (IPS).
2. How many students in each class?	30-35 students in each class
3. What classes do you teach?	8 classes. 3 natural science classes, 4 social science classes, and 1 language program class
4. Do you think the students have difficulties in writing? What do you think the causes are?	Yes, They lack of vocabulary, cannot distinguish which one is noun, verb, adjective, and little competence in structure or grammar. The skill to write good paragraph is still low, it makes their writing is not quite comprehensive.
5. What are the learning objectives that you expect from the students in learning writing?	I just need them to write very simplest paragraph authentically.
6. What method of your scoring or assessment in writing?	Holistic scoring.
7. Have you ever give any feedback on students' writing? How often?	Yes, it is only written feedback. I mostly tell them who get good scores.
8. What is your strategy in teaching writing? What kind of technique, method, or approach do you use?	I just teach them about vocabulary using pictures.
9. Have you ever apply Task-Based Language Teaching Approach to your teaching learning process?	I'm afraid I haven't. Because I'm not sure about it.
10. Do you mind if I teach one of the classes you teach using TBLT Approach?	Yes, of course.
11. Do you mind if we teach collaboratively?	Yes, sure. I'll help you.

Digital Repository Universitas Jember

Appendix H

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 1

School : MAN 1 Jember
Subject : Bahasa Inggris
Class/Semester : X/2
Skills : WRITING
Genre : *Descriptive Paragraph*
Theme **:** Places
Time allocation : 2 x 40 minutes

A. COMPETENCE BASIC

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. COMPETENCE STANDART

4.4 Teks *deskriptif*

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDICATOR

4.4.1.1 Classifying vocabulary into noun, verb, and adjective
4.4.1.2 Identifying topic, main idea, and supporting details
4.4.1.3 Constructing a sentence based on the vocabulary
4.4.1.4 Underlining and correcting ungrammatically sentences
4.4.1.5 Completing the sentences by using the words in bracket
4.4.2.1 Writing a descriptive paragraph about certain place

D. Learning Objectives

1. Students classify vocabulary into noun, verb, adjective
2. Students identify topic, main idea, and supporting details
3. Students construct a sentence based on the vocabulary
4. Students underline and correct ungrammatically sentences
5. Students complete the sentences by using the words in bracket

Digital Repository Universitas Jember

6. Students write a descriptive paragraph about hometown

E. Learning Material

1. Social function: prouding, introducing, identifying.
2. Generic Structure: *Identification* (general description), *Description* (size, smell, shape, function, feel, touch, see)
3. Language Features
   - Nouns and adjectives related to describe a place
   - Conjunction *but, so,* and *because.*
4. Topic: Description hometown
5. Idea of organization: unity and coherence
6. Simple present tense

F. Approach, Method, and Technique

a. Approach: Task-Based Language Teaching
b. Method: Small Group Discussion
c. Technique: opinion exchange task

G. Teaching Learning Activity

Teacher's Activity	Student's activity	Time
Introduction 1. Teacher greets the students 2. Teacher checks the students' attendance 3. Teacher leads the students to the main topic: - if i say 'a beach' what comes into your mind 4. Teacher states the topic and learning objectives	**Introduction** 1. Students greet the teacher 2. Students respond when they are called	4'
A. Pre-task 1. Teacher shows videos of describing a place 2. Teacher explains how to make a united and coherent descriptive paragraph 3. Teacher explains the generic structure of descriptive paragraph	**A. Pre-task** 1. Students identify information on the video 2. Students make a mind map about some vocabulary to describe a hometown 3. Students identfy a topic, main idea, and supporting details	30'
B. Task Cycle a) Task 1. Teacher divides the students into pairs to write a short descriptive paragraph about a certain place 2. Teacher asks the students to submit and exchange it to other pairs to get/give written comment b) Planning 1. Teacher monitor the students in	**B. Task Cycle** a) Task 1. Students work in pairs to write descriptive paragraph 2. Students exchange their work to other pairs to get/give written comment b) Planning	20'

Digital Repository Universitas Jember

preparing their oral or written presentation c) Report 1. Teacher asks two pairs to report their work in front of the class 2. Teacher gives comment and feedback *(In the second meeting)* **C. Language Focus** a) Analysis 1. Teacher facilitates the students to analyze the errors other pairs' works including grammar, vocabulary, and idea of organization. b) Practice 1. Teacher provides task to the students to define some vocabularies, classify the vocabularies into part of speech, and make a sentence 2. Teacher provides task to the students to underline and add final –s/-es t to the verbs 3. Teacher provides task to complete the sentences by using the words in bracket 4. Teacher provides task to write a descriptive paragraph about certain place individually	1. Students prepare their oral or written presentation c) Report 1. Two pairs write their paragraph in the board and present in front of the class 2. Other pairs give comment and feedback orally 3. Students pay attention and make notes **C. Language Focus** a) Analysis 1. Students analyze the other pairs' work facilitated by the teacher 2. Students may ask questions and make note b) Practice 1. Students define some vocabularies, classify the vocabularies into part of speech, and make a sentence 2. Students underline and add final –s/-es t to the verbs 3. Students complete the sentences by using the words in bracket 4. Students write a descriptive paragraph about certain place individually	5' 20' 15' 5' 5' 5' 35'
Closing 1. Teacher reviews materials today 2. Teacher gives comment and supportive attitude to the students' works and performance 3. Teacher gives further information about what to-do for next meeting 4. Teacher ends the class	**Closing** 1. Students pay attention and ask question	1'

H. Media, Tools and Learning Sources

- **a. Media:** pictures, students worksheet
- **b. Tools:** whiteboard, marker, laptop, projector
- **c. Learning sources:**
  1. (2) Describing Scenes - YouTubehttps://www.youtube.com/watch?v=4JAQcGuyJxs

I. Assessment

Scoring rubrics for assessing writing descriptive text (See Appendix C)

Digital Repository Universitas Jember

INSTRUCTIONAL MATERIAL (Cycle 1&2)

Instructional Material of Pre-Task *(meeting 1)*

A Paragraph

A paragraph is well organized sentences with one main idea and supporting details.

1. Main idea : statement to state what the paraghraph is about.
2. Supporting details : body development of paragraph that give details and support the main idea

A good paragraph must be and coherent.

1. **Unity**: the supporting details focus to 1 main idea
2. **Coherent**: the relevance of one sentence to another.

Descriptive Paragraph

What is it?

- It is a paragraph that describes a person, *place* or thing.
- In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader.
- Five senses can be used to describe: *sight, taste, touch, smell, and hearing*.

Generic Structure

1. Identification: general classification of the object
2. Description: the description of the object, including the size, amount, color, shape, etc.

