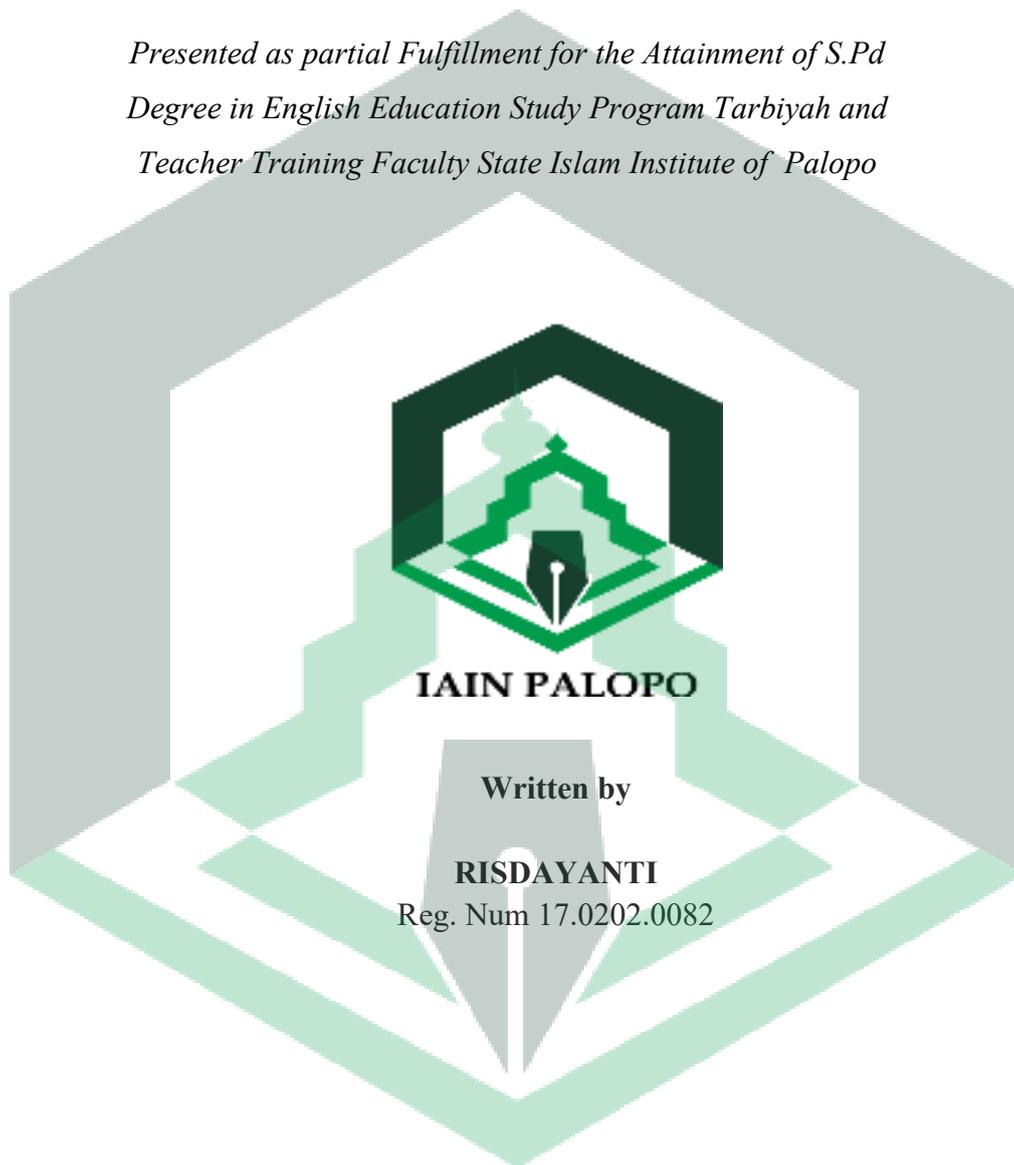


**IMPROVING STUDENTS' WRITING SKILL BY USING
TASK-BASED LEARNING AT SMPN 8 PALOPO**

A Thesis

*Presented as partial Fulfillment for the Attainment of S.Pd
Degree in English Education Study Program Tarbiyah and
Teacher Training Faculty State Islam Institute of Palopo*



IAIN PALOPO

Written by

RISDAYANTI

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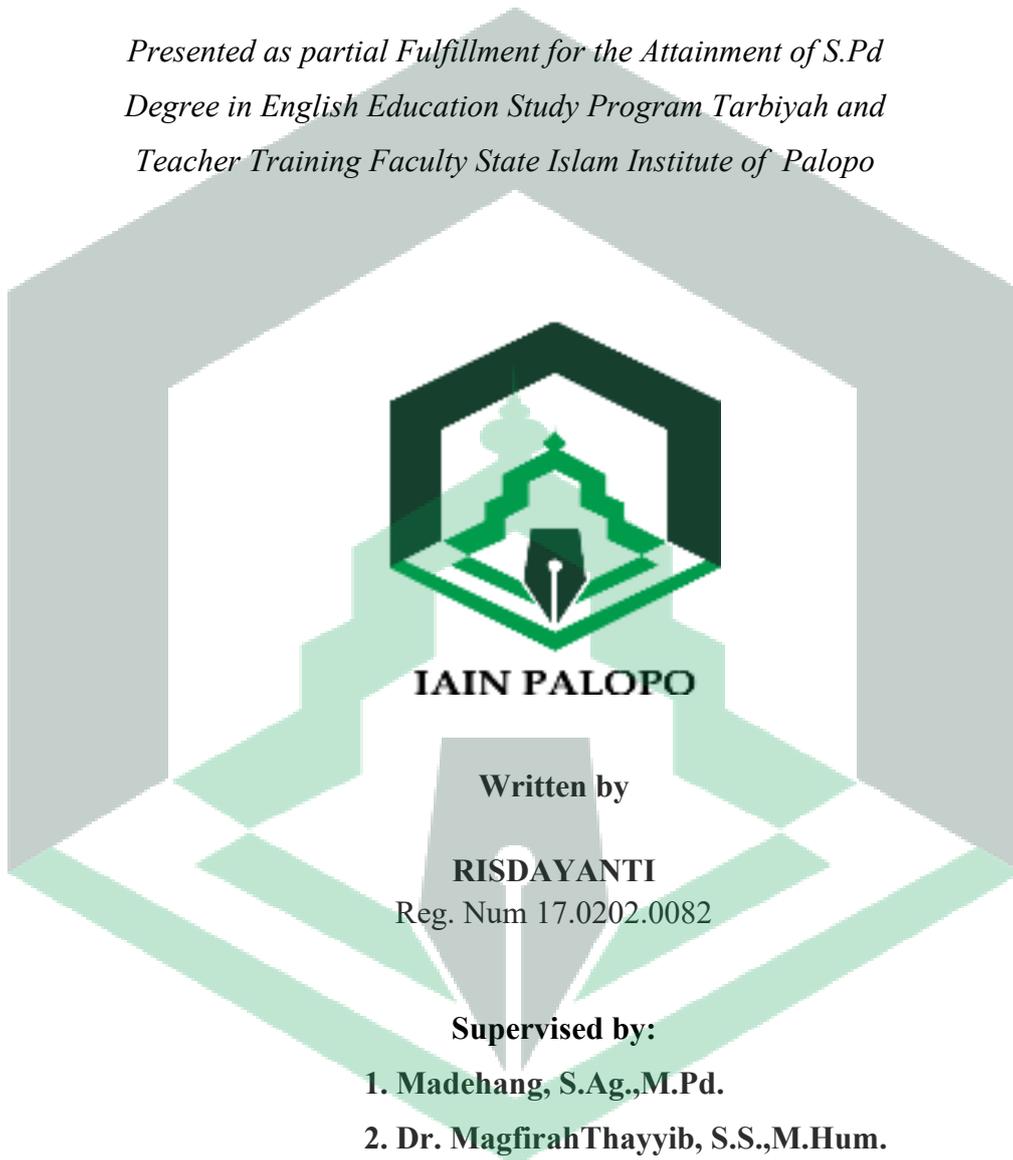
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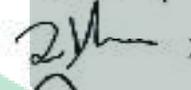
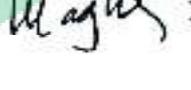
2022

THESIS APPROVAL

This thesis entitles *Improving Students' Writing Skill by Using Task-Based Learning at SMPN 8*, which is written by *Risdiyanti*, Reg. Nim 17 0202 0088, English Language Education Study Program of Palopo, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, and has been examined and defended in Munaqasyah session which is carried out on Friday, August 5th 2022. Coincided with Muharram 7th 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program (S.Pd).

Palopo, August 22nd 2022

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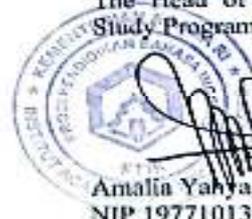
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Assalamu'alikum warahmatullahi wabarakatuh

Selain melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawa ini:

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Demikian untuk diproses selanjutnya.

Wassalamu'alaikum warahmatullahi wabarakatuh.

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Palopo, 26 Mei 2022

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ACKNOWLEDGMENT



Alhamdulillah Rabil ‘Alamin, the researcher expresses his highest gratitude to Allah Subhanahu Wa Ta’ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and blessing be upon Prophet Muhammad Saw and his companions and his followers.

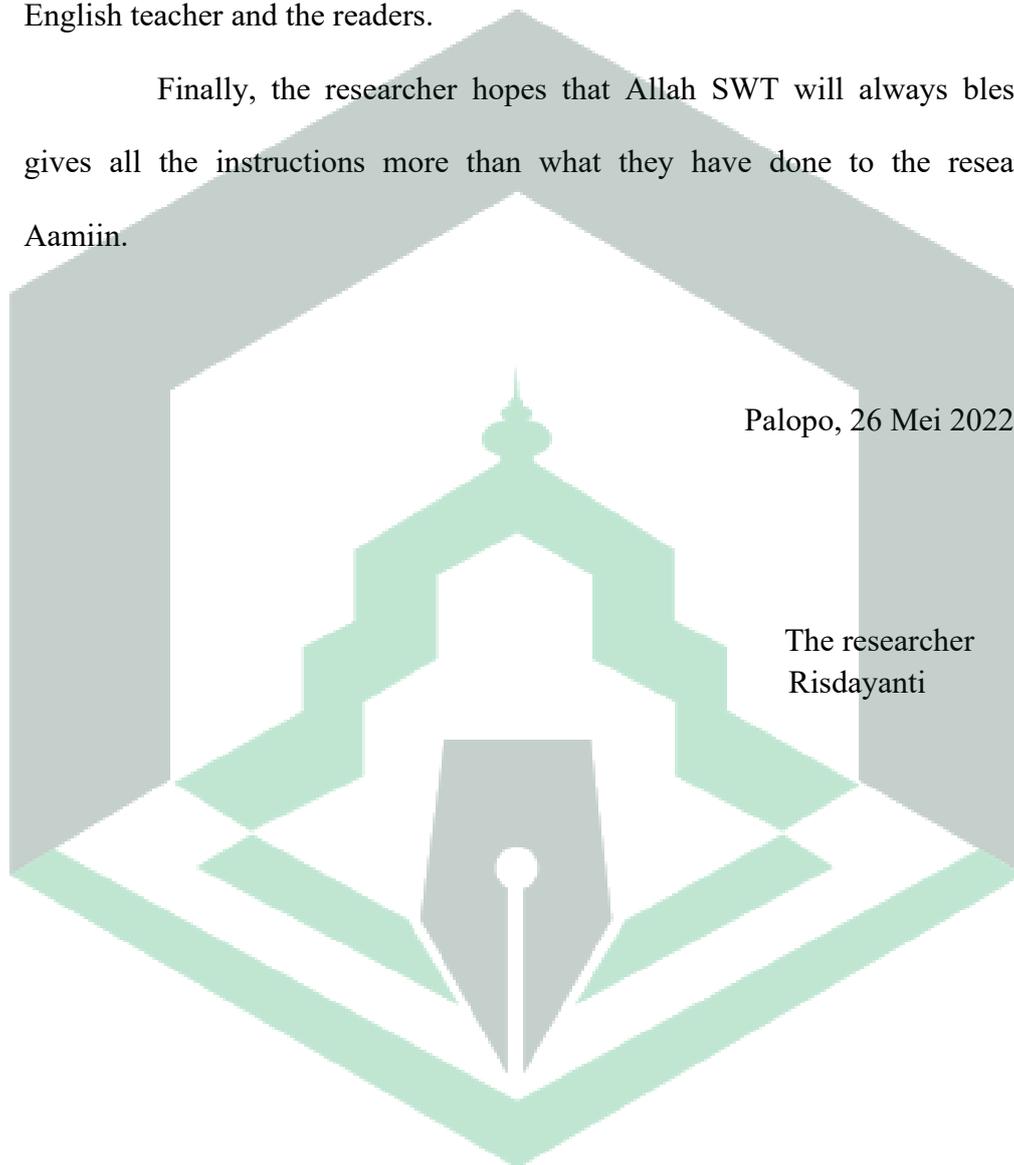
This undergraduate thesis entitles “Improving Students’ Writing By Using Task-Based Learning At SMPN 8 Palopo”. The researcher realizes that the support and encouragement from many parties are very important for the researcher to complete this thesis. Therefore, the researcher would like to thank :

1. Prof. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, along with Rector I, II, and III of IAIN Palopo.
2. Drs. Nurdin Kaso, M.Pd as the deans of Tarbiyah and Teacher Training Faculty of IAIN Palopo, along with Mr/Mrs. vice deans I, II, and III of Tarbiyah and Teachers Training Faculty of IAIN Palopo.
3. Amalia Yahya, S.E., M.Hum, as the head of the IAIN of Palopo English Education Study Program.
4. Madehang, S.Ag.,M.Pd, as the first consultant, thanks for the time, suggestion, help, idea, and kindness while completing this thesis.
5. Dr. Magfirah Thayyib, S.S., M.Hum, as the second consultant, thanks for the time, suggestion, help, idea, and kindness while completing this thesis.