Language Features

1. **Adjectives**: *magestic, wonderful, interesting, bustling, safe, quiet, noisy, crowded,* etc.
2. **Nouns**: *rocks, desert, water, air, tree, buildings, sand, wave, furniture,* etc.
3. **Relational verbs to describe appearance/qualities**: *is, are, has, have*

Digital Repository Universitas Jember

4. **Sensory details**: *scent (smell), sight (see), sound (hear), feeling (feel/touch).*
5. **Conjuction**: *but, because, so*
6. **Simple Present Tense**

How You Write Your First Draft

1. Find one topic that you are interested in
2. After deciding one topic, make a topic sentence based on the topic.
3. Then, create one main idea that relates to the topic sentence.
4. Give reasons or details to support the main idea.
5. You can skip making the topic sentence if you think you can come up with main idea

For example

- Topic : beach
- Topic sentence: negative points about Watu Ulo Beach

Notes: after showing the example of mind map, here the *Task-Cyle* began. The students draw a mind map and then writing descriptive paragraph in pair. The rest of the time, the students present their work in front of the class.

Digital Repository Universitas Jember

(The Second Meeting-Language Focus-Analysis)

The use of conjuction; *but, because, and,* and *so.*

The function is to connect 2 sentences.

But ; The market is crowded, *but* clean. (contrast)
I feel stuffed there, *but* I'm okay. (contrast)

Because; *Because* the market is crowded, I feel so stuffed there.(cause and effect)
I feel stuffed there *because* the market is crowded.(cause and effect)

And ; The market is big *and* clean. (correlative)
We can buy *and* sell in the market. (correlative)

So ; My house is near Papuma Beach, *so* I often go there.

Note: - avoid (hindari) to use *and, but, so* in the beginning of sentence.
- use capital leter in the beginning of sentence.

The use of *there is, there are*

There is ; There is a toilet in Lippo Plaza.

There are ; There are toilets, foodcourts, shops in Lippo Plaza.

The use of *has/have*

Has : My school has 12 classes, 5 toilets, 3 canteens, and 3 teachers' room.

Have : My schools have 12 classes, 5 toilets, 3 canteens, and 3 teachers' room.

The use of modal verb; *can/may*

Subject (I,you,they,we,he,she,it) + can/may + verb1

- She can swim there
- I may swim there.
- We can swim and fish there.

The use of pronoun; *subject, object.*

The weather is cloudy – It is cloudy

My school gets a reward as 'MAN model' – It gets a reward...

I and my friends usually play basketball – we usually play basketball.

The difference of *main idea* and *topic sentence*

Main idea ; it is a sentence. A sentence has *at least* a subject and a predicate.

Ex: 1. My school desevers a reward as 'MAN Model'.
2. Papuma is an attractive beach in Jember.
3. Markets are the place where people can buy and sell all kinds of food.
4. Jember Central Park is an interesting place to enjoy and relax yourself.

Topic sentence ; is a phrase (frasa). It *doesn't have* subject or predicate.

Ex: 1. my school as the MAN model
2. 3 good things about Papuma
3. some activities in market
4. positive points about Central Park Jember

Digital Repository Universitas Jember

The Use of Comma (,)

1. I, she, and him go to the cinema today.
2. Jember has some annual festivals such as, JFC, JCC, Tajemtra, etc.

Unity and Coherence Paragraph

Unity : the supporting details support only ONE main idea.
Coherence : one sentence to another is correlated.
*Ex: It has many good facilities we can use. The main facility is **swimming pool**, one for the children and one for the adult. If you want to take a shower after swim, you may use **toilets** there. It also has **restaurant** to get back your energy after swimming. If you want to take a rest, you can use a **gazebo**.*

Noun Phrase

Frasa nominal = adjective + noun.
Examples: crowded city, magestic palace, awesome place, etc

Simple Present Tense

S + Verb1 (es/s)* + object + adverb
Ex: 1. She/he/it enjoys swimming and travelling.
2. I/you/they/we enjoy sleeping and eating.
S + to be (am, is, are) + noun (kata benda)/adjective (kata sifat)
Ex: 1. I'm good, I am a good student , etc.
2. John is smart, but lazy. The house is expensive, but too small.
3. John and Maria are smart and dilligent students.
4. The shops are popular because they sell good quality things.

1st paragraph (General Classification)	**Watu Ulo Beach is one of the popular beach in Jember. The popularity speards because of its sneaky rocks. It is located in southern part of Jember, which is in Ambulu.**
2nd paragraph (Description) Main idea	Although Watu Ulo Beach is popular, It is not quiet attractive beach.
1st thing	First, the weather is humid and cloudy. Because it is mostly cloudy, the view is dark. It is also humid, so the air feels thick and sticky.
2nd thing	Second, when you look at the scenery around the shore, it is not really eye-catching. It's dirty because piles of rubbish that scatter everywhere. The water is dark, so you cannot swim there. Beside that, because Watu Ulo is in the south, you cannot find good spot to catch sunrise or sunset.
3rd thing	The last thing is, Watu Ulo doesn't provide good quality of facility. You hardly find trash can there. It makes people throw rubbish everywhere. When you want to get a piss, it will be problematic because it is hard to find a nearby toilet. Watu Ulo also doesn't provide parking lot for the visitors who come there.

Digital Repository Universitas Jember

STUDENT WORKSHEET

Task 1: Draw your mind map! *(Pre-task)*

Task 2: *(Task Cycle-task)*

Direction: *Write your outline in here*

General classification

1st paragraph

Description

2nd paragraph

Main idea:

1st supporting detail: _____

_____

_____

_____

2nd supporting detail: _____

_____

_____

_____

3rd supporting detail: _____

_____

_____

_____

(or more....)

Digital Repository Universitas Jember

Task 3: Look at some of vocabularies inside the table! *(Language Focus – Practice)*

What you need to do:
1. Find the meaning of each word
2. Give a checklist in the column N (noun), V (verb), or Adj (adjective)
3. Make a sentence based on the word

No	Words	Definition	Part of Speech			Sentences
			N	V	Adj	
1	Crowded					
2	Well-known					
3	Majestic					
4	Bustling					
5	interesting					
6	huge					
7	Landmark					
8	Scent					
9	Attractive					
10	Exciting					

Task 4: *some* sentences contain errors. Find the errors and consider the rule of using simple present tense to correct the sentence!

1. Wood float on the water.
2. The rubbish scatter everywhere.
3. The flowers is beautiful and fragrant.
4. The cliff is so high and .
5. We hardly sees anything in the alley at night.
6. Big trees grows in the backyard of my house.
7. The soup is quite plain and untasty .
8. The weather is so bright and windy.
9. Water freeze at 0 ℃ and boil at 100 ℃.
10. Traffic always frustates all citizens.

Task 5: Complete the sentences by using the words in bracket. Use simple present tense! Number 1 is done for you.

1. New York *(be)* **is** a city that never *(sleep)* **sleeps**.
2. A: Does your hometown (have) _____ landmark?
   B: Yes, it (do)_____. Surabaya (have)_____ Tugu Pahlawan.
3. The air (be)____ so fresh at dawn. I and my sister usually (play)_____ badminton.
4. The road (be)_____ so crowded even early in the morning.
5. A: What (you, remember)_____ about Ranu Kumbolo?