6. All lecturers of IAIN Palopo, thanks for guidance, attention, motivation, and knowledge in learning the English language, and also for all staff in IAIN Palopo, thanks for helping.
7. The headmaster of SMPN 8 Palopo and the teachers and staff have provided permission and assistance in conducting this research.
8. My deepest gratitude goes to researcher beloved parents, Rahman and Rosmiati, who always give love, prayers, blessings, and financial support to researchers during their studies. And researcher also thank beloved grandmother and grandfather, Hasna and Majjalang for all the support in any form.
9. Also researcher beloved brothers' Muh. Syafii, Sunardi, Muh. Syafril and my youngest brother Muh. Syafa'at who keeps asking question about the completion of my studies, thank you for being with me and always praying for me so that researcher can get to this stage. And thanks aunts, uncle and cousin who always supporting and praying for the researcher's.
10. The researcher would like to thank her friends Ummul Fatiha, S.Pd, Nur Indah, S.Pd, Nurfatma Amir, S.Pd, Dian Saputri, S.Pd, Melti, S.Pd, Raslina, Sintia Ongki and all members of the 2017 Big Courageous who always helped her during the process of providing motivation, ideas, knowledge and support for every problem she faced.
11. Special thanks to boyfriend Putra Ikbal for always giving encouragement to the researcher and taking the time to accompany the researcher completing the thesis.

The researcher also thanks to the others who cannot be mentioned, who have helped and supported the researcher to finish this thesis. The researcher hopes this thesis can give some value to the students of English Department, English teacher and the readers.

Finally, the researcher hopes that Allah SWT will always bless and gives all the instructions more than what they have done to the researcher. Aamiin.



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ABSTRACT

Risdayanti, 2022, “Improving Students’ Writing By Using Task-Based Learning At SMP Negeri 8 Palopo”. Thesis English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo, Supervised by: Madehang and Magfirah Thayyib.

This research focuses on improving students' writing learning outcomes through task-based learning in class VIII of SMPN 8 Palopo. This research focuses on writing descriptive text skills based on curriculum 13 with task-based learning assessed through the writing score rubric, namely: content, organization, vocabulary, grammar, and mechanics. "Is task-based learning effective in improving the writing skills of class VIII students at SMPN 8 Palopo?" Pre-experimental research was used in this research. The population of this research were 270 students of class VIII SMPN 8 Palopo using purposive sampling with a sample of 20 students. The researcher processed the pre-test and post-test data using SPSS 22 then tabulated and analyzed the percentage. The results of this report can show the relationship between the students' pre-test and post-test mean scores. The students' mean score is 49.10. In the post-test, the students' average score was 66.40. Researchers get data that $T_{test} = -35,909$ and df (degrees of freedom) = 19. The significance value = 0.00 ($p < 0.05$) so that the hypothesis H_0 is rejected, and the hypothesis H_1 is automatically accepted. This is supported by the students' scores which showed an increase after the researcher gave treatment in writing descriptive texts. In other words, there is a significant effect of the use of task-based learning methods on the effectiveness of writing descriptive texts for students at SMPN 8 Palopo.

Keywords: Task-Based Learning, Pre-experimental design, Writing skill

CHAPTER I

INTRODUCTION

A. Background

English is a language people speak worldwide, either as a first or second language. English is also the key to opening the door to scientific and technical knowledge needed for many countries' economic and political development. English has become one of the compulsory subjects that students in junior high school must learn. English is used not only for communication but also as a skill that must be mastered to face the increased competition in the global era. Due to the critical role of English in the global age, approaches, methods, and techniques for teaching English are developed. The objective of using techniques is to enable students to communicate in English. Communication skills are reached by developing the four critical skills: speaking, listening, reading, and writing.

Writing is one of the skills from our language skills that has an essential role in human life. Through writing, someone can express their opinion and ideas to reach their aim. "To write is to put down the graphic symbols that represent a language that one understands, so that others can read graphic representation."¹ It means that the aim of writing is how people can read and understand the written text. Writing is a part of learning a language that requires knowledge, reading, observation, and experience.

¹ Katharina J. Rohlfing and Jun Tani, "Grounding Language in Action," in *IEEE Transactions on Autonomous Mental Development*, vol. 3 (University of Wisconsin, Madison, Wisconsin, 2011), 109–112.

Based on the pre-observations that had been done by the researcher of the PLP (Professional Training Program) II activities SMPN 8 Palopo on september 10 2020, especially in grade VII, the researchers found a problem, namely that students had difficulty in writing skills due to a lack of student knowledge about vocabulary. Most of the students preferred to express their ideas on paper, but they did not know what they would write. Students had problems in learning the use of language. They used limited vocabulary. They used less English in expressing their writing. So, in learning to write in English, the students were bored and even lazy to attend English class.²

Task-based learning is a teaching model in the learning process that focuses on students, and the teacher just facilitates students to study through assignments. The use of a task-based learning model can reduce the passivity of students that will be able to encourage students' participation. It improves students' attention and students' motivation in the learning activity. On the other hand, task-based learning makes the learning process will be effective and efficient.

Ali et al defines task-based learning method as a model learning that is included in the model of improving writing skills; model problem solving learning; outline including stages communicative; can encourage or support student motivation; and give benefits for students, for example by providing opportunities for students to transfer the knowledge they have acquired in a

² Astrika Ahmad, "(English Teacher SMPN 8 PALOPO) 10 June 2021" (SMPN 8 Palopo, n.d.).

communicative context.³The purpose of using task-based learning methods is for students to actively seek themselves knowledge they had not previously acquired. With this method it is expected that students can practice independently and believe in their own skills so that it will have an impact on quality learning outcomes, “Artamiati”.⁴Nurjanna argues based on the characteristics that exist in task-based learning method, where the teacher gives assignments in writing letters that students can do it at school and at home to be more mature so that students can learn and work to make letters on an ongoing basis, then the technique is pleasing to the eye applied as a solution to the above problems.⁵

Considering the researcher's background above, the researchers are interested in conducting a research entitled “Improving Students’ Writing By Using Task-Based Learning at SMPN 8 Palopo”. Based on the explanation above, the reason for the study is to help solve problems in schools that have been observed using task-based learning methods that have been proven to be effective.

B. Research Question

Based on the background above, the researcher formulates the research question as follows:

³ Z. Ali, M., Emzir, E., & Rafli, “The Effect of Learning Problem Based Learning (PBL) and Task Based Learning (TBL) Learning Models and Learning Style to Skill Writing Narration,” 2017.

⁴ Ni Luh Putu Sri Artamiati, dan Yusdin Gagaramusu, and Mahasiswa Program Guru Dalam Jabatan, “Meningkatkan Keterampilan Siswa Menulis Surat Dinas Melalui Metode Pemberian Tugas Di Kelas V SD Inpres 12 Bajawali,” *Jurnal Kreatif Online* 7, no. 4 (2019): 202–211.

⁵ Nurjanna, “Penggunaan Metode Pemberian Tugas Untuk Meningkatkan Keterampilan Menulis Surat Siswa Kelas IV SDN 2 Lais,” *Jurnal Kreatif Tadulako Online* 4, no. 2354–614X (2014): 139, <https://media.neliti.com/media/publications/117862-ID-penggunaan-metode-pemberian-tugas-untuk.pdf>.

“Is task-based learning effective in improving the writing skill of VIII grade students at SMPN 8 Palopo ?”

C. Objective of the research

Based on the research question, the objective of the research is to find out whether task-based learning is effective in improving students’ writing skills at SMPN 8 Palopo.

D. Significance of the research

The result of this research is intended as information about the use of task-based learning in learning to write descriptive texts.

1. For teachers, provided references to the use of clustering techniques in teaching writing activities that make the teacher more creative and fun in delivering material.
2. For students, provided input to students to improve their writing skills used easy and fun techniques
3. For readers, this research was expected to provide information in improving writing skills and also as reference material in conducting research related to writing problems.

E. Scope of the research

The research is about focuses on descriptive text based on curriculum 13 with task-based learning that will be assessed through a writing score rubric, namely: content, organization, vocabulary, grammar, and mechanics.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

The researcher found some research that linked to using task-based learning (TBL) as follows:

Agita Riyandawati (2019), in her thesis under the title “Improving character-based writing by applying task-based learning method of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020”. This research aims to determine whether task-based learning could improve character-based writing in class X students of SMK Muhammadiyah 2 Klaten Utara. This research is included in Classroom Action Research (CAR) category.⁶ This study indicates increased students’ writing skills after using task-based learning in character-based writing. This can be seen from the increase in students’ abilities from pretest to posttest results. She concluded that using task-based knowledge could improve students’ understanding of character-based writing.

Rini Hendrita (2019). “The effectiveness of task-based learning model on writing news item text at XI grade MAN 3 Padang Panjang”. This research aimed to describe the effectiveness of the TBL model on writing, especially in an experimental study with one group model. The researcher used the purposive

⁶ Agita Riyandawati., “IMPROVING CHARACTER BASED WRITING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC,” *YEAR OF 2019/2020* 4, no. 1 (2020): 109–125.

sampling technique. To gain the data, this research used pre-test and post-test.⁷ The task-based learning model (TBL) has significant effectiveness in writing news texts. This research shows that the task-based learning model has been effective and has increased student achievement in writing news text.

Ratnawati, R. (2019). “The implementation of task-based learning in teaching writing in state vocational high school 7 Bone”. This research aimed to determine whether task-based learning is implemented in teaching writing skills at the state Vocational School in Bone. This research employed mixed-method analysis that combines quantitative and qualitative.⁸ The researchers conclude that task-based learning improved students’ writing skills from the study results. Then the teacher was the leading actor in the success of implementing task-based knowledge related to plans, procedures, and assessments. Task-based learning effectively makes students familiar with the task of using the language.

Anna Stasya Prima Sari (2018). “The combination of task-based learning (TBL) approach and audiovisual aids to improve students’ academic writing skills.” This study proved that task-based learning approaches and audio-visual aids could improve students’ writing skills. This research is classroom action research (CAR), performed in two cycles. Each cycle consisted of four meetings. The research sample is the fourth-semester students of the English language education study program of the Catholic University of Saint Thomas North

⁷ Rini Hendrita, “THE EFFECTIVENESS OF TASK BASED LEARNING MODEL ON WRITING NEWS ITEM TEXT AT XI GRADE MAN 3 PADANG PANJANG” 8, no. 5 (2019): 55.

⁸ Ratnawati, Kisman Salija, and Amirullah Abduh, “The Implementation of Task-Based Learning in Teaching Writing in State Vocational High School 7 Bone,” *Gastronomia ecuatoriana y turismo local*. 1, no. 69 (2019): 5–24.