Digital Repository Universitas Jember

B: The lake. The lake (be) _____ dark blue and cold. We (camp)_____ there and rain (fall)_____ all night long. Mita only (sleep)_____ less than two hours. Poor kid.

6. It (be)____ nice walking at night in crowded road of Tokyo. The roads (be)____ full of flashlight of vehicles and buildings. Many venders (sell)_____ delicious kind of street food.
7. The earth (spin)_____ around and around on its axis as it circles the sun. The sun (shine)_____ the earth and (give)_____ energy to every single things in it.

Task 6: Identify the topic, main idea, and the supporting details

Direction: in each number there are four group of items. Those items includes *one topic, one main idea,* and, *two supporting details.* In the space provided, label each item with one of the following:

T = Topic
MI = Main Idea
SD = Supporting Detail

1. _____ a. The weather in the summer is often hot and sticky.
   _____ b. Summer can be an unpleasant time of year.
   _____ c. Summer.
   _____ d. Big bites, poison ivy, and allergies are a big part of summertime.

2. _____ a. United States of America
   _____ b. It is one of the largest countries in the world.
   _____ c. The population is about 320 million of people.
   _____ d. There are several ethnics live in America such as White American, Black African American, Native American, Alaskan Native, Asian or Hawaiian American.

3. _____ a. Mt. Fuji is a symbolic mountain in Japan.
   _____ b. It is because of its beauty whose shape almost can be found nowhere else on earth.
   _____ c. Mt. Fuji
   _____ d. Its beautiful view can be seen anywhere else in Japan like Tokyo, Enoshima beach resort, and the most famous hot spring in Hotake.

4. _____ a. Venice is well-known country for its canals.
   _____ b. It has almost 150 canals which are spreaded around 122 islands on the shallow lagoon.

Digital Repository Universitas Jember

_____ c. In Venice, almost all people who travell around the country use these canals or go on foot.

_____ d. Venice

Post Test (Cycle 1&2)

Name:
Class:

Write a descriptive paragraph which consists of at least 150 words (12 sentences). The topic is about your favorite place.

Digital Repository Universitas Jember

Appendix I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CYCLE 2

School	: MAN 1 Jember
Subject	: Bahasa Inggris
Class/Semester	: X/2
Skills	: WRITING
Genre	: *Descriptive Paragraph*
Theme	**:** Places
Time allocation	: 2 x 40 minutes

A. COMPETENCE BASIC

KI 4: Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. COMPETENCE STANDART

4.5 Teks *deskriptif*

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. INDICATORf

4.5.1.1 Constructing a sentence based on the vocabulary
4.5.1.2 Underlining and correcting ungrammatically sentences
4.5.1.3 Completing the sentences by using the words in bracket
4.5.1.4 Identifying topic, main idea, and supporting details
4.4.2.2 Writing a descriptive paragraph about certain place

D. Learning Objectives

1. Students construct a sentence based on the vocabulary
2. Students underline and correct ungrammatically sentences
3. Students complete the sentences by using the words in bracket
4. Students identify topic, main idea, and supporting details
5. Students write a descriptive paragraph about hometown

Digital Repository Universitas Jember

E. Learning Material

1. Social function: prouding, introducing, identifying.
2. Generic Structure: *Identification* (general description), *Description* (size, smell, shape, function, feel, touch, see)
3. Language Features
   - Nouns and adjectives related to describe a place
   - Conjunction *but, so,* and *because.*
4. Topic: Description of place
5. Idea of organization: unity and coherence
6. Simple present tense

F. Approach, Method, and Technique

a. Approach: Task-Based Language Teaching
b. Method: Small Group Discussion
c. Technique: opinion exchange task

G. Teaching Learning Activity

Teacher's Activity	Student's activity	Time
Introduction 1. Teacher greets the students 2. Teacher checks the students' attendance 3. Teacher leads the students to the main topic: - Have you ever visited Borobudur Temple? - What can you describe about it? 4. Teacher states the topic and learning objectives	**Introduction** 1. Students greet the teacher 2. Students respond when they are called	4'
A. Pre-task 1. Teacher shows some pictures of historical places 2. Teacher explains how to make a united and coherent descriptive paragraph 3. Teacher explains the generic structure of descriptive paragraph **B. Task Cycle** a) Task 1. Teacher divides the students into pairs to write a short descriptive paragraph about historical place 2. Teacher asks the students to submit and exchange it to other pairs to get/give written comment b) Planning 1. Teacher monitor the students in preparing their oral or written presentation c) Report 1. Teacher asks two pairs to report their work in front of the class 2. Teacher gives comment and feedback	**A. Pre-task** 1. Students mention some words/sentence relating to the pictures 2. Students make a mind map about historical place **B. Task Cycle** a) Task 1. Students work in pairs to write descriptive paragraph 2. Students exchange their work to other pairs to get/give written comment b) Planning 1. Students prepare their oral or written presentation c) Report 1. Students read their paragraph 2. Other pairs give comment and feedback orally 3. Students pay attention and make notes	30' 20' 5' 20'

Digital Repository Universitas Jember

(In the second meeting) **C. Language Focus** c) Analysis 1. Teacher facilitates the students to analyze the errors other pairs' works including grammar, vocabulary, and idea of organization. d) Practice 1. Teacher provides task to the students to construct sentence based on vocabulary 2. Teacher provides task to the students to underline and correct ungrammatically sentences 3. Teacher provides task to complete the sentences by using the words in bracket 4. Teacher provides task to write a descriptive paragraph about certain place individually	**C. Language Focus** c) Analysis 1. Students analyze the other pairs' work facilitated by the teacher 2. Students may ask questions and make note d) Practice 1. Students define some vocabularies, classify the vocabularies into part of speech, and make a sentence 2. Students underline and correct ungrammatically sentences 3. Students complete the sentences by using the words in bracket 4. Students write a descriptive paragraph about certain place individually	15' 5' 5' 5' 35'
Closing 5. Teacher reviews materials today 6. Teacher gives comment and supportive attitude to the students' works and performance 7. Teacher gives further information about what to-do for next meeting 8. Teacher ends the class	**Closing** 2. Students pay attention and ask question	1'

H. Media, Tools and Learning Sources

a. Media: pictures, students worksheet

b. Tools: whiteboard, marker, laptop, projector

I. Assessment

Scoring rubrics for assessing writing descriptive text. (See Appendix C)

Digital Repository Universitas Jember

STUDENT WORKSHEET

Task 1: Draw your mind map about Borobudur Temple *(Pre-task)*

Task 2: *(Task-Cycle)*

Direction: *Write your outline in here*

General classification

1st paragraph

Description

2nd paragraph

Main idea:

1st supporting detail: _____

_____

_____

_____

2nd supporting detail: _____

_____

_____

_____

3rd supporting detail: _____

_____

_____

_____

(or more....)

Digital Repository Universitas Jember

(language focus-practice)

Task 3 : Find 6 words about this place and make a sentence based on the words. Number 1 is done for you!