Sumatera in the academic year of 2017/2018. There are 21 students as the subject of the research.⁹ This research concludes that quantitative data analysis shows that teaching and learning academic writing English essays through task-based approaches and audiovisual aids works very well and can increase students' interest, motivation, and involvement in classroom activities.

Achmad Saifuddin (2020). "The implementation of task-based learning in teaching writing descriptive text to the junior high school." The research investigates the teacher's task-based learning in writing the descriptive text for seventh-grade junior high school students. The study used a qualitative approach because the result of the data analyzed was in descriptive phenomena such as words, sentences, and utterances. The data is collected from observation, interviews, and students' writing. The data analysis was conducted through categorization, data display, and conclusion. The subjects of this research are an English teacher and his students in VII grade.¹⁰ The results of this study indicate that the application of task-based learning has many weaknesses in several aspects. One of the obstacles is time-consuming in doing the task. Regarding the research findings, several suggestions were put forward. Namely, English teachers should use and design assignments that do not take long.

⁹ Anna Stasya, Prima Sari, and Jontra Jusat Pangaribuan, "THE COMBINATION OF TASK-BASED LEARNING (TBL) APPROACH AND AUDIO VISUAL AIDS TO IMPROVE STUDENTS ' ACADEMIC WRITING SKILL S Abstrak," *Jurnal Liner* 1, no. 3 (2018): 16–28, <http://journal.ipts.ac.id/index.php/LINER/article/view/700>.

¹⁰ Achmad Saifudin, Slamet Setiawan, and Syafi'ul Anam, "THE IMPLEMENTATION OF TASK BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXT TO THE JUNIOR HIGH SCHOOL" 4 (2020).

The difference between previous research and this research is that first, Agita Riyandawati research focused on character-based writing using classroom action research methods, while this study focused on descriptive texts with experimental methods. Second, Rini Hendrita research focused on news texts with experimental research methods, while this study focused on descriptive texts with experimental methods. Rini Hendrita research was conducted in senior high schools, while this research was conducted in junior high schools. Third, Ratnawati research focused on student learning outcomes with a mixed research design, namely qualitative and quantitative, while this study focuses on descriptive texts with experimental methods. Fourth, Anna Stasya Prima Sari research, this research focuses on audiovisual with classroom action research design, while this research focuses on descriptive text with experimental method. Fifth, Achmad Saifuddin research focused on descriptive text with a qualitative research design, while this study focused on descriptive text with an experimental method. The similarity between previous research and this research is the use of task-based learning method in teaching writing descriptive text.

B. Theory of writing skill

1. Definition of writing skill

Writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. Writing encourages learning for it motivates communication and makes opinions available for reflection. Pictures can be reconsidered, added to, rearranged, and changed when thought is written down. Regardless of the language, writing has many rules, including grammar,

spelling, and punctuation. People use many tools to assist in their writing, such as dictionaries and thesaurus.

Writing encourages the student to focus on proper language use because they think as they write, it may well provoke language development as they resolve problems that paper puts into their minds. Writing means the metalwork of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.¹¹

Writing is a process of putting ideas down on paper to transform thoughts into words, sharpen the main idea, and give them structure and coherent organization. Writing is a process of thinking during which a writer considers many elements, such as accuracy in the spelling of words, word arrangement, sentence grammatical, and selection of the right words. Writing needs the skill to connect sentences to form them into a coherent text.

2. Importance of Writing

Writing is exciting. Many people have to know the importance of essays. It might be called a recreational aspect of writing. It can be said that paper can give both emotional and aesthetic pleasure.

Good writing should be not only practical but also aesthetically sound. In other words, writing is a way to express someone's feelings, although there is no denying that writing is often considered the most difficult skill to be acquired by

¹¹ Riyandawati., "IMPROVING CHARACTER BASED WRITING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC."

many people. They want to express their feelings, thoughts, and experiences, but they have difficulties finding precise words to reveal their feelings.¹²

Writing in teaching and learning is as follows: Writing helps the students.¹³ How? First, writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our students. Second, when the students write, they also have a chance to be adventurous with the language to go beyond what they have learned to say, to take the risk. Third, when they write, they become very involved with the new language, and expressing ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. Having the ability to write well is essential because it is not only for expressing someone's feelings but can also be used to increase their opportunities for career promotion.

3. Purpose of Writing

Each writer must reveal the purpose of writing that he will work on. The formulation of the intention of the paper is essential and must be determined in advance because this is the starting point in all writing activities. The purpose of writing is to describe the author in the following writing activity.

“The purpose of writing activities is seven, assignment purpose (persuasive purpose), altruistic purpose, persuasive purpose, informational

¹² Saifudin, Setiawan, and Anam, “THE IMPLEMENTATION OF TASK BASED LEARNING IN TEACHING WRITING DESCRIPTIVE TEXT TO THE JUNIOR HIGH SCHOOL.”

¹³ Chowdhury Mohammad Ali and Rebeka Sultana, “A Study of the Validity of English Language Testing at the Higher Secondary Level in Bangladesh,” *International Journal of Applied Linguistics and English Literature* 5, no. 6 (2016): 64–75.

purpose (informational purpose/goal of learning), self-express purpose (purpose of self-statement), creative purpose (creative purpose), problem-solving purpose.”¹⁴

The explanation for each of these objectives is as follows:

a.) Assignment Purpose

The purpose of this assignment is based on orders that must be carried out without their own will.

b.) Altruistic Purpose

The other aims only to please the reader. Any situation that the reader feels at that time can make the reader feel happy with his work.

c.) Persuasive Purpose

Writing aims to convince the readers of the truth of the ideas expressed.

d.) Informational Purpose

Writing aimed to provide information or information/information to the reader of the ideas.

e.) Self Expressive purpose

Aim to introduce or say the author to the reader.

f.) Creative Purpose

This goal relates to the purpose of self-statement. But “creative desire” here exceeds the self-statement and involves itself with the desire to achieve artistic values or art that is ideal, ideal art.

¹⁴ Diah Afrika Firdaus, “THE EFFECTIVENESS OF USING PHOTOGRAPY TO DEVELOP STUDENT WRITING ABILITY IN NEWS ITEM TEXT,” *Jurnal Ide Bahasa* 1, no. 2 (2019): 105–114.

g.) Problem-solving Purpose

The other wants to solve the problem at hand. The author seeks to explain, clarify, and carefully examine his thoughts and ideas to understand and be accepted by the readers.

From the explanation above, there are seven purpose writings. The researcher explains that the purpose of the report suitable for task-based learning is the informational purpose, where informational purpose aims to provide information to readers about the ideas that have been written.

4. Benefits of Writing

Many benefits can be taken from writing activities, as a middle school student can make it an essential ability for education at the next higher level. That among the benefits of writing, writers can explore their skills and potential, writers can practice and develop various ideas, can encourage active learning, and accustom the author to think and speak in orderly and speak in an orderly and correct manner.

Following is the presentation of the benefits of writing are:¹⁵

1. Recognizing his abilities and potential in the report, the author can know his writing ability, which can be seen based on his experience and knowledge. That way, the writer will know his proficiency in writing. By writing, someone can develop the power of initiative (ideas) and creativity that is on him.
2. The author can train and develop various ideas. By writing, the author can create the power of reason. And connect and compare facts to develop multiple

¹⁵ Ibid.

theories that have been there being. By reporting, someone can grow courage, especially courage, to express ideas or feelings.

3. Can encourage writers to continue to learn actively, the author is not only a writer who gets information based on a problem from other people, but the author can also find out the problem and be able to solve the issues and be able to solve the issues and continue to explore his curiosity about good writing and correct.
4. Familiarize the writer with thinking in an orderly and correct manner. By writing, someone will be compelled to gather information related to what he wrote. The report that will be poured is certainly done systematically in terms of writing and uses words by the spelling that has been perfected.

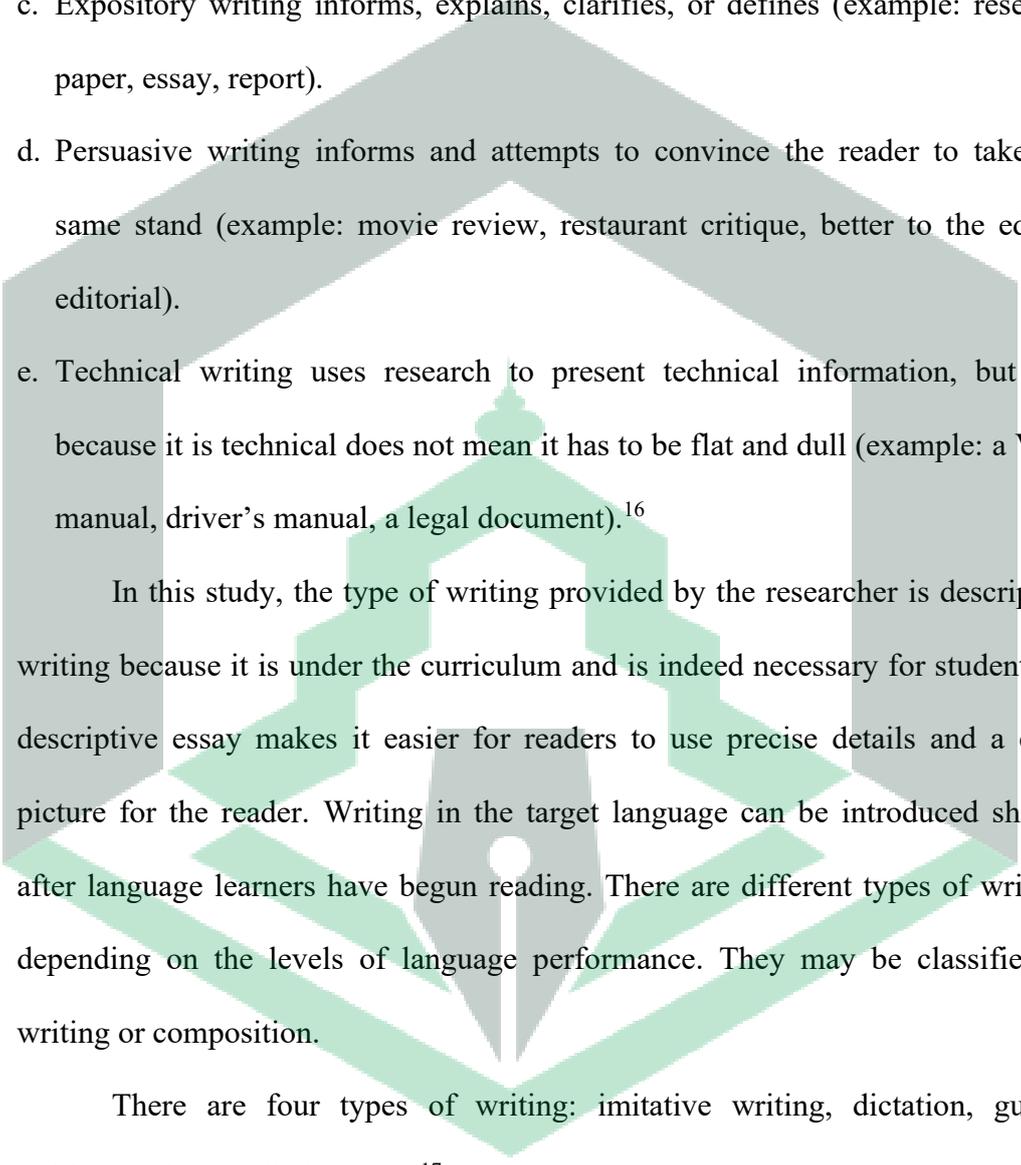
From several benefits of writing, it can be concluded that the benefits of writing are to develop knowledge of knowledge. With writing activities, students can explore planned ideas, feelings, and thoughts to be organized regularly and adequately. So that it can improve the ability to think, develop the potential that is owned, and explore the writing so that it can be published to others.

5. Types of Writing

Students are in a variety of writing experiences throughout their education.

The following list explains more of these forms of writing:

- a. Narrative writing tells a personal experience or story and always includes characters, setting, and plot (example: short stories, journals, autobiographical, writing about a people).

- 
- b. Descriptive writing creates a vivid image in the reader's mind and uses precise details to paint a "word picture" for the reader (example: menu, travel, brochure, poster).
 - c. Expository writing informs, explains, clarifies, or defines (example: research paper, essay, report).
 - d. Persuasive writing informs and attempts to convince the reader to take the same stand (example: movie review, restaurant critique, letter to the editor, editorial).
 - e. Technical writing uses research to present technical information, but just because it is technical does not mean it has to be flat and dull (example: a VCR manual, driver's manual, a legal document).¹⁶

In this study, the type of writing provided by the researcher is descriptive writing because it is under the curriculum and is indeed necessary for students. A descriptive essay makes it easier for readers to use precise details and a clear picture for the reader. Writing in the target language can be introduced shortly after language learners have begun reading. There are different types of writing, depending on the levels of language performance. They may be classified as writing or composition.

There are four types of writing: imitative writing, dictation, guided writing, and controlled writing.¹⁷

¹⁶ Arisah, "Improving Students Writing Skills through Diary at the Eleventh Year Student of Pondok Pesantren As'adiyah Kecamatan Malangke" (STAIN Palopo, 2015).

¹⁷ Pematangsiantar Ridwin Purba 1, Nurmasdiah Naibaho 2 Simalungun University, "Ridwin Purba 1, Nurmasdiah Naibaho 2 Simalungun University, Pematangsiantar" 3, no. 2 (2021): 94–102.

a. Imitative Writing

Writing may begin with a simple writing skill that is imitative writing. In this beginning language step, the learners start writing by copying materials they have already mastered by hearing, speaking, and reading. In this writing, language learners only “imitate.” They write groups of words, sentences, or phrases rather than single words.

b. Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The teacher can read sentences or parts of the dialogues, and the language learners fill in the missing words or phrases. This method can improve the students' competencies in spelling words and listening skills.

c. Guided writing

Guided writing is the third step for increasing writing ability after language learners practice imitative writing and dictation. The language teachers guided language learners to write short responses in guided writing. The procedure of guided writing may take various forms. First, the teacher reads a passage twice and then makes incomplete statements based on the course. Language learners complete the word. Secondly, the teacher reads a passage twice and asks several questions. Language learners write the answer to each question. After that, the teacher reads a passage twice and asks language learners to rephrase the course in their own words.

d. Controlled writing

If good guided writing has been given, language learners can begin with controlled writing. Like the previous steps of writing, the excellent report is also developed from a dialogue. It is similar to rewriting, but in this writing language, learners change a passage from talk to narrative or vice versa. Controlled writing may take the form of a letter. This step may be given to more advanced learners after they have been given considerable practice in excellent writing. The course in controlled writing can guide language learners to have a composition in the target language. In this step, the language learners can make their essays based on their imagination. They can express all of their views on the papers. Controlled writing is usually used in the advanced class.¹⁸

The researcher used imitative of the four types of writing because imitative can start with simple writing skills. Learners can write by copying material they have mastered by listening, speaking, and reading. They write groups of words, sentences, or phrases rather than single words.

6. The Component of Writing

Writing is divided into five: content, organization, language use, vocabulary, and mechanics.¹⁹

a. Contents

The contents of writing should be clear to readers to understand the message conveyed and gain information from it. At least think can be measured in

¹⁸ Abu Hasan, "THE EFFECTIVENESS OF USING ENGLISH SONGS TO TEACH DESCRIPTIVE WRITING (An Experimental Research with the Eight Grades at SMPN 28 Mangkang in the Academic Year of 2012/2013)" (IAIN Walisongo, 2013).

¹⁹ J. B. Heaton, *Writing English Language Test* (New York: Longman Handbooks, 1988).

connecting with the component. The composition should contain one central purpose only and should have unity. It should have coherence and continuity and should be adequately developed.

b. Organization

The organization of writing is concerned with how they write, arrange, and organize the ideas or the message in writing. The purpose of collecting in writing involves coherence and other of importance. General to specific to general, chronological order coherence happened from the beginning to the end.

c. Vocabulary

The effective use of the words will always result in good writing, both specific and technical paper the dictionary is very considerable. Vocabulary is one of the components of the essay. To express ideas, we always deal with language. The lack of vocabulary makes someone fail to compose what they are going to say because they feel difficult to choose what is appropriate will help the writers write the writing and make readers easy to understand.

d. Language use (Grammar)

Language use in writing descriptions and another form of writing involves correct language and point of grammar. Good grammar should be capable of producing grammar. We should not be able to do anything more than an utter separate function. And also, grammar can help the student improve the use of formal language.

e. Mechanics

There are at least two mechanics parts in writing: function and capitalization. The process is essential as a way to clarify meaning. In English writing, the capital letter has to be a participle. First, they used to distinguish between particular things. Second, it is the first word in the quotation, a formal statement and proper adjectives, etc. This aspect is essential since it lets readers understand what the writer means to express immediately.

C. Theory of Task-Based Learning

1. Definition of Task-Based Learning

Task-based learning is a teaching model in the learning process that focuses on students, and the teacher just facilitates students to study through assignments. Task-based learning is an approach which at creating opportunities for language learning and skill development through collaborative knowledge building. Through some tasks the students' ought to use the target language for a communicative purpose in order to achieve an outcome. The tasks used in this approach interpret the real world, so students' sense factual situation in using target language. In intends to make the the students' do tasks in small groups and practice using language necessary for doing the particular task. Its focus is on task completion and therefore students' are free to used whatever language they have at their disposal to achieve this. Through the steps in task-based learning the teacher focuses on the students' how they explore their target language by increasing the students' activities.

2. Types of Task in Task-Based Learning

There are six types of tasks in task-based learning. Each lesson has an outcome that the students should reach.²⁰

a. Listing

A listing is divided into two activities; brainstorming, in which students write their thoughts as they come to them, and fact-finding, where they write facts that they find in their surroundings. Here, the students are supposed to complete a list and draft a mind map.

b. Ordering and sorting

This task involves four activities; sequencing, ranking, categorizing, and classifying. The students should be able to set information ordered and sorted according to specified criteria.

c. Compare

There are three tasks in the comparing type; matching, finding similarities, and finding differences. The students must be able to do the task in the form of appropriately checked or assembled items or identify similarities and differences.

d. Problem Solving

Problem-solving consists of analyzing real situations, hypothetical situations, reasoning, and decision-making. In this type, the students are asked to find a solution to the problem, which can then be evaluated.

²⁰ Dina Pratiwi, "The Teaching of the Simple Past Tense for Junior High School Students through Task-Based Learning" (SEMARANG STATE UNIVERSITY, 2009).

e. Sharing Personal Experience

The type covers narrating, describing, exploring, and explaining attitudes, opinions, and reactions. It is suitable for increasing students' social value. Then students will take care of others.

f. Creative Tasks

This last task is the compilation of the previous tasks. It consists of brainstorming, fact-finding, ordering and sorting, comparing, problem-solving, etc. The students are supposed to make an end product that a wider audience will appreciate.

From the six types of task-based learning, researchers chose the type of listing and personal sharing. Listing is where students write their thoughts and look for facts where students write facts found around them, while personal sharing describes and explains attitudes, opinions, and reactions.

3. Teacher Rules in Task-Based Learning

There are some teacher's rules in task-based learning; they are:²¹

a.) Teacher as a facilitator

The teacher is generally a facilitator. They have responded to control the conditions for teaching and learning and the learning process. Usually, they help students to understand the lesson.

b.) The teacher is involved in setting task

The teacher is involved in setting tasks up, ensuring that learners understand and get on with them, and drawing them to a close.

²¹ Marine Badalyan, "Task-Based Learning and Students' Motivation in the Armenian Classroom Setting" (2007).

c.) The teacher as a controller

Although the learners do the task independently, the teacher still has overall control and the power to stop everything is necessary. In language focus analysis, students examine and discuss the specific feature of the text or transcript of the recording. Practice teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the analysis.

d.) The teacher acts language guide

The teacher's part during each component of the task framework also varies according to its aim. The teacher acts as a language guide at the end of the framework, where the focus turns to language form.

4. Ways of Improving Writing Skills By Using Task-Based Learning

There are three phases of the task-based learning model:²²

- a. Pre-task (task and topic): In Pre-assignment, the teacher introduces the class to the subject, and assignments activate topic-related words and phrases. Students' get exposure at the pre-task stage and the opportunity to remember what they know.
- b. Task cycle (preparation of tasks and reports): In the task cycle, the teacher offers students the opportunity to use English to carry out assignments and then improve their language under the teacher's guidance while planning their assignment reports. The duty cycle also provides opportunities for students to use the English they have, where errors, indecision, and approximate rendering don't matter as long as the meaning is clear.

²² Hendrita, "THE EFFECTIVENESS OF TASK BASED LEARNING MODEL ON WRITING NEWS ITEM TEXT AT XI GRADE MAN 3 PADANG PANJANG."

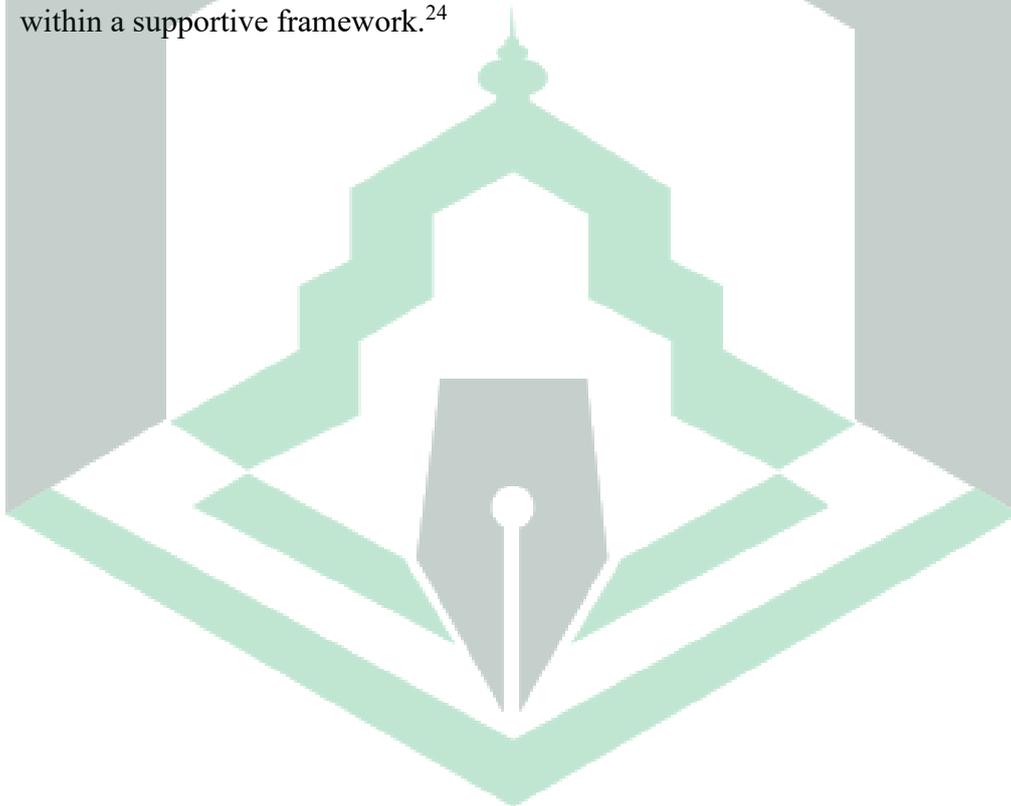
c. Language focus: Language focus allows the closer study of some unique features occurring naturally in the language used during the cycle. Students examine the forms of language in the text and see the use and meaning of the lexical items they pay attention to. Language focus has two components:

1) Analysis: analytical activity draws attention to the surface form, realizing the meaning that students have learned during the task cycle and helps them to systematize their knowledge and expand their knowledge.

2) Practice: practice activities are based on language characteristics in previous texts and transcripts or on features that have just been learned in analytical activities. In the last component, language analysis activities also provide a focus on form through the process of raising awareness.

The implementation of task-based learning in improving skill to write descriptive texts shows that researchers carry out task-based learning in three cycles, namely pre-task cycle, task cycle and language focus respectively. At the first meeting the researcher could not apply the three cycles due to limited time, but at the second meeting he could manage the time to have three cycles instead of having two cycles and continue the last cycle, on language focus, in the next meeting. The incomplete implementation of the three cycles in one meeting was caused by the lack of time to do the tasks. The students felt they needed a lot of time to work on writing descriptive texts. Finding a theme or topic takes time to gather different ideas from each student, then finding clue words also takes longer, and the most difficult is compiling sentences from Indonesian into the target language or English due to lack of vocabulary.