1. Cactus = Because there isn't so many flowers in dessert, cactus is called as the flower of dessert
2. ...
3. ...
4. ...
5. ...

Task 4: *some* sentences contain errors. Find the errors and consider the rule of using simple present tense to correct the sentence!

1. There is many kinds of flower that you can see in the garden.
2. People can watching gorillas, giraffes, elephants, etc.
3. The pattern of the statue are harsh and sharp.
4. The air and the weather are fresh and unpolluted.
5. Children may played on the playground.
6. Strangers can't go without entrance ticket.
7. Visitors spends their night on the hotels nearby the temple.
8. A lot of foreigner come from other countries.
9. The food is quite cheap and tasty.

Task 5: Complete the sentences by using the words in bracket. Use simple present tense! Number 1 is done for you.

1. It (be) ***is*** located in the north of Probolingggo and (be) ***is*** built in 1730.
2. People (enjoy) ..... the day and night festivals.
3. The place (be) ..... called the place of Goddess.
4. There (be) ..... many corals, fish, Mollusca, and others animal sea.
5. All of the visitors can (go) ..... around the zoo by riding mini train.
6. The man (walk) ..... to the end of the road.
7. Animals (be) ..... protected because they (be)..... extinct.
8. The fog sometimes (block) ..... our sight from the view.
9. I (remember) ..... all memories when I go to Bali.
10. She and he (ride) ..... a boat to reach the other island.

Task 6: Identify the topic, main idea, and the supporting details

Direction: in each number there are four groups of items. Those items includes *one topic, one main idea,* and, *two supporting details.* In the space provided, label each item with one of the following:

Digital Repository Universitas Jember

T = Topic
MI = Main Idea
SD = Supporting Detail

5. _____ a. They also can sleep, cook, eat during the journey to the Camp Leaky.
   _____ b. It offers impressive experience to the visitors.
   _____ c. Tanjung Puting Park.
   _____ d. The visitors can see Orang Utan by riding a boat through Sekanyon River to the Camp Leaky

6. _____ a. Lawang Sewu
   _____ b. It is popular place because of its name 'Lawang Sewu' which means 1000 doors.
   _____ c. This place is built in Netherland colonialism era.
   _____ d. Indonesian people consider that place as the most haunted place in.

7. _____ a. It is one of most visitable tourism object in Bali.
   _____ b. It is because there are two temples which is located on the huge rocks and cliff.
   _____ c. Tanah Lot
   _____ d. One of the temple is located on the rocks and the other is located on the cliff.

8. _____ a. Prambanan is the most well-known Hindu temple in Indonesia.
   _____ b. It has 1000 temples because it relates to the story of Roro Jongrang.
   _____ c. The temple has very sharp and pointed structure on the top.
   _____ d. Prambanan.

Digital Repository Universitas Jember

Appendix K

Table 4.2 The Result of Students' Writing Achievement in Cycle 1

No	Name	Rater 1					Score	Rater 2					Score	Final Score	A/N
		C	O	V	L	M		C	O	V	L	M			
1	AH	3	21	24	26	4	78	4	26	27	27	4	88	83	A
2	A	4	26	25	27	4	86	5	25	28	28	4	90	88	A
3	AKW	5	26	27	27	5	90	5	27	27	29	5	93	91.5	A
4	ARS	2	16	17	19	4	59	3	17	21	21	4	66	62.5	N
5	BANF	3	17	16	20	3	59	3	17	17	16	3	56	57.5	N
6	DS	2	16	16	16	3	62	2	16	16	22	4	61	61.5	N
7	DIF	3	18	17	20	3	61	4	20	18	19	3	64	62.5	N
8	EM	4	24	26	24	3	83	4	26	26	26	4	86	84.5	A
9	FIAT	5	26	24	23	5	82	5	271	25	22	5	83	82	A
10	FAN	5	24	25	21	4	79	5	27	26	21	4	83	81	A
11	HS	3	17	16	16	3	55	3	17	18	16	3	57	56	N
12	HM	4	25	22	20	5	76	4	26	23	21	4	77	76.5	A
13	IAM	5	20	23	21	4	72	5	20	25	26	4	75	72	A
14	ISM	2	16	18	16	3	55	3	17	17	17	3	57	56	N
15	IMA	5	19	22	26	4	70	5	20	25	26	4	75	72.5	A
16	KR	4	22	20	17	4	70	4	18	22	24	4	72	71	N
17	LAN	4	22	20	17	4	67	4	22	22	18	4	70	68.5	N
18	MF	4	27	26	25	4	87	5	26	25	25	4	85	86	A
19	MA	5	29	29	28	5	95	5	28	27	26	5	91	93	A
20	MA	5	26	27	27	4	89	5	26	26	26	5	87	88	A
21	NFM	3	18	20	19	3	64	3	16	17	18	3	57	60.5	N
22	NIA	4	20	19	20	4	66	3	20	17	21	4	65	65.5	N
23	NNI	5	29	29	29	5	97	5	29	29	29	4	96	96.5	A
24	NI	4	23	25	25	4	81	3	23	20	22	5	73	77	A
25	RW	5	27	29	29	5	95	5	27	29	25	4	90	92.5	A
26	RLA	5	28	26	24	4	87	5	26	25	25	4	85	86	A
27	SDA	4	23	22	20	4	73	4	22	21	25	4	76	74.5	A
28	SZF	4	24	25	24	4	81	4	24	22	24	4	78	79.5	A

Digital Repository Universitas Jember

29	SAMS	3	21	17	18	4	63	4	19	19	18	4	62	62.5	N
30	SS	5	26	21	23	4	79	4	24	25	21	4	78	78.5	A
31	TNH	3	20	20	23	5	71	3	21	19	22	4	69	70	N
32	WRN	5	26	27	28	4	92	5	26	25	26	4	86	89	A
33	WK	5	26	27	27	5	90	5	27	27	26	5	90	90	A
34	ZDAP	3	20	21	20	4	68	3	18	19	20	4	65	66.5	N
Total							**2582**						**2582**	**2586**	**N=13**
Mean Score							**75.9**						**76**	**75.9**	**A=21**
E% = n/N x 100															**61.7%**

Notes: C = content, O = organization, V = vocabulary, L = language use, M = mechanic, A = achieved, N = not achieved