A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Task-based learning also leads students to extensive use of language that comprehends chatting with a foreign person on the net and sending and receiving a message in English.²³ The task-based learning approach uses tasks as the lesson's primary focus within a supportive framework. In teaching and learning English, task-based learning can improve the students' ability in writing skills. In this study, task-based learning is a method that focuses on giving an assignment in writing form within a supportive framework.²⁴

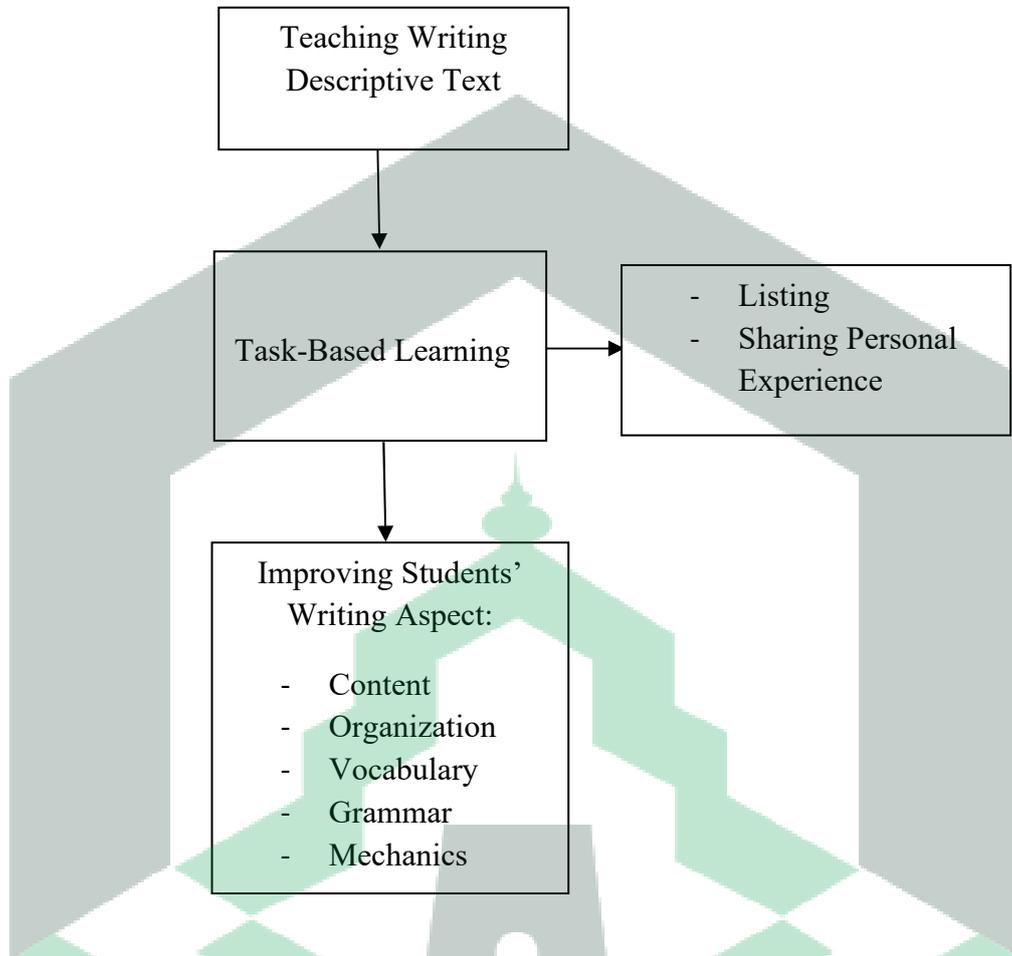


²³ Riyandawati., "IMPROVING CHARACTER BASED WRITING BY APPLYING TASK BASED LEARNING METHOD OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC."

²⁴ Jamel Alimi, "Willis ' s and Skehan ' s Versions of Task -Based Learning : A Critical Examination," *A critical examination*, no. January 2001 (2019): 17.

D. Conceptual Framework

The conceptual framework in this research is shown in the diagram:



In learning to write descriptive texts, the first difficulty for students is that they do not know how to put and develop their ideas on paper. As a result, this has an impact on the assessment aspects contained in writing, such as content created, vocabulary choices, and decreased use of grammar in learning as well as the lack of use of appropriate techniques to deal with this, so that students become bored studying.

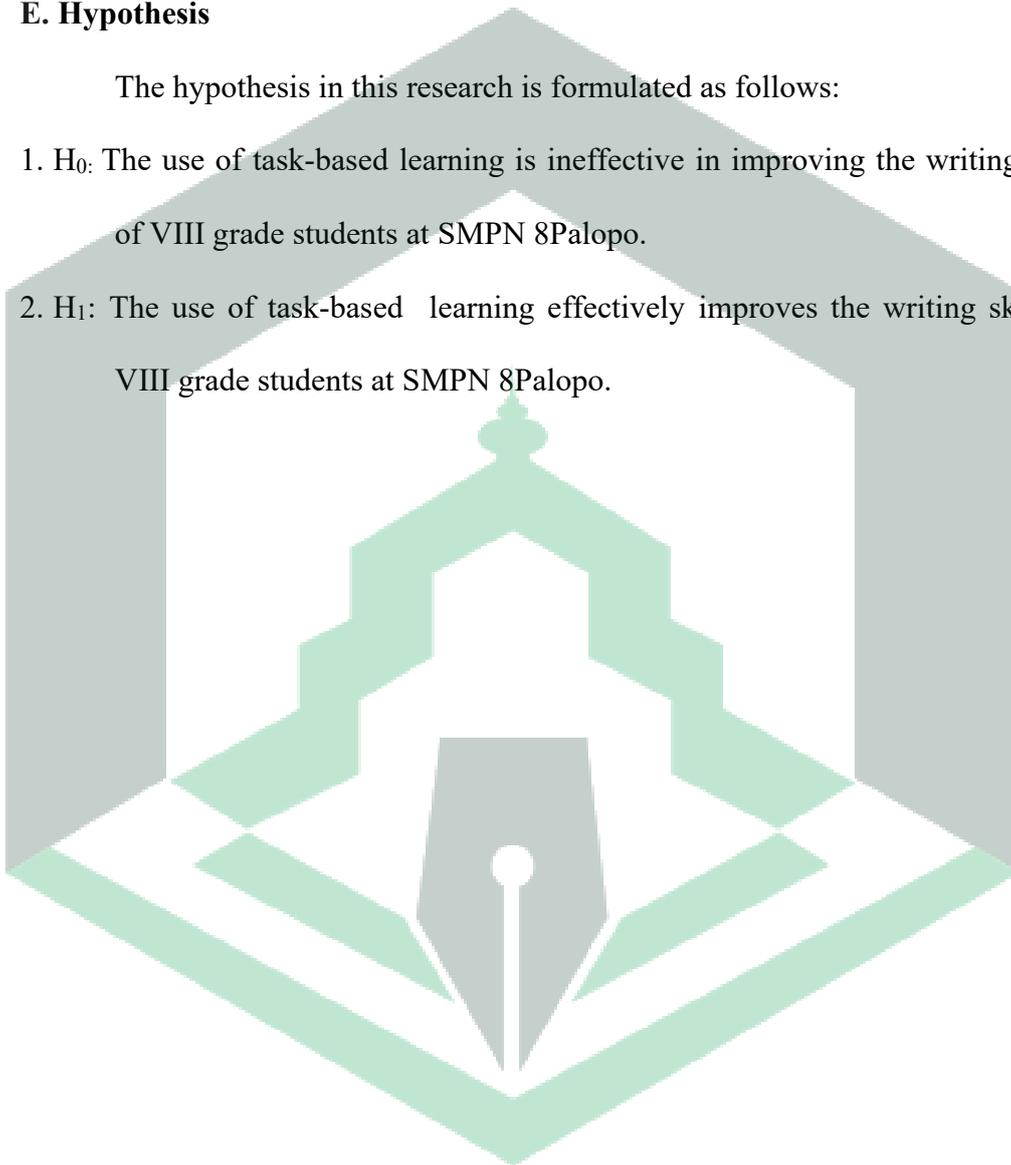
In this research, the researcher designed an activity framework, namely task-based learning in which teaching writing descriptive texts will be carried out

in two types, namely lists and sharing personal experiences. Then task-based learning can improve students' writing skills by following the aspects carried out in writing, namely content, organization, vocabulary, grammar and content.

E. Hypothesis

The hypothesis in this research is formulated as follows:

1. H_0 : The use of task-based learning is ineffective in improving the writing skill of VIII grade students at SMPN 8Palopo.
2. H_1 : The use of task-based learning effectively improves the writing skill of VIII grade students at SMPN 8Palopo.



CHAPTER III

RESEARCH METHOD

A. Method And Design Of The Research

1. Method

This research used the experimental method. The researcher choose the experimental method because with this method the researcher could measure the effect of the task-based learning. Pre-experimental consists of three steps; namely pre-test, treatment, and post-test. The purpose of the research was to determine whether task-based learning was effective in writing skills descriptive texts at SMPN 8 Palopo.

2. Research Design

Pre experimental method consists of a pre-test, treatment, and post-test where the design of the research use formula as follows:

Pre-test	Treatment	Post-test
O ₁	T	O ₂

Notes: O₁: Pre-test

T: Treatment

O₂: Post-test²⁵

²⁵ Asman Asman, "SUMBER DATA , POPULASI DAN" (n.d.).

B. Research Variable

In this research, there are two categories of a variable, namely:

1. Independent Variable

The independent variable is the improvement of students' writing skills.

2. Dependent Variable

The dependent variable is task-based learning.

C. Population And Sample

1. Population

The research was conducted at SMPN 8 Palopo. The research population was VIII grade students consisting of nine classes, including VIII.1 until VIII.9 in the 2021/2022 academic year. The total number of students from class VIII is 270 students'.

2. Sample

In this research, the researcher used the purposive sampling technique in the class of VIII students of SMPN 8 Palopo. The researcher chose class VIII as the object of study because they could not write well when the researcher observed students in class VIII. The researcher wanted to voice out students who had low writing skills category. The sample of this research is class VIII.3 students, totaling 20 students.

D. Instrument Of The Research

This research used the writing test consisting of pre-test and post-test, which aims to determine the ability before and after being given treatment. The

writing test used is to describe one picture according to the instructions by making a descriptive text paragraph of at least fifty words.

E. Procedure For Collecting Data

In collecting data, the researcher did the procedure as follows:

1. Giving Pre-test

The pre-test was given before the treatment to determine the students' knowledge of constructing English sentences. The researcher gave a pre-test to each student by writing descriptive paragraphs of text with the topic "animals." The teacher explains the questions and provides a pre-test for 15 minutes, and then each student collects the questions for the teacher.

2. Giving Treatment

The treatment was conducted for four meetings :

a. The first meeting

1. The researcher tells the students that they will learn about descriptive text.
2. Researcher explain the meaning of descriptive text and the steps to make descriptive text, namely identification and description.
3. The researcher introduces the class to the students, and students gain understanding before getting the assignment by recalling the lessons they learned in the previous meeting.
4. The researcher offers students to use the English they know in doing the assignment.
5. The researcher gave the task to describe the invitation such as words (for, from, birthday, day, date).

6. The researcher asks students to write down the results of their descriptions by making paragraphs of fifty words, by giving 1-20 minutes to do the task.
 7. Then the researcher invites students to pay attention to the structure of the language/grammar used in completing the task, the researcher helps correct if there are words or sentences that are wrong.
- b. The second meeting
1. The researcher introduces the class to the students, and students gain understanding before getting the assignment by recalling the lessons they learned in the previous meeting.
 2. The researcher offers students to use the English they know in doing the assignment.
 3. The researcher gave the task to describe the invitation like the words (for, from, birthday, day, date, place, time).
 4. The researcher asks students to write down the results of their descriptions by making paragraphs of fifty words, by giving 1-20 minutes to do the task.
 5. Then the researcher invites students to pay attention to the structure of the language/grammar used in completing the task, the researcher helps correct if there are words or sentences that are wrong.
- c. The third meeting
1. The researcher introduces the class to the students, and students gain understanding before getting the assignment by recalling the lessons they learned in the previous meeting.

2. The researcher offers students to use the English they know in doing the assignment.
 3. The researcher gave the task to describe the brochure like the words (ready, big sale, new, sold, discount).
 4. The researcher asks students to write down the results of their descriptions by making paragraphs of fifty words, by giving 1-20 minutes to do the task.
 5. Then the researcher invites students to pay attention to the structure of the language/grammar used in completing the task, the researcher helps correct if there are words or sentences that are wrong.
- d. The fourth meeting
1. The researcher introduces the class to the students, and students gain understanding before getting the assignment by recalling the lessons they learned in the previous meeting.
 2. The researcher offers students to use the English they know in doing the assignment.
 3. The researcher gave the task to describe the announcement like the words (room, dress code, dance, see, join, shows).
 4. The researcher asks students to write down the results of their descriptions by making paragraphs of fifty words, by giving 1-20 minutes to do the task.
 5. Then the researcher invites students to pay attention to the structure of the language/grammar used in completing the task, the researcher helps correct if there are words or sentences that are wrong.
3. Giving post-test

In the post-test, students write descriptive paragraphs of text about the topic “animals” that have been provided. The problem will be done for 15 minutes individually, and after that, it is submitted to the teacher.

F. The technique of Data Analysis

The steps in analyzing the data are described as follows:

1. Using an assessment rubric to evaluate student writing. The assessment criteria are as follows:²⁶

a. Content

Table 3.1 Content

Score	Classification	Criteria
27-30	Very good	Clear, focused, and exciting detail, complex, rich. Well, focus, the main stand out; secondary ideas do not use too much attention.
15-26	Good	Clear and focused, even though the overall result may not be incredibly captivating. Support is an attempt, but it may be limited or obvious, insubstantial too general.
12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, insubstantial too general.
9-11	Poor	Not fluent, does not communicate information is very limited, boring.
5-8	Very poor	No organization, not enough to evaluate because not meaningful.

²⁶ Heaton, *Writing English Language Test*.

b. Organization

Table 3.2 Organization

Score	Classification	Criteria
18-20	Very good	Good words, choice, and usage, specific and accurate.
14-17	Good	Adequate range occasional error of word/idiom, choice, and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
10-13	Fair	It is pretty straight forward, and some words may lack precision. The writer struggled with eliminating vocabulary grouping for words.
7-9	Poor	Many errors of words/idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view number: is, are were, dominated.
5-6	Very poor	Almost all the words used are colorless, not enough to evaluate, and have wrong spelling.

c. Vocabulary

Table 3.3 Vocabulary

Score	Classification	Criteria
18-20	Very good	Good words, choice, and usage, specific and accurate.
15-17	Good	Adequate range occasional error of word/idiom, choice, and usage the language communicated but rarely captures the reader imagination, while the overall meaning.
12-14	Fair	It is pretty straight forward that some words may lack precision. The writer struggled with eliminating vocabulary grouping for words.
9-11	Poor	Many errors of words/idiom, choice, and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the text, verbs are weak and view number: is, are were, dominated.
5-8	Very poor	Almost all the words used are colorless, not enough to evaluate, and have wrong spelling.

d. Grammar

Table 3.4 Grammar

Score	Classification	Criteria
23-25	Very good	Practical complex construction few errors of agreement, tense, number, word order/function, pronouns, and prepositions.
20-22	Good	Practical but straightforward construction minor the problem in complex structures several the error of tense, word order, function, pronouns, and prepositions, but the meaning is seldom cured.
16-19	Fair	A significant problem in simple construction is the frequent error of hostile, agreement, tense, word order/function, pronouns, preposition, and fragment. Does not communicate.
9-15	Poor	Dominated by error or grammar, it cannot be understood and evaluated.
5-8	Very poor	Virtually no mastery of sentence construction rules.

e. Mechanics

Table 3.5 Mechanics

Score	Classification	Criteria
5	Very good	Demonstrate mastery of convention, not a problem with spelling, punctuation, capitalization, or paragraph.
4	Good	Few errors in spelling, capitalization, and paragraphing, but they are not observed.
3	Fair	Some errors in spelling, punctuation, capitalization, and paragraphing.
2	Poor	Some errors in spelling, punctuation, capitalization, and paragraphing.
1	Very poor	Manny errors of spelling, punctuation, and capitalization. Illegible writing.

2. Calculating the rate percentage of students scores, the researcher applied the following formula :

$$P = \frac{F}{N} \times 100\%$$

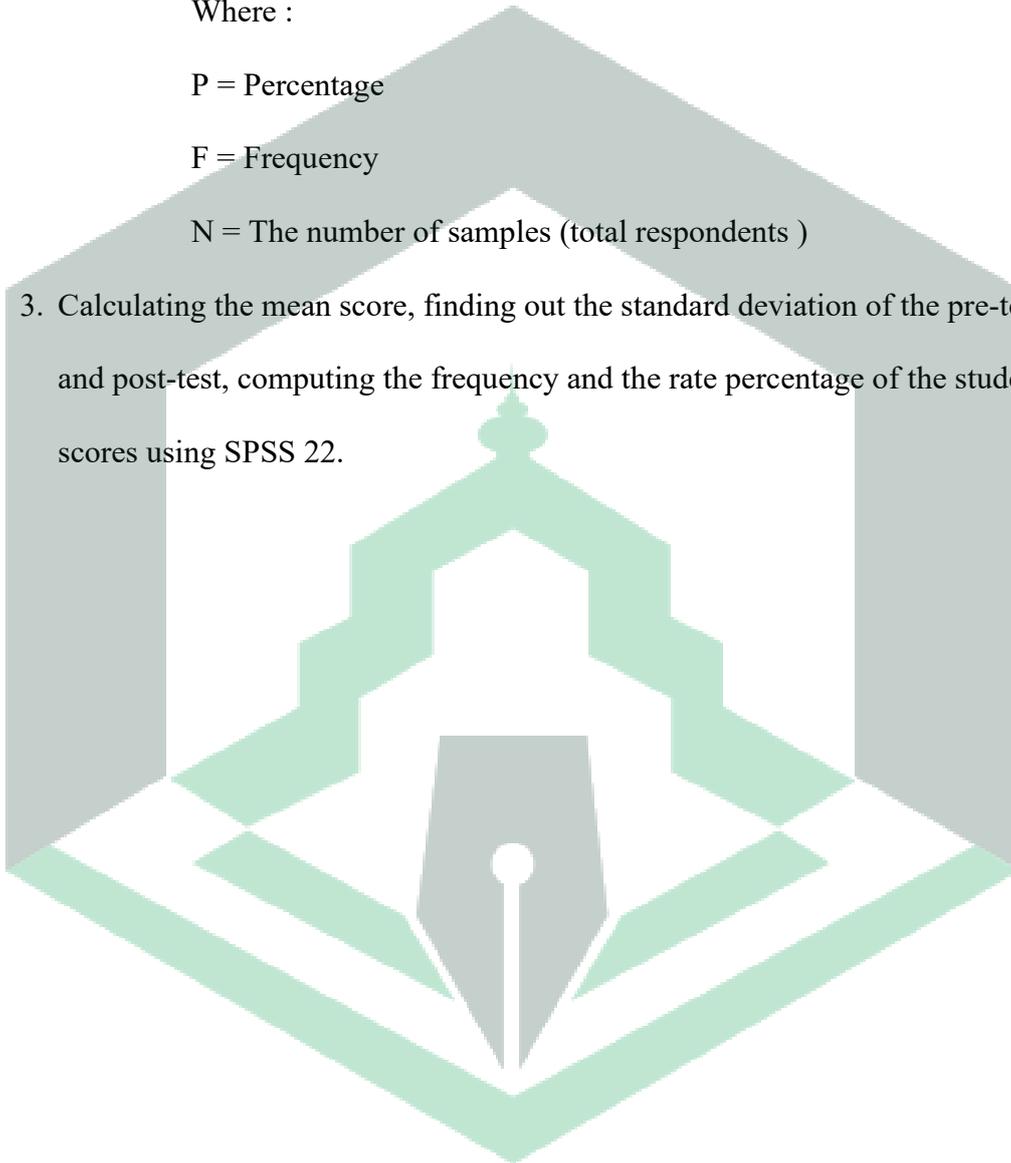
Where :

P = Percentage

F = Frequency

N = The number of samples (total respondents)

3. Calculating the mean score, finding out the standard deviation of the pre-test and post-test, computing the frequency and the rate percentage of the students' scores using SPSS 22.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The result of this study shows the data analyzed and tabulated statistically. It comprised students' scores from pre-test and post-test, classification of students' scores, the mean score, and standard deviation of the students' score in pre-test and post-test.

1. The Analysis Of The Students Writing Skills Score In Pre-Test And Post-Test

a. Pre-test

In this section, the researcher shows the student's correct answers in the pre-test, the mean score and standard deviation of students, and the rate percentage of students' writing scores in the pre-test. The researcher presents them in the tables and calculates the score using SPSS 22. To more clearly, the researcher first shows the students' correct answer scores in the pre-test. It is tabulated as follows:

Table 4.1 The Students' Pre-test Score

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Score
RD1	11	9	10	15	3	48
RD2	14	10	10	16	3	53
RD3	11	9	13	9	4	46
RD4	13	10	10	8	3	44
RD5	12	13	10	8	3	46
RD6	12	13	10	16	3	54
RD7	11	13	10	14	3	51
RD8	12	13	10	14	2	51
RD9	12	12	9	16	2	51
RD10	13	12	9	10	3	47
RD11	14	12	10	15	3	54
RD12	14	12	10	15	3	54
RD13	14	10	10	15	3	52
RD14	11	10	12	10	3	46

RD15	10	11	12	10	5	48
RD16	10	11	14	10	5	50
RD17	11	11	13	10	3	48
RD18	11	12	9	9	2	43
RD19	11	12	13	9	2	47
RD20	12	13	13	9	2	49

b. Content

Table 4.2 The results percentage of student content scores on the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	0	0%
2	Good	15-26	0	0%
3	Fair	12-14	11	55%
4	Fair Poor	9-11	9	45%
5	Very Poor	5-8	0	0%
			20	100%

Table 4.2 shows that 20 students (100%) in the content pre-test are fair and fair poor classified. No students are classified into very good, good, and very poor scores.

c. Organization

Table 4.3 The results percentage of student organization scores on the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	14-17	0	0%
3	Fair	10-13	18	90%
4	Fair Poor	7-9	2	10%
5	Very Poor	5-6	0	0%
			20	100%

Table 4.3 shows that 20 students (100%) in the organization pre-test are fair and fair poor classified. No students are classified into very good, good, or very poor scores.

d. Vocabulary

Table 4.4 The results percentage of student vocabulary scores on the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	15-17	0	0%
3	Fair	12-14	7	35%
4	Fair Poor	9-11	13	65%
5	Very Poor	5-8	0	%
			20	100%

Table 4.4 shows that 20 students (100%) in vocabulary pre-test are fair and fairpoorclassified. No students are classified into very good, good, or very poor scores.

e. Grammar

Table 4.5 The results percentage of student grammar scores on the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	0	0%
2	Good	20-22	0	0%
3	Fair	16-19	3	15%
4	Fair Poor	9-15	17	85%
5	Very Poor	5-8	0	0%
			20	100%

Table 4.5 shows that 17 students (85%) are fair poor classified, and three students (15%) are fair classified in grammar pre-test. There are no students classified into very good, good, or very poor scores.

f. Mechanics

Table 4.6 The results percentage of student mechanics scores on the pre-test

No	Classification	Score	Frequency	Percentage
1	Very good	5	2	10%
2	Good	4	1	5%
3	Fair	3	12	60%
4	Fair Poor	2	5	25%
5	Very Poor	1	0	0%
			20	100%

Table 4.6 shows that five students (25%) are fair poor classified, 12 students (60%) fair, one student (5%) good, and two students (10%) very good classified in mechanics pre-test. There are no students classified with very poor scores.

Table 4.7 The Mean Score of the student's in content, Organization, Vocabulary, Grammar, and Mechanic in Pre-test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	10	14	11.95	1.317
Organization	20	9	13	11.40	1.353
Vocabulary	20	9	14	10.85	1.599
Grammar	20	8	16	11.90	3.076
Mechanic	20	2	5	3.00	.858
Valid N (listwise)	20				

Table 4.7 showed that the lowest score of students in content was ten and the highest score was 14. The students also indicated that the mean score of students in the content assessment of the pre-test was 11.95.