E: the percentage of the students who achieved score ≥72 in writing test

n: the number of the students who achieved score ≥72 in writing test

N: the total number of the research participant

Digital Repository Universitas Jember

Appendix L

Table 4.5 The Result of Students' Writing Test in Cycle 2

No	Name	Rater 1					Score	Rater 2					Score	Final Score	A/N
		C	O	V	L	M		C	O	V	L	M			
1.	AH	5	26	26	22	4	83	5	22	25	26	4	82	82.5	A
2	A	5	25	24	26	4	84	5	26	24	26	4	85	84.5	A
3	AKW	5	28	27	26	5	91	5	28	28	27	5	93	92	A
4	ARS	5	26	26	26	5	88	4	24	26	26	5	85	86.5	A
5	BANF	5	23	21	22	4	75	5	20	21	22	4	72	73.5	A
6	DS	4	22	21	19	4	70	4	21	20	20	4	69	69.5	N
7	DIF	5	21	21	21	4	72	4	23	21	21	4	73	72.5	A
8	EM	5	21	24	24	4	78	5	21	20	23	4	73	75.5	A
9	FIAT	5	28	26	26	4	89	5	29	27	26	4	91	90	A
10	FAN	5	26	26	24	5	86	5	23	24	24	5	81	83.5	A
11	HS	5	23	22	17	4	69	4	19	21	18	3	65	67.5	N
12	HM	5	27	26	28	4	90	5	26	26	26	5	88	89	A
13	IAM	4	25	21	26	4	80	5	23	26	25	4	83	81.5	A
14	ISM	4	21	20	23	5	73	4	19	20	21	4	68	70.5	N
15	IMA	4	21	26	26	4	81	4	21	25	26	4	80	80.5	A
16	KR	4	21	21	25	4	75	4	21	25	24	5	79	77	A
17	LAN	5	29	29	28	5	96	5	28	29	30	5	97	96.5	A
18	MF	5	21	23	23	4	76	5	22	22	23	4	76	76	A
19	MA	5	28	28	29	5	96	5	29	29	30	5	98	97	A
20	MA	4	21	21	24	4	74	4	24	21	22	4	75	74.5	A
21	NFM	4	20	21	22	3	69	3	17	20	21	3	64	66.5	N
22	NIA	4	17	20	22	3	66	4	17	19	21	4	65	65.5	N
23	NNI	5	28	27	27	5	92	5	28	28	28	5	94	93	A
24	NI	5	26	26	27	5	89	5	25	26	27	5	88	88.5	A
25	RW	5	28	29	29	5	96	5	28	28	28	5	94	95	A
26	RLA	5	23	22	18	4	72	5	24	22	19	5	75	73.5	A
27	SDA	5	26	25	27	4	86	5	23	26	26	4	84	85	A
28	SAMS	5	26	26	27	4	88	5	27	26	27	5	90	89	A
29	SS	5	27	25	27	5	89	5	27	26	27	5	90	89.5	A
30	TNH	5	24	25	26	4	84	5	26	26	26	5	88	86	A

Digital Repository Universitas Jember

31	WRN	5	27	26	27	5	95	5	26	26	26	5	88	91.5	A
32	WK	5	27	26	25	4	87	5	26	27	26	4	88	87.5	A
33	ZDAP	4	26	27	26	5	88	5	26	26	26	5	88	88	A
Total							**2727**						**2717**	**2720**	**A=28**
Mean Score							**82.6**						**82.1**	**82.4**	**N=5**
E% = n/N x 100															**84,8%**

Notes: C = content, O = organization, V = vocabulary, L = language use, M = mechanic, A = achieved, N = not achieved

E: the percentage of the students who achieve score ≥72

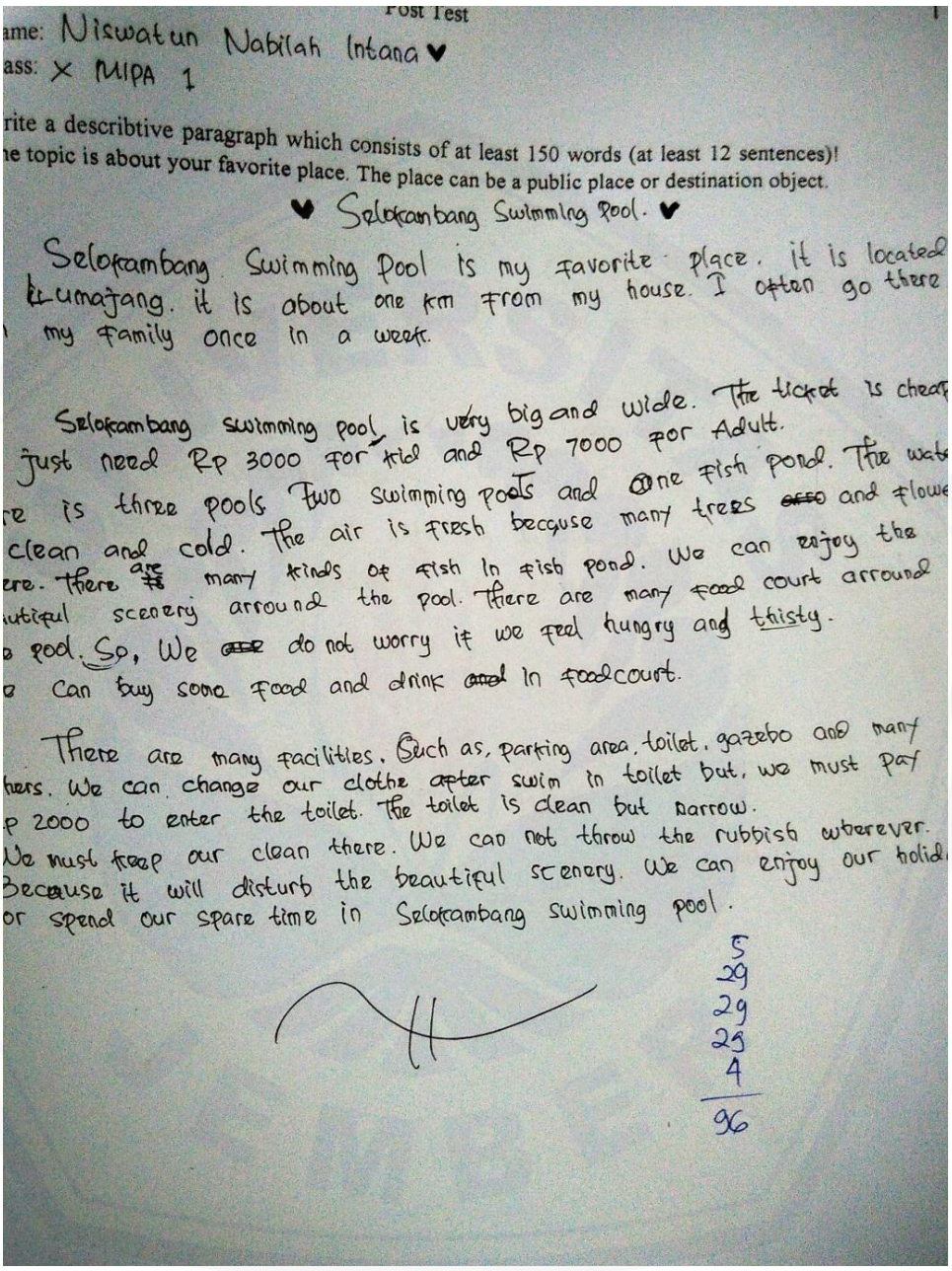
n: the number of the students who achieve score ≥72

N: the total number of the students

Digital Repository Universitas Jember

Appendix M

Example of Student' Descriptive Paragraph Writing Cycle 1 (Teacher)



Post Test

ame: Niswatun Nabilah Intana ♥
ass: X MIPA 1

rite a describtive paragraph which consists of at least 150 words (at least 12 sentences)!
ne topic is about your favorite place. The place can be a public place or destination object.