2. The students' results in post-test

Table 4.8 The Students' Post-test Score

Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Score
RD1	15	13	16	19	4	67
RD2	15	10	16	19	4	64
RD3	14	10	16	19	4	63
RD4	14	14	17	20	4	69
RD5	14	13	17	20	4	68
RD6	15	15	18	20	3	71
RD7	15	13	18	20	3	69
RD8	20	10	17	20	3	70
RD9	15	14	17	20	3	69
RD10	15	14	17	22	4	72
RD11	20	13	17	22	4	76
RD12	20	10	16	22	3	66

RD13	15	10	16	20	3	64
RD14	15	14	16	20	3	68
RD15	15	10	16	20	5	66
RD16	25	13	17	20	5	80
RD17	25	14	17	19	3	78
RD18	20	14	17	19	3	73
RD19	15	12	16	19	3	65
RD20	20	12	18	19	3	72

a. Content

Table 4.9 The results percentage of student content scores on the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	0	0%
2	Good	15-26	20	100%
3	Fair	12-14	0	0%
4	Fair Poor	9-11	0	0%
5	Very Poor	5-8	0	0%
			20	100%

Table 4.9 shows that 20 students (100%) in content post-test are good classified. There are no students classified into very good, fair, fairpoor, and very poor scores.

b. Organization

Table 4.10 The results percentage of student organization scores on the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	14-17	20	100%
3	Fair	10-13	0	0%
4	Fair Poor	7-9	0	0%
5	Very Poor	5-6	0	0%
			20	100%

Table 4. 10 shows that 20 students (100%) in the organization post-test are goodclassified. No students are classified into very good, fair, fair poor, and very poor scores.

c. Vocabulary

Table 4.11 The results percentage of student vocabulary scores on the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	0	0%
2	Good	15-17	13	65%
3	Fair	12-14	7	35%
4	Fair Poor	9-11	0	0%
5	Very Poor	5-8	0	0%
			20	100%

Table 4.11 shows that 20 students (100%) in vocabulary post-test are thirteen students good and seven students fair classified. There are no students classified into very good, fair poor, or very poor scores.

d. Grammar

Table 4.12 The results percentage of student grammar scores on the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	0	0%
2	Good	20-22	3	15%
3	Fair	16-19	12	60%
4	Fair Poor	9-15	5	25%
5	Very Poor	5-8	0	0%
			20	100%

Table 4.12 shows that five students (25%) are fair poor classified, twelve students (60%) are fair classified, and three students (15%) are well classified in grammar post-test. There are no students classified with very poor scores.

e. Mechanic

Table 4.13 The results percentage of student mechanics scores on the post-test

No	Classification	Score	Frequency	Percentage
1	Very good	5	2	10%
2	Good	4	7	35%
3	Fair	3	11	55%
4	Fair Poor	2	0	0%
5	Very Poor	1	0	0%
			20	100%

Table 4.13 shows that two students (10%) are very good classified and seven students (35%) are good, and eleven students (55%) are fair classified as mechanic post-test. There are no students classified into fair poor and very poor scores.

Table 4.14 The Mean Score of the student's in content, Organization, Vocabulary, Grammar, and Mechanic in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Content	20	15	20	16.50	1.539
Organization	20	14	17	15.15	1.226
Vocabulary	20	13	17	14.70	.923
Grammar	20	15	20	16.50	1.638
Mechanic	20	3	5	3.55	.656
Valid N (listwise)	20				

Based on Table 4.14 showed that the lowest score of students in content was 15, and the highest score was 20. The students also indicated that the mean score of students in the content assessment of the post-test was 16.50. The lowest score of students in the organization was 14, and the highest score was 17. The mean score of students in the organization assessment of post-test was 15.15. The lowest score of students in vocabulary was 13, and the highest score was 17. The

mean score of students in the vocabulary assessment of post-test was 14.70. The lowest score of students in grammar was 15, and the highest score was 20. The mean score of students in the grammar assessment of post-test was 16.50. The lowest score of students in mechanics was 3, and the highest score was 5. The mean score of students in the mechanic assessment of pre-test was 3.55.

From the results of research between post-test and pre-test, of course, there are comparisons such as in the pre-test, of course, at the beginning of the meeting, many students' get standard and substandard scores because the researcher brings new skills or methods, after giving an explanation about task-based learning and entering the classroom. The core or post-test is where there is an increasing difference in students, and they also understand the meaning or purpose of task-based learning.

Table 4.14 Paired Samples Statistics
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	43	54	49.10	3.339
Posttest	20	62	71	66.40	2.371
Valid N (listwise)	20				

Table 4.15 describes the statistical results before and after treatment (pre-test and post-test). From the table group above, N is the number of subject data, namely 20 students. It can be seen that the pre-test before giving treatment and post-test after treatment differ significantly. The mean obtained by the students

'pre-test was 49.10, while the mean score of the student's post-test was 66.40.

Furthermore, the statistical research hypotheses are described in the table below:

Table 4.15 Paired Samples Test

Pair	Pretest – Posttest	Paired Samples Test						T	Df	Sig. (2- tailed)
		Paired Differences			95% Confidence Interval					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
1		-17.300	2.155	.482	-18.308	-16.292	-35.909	19	.000	

Based on the results of data analysis as summarized in table 4.16 above on the pre-test and post-test of students before and after treatment, the researcher found that the probability value was lower than alpha (α) ($0.000 < 0.05$), which means there is a significant difference between pre-test before treatment and post-test after treatment. Thus, the use of clustering techniques effectively improves descriptive text writing skills. So the H_0 hypothesis was rejected, and automatically H_1 hypothesis accepted.

B. Discussion

This research aims to determine the effect of using task-based learning methods in improving students' writing skills on descriptive texts at SMPN 8 Palopo. Based on the observations made by the researcher, the researcher found that many students had difficulty expressing their ideas and feelings in writing descriptive texts. This is caused by the lack of knowledge of words and the ability of students to generate ideas when writing and results in students becoming bored in learning activities to write a descriptive text. Therefore, the researcher wanted to conduct a study to determine whether the use of task-based learning methods

was effective in improving students' writing skills on descriptive texts at SMPN 8 Palopo.

The teaching of writing descriptive text in this study was applied through task-based learning. By carrying out appropriate task-based learning procedures, the teacher hopes that the learning will be achieved by the students at the end of the lesson. Regarding lesson plan, there are pre-test, treatment and post-test. In applying task-based learning in teaching writing, researchers can fully involve students in descriptive text lessons. Students are expected to be able to communicate in English fluently, because in doing their assignments they must use the target language. The intention and attention of students to learn must be raised so that the learning process is effective and interesting. Then, the researcher must convey this to the students so that they understand how to use the language. After that, students must be active in working, in using the language for writing lessons. By doing task-based learning, there are many changes from the previous situation in the classroom. The difficulties experienced by researchers when implementing task-based learning were running out of time when students were doing the task of writing descriptive texts. Students were not paying attention during the learning process and students were less active when the learning process took place.

Based on the above findings, the pre-test results before the implementation of task-based learning were lower than the post-test after applying task-based knowledge in descriptive texts. The student's mean score in the pre-test is 49.10, and the student's mean score in the post-test is 66.40. The use of task-based

learning in learning to write descriptive texts can motivate and increase students' enthusiasm so that it is easier to write descriptive texts. There is a significant difference between the pre-test and post-test scores, and it can be seen from table 4.18 that Sig. (2-tailed) score 0.000 less than 0.05. Thus, $p < (0.001 < 0.05)$, which means H_0 is rejected and H_1 is accepted. This means that the use of task-based learning methods is effective for improving descriptive text writing skills at SMPN 8 Palopo.

The result of this research is in line with the analysis of previous researchers: Rini Hendrita found that the task-based learning model (TBL) has significant effectiveness in writing news texts. The results of this study can be said that the task-based learning model has been effective and has increased student achievement in writing news texts.²⁷

Ratnawati, R. Found that task-based learning effectively improved students' writing skills. Then the teacher was the leading actor in the success of implementing task-based knowledge related to plans, procedures, and assessments. Task-based learning effectively makes students familiar with the task of using the language.²⁸

Achmad Saifuddin found that the results of this study indicate that the application of task-based learning has many weaknesses in several aspects. One of the obstacles is time-consuming in doing the task. The study results suggested

²⁷Hendrita, Rini. "The Effectiveness Of Task Based Learning Model On Writing News Item Text At XI Grade MAN 3 Padang Panjang." *Inovasi Pendidikan* 6.1 (2019).

²⁸Ratnawati, R. The implementation of task-based learning in teaching writing in state vocational high school 7 Bone. Diss. Universitas Negeri Makassar, 2019.

several suggestions, namely that English teachers should use and design assignments that do not take long.²⁹

In this research, by using the task-based learning method, the students could understand the descriptive text and make good paragraphs. The previous research results show that using the task-based learning method effectively improves students' writing.



²⁹Saifudin, Achmad, and SlametSetiawan. "The Implementation of Task Based Learning in Teaching Writing Descriptive Text to The Junior High School." *Linguistic, English Education and Art (LEEA) Journal* 4.1 (2020): 109-125.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this research, the researcher found that the use of the task-based learning effectively improves students writing skills on descriptive texts at SMPN 8 Palopo. The results of this report can show the relationship between the students' pre-test and post-test mean scores. The mean score of the students was 49.10. In the post-test, the mean score of students was 66.40. The researcher got the data that $T_{est} = -35.909$ and df (degree of freedom) = 19. The significance value = 0.00 ($p < 0.05$) so that the H_0 hypothesis was rejected, and automatically H_1 hypothesis was accepted. This is supported by students' scores, which showed an increase after the researchers gave treatment in writing descriptive texts. The results of this research indicate that the use of task-based learning is effective in improving students writing skills. In other words, there is a significant effect of the use of task-based learning on the effectiveness of writing skills descriptive texts for students' at SMPN 8 Palopo.

B. Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions as follows:

1. English teachers can apply task-based learning in learning English, significantly increasing students' interest in writing. Task-based learning includes strategies to improve students' writing skills techniques and task-

based learning methods. Many researchers have used this method. The main point of this method is to enhance students' ability to understand a task.

2. This method aimed to describe the task-based learning (TBL) method effectiveness in writing skills, especially in experimental research.
3. The method used a qualitative approach because the result of the data analyzed was in descriptive phenomena such as word, sentence, and utterance. The data is collected from observation, interviews, and students' writing.



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A P P E N D I C E

Appendix 1: Pre-test

Describe the animal below with your own words. Tell the physical appearance, characteristics, habitat, food and its uniqueness. Write down it at least fifty words !



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.....

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.....

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<https://www.dimensibahasainggris.com/2020/02/soal-descriptive-text-describing-animals.html>

Appendix 2: Post-test

Describe the animal below with your own words. Tell the physical appearance, characteristics, habitat, food and its uniqueness. Write down it at least fifty words !



.....

.....

.....

.....

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.....

.....

.....

<https://www.dimensibahasainggris.com/2020/02/soal-descriptive-text-describing-animals.html>

Appendix 3: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP NEGERI 8 PALOPO
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII
Judul Bab	: Descriptive Text
Alokasi Waktu	: 1 X 60 Menit

A. Tujuan Pembelajaran

Melalui pembelajaran, peserta didik dapat mendeskripsikan undangan yang telah diberikan.

B. Kegiatan Pembelajaran

A. PENDAHULUAN

1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran tersebut.
2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan di tengah pandemi covid19.
3. Guru menjelaskan aktivitas yang akan dilakukan dan cara pengerjaannya.
4. Guru menyampaikan judul materi yang akan dibahas dan tujuan Pembelajaran.

B. KEGIATAN INTI

1. Peneliti memberitahu siswa bahwa mereka akan belajar tentang teks deskriptif.
2. Peneliti menjelaskan pengertian teks deskriptif dan langkah-langkah membuat teks deskriptif yaitu identifikasi dan deskripsi.
3. Peneliti memperkenalkan kelas kepada siswa, dan siswa memperoleh pemahaman sebelum mendapatkan tugas dengan mengingat kembali pelajaran yang mereka pelajari pada pertemuan sebelumnya.