♥ Selokambang Swimming Pool. ♥

Selokambang Swimming Pool is my favorite place. it is located Lumajang. it is about one km from my house. I often go there my family once in a week.

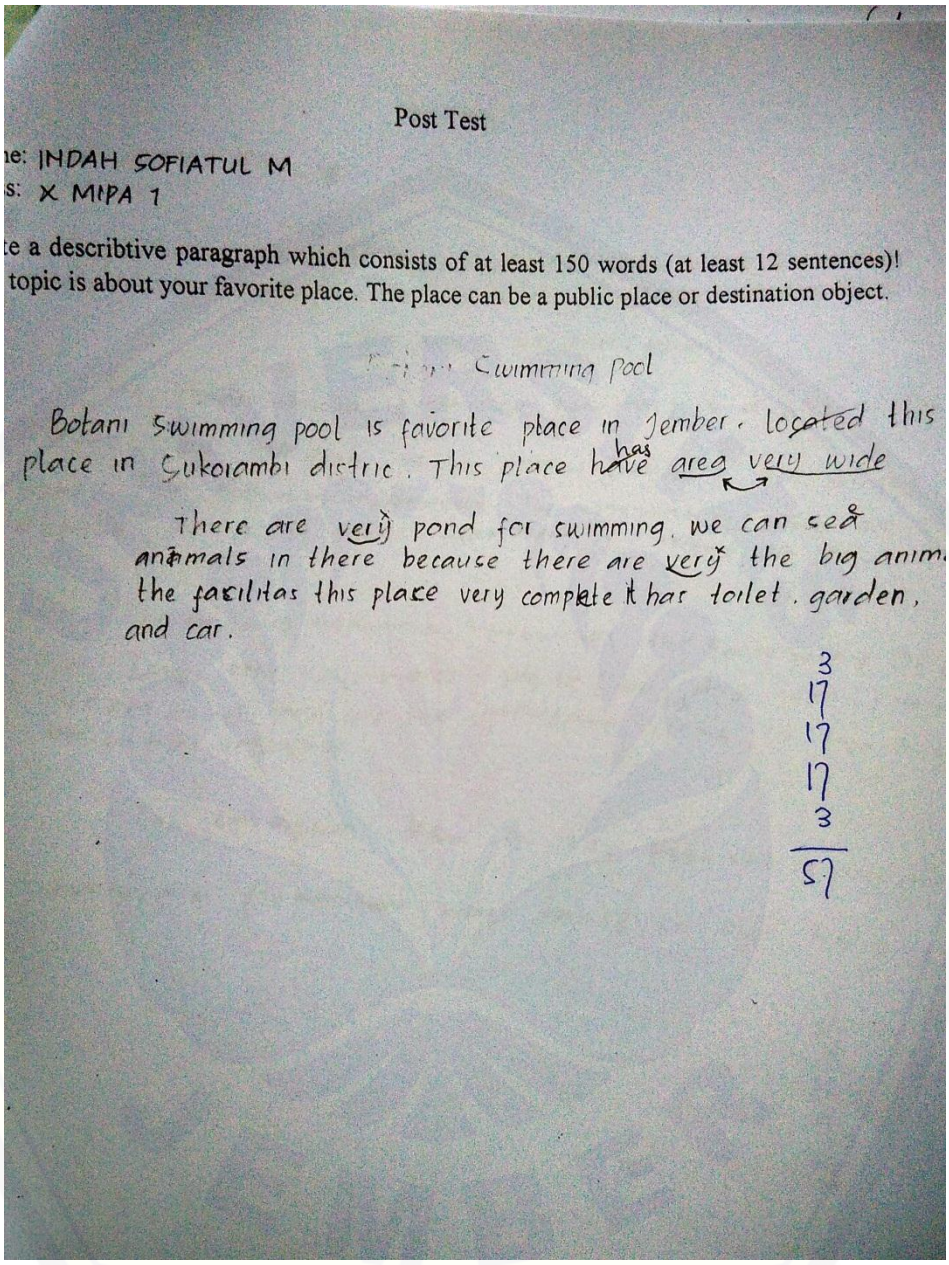
Selokambang swimming pool is very big and wide. The ticket is cheap just need Rp 3000 for kid and Rp 7000 for Adult.
re is three pools Two swimming pools and one fish pond. The wate clean and cold. The air is fresh because many trees and flowe ere. There are many kinds of fish in fish pond. We can enjoy the utiful scenery arround the pool. There are many food court arround pool. So, We do not worry if we feel hungry and thisty. can buy some food and drink in foodcourt.

There are many facilities. Such as, parking area, toilet, gazebo and many hers. We can change our clothe after swim in toilet but, we must pay p 2000 to enter the toilet. The toilet is clean but narrow.
We must keep our clean there. We can not throw the rubbish wherever. Because it will disturb the beautiful scenery. We can enjoy our holid or spend our spare time in Selokambang swimming pool.

5
29
29
29
4
96

Digital Repository Universitas Jember

Example of Student's Descriptive Paragraph Writing Cycle 1 (Teacher)



Post Test

ne: INDAH SOFIATUL M
s: X MIPA 1

te a describtive paragraph which consists of at least 150 words (at least 12 sentences)!
topic is about your favorite place. The place can be a public place or destination object.