4. Peneliti menawarkan siswa untuk menggunakan bahasa Inggris yang mereka ketahui dalam mengerjakan tugas.
5. Peneliti memberikan tugas untuk mendeskripsikan undangan berupa kata-kata (untuk, dari, ulang tahun, hari, tanggal).
6. Peneliti meminta siswa menuliskan hasil deskripsinya dengan membuat paragraf sebanyak lima puluh kata, dengan memberikan waktu 1-20 menit untuk mengerjakan tugas tersebut.
7. Kemudian peneliti mengajak siswa untuk memperhatikan struktur bahasa/tata bahasa yang digunakan dalam menyelesaikan tugas, peneliti membantu mengoreksi jika ada kata atau kalimat yang salah.

C. PENUTUP

1. Melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
3. Memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid19.

C. PENILAIAN

1. Penilaian Sikap :
 - Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.
2. Penilaian Pengetahuan :
 - Tugas tertulis / LKPD.
3. Penilaian Keterampilan :
 - Tugas tertulis / LKPD

Palopo, 13 Januari 2022

Mengetahui

Guru Pamong,

Mahasiswa

ASRIKA S,Pd

NIP.

RISDAYANTI

NIM. 17 0202 0082

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 8 PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Judul Bab : Descriptive Text
Alokasi Waktu : 1 X 60 Menit

A. Tujuan Pembelajaran

Melalui pembelajaran, peserta didik dapat mendeskripsikan undangan yang telah diberikan.

B. Kegiatan Pembelajaran

A. PENDAHULUAN

1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran tersebut.
2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan di tengah pandemi covid19.
3. Guru menjelaskan aktivitas yang akan dilakukan dan cara pengerjaannya.
4. Guru menyampaikan judul materi yang akan dibahas dan tujuan Pembelajaran.

B. KEGIATAN INTI

1. Peneliti memperkenalkan kelas kepada siswa, dan siswa memperoleh pemahaman sebelum mendapatkan tugas dengan mengingat kembali pelajaran yang mereka pelajari pada pertemuan sebelumnya.
2. Peneliti menawarkan siswa untuk menggunakan bahasa Inggris yang mereka ketahui dalam mengerjakan tugas.
3. Peneliti memberikan tugas untuk mendeskripsikan undangan seperti kata-kata (untuk, dari, ulang tahun, hari, tanggal, tempat, waktu).

4. Peneliti meminta siswa menuliskan hasil deskripsinya dengan membuat paragraf sebanyak lima puluh kata, dengan memberikan waktu 1-20 menit untuk mengerjakan tugas tersebut.
5. Kemudian peneliti mengajak siswa untuk memperhatikan struktur bahasa/tata bahasa yang digunakan dalam menyelesaikan tugas, peneliti membantu mengoreksi jika ada kata atau kalimat yang salah.

C. PENUTUP

1. Melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
3. Memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid19.

C. PENILAIAN

1. Penilaian Sikap :
 - Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.
2. Penilaian Pengetahuan :
 - Tugas tertulis / LKPD.
3. Penilaian Keterampilan :
 - Tugas tertulis / LKPD.
 -

Palopo, 13 Januari 2022

Mengetahui
Guru Pamong,

Mahasiswa

ASRIKA S,Pd
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RISDAYANTI
NIM. 17 0202 0082

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 8 PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Judul Bab : Descriptive Text
Alokasi Waktu : 1 X 60 Menit

A. Tujuan Pembelajaran

Melalui pembelajaran, peserta didik dapat mendeskripsikan brosur yang telah diberikan.

B. Kegiatan Pembelajaran

A. PENDAHULUAN

1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran tersebut.
2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan di tengah pandemi covid19.
3. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.
4. Guru menyampaikan judul materi yang akan dibahas dan tujuan Pembelajaran.

B. KEGIATAN INTI

1. Peneliti memperkenalkan kelas kepada siswa, dan siswa memperoleh pemahaman sebelum mendapatkan tugas dengan mengingat kembali pelajaran yang mereka pelajari pada pertemuan sebelumnya.
2. Peneliti menawarkan siswa untuk menggunakan bahasa Inggris yang mereka ketahui dalam mengerjakan tugas.
3. Peneliti memberikan tugas untuk mendeskripsikan brosur seperti kata-kata (ready, big sale, new, sold, discount).

4. Peneliti meminta siswa menuliskan hasil deskripsinya dengan membuat paragraf sebanyak lima puluh kata, dengan memberikan waktu 1-20 menit untuk mengerjakan tugas tersebut.
5. Kemudian peneliti mengajak siswa untuk memperhatikan struktur bahasa/tata bahasa yang digunakan dalam menyelesaikan tugas, peneliti membantu mengoreksi jika ada kata atau kalimat yang salah.

C. PENUTUP

1. Melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
3. Memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid19.

C. PENILAIAN

1. Penilaian Sikap :
 - Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.
2. Penilaian Pengetahuan :
 - Tugas tertulis / LKPD.
3. Penilaian Keterampilan :
 - Tugas tertulis / LKPD.

Palopo, 13 Januari 2022

Mengetahui

Guru Pamong,

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Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP NEGERI 8 PALOPO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII
Judul Bab : Descriptive Text
Alokasi Waktu : 1 X 60 Menit

A. Tujuan Pembelajaran

Melalui pembelajaran, peserta didik dapat mendeskripsikan pengumuman yang telah diberikan.

B. Kegiatan Pembelajaran

A. PENDAHULUAN

1. Guru menyampaikan salam kepada peserta didik dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran tersebut.
2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan di tengah pandemi covid19.
3. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.
4. Guru menyampaikan judul materi yang akan dibahas dan tujuan Pembelajaran.

B.KEGIATAN INTI

1. Peneliti memperkenalkan kelas kepada siswa, dan siswa memperoleh pemahaman sebelum mendapatkan tugas dengan mengingat kembali pelajaran yang mereka pelajari pada pertemuan sebelumnya.
2. Peneliti menawarkan siswa untuk menggunakan bahasa Inggris yang mereka ketahui dalam mengerjakan tugas.
3. Peneliti memberikan tugas untuk mendeskripsikan pengumuman

- seperti kata-kata (kamar, dress code, dance, see, join, show).
4. Peneliti meminta siswa menuliskan hasil deskripsinya dengan membuat paragraf sebanyak lima puluh kata, dengan memberikan waktu 1-20 menit untuk mengerjakan tugas tersebut.
 5. Kemudian peneliti mengajak siswa untuk memperhatikan struktur bahasa/tata bahasa yang digunakan dalam menyelesaikan tugas, peneliti membantu mengoreksi jika ada kata atau kalimat yang salah.

C. PENUTUP

1. Melakukan refleksi terhadap pembelajaran yang telah dilakukan.
2. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
3. Memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid19.

C. PENILAIAN

1. Penilaian Sikap :
 - Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan.
2. Penilaian Pengetahuan :
 - Tugas tertulis / LKPD.
3. Penilaian Keterampilan :
 - Tugas tertulis / LKPD.

Palopo, 13 Januari 2022

Mengetahui

Guru Pamong,

ASRIKA S,Pd

NIP.

Mahasiswa

RISDAYANTI

NIM. 17 0202 0082

Appendix 1: Pre-test

Describe the animal below with your own words. Tell the physical appearance, characteristics, habits, food and its uses. Write down at least five words!



<http://www.dreamstime.com/40902/animal-descriptive-test-image-animals.html>

Cat - animal
Cat one of most animals in the world. Cat have soft fur and beautiful colors. Usually eat and drink mouse, rice, sugar and another and eat usually down milk. Water and I like eat so cute and often jump, run and catch sleep. Very like to sleep.

Name: Wabiyul
kelas: V.11.8

76/11

Name: Wabiyul
kelas: V.11.8

Lesson 2 Parrot

Explain the animal with your own words. Tell the physical characteristics of the animal with the help of the pictures. Write down its name in the words.



Much as members of a group of vertebrate animals that have feathers and wings. The shape of birds is so varied, ranging from hummingbirds that are small and can buzz through very thick bushes to the great frigatebird that has a long, hooked beak and can fly for days at a time. Birds are also very diverse in their size and shape. Some are as small as a chickadee and others are as large as an ostrich.

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Lesson 2 Parrot

Explain the animal with your own words. Tell the physical characteristics of the animal with the help of the pictures. Write down its name in the words.



Birds are a class of animals that live on land. They have feathers, wings, and a beak. They are very diverse in their size and shape. Some are as small as a chickadee and others are as large as an ostrich. Birds are also very diverse in their color and pattern. Some are very colorful and others are very plain. Birds are also very diverse in their behavior. Some are very social and others are very solitary.

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APPENDIX 5 : DOCUMENTATIONS











SURAT KETERANGAN PENELITIAN

Nomor: 421.3067/SMPN.8/P/2022

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama : RISDAYANTI
NIM : 17.0202.0082
Tempat / Tgl Lahir : Bastasa, 26 Mei 1999
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa IAIN
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Bitu

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 28 Maret s.d 28 April 2022 untuk kepentingan penulisan skripsi dengan judul "Improving students' writing by using task based learning at SMPN 8 Palopo".

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 25 Mei 2022
PEMERINTAH KOTA Palopo
Kepala Sekolah
SMP NEGERI 8 PALOPO
HI. SITI RAHMAH, S.Pd., M.Pd
NIP. 19700601 199702 2 008

Improving Students' Writing By Using Task-Based Learning At SMP Negeri 8 Palopo

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Appendix 6 : Lembar Validasi

Lembar Validasi Instrumen: Writing Descriptive Text

LEMBAR VALIDASI

Petunjuk :

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :
1 = Tidak Sesuai
2 = Kurang Sesuai
3 = Sesuai
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahamai dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar				✓

Komentar dan Saran:

Gunakan tanda seru untuk instruction sentences

.....
.....
.....

Kesimpulan:

Berdasarkan penelitian diatas, lembar validasi instrument dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 14 April 2022

Validator ,



St. Hartina, S.Pd., M.Pd
NIP. 19910909 201903 2 021

Lembar Validasi Instrumen Penelitian (RPP)

LEMBAR VALIDASI

Petunjuk:

1. Bapak/ibu diminta untuk menvalidasi beberapa item yang tertuang dalam Aspek Tujuan Pembelajaran, Aspek pemilihan Materi, Aspek Penggunaan Soal Penugasan Latihan dan Tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda cek (√) pada kolom angka yang dipilih dengan ketentuan sebagai berikut:
1 = Sangat Kurang 3 = Baik
2 = Kurang Baik 4 = Sangat Baik
3. Bapak/Ibu dimohon kesediannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

No.	Aspek Yang Dinilai	Penilaian			
		4	3	2	1
I.	Aspek Tujuan Pembelajaran				
1.	Kejelasan instrumen standar kompetensi		✓		
2.	Kesesuaian kompetensi dasar dengan kompetensi inti	✓			
3.	Kejelasan tujuan belajar yang ingin dicapai	✓			

4.	Cakupan dan kedalaman tujuan yang ingin dicapai	✓			
II.	Aspek Pemilihan Materi				
1.	Ruang lingkup materi tergambar jelas dan mudah diikuti	✓			
2.	Urutan pembelajaran jelas dan mudah diikuti	✓			
3.	Kejelasan materi sesuai tujuan belajar	✓			
4.	Manfaat perangkat secara objektif membantu belajar siswa	✓			
5.	Ketepatan memilih dan kebenaran konsep		✓		
6.	Kemudahan untuk memahami materi		✓		
III.	Aspek penggunaan Soal penugasan Latihan dan Tes				
1.	Keseimbangan penugasan materi		✓		
2.	Kejelasan petunjuk penugasan dalam mengerjakan soal	✓			
3.	Jenis soal dan tes sesuai dengan indikator	✓			

Komentar dan Saran

.....
.....

Kesimpulan

Berdasarkan penilaian di atas, lembar validasi ini dinyatakan:

- a. Layak di gunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 14 April 2022

Validator,



St. Hartina, S.Pd., M.Pd
NIP. 19910909 201903 2 021

Bioraphy



Risdayanti was born in Bastem, May 26 1999 she is the child of the couple's father Rahman and mother Hasriani, but her mother died when her was small and her father remarried with Rosmiati, she is the second child of 4 siblings and has one half – brother, in 2005 the author graduated from school at SDN 35

Pammanu and continued her education at SMPN 1 Belopa and graduated in 2014. In the same year the writer continued her education at SMA 12 LUWU and graduated in 2017. In 2017 the writer continued her undergraduate education at IAIN Palopo English Major. Her writing entitled “ **Improving Students’ Writing Skills By Using Task-Based Learning at SMPN 8 Palopo**”.