Botani Swimming Pool

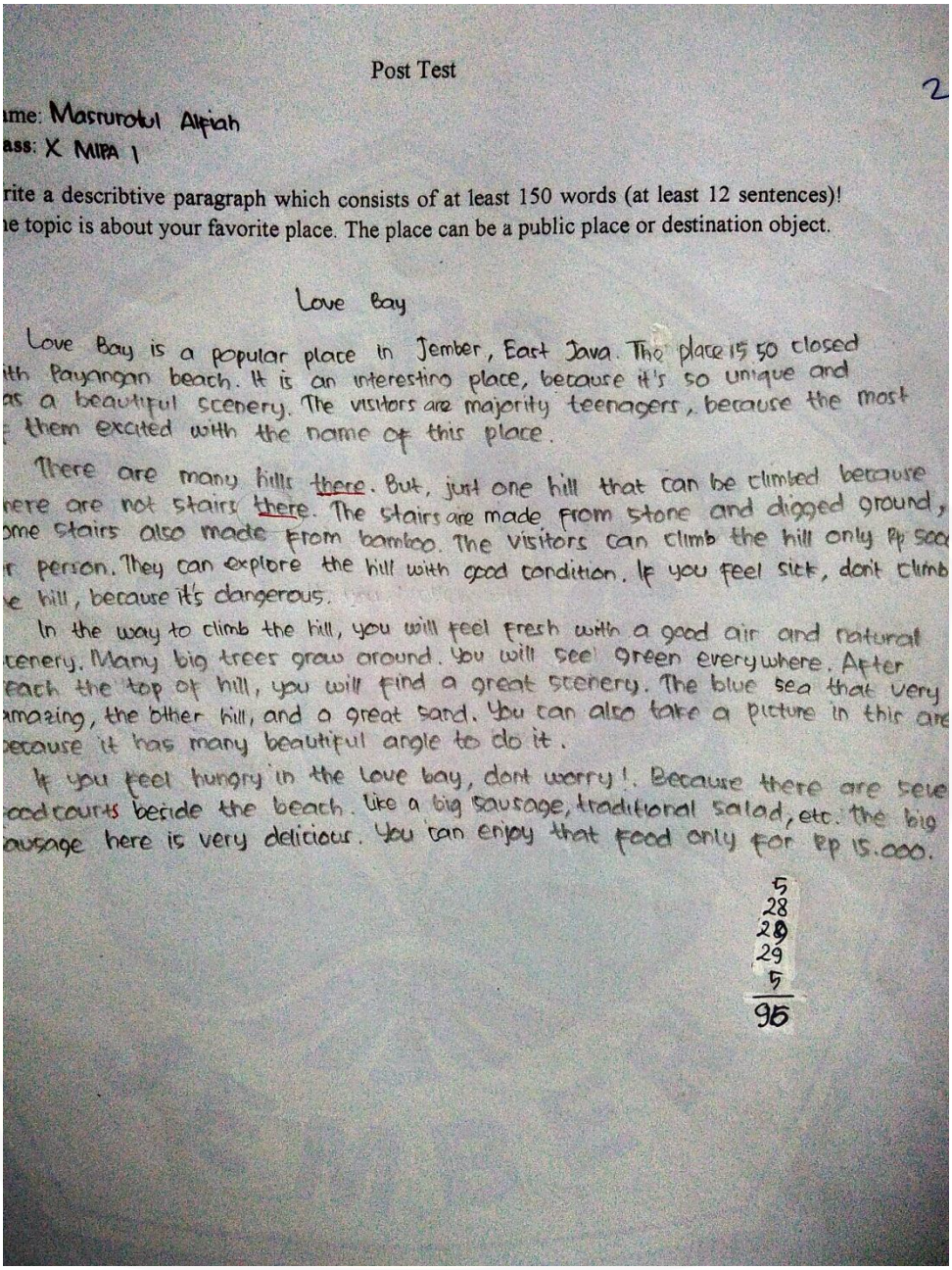
Botani swimming pool is favorite place in Jember. located this place in Sukorambi distric. This place have (has) areq very wide

There are very pond for swimming. we can see animals in there because there are very the big anim
the facilitas this place very complete it has toilet. garden, and car.

3
17
17
17
3
57

Digital Repository Universitas Jember

Example of Student's Descriptive Paragraph Writing Cycle 2 (Researcher)



Post Test

2

ıme: Masrurotul Alfiah
ass: X MIPA 1

rite a describtive paragraph which consists of at least 150 words (at least 12 sentences)!
ıe topic is about your favorite place. The place can be a public place or destination object.

Love Bay

Love Bay is a popular place in Jember, East Java. The place is so closed
ith Payangan beach. It is an interesting place, because it's so unique and
as a beautiful scenery. The visitors are majority teenagers, because the most
them excited with the name of this place.

There are many hills there. But, just one hill that can be climbed because
here are not stairs there. The stairs are made from stone and digged ground,
ome stairs also made from bamboo. The visitors can climb the hill only Rp 500
r person. They can explore the hill with good condition. If you feel sick, don't climb
e hill, because it's dangerous.

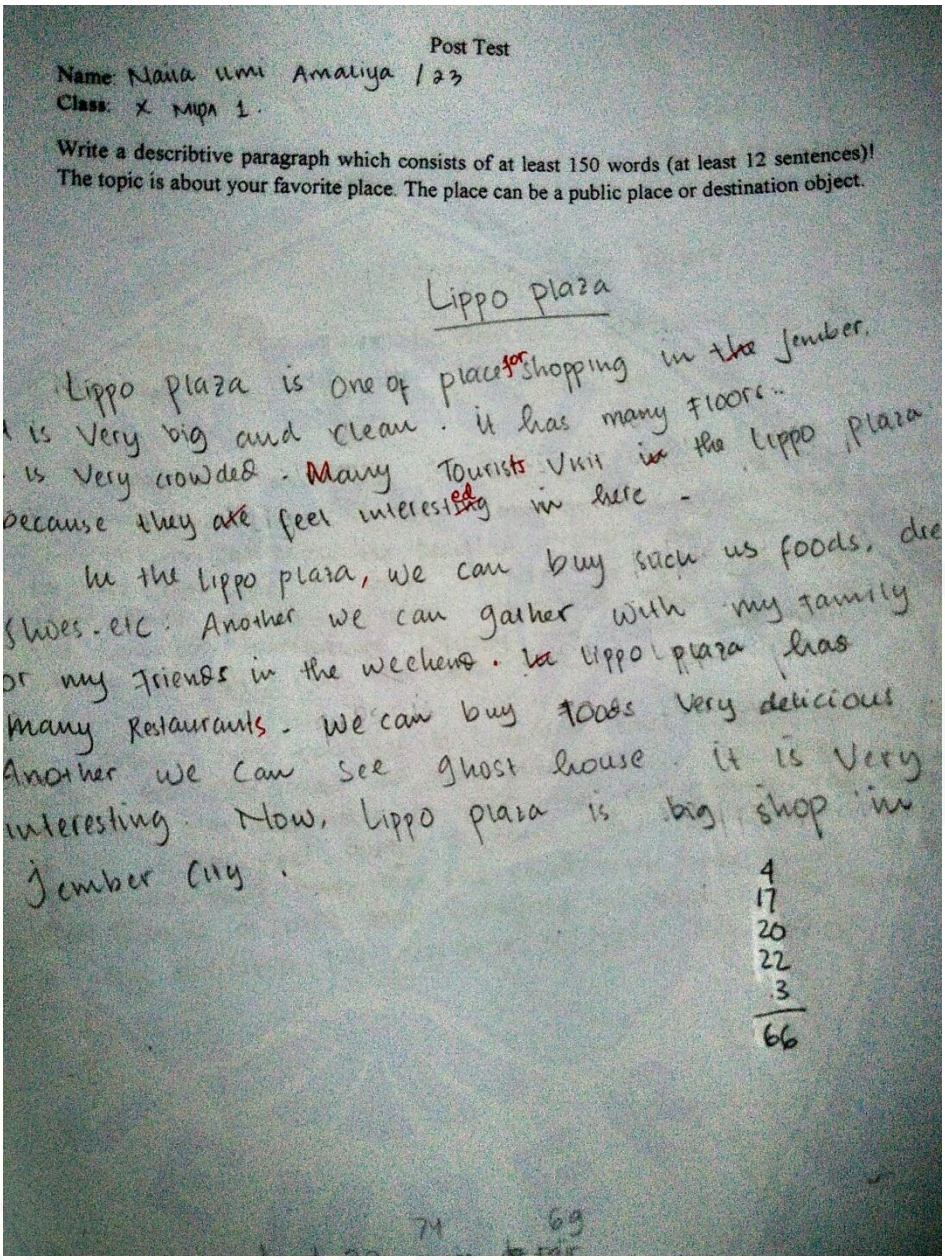
In the way to climb the hill, you will feel fresh with a good air and natural
cenery. Many big trees graw around. You will see green everywhere. After
each the top of hill, you will find a great scenery. The blue sea that very
mazing, the other hill, and a great sand. You can also take a picture in this are
ecause it has many beautiful angle to do it.

If you feel hungry in the Love bay, dont worry!. Because there are seve
ood courts beside the beach. like a big sausage, traditional salad, etc. the big
ausage here is very delicious. You can enjoy that food only for Rp 15.000.

5
28
28
29
5
95

Digital Repository Universitas Jember

Example of Student's Descriptive Paragraph Writing Cycle 2 (Researcher)



Post Test

Name: Naila Ilmi Amaliya / 23
Class: X MIPA 1.

Write a describtive paragraph which consists of at least 150 words (at least 12 sentences)!
The topic is about your favorite place. The place can be a public place or destination object.

Lippo plaza

Lippo plaza is one of place for shopping in the Jember. is very big and clean. it has many floors.. is very crowded. Many Tourists visit in the Lippo Plaza because they are feel interesting in here.

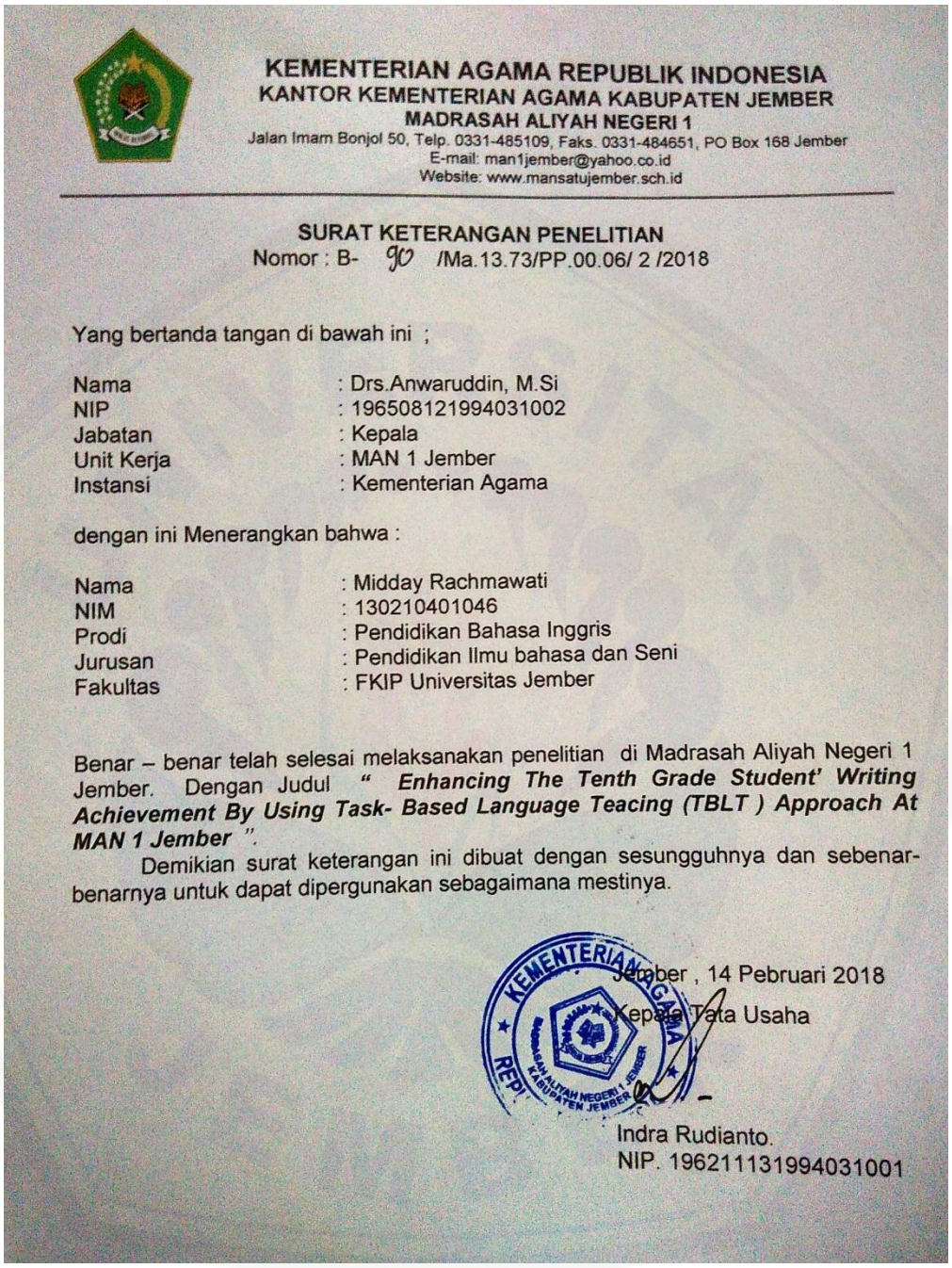
In the Lippo plaza, we can buy such us foods, clo shoes. etc. Another we can gather with my family or my friends in the weekend. In Lippo plaza has many Restaurants. We can buy foods very delicious Another we can see ghost house it is very interesting. Now, Lippo plaza is big shop in Jember City.

4
17
20
22
3
66

Digital Repository Universitas Jember

Appendix N

Statement Letter From MAN 1 Jember



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1
Jalan Imam Bonjol 50, Telp. 0331-485109, Faks. 0331-484651, PO Box 168 Jember
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : B- 90 /Ma.13.73/PP.00.06/ 2 /2018

Yang bertanda tangan di bawah ini ;

Nama	: Drs.Anwaruddin, M.Si
NIP	: 196508121994031002
Jabatan	: Kepala
Unit Kerja	: MAN 1 Jember
Instansi	: Kementerian Agama

dengan ini Menerangkan bahwa :

Nama	: Midday Rachmawati
NIM	: 130210401046
Prodi	: Pendidikan Bahasa Inggris
Jurusan	: Pendidikan Ilmu bahasa dan Seni
Fakultas	: FKIP Universitas Jember

Benar – benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember. Dengan Judul *" Enhancing The Tenth Grade Student' Writing Achievement By Using Task- Based Language Teacing (TBLT) Approach At MAN 1 Jember "*.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember , 14 Pebruari 2018
Kepala Tata Usaha

Indra Rudianto.
NIP. 196211131994031